

The Scottish Poppy Appeal TV challenge

Teacher's notes

The big question

How can we support Poppyscotland?

Level

Fourth/Senior

Experiences and outcomes

I can approach familiar and new situations with confidence when selecting and using appropriate software to solve increasingly complex problems or issues. **TCH 4-03a**

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks. **TCH 4-03b**

Throughout my learning, I can make effective use of computer system to process and organise information. **TCH 4-04a**

While working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities. **TCH 4-07a**

I have continued to participate with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. **EXA 4-02a**

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a**

Additional resources

Watch the short film 'Poppyscotland Case Study: Who We Help: Stuart Proudfoot':

<http://learning.poppyscotland.org.uk/resource/poppyscotland-case-study-who-we-help-stuart-proudfoot/> or 'Poppyscotland Case Study: Who We Help: Steve Beedie' <http://learning.poppyscotland.org.uk/resource/poppyscotland-case-study-who-we-help-steve-beedie/>

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website <http://learning.poppyscotland.org.uk/resources-category/films/> or by ordering for free the 'Sowing the Poppy seed DVD' <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Poppyscotland's image library is available from the Poppyscotland Learning website: <http://learning.poppyscotland.org.uk/resources-category/media/>

Introduction

This challenge makes use of ICT in the form of digital tablets and computers to stimulate students' interest in their learning and allows them to be actively involved. It will also improve their skills in planning, communicating ideas to a target audience, thinking independently, working co-operatively and being creative.

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This kind of activity is particularly useful as a revision tool which can be transferred to any topic or curricular area.

Teachers could create a simple marking grid based on a points system for the number of criteria met and have students peer assess their work.

As part of the marking scheme it would be worthwhile to have an 'official launch' event where pupils screen their adverts to others in the school and test whether their adverts are effective in communicating their messages.

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Your challenge

Every year the Scottish Poppy Appeal is Poppyscotland's biggest fundraising event.

The money that is raised is used to support veterans and their families by providing direct financial aid (help with money), advice, jobs in Lady Haig's Poppy Factory and money to other organisations that help veterans. Because the appeal is so crucial to the work of Poppyscotland, people need to know what it is, when it takes place and why it is important.

Your challenge is to create a television commercial which will promote this year's Scottish Poppy Appeal and will be no more than one minute long.

- Work in groups of four or five.
- Produce a TV advert which promotes this year's Scottish Poppy and should be no more than one minute long (you may wish to use Windows Movie Maker to produce the advert).
- Allocate jobs (researchers, scriptwriters, storyboard artists, technicians who will put the final production together).

Think about the following

- What do you want people to know about the Scottish Poppy Appeal? What do Poppyscotland do and who do they help?
- How can the people watching help Poppyscotland?
- What will make the viewers want to support this cause?
- How will you get this information across clearly in such a short period of time?
- How can you make your advert appeal to as many different viewers as possible?
- Will you have to do any filming or can you put together your advert using resources such as images and videos that are already easily available to you?

Make use of the following resources

- Watch the films 'Poppyscotland Case Study: Who We Help: Stuart Proudfoot': <http://learning.poppyscotland.org.uk/resource/poppyscotland-case-study-who-we-help-stuart-proudfoot/> or 'Poppyscotland Case Study: Who We Help: Steve Beedie' <http://learning.poppyscotland.org.uk/resource/poppyscotland-case-study-who-we-help-steve-beedie/>
- YouTube has all of the Scottish Poppy Appeal adverts from the last few years on it and more interviews with veterans from modern conflicts that they have helped. Go to www.youtube.com and type 'Poppyscotland' in the search box. Look and see what kind of messages these adverts try and deliver.
- To find out more about the work of Poppyscotland and the Scottish Poppy Appeal visit <http://www.poppyscotland.org.uk/about-us/>

The Scottish Poppy Appeal TV challenge

Poppy Appeal TV challenge planning sheet

Consider ideas from the group and answer the following:

What do you want people to know about the Scottish Poppy Appeal? What do Poppyscotland do and who do they help?

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How can the people watching help Poppyscotland?

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What will make the viewers want to support this cause?

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How will you get this information across clearly in such a short period of time?

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How can you make your advert appeal to as many different viewers as possible?

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Will you have to do any filming or can you put together your advert using resources such as images and videos that are already easily available to you?

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Now, go create!

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What progress have I made today?

Planning and organising technological activities. **SAL TCH**

2nd level

I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for this task.

For example...

3rd level

I can gather and combine data and information from a range of sources to create a publication, presentation or information resource.

For example...

4th level

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks.

For example...

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Peer marking exercise / self-assessment

Tick all that apply.

Experiences and outcomes

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- I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks. **TCH 4-03b**
- Throughout my learning, I can make effective use of computer system to process and organise information. **TCH 4-04a**
- While working in a simulated or real workplace, I can select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities. **TCH 4-07a**
- I have continued to participate with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. **EXA 4-02a**
- I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a**