

# **Intro to Business Semester 1**

## **Communication Project: Real Life Economics 101**

Use Microsoft Windows Movie Maker or online free video creation sites such as [www.masher.com](http://www.masher.com), [www.animoto.com](http://www.animoto.com), or [www.jaycut.com](http://www.jaycut.com) to complete your project

Video will be 2 minutes in length

Use powerful photos, videos along with texts and music to tell your story

**\*\*A photo is worth a thousand words\*\***

Use few texts on a slide

Use appropriate non-copyrighted music –Do not use music with bad language or cuss words.

**Definition of Communication – The process of exchanging messages between a sender and a receiver. These messages can be about information, ideas, or feelings.**

**\*\*\*It is important to know the purpose of your presentation\*\*\***

**Inform –Pass on information-be clear and concise - get to the point**

**Persuade- To persuade someone is to convince that person to change a perception in order to get him or her to do what you want**

**Entertain- Presentation to entertain others- It is not always necessary to tell jokes and tell stories.**

# Instruction:

1. Create a video to teach high school students about their economic decisions.
2. Your video should include key concepts and examples of the following concepts-
  - What is economics?
  - Needs versus Wants
  - Compare the needs and wants of an American high school student to those of a high school student from Liberia, Africa
  - Goods and Services
  - What are the four factors of productions or economic resources
  - What is scarcity and how does it affect everyone?
  - Give example of what economic decisions you have recently made regarding wants versus needs
  - Explain how the decision-making process can lead to making better choices
3. Create a video to inform, persuade or entertain your audience
4. Keep texts short and to the point- Remember people need to be able to read your slide from the back of the room. Use easy to read font, choose font color that is easy to read, and choose appropriate background color or image.
5. Add Music to your presentation
6. Finalize your video and present the project for class viewing.

## Self-Assessment for Video

1. Check for the storyline –Does it flow well?
2. Are there more questions the viewer might have that need to be addressed in the video?
3. Do the photos go well with the topic?
4. Is the font chosen legible?
5. Can someone read the text from a good distance?
6. Is the music selection appropriate?
7. Are the spelling, grammar and punctuation correct?
8. Is there an emotional connection to your story
9. If this was a trailer for a movie, would you want to see the whole movie?
10. Does this work show any creativity?

## Digital Storytelling : Real Life Economics 101

Teacher Name: \_\_\_\_\_

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

CATEGORY	40	30	20	10
Economic Concepts	The story is told with the right amount of detail throughout. It has all the relevant key terms and information. It shows good research of the topic and personal application or understanding.	The story has explanations of most key terms. It shows some evidence of personal understanding and relevance of key economic terms.	The story is missing a few explanations economic terms. Some examples were given.	The story is missing explanations of key economic terms and examples to make it relevant. It does not convey a good understanding of the subject.
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.