



## LESSON 9: Create and Share Campaign Products

Teacher's Note: Before beginning Lesson 9, contact other teachers to schedule audiences for presentations of campaign products. Elementary school classrooms are ideal audiences for your students. Parent nights are ideal times for presentations or PTO meetings. You may also want to contact different businesses in your area to display student products. Check with your local newspaper to see if they will publish the articles and essays the students wrote. Students groups can present to each other in the classroom. Inform students who their audience will be so they can design their products appropriately.

**LESSON DESCRIPTION:** In this lesson, students will design campaign products. Students will share finished products with specific audiences.

**FOCUS QUESTIONS:** How do you think your information will influence your audience?

**OBJECTIVES:** Students will:

- design a campaign product using their completed graphic organizers.
- present a campaign product to an audience.
- evaluate presentations.

### Core State Standards

**CCSS.6-8.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.6-8.W.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**LENGTH OF LESSON:** This lesson will take between two and three class periods.

### MATERIALS NEEDED:

- Research Folders with note cards **or** Analyzing Information Handouts
- Completed **Problems and Solutions Handout from Lesson 8**
- HANDOUT 1: The Power of Media: The Challenge
- HANDOUT 2: Campaign Product Graphic Organizer
- Depending upon product chosen:
  - PowerPoint, Photostory and digital movie: access to computer software
  - Essay, Research Paper, Letters, Articles: access to word processing program
  - Tri-fold Pamphlet: access to word processing or presentation program if computer generated and paper with writing/coloring tools if completed by hand
  - Poster: poster board and writing/coloring tools
  - T-shirt Design: t-shirt, fabric pens or iron-on transfers, access to computer, printer

## PROCEDURE:

### Activity 9.1: Students brainstorm ideas for a campaign product

1. Explain to the students they are going to be creating campaign products incorporating the facts and statistics from their research. Discuss with students different ideas for campaign products (see ideas below) and desired product outcomes. Depending upon teacher preference, students may work independently, with a partner, or in groups.

Teacher's Note: Ideas for campaign products include: PowerPoint, Photostory, digital movie, persuasive essay, research paper, poster, tri-fold pamphlet, radio announcement, school announcements, newspaper/magazine article, design a t-shirt, letters to organizations (president, congress, health care professional, school board, city council,

### Activity 9.1: Students discuss the power of media and brainstorm an anti-smoking poster.

1. Before students begin working on their campaign product have them read and complete **HANDOUT 1: The Power of Media: The Challenge.** Have students work in pairs or small groups. You may also do this as a whole class activity.

### Activity 9.2: Students will create campaign products.

1. Distribute **HANDOUT 2: Rubric for Public Awareness Campaign** (1 copy per student).
2. **TELL STUDENTS:** This is the rubric that will be used to score your campaign product. Final products need to include 1.) insightful barriers/problems that need to change, 2.) solutions/strategies to encourage change, 3.) high quality examples or pieces of data to support their campaign, 4.) an original, accurate and interesting product that addresses the issue, 5.) high quality sources, 6.) citations are used correctly.
3. Using their notes and completed handouts from past lessons, students will highlight key information they want to include in their campaign product that shares what they have learned.
4. Distribute **HANDOUT 3: Campaign Product Graphic Organizer.** Students will use graphic organizers to plan and layout their product.

Teacher's Note: Before having students' begin making their final products, approve the students' graphic organizers, written scripts for school or radio announcements, rough drafts of essays or newspaper/magazine articles, t-shirt designs, etc.

5. Students will use their completed graphic organizers to create a campaign product for a presentation. For the students who are using PowerPoint, Photostory, or digital movie, once they have the basic project completed, they may personalize their presentations by selecting desired fonts, backgrounds and text colors, pictures, graphs, music, etc.

**Activity 9.3: Students present products and evaluate presentations**

1. Select will present their projects and/or display them throughout the school and community.
2. After students have “presented” their products, have them discuss and evaluate their audience’s reaction to the presentation with partners or in groups.

## **HANDOUT 1: The Power of Media: The Challenge**

Your campaign product, whether it's a t-shirt design or a 60 second video can become a very effective and powerful tool for educating others. Make sure your campaign product could be shown to a general audience that could include young children.

Stories, pictures and movies can help you educate others but there is a challenge in how you use them. An example of this challenge is related to smoking. In 2002, 74% of all U.S. movies depicted smoking, including 75% of youth-rated movies.

A team of researchers from Dartmouth Medical School published an article about an 8 year study they conducted on the long term effects of children's exposure to movie smoking. The study included 1,791 children between 10 and 14 years old.

After eight years they found that moderate exposure to movies with smoking increased the risk of becoming an habitual smoker by 68%. High exposure to movies with smoking increased the risk by 98%. The authors concluded, "approximately 35% of habitual smoking in teens and young adults can be directly attributed to earlier exposure to movie smoking scenes." (Early Exposure to Movie Smoking Predicts Smoking by Older Teens and Young Adults, Dr. M. Dalton, *Pediatrics*, 2009)

So, your challenge is to develop a campaign product that will educate others about what you have learned using facts and statistics from your research without using violent images or people involved in negative behavior such as tobacco smoking or drug use.

### Sample Advertising Assignment

You have been hired by the National Institutes of Health to develop an anti-smoking poster aimed at teenagers. They want the poster to include one of the following facts:

- 35% of the teenagers who begin smoking will die from smoking related diseases.
- Every day 2,040 teenagers will begin smoking.
- Smoking is the #1 cause of preventable deaths.
- Smoking costs this nation over 200 billion dollars a year in health related costs.

**You have also been told not to use any images of teenagers smoking in the poster.**

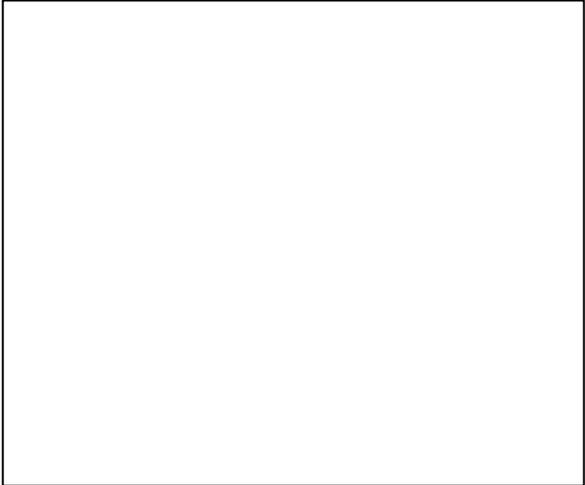
## HANDOUT 2: Rubric for Public Awareness Campaign

Teachers Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming – Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.
Sources - Quality	Students include 4 or more high quality sources.	Students include 2-3 high quality sources.	Students include 2-3 sources but some are questionable quality.	Students include fewer than 2 sources.
Sources - Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.

**HANDOUT 3: Campaign Product Graphic Organizer**



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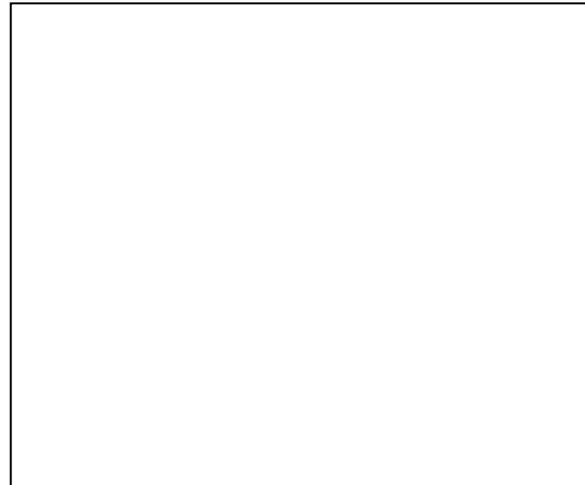
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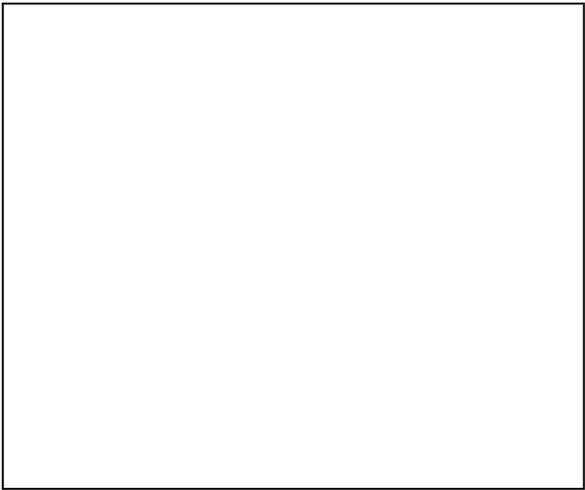
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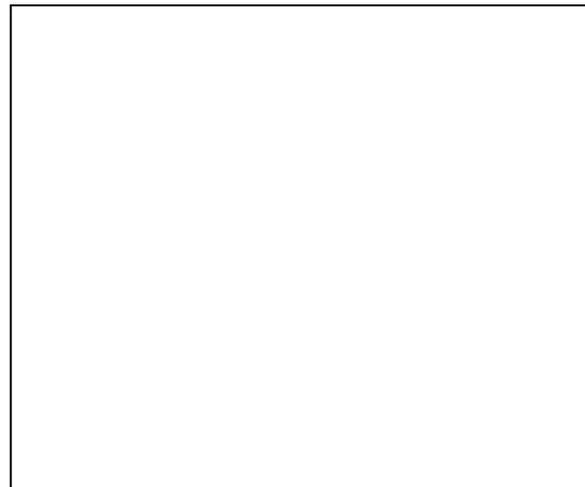
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