

## Unit: Creating a Successful TV Show or Film Using Data

**Target age:** 11+

**Topic 5.2:** Conclusion and Delivery 2 – Displaying the Data (Marketing The Idea)

**Recommended Teaching hours:** 1-2

**Lesson Objective:** Consider the importance of including relevant data when advertising products, in order to communicate your message effectively

**Lesson Overview & Outcomes** (*Linked to Scottish curriculum for Excellence Numeracy & Mathematics and Technologies: experiences and outcomes – Third/Fourth level*)

This topic allows pupils to consider the creative aspects their finished product and how they could market it. It allows them to consider the real-world applications of creating a product and then trying to make it successful.

**Numeracy & Mathematics:** MTH 3-17c, MTH 3-19a, MNU 3-20a, MTH 3-21a, MTH 4-12a, MTH 4-21a

**Technologies:** TCH 3-01a, TCH 3-08a, TCH 3-09a, TCH 3-11a, TCH 3-15a, TCH 4-01a, TCH 4-08a, TCH 4-09a, TCH 4-11a, TCH 4-15a

**Key words:** Advertising, Marketing, Emotional Response, Style, Format

**Suggested software/Resources:** MS Excel, Infogram, Visme, Canva, Vengage

*Please refer to project overview and medium-term plan for additional support and guidance*

### Lesson Structure:

(Based on 1 hour lesson – you may need more time to allow adequate design and creation)

Examples of what pupils could produce for topics 5.1 and 5.2 can be seen on the STATWARS website  
[www.statwarscompetition.com](http://www.statwarscompetition.com)

### Introduction:

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<b>Slide 2-3:</b> Show examples and/or use link and see if pupils can guess the films  This should enable them to understand/appreciate why/how we remember those films, use this to open up discussion about what makes them memorable	Display some of the answers/points on the board for use in the next task	Directed questioning to assess pupil understanding

### Main Content:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	<b>5.2.1 Slides 4-11:</b> Guide pupils through what makes a good poster and ask them to write down what they would suggest makes posters memorable for them, do they need to consider other people's viewpoints? Yes, so then ask them to share their ideas and using the class discussion come up with a checklist for their own film/show poster. They can do this part on their own or in their groups, before rejoining with their groups to create the poster	<b>Challenge 1:</b> Ask pupils to design a checklist for things to avoid when making a movie poster	Pupils will develop a checklist for their group poster
35	<b>5.2.2 Slides 12-15:</b> Ask pupils to decide what type of poster they want to create and show the options/examples. Display the challenge tasks for pupils to consider – they may decide to allocate tasks within their group or do these once they have created their poster  <b>Optional:</b> If you have not already, ask pupils to pitch this poster also, alongside their data poster. They should look to justify their design decisions  <b>Alternatively,</b> groups can write a short piece that justifies their design decisions,	<b>Support:</b> Print slide 11 out for pupils to use as support, alongside their own checklist  <b>Challenge 2:</b> What films did you find that had low ratings or poor critic reviews but were box office successes? Go look at their posters and write about how the poster may have influenced this	Pupils will create a suitable and effective poster that highlights key aspects of their TV show/film  They will select/use suitable software  They will be able to discuss and justify the decisions they have made

	based on the discussions earlier in the lesson.	<p>Design another poster alternative poster style such as Saul Bass or Pop Culture style or consider more environmentally friendly ways to advertise the film</p> <p>Can they create a survey about what made their classmates go to see films? Were the films as good as they thought they would be from looking at the poster? What enticed you the most?</p>	
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#### Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10 (20+ if pitching ideas)	<p><b>Slide 16:</b> The Pitch - Bring the project to a close, highlighting the work produced by the pupils and celebrating the successes from the project.</p> <p>If pupils are pitching their work you should use the judging criteria provided to support you and select 4 to be submitted via <a href="http://www.statwarscompetition.com">www.statwarscompetition.com</a> – you will need to allocate additional time for pupils to pitch their ideas</p> <p>Ask pupils to ensure all their work is completed and saved accordingly. You may wish for pupils to print their work off here</p>	Provide pupils with a checklist of work that should have been completed	All pupils should have produced work within their groups for all 6 topics, ready for formal assessment, if applicable

#### Homework:

If this was the first lesson of topic 5 - Ask pupils to consider ideas for their 2nd poster to display their data next week. If not, then this is the end of this project.

#### Evaluation:

- ▶ What went well in the lesson?
- ▶ What needs addressing/revisiting?
- ▶ What might you do differently for next time?