



Campaign



Campaign

School incursion - Stage 3

Teacher checklist

Location	Your school and local site
Cost	DoE \$22 per student - GST free. Non-gov school cost \$32 per student - GST free. Non-gov min charge \$600
COVID-19 safety plan	http://bit.ly/2M4tYoP
Risk assessment	http://bit.ly/2PgtyY7
Site visit	Ensure all class teachers have visited the site and are familiar with the route from school to it.
Welfare	Participants will be outdoors all day in rugged terrain. This excursion may not be suitable for people who have been recently unwell.
Bring	Backpack, medication, low-waste food, water bottle, sunblock, raincoat, hat, sturdy shoes. Students wear reusable name tag and sports uniform.
Watch	YouTube video Preparing for an excursion.
Parent helpers	Welcome, no siblings. Closed shoes essential.
Medical or special needs	Notify EEC staff prior to incursion.
Extreme or wet weather	Days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms may result in the excursion being modified, postponed or cancelled.
Cancellations	Cancellations with less than three school weeks notice will incur a \$500 administration fee. This does not apply to cancellations due to weather or fire danger.
School to provide	Classroom or hall to set up, with an IWB or screen. Students should bring headphones.

Overview

Campaigns use powerful persuasive texts to captivate and position their target audiences. Students will learn how to create beautiful video imagery, sound and persuasive words to inspire, motivate and educate. Students will create a sustainability or nature-based video campaign to encourage connections to nature based on the bushland found at their school or local site.

Suggested timetable (actual times may vary)

Time	Activity
9.00 - 9.30	Introduction
10.45 - 11.15	Recess
11.15 - 12.00	Planning walk and storyboarding
12.00 - 1.00	Filming with working lunch
1.00 - 1.30	Editing
1.30 - 2.00	Campaign showcase
2.30	Conclusion

Optional Pre-excursion activities

What is a campaign?

Ask the students to describe a campaign. Watch examples of environmental campaigns such as [Together Possible](#) and [We Are All Connected](#) by the World Wildlife Fund and [Nature is Speaking](#) by Conservation International. Create a word bank of words used in campaigns to persuade the audience.

Filmmaking techniques

All filmmakers use a range of filming techniques to make their campaigns interesting. These techniques include the style of camera shots, camera angles, persuasive language and music. View the video on filmmaking with a handheld device on [YouTube](#) and tips to using different [camera angles](#) and shots. Identify the shots and camera angles using the [Documentary Shots PDF](#).

Filming

A range of videos are available on the Field of Mars website to assist students in preparing for filming. These include:

[Using iPads in the Field](#)

[Using the Clapboard](#)

[Using a Disc Reflector](#)

The videos were created for our Documentary program however the information is relevant for campaign making.

IncurSION learning activities

Campaign introduction

Students will be introduced to design methodology for creating an engaging text and video based campaign. Students will deconstruct an existing campaign and learn how point of view is shaped in environmental campaigns through the use of digital camera work, composition, editing, sound and persuasive language.

Pre Production

On a walk through the school or local site students will brainstorm campaign ideas, scout filming locations and develop a word bank of persuasive language. Students will work in pairs to storyboard ideas for a digital campaign.

Filming

iPads and tripods will be taken outside to record footage in multiple locations using a variety of camera angles for an engaging campaign.

Post Production - Editing

During this session the students will review, sequence and edit their footage recorded in the field. Students will use iMovie or Clips on an iPad to edit their campaigns. Text and soundtracks will also be added to their film to create a persuasive campaign.

Campaign showcase

Students will have an opportunity at the end of the day to share their campaigns on the big screen with the rest of their peers.

Syllabus outcomes and content

NSW English K-10 Syllabus

EN3-1A Respond to and compose texts

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710)

EN3-2A Respond to and compose texts

- compose imaginative and informative texts that show evidence of developed ideas
- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues
- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics

EN3-3A Understand and apply knowledge of language forms and features

- recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups

Other syllabus links

Learning experiences will also support but not explicitly teach outcomes and content in the Science and Technology K-6 Living World strand. Documentary can all support the communication stage in a geographical inquiry in support of the Geography K-6 syllabus.

Environmental education objectives

Students will develop

knowledge and understandings about:

- the nature and function of ecosystems and how they are interrelated (K1)

skills in:

- communicating environmental problems to others (S3)

values and attitudes relating to:

- a respect for life on Earth (V1)