

Unit Four Project Guidelines

Calling All God's Children – Hear My Cry!

For this project you will first develop a storyboard and then create a short Public Service Announcement that displays your understanding of God's call for all humans to be stewards of creation.

Here is what you need to do:

- view an example of a Public Service Announcement (PSA) shown by your teacher
- discuss, and record the characteristics of a PSA
- go on a walk around your home to examine your local community
- discuss and note changes made to the observed environment in your religion notebook. You may write in point form
- brainstorm the environmental issues of concern that were observed on your walk
- choose one environmental issue that you would like to bring attention to
- use a storyboard graphic organizer to illustrate 6 to 8 scenes in which you will introduce the environmental issue and then propose a valid way to solve the issue
- use the organizer to begin to craft a PSA according to the characteristics brainstormed as a class
- write dialogue for the character and/or narrator of the announcement
- orally present your storyboard to the class

You might want to consider:

- as creative beings, how humans are called to share in God's work of creation and the act together to encourage creatively
- the ways that human beings disturb creation on earth
- the way in which scriptural stories (Jesus' teachings or Genesis readings) and science (environmental responsibilities – scientists, environmentalists) call people to care for creation
- how human dignity is connected to human interaction with the environment

Your Public Service Announcement should:

- clearly identify the issue
- provide a logical solution with relevant dialogue
- include the Catholic response to the issue based on the information in Unit 4 (summary statements on p 84)
- be submitted with the storyboard

This project is due on: _____

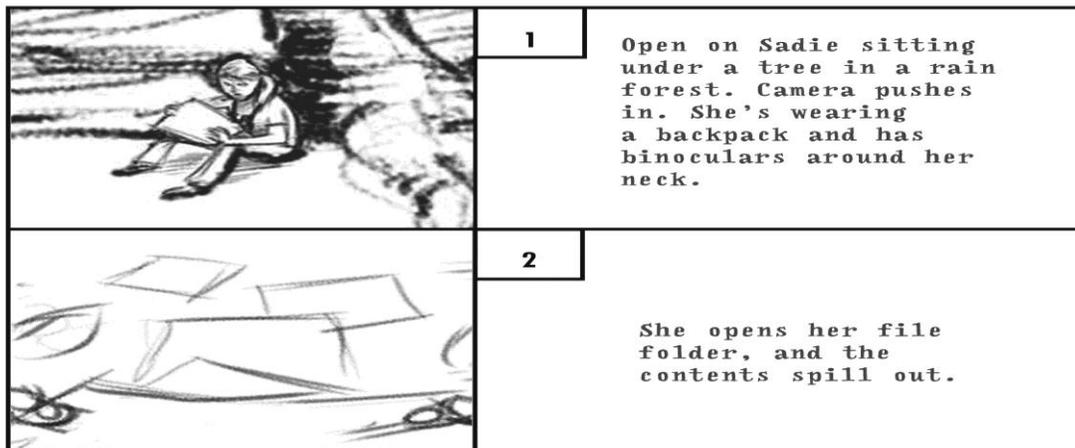
Storyboards

Once a script or concept is written for a video, movie, or interactive media, a storyboard is created.

A **storyboard** tells a story visually like a comic book. It helps in the planning of each shot or page, enabling the producer to show the work to others for feedback before shooting. It helps directors, cinematographers, and television commercial advertising clients to visualize the scenes and avoid potential problems, saving production time and money.

Each panel of a good storyboard should tell about the characters and how they will move; the sound effects (dialogue, music, or other) associated with the shot; the time between the last frame and the current one; and what the camera will be doing (field of view, movement, and transitions).

Storyboards are often sketched in pencil or on a computer using basic shapes, stick figures, and simple backgrounds. They are frequently done on file cards so the producer can move parts of the story around. The content and composition are considered for each panel. Arrows or instructions indicate movement.



Some Basic Camera Movements

Pan: A steady, sweeping movement from one point in a scene to another.

Tilt: Using a camera on a tripod, the camera moves up or down to follow the action.

Zoom: Use of the camera lens to move closely toward or away from the subject.

Some Basic Transitions Between Shots

Dissolve: A transition between two shots, in which one shot fades away while another shot fades in.

Fade: A fade out is a transition in which the image gradually darkens to turn black. A fade in is when the image gradually lightens from black and becomes brighter.

Jump cut: A rapid, jerky transition from one frame to the next, either disrupting the flow within a scene or making an abrupt transition from one scene to another.

Name: _____ Date: _____

Religion Unit 4 Public Service Announcement

God's call for all humans to be stewards of creation

Topic: _____

Purpose: _____

How you will make it memorable (e.g. tagline, slogan): _____

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Storyboard

Opening		1
		2
Middle		3

Middle

	4
	5
	6
	7
	8

Conclusion

Grade 7 *Believe in Me* Unit 4 Project Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge/Understanding	The student:			
Understanding of content (how humans disturb order of creation, how creation stories and science call us to care for environment, God's call to stewardship)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking	The student:			
Use of planning skills (generating ideas about problem solving and stewardship, research)	- uses planning skills with limited effectiveness	- uses planning skills with some effectiveness	- uses planning skills with considerable effectiveness	- uses planning skills with a high degree of effectiveness
Communication	The student:			
Expression and organization of ideas and information (clarity of expression, logical organization) in visual and written forms (storyboard and script component, oral presentation)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness
Application	The student:			
Making connections between Religious Education and the world (between call to stewardship from God and your contribution to the community)	– makes connections between various contexts with limited effectiveness	– makes connections between various contexts with some effectiveness	– makes connections between various contexts with considerable effectiveness	– makes connections between various contexts with a high degree of effectiveness