

Unit Creating a Successful TV Show or Film Using Data

Target age: 11+

Topic 1: Defining the problem

Recommended Teaching hours: 1-2

Lesson objective: Be able to develop ideas on what makes a successful TV show or film and understand what data we could collect to investigate those ideas

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

How can we use data to create a successful film or TV show?

This topic is aimed at providing context to the project and helping pupils understand what needs to be done to provide a solution to the problem. They will be able to do some initial data gathering and planning here.

Pupils should be asked to think/write/discuss their ideas on what makes a successful TV show/film individually then as a group to feed back to the class.

They can search the internet for relevant information to support the discussion and begin to store information they may find.

Numeracy & Mathematics: MNU 3-01a, MNU 3-03b, MTH 3-15a, MTH 3-20b, MNU 4-03a

Technologies: TCH 3-03a, TCH 3-05a, TCH 3-08a, TCH 4-02a, TCH 4-04d

Key words: Data, Information, Statistics, Analysis

Suggested software/Resources: Internet Web Browser (Google Chrome, Internet Explorer etc.), Word processing package, Spreadsheet or presentation software to collect some initial ideas/research)

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

Lesson Structure:

(Based on 1 hour lesson)

Introduction:

Time (minutes)	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
10	<p>1.1 Slides 1-2: Introduce pupils to the project using</p> <p>Ask pupils if they know what statistical analysis is. Use probing questions to help them develop their understanding</p> <p>Slide 3: Ask students to write down their favourite ever films and TV shows in 2 separate lists</p>	<p>Students can write down why they liked them so much. Can they begin to spot any trends?</p> <p>For those who require additional support offer prompts using popular films suitable for the class</p>	<p>Pupils should produce 2 lists, 1 for films and 1 for TV shows</p> <p>Some students will be able to identify similarities and what they liked about the items in both lists</p>

Main Content:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
15	<p>Slide 4: Introduce pupils to main task</p> <p>Get pupils into pairs/groups and ask them to use their lists to discuss what they think makes a successful Film or TV Show</p> <p>The aim here is to get them to consider “what is successful” – is it rating, money, awards, originality? It is not always the big budget blockbuster</p> <p>If possible, get them to mind map this</p>	<p>You can prompt students with some example answers here, see slide 4</p>	<p>Think/pair/share</p> <p>A mind map/list of what they think makes a successful Film or TV show</p>
30	<p>Slide 5: Pupils should now feel comfortable to develop their reasons for success. Ask them to share their ideas</p> <p>Before you get pupils to answer the questions below on worksheet 1, show them the following video</p> <p>https://www.ted.com/talks/sebastian_wernicke_how_to_use_data_to_make_a_hit_tv_show</p> <p>This will help them appreciate how technology (use of data collection) has helped companies develop what they offer. Ask them to think about when they have been online and adds “pop up”, due to data about what they have looked</p>	<p>Challenge 1: What is a computer cookie? Why is this important to companies? Are there any risks to you as a person using the World Wide Web? Are there any social, moral or security implications of collecting or using this data?</p> <p>Challenge 2: Further important questions to consider here are:</p>	<p>You may want to gauge understanding through observation of group work or ask students to complete the worksheet or create their own document to answer the questions/challenge activity</p> <p>All students should be able to explain their thoughts on successful good film/TV show and have some initial ideas</p>

<p>at/used being collected - introduce Challenge 1 here if you want</p> <p>Slide 6: Get pupils to complete worksheet 1</p> <p>Pupil will answer questions such as:</p> <ul style="list-style-type: none"> a) What do we currently know about the best TV shows/films? Why was avatar so successful? Which genres, plots, actors tend to be successful b) How will you find out what the most successful films/shows actually are? What will you be looking for? How much money it made? Who liked it? What awards did it get? How long was it on for? Movie databases? c) What might our solution look like? E.g. What genre might it be? Who might be in it? Will it be big/low budget? Will it be a cult film? Will it be an animation? <p>Introduce Challenge 2 here if you want</p> <p>Slide 7: Once pupils have discussed/written some ideas down they can begin to search the internet broadly to develop their answers. Ask pupils to consider the key terms they need to search for</p> <p>Ask pupils to save their answers and findings in an appropriate location</p> <p>You may at this point wish to introduce them to the interviewing an industry professional aspect of this project.</p>	<p>Where could we store all the data we collect about shows/films? What personal data might need to be collected or processed to find out if people think our show/film will be a success? E.g. if we created a questionnaire/survey. If so the privacy issues need to be addressed at an early stage of planning - asking for permission</p> <p>Support: Students should complete worksheet 1 provided</p>	<p>on what a solution might look like. Some students will have developed their answers further using challenges 1 and 2</p>
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Concluding the lesson:

Time	Activities	Challenge/Support (Differentiation)	Assessment Strategies & Outcomes
5	<p>Slide 8: Ask everyone to write down the 3 most important criteria for a successful film/TV show based on what they have found today. Do a quick survey and collect the most popular answers. Ask pupils to answer why they are the most popular. Target students for questioning accordingly</p> <p>You may want to provide students with the "Checklist for completed work" document to store in their folders at this point</p>	<p>Challenge students to explain why they think the criteria is important. Justifying an answer is an important higher order thinking skill</p> <p>Have their thoughts changed as a result of today?</p>	<p>Ask all students to write down their top 3</p> <p>Use targeted questioning to ensure students are involved and engaged</p>

Homework:

Slide 9: Collect any images/pictures/posters etc. of films/TV shows to bring in next lesson. They will be used to create a class mood board to display throughout the project.

At this point if you have not already, please ask pupils to prepare for interviewing one or more industry professionals during this project, dependant on who you have signed up to interview -

<https://www.eventbrite.co.uk/o/statwars-competition-30258493092>

Evaluation:

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