

Westfield

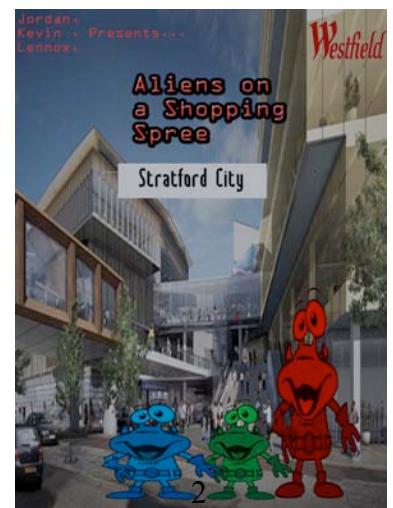


Media – Children’s Books: Alien Invasion
Created by Year 10 Pupils for Year 6 Pupils
Developed by Kelly Busuttill
St Bonaventure’s School



Stratford City Education Project Children's Books – Alien Invasion

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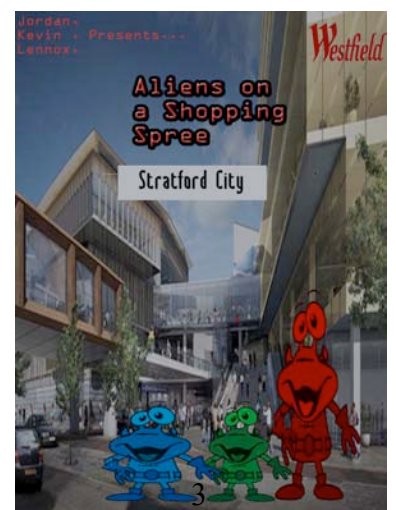
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"Every day you may make progress. Every step may be fruitful. Yet there will stretch out before you an ever-lengthening, ever-ascending, ever-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb."
Sir Winston Churchill

This is the second Stratford City Education Project that I have led so I knew exactly what I was letting myself in for. By that I mean that I knew it would be intense, running to a very tight schedule and having a real client would add an extra level of pressure on the quality of results. I also knew undoubtedly that the experiences that the pupils would have would be real, exciting and motivational to all those involved. I knew that the support from both the Stratford City Education/Newham project teams and Westfield would be excellent and that the pupils would have the opportunity to work with and for real professionals, real clients and a real target audience providing them with an insight into the professional world and giving them a sense of pride in their work that goes beyond a regular piece of coursework which will be sent to an examiner.

Again, like the first project, 'Short Films - Anticipating Stratford City', this has been a tremendously rewarding teaching experience and I would recommend anyone to get involved with the Stratford City Project who has the opportunity to do so.



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Overview

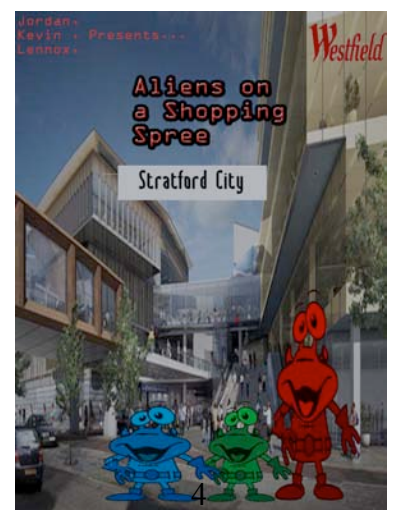
This document outlines the Year 10 Stratford City Education Project to create children's books for Year 6 pupils to inform them about Stratford City. This is a project that took place during the Spring-Summer Term 2009 within the Media Department at St Bonaventure's School.

The project was developed to increase the knowledge of younger children about their local area and how it will be developed by Westfield through the development of Stratford City. Although the Stratford City Education Project has been operating in primary and secondary schools, this was a further opportunity for secondary and primary to work together to further raise awareness and promote Stratford City.

A Year 10 Media class took part in the project which fulfilled the criteria for the Print Production Module within Media Production. At St Bon's we offer BTEC at KS4 but this project and the ideas within this document could be applied to GCSE, BTEC or could be applied to smaller projects at KS3.

Pre-production

4 production groups were formed beginning with a rigorous research task into the development of Stratford City including: interviewing Westfield representatives who visited the school to brief the pupils and conducted focus groups with Year 6 pupils from St Helen's Primary School to research into their target audience. At this stage, the Year 10 Media class was also visited by an author with publishing experience, which provided many invaluable outcomes such as allowing the pupils to research into professional book production and also to gain insight into where this experience could lead professionally. Once research was completed Westfield gave us 4 specific areas that they wanted the groups to focus on. These included Arts and Culture, Food and Drink, Shopping and Leisure. The groups had to pitch for their chosen topic and the topics were allocated accordingly. Initial ideas were generated and then further research was carried out with the Year 6 pupils to select final ideas for books. At this point, my whole initial plan of creating information texts for the Year 6 pupils was adapted as it quickly became apparent that the Year 6 pupils were much more interested in fiction and entertainment. Which is where the aliens came in...



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The Aliens

In the previous academic year, St Bon's Art Department had also been involved in a Stratford City Education Project creating artistic impressions of Stratford which involved creating a range of aliens and taking them on a field trip to introduce them to Stratford.



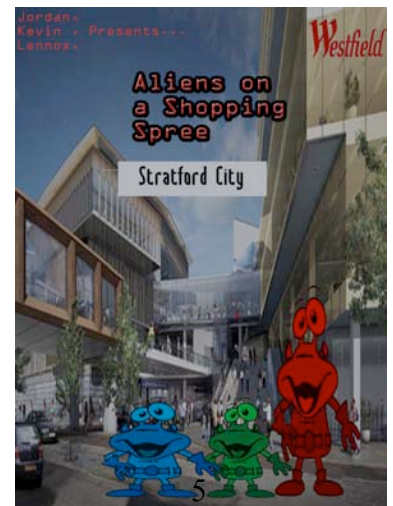
We thought that it would be a great idea to link the two projects and so take aliens as one of the main themes for the children's books. Feedback from Year 6 was very promising and this reminded me as a teacher who teaches the value of researching your target audience, how very important it is.

Production

This stage was the most time-consuming as pupils needed to plan and create text and images. Developing the images took a substantial amount of time as many of the pupils involved were unfamiliar with Adobe Photoshop which we used for the images so developing these skills took time. However, as is often the case the pupils enjoyed the new software and their skills quickly improved.

Feedback

The completed books were sent back to the Year 6 pupils at St Helen's and to Westfield where they were received with enthusiasm and they have been proven to have fulfilled the brief in that the Year 6 pupils are now very excited about visiting Stratford City.



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PLTS

I am a firm believer that through the practical elements of BTEC Media projects, the production units allow for a full range of Personal Learning and Thinking Skills to be applied. This Print Production Unit covers this following PLTS:

Independent Enquirers - through the research and planning at the outset of the project making strategic decisions based on what they have discovered.

Creative Thinkers – working collaboratively to generate ideas to solve the problem that they have been given which is *how can they increase the knowledge of Year 6 pupils of the development of Stratford City*.

Reflective Learners – through regularly taking feedback from their client and target audience and reflecting on whether or not their product fulfils their brief.

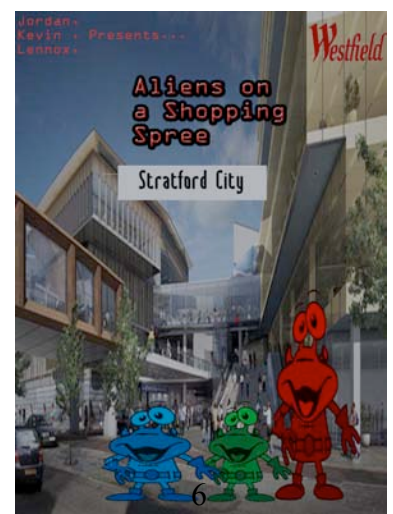
Team Workers – working in project groups whereby they are allocated roles at times but must work together collaboratively taking into account a range of views and ideas.

Self-Managers – working towards a goal, managing time and resources and adapting effectively to change as it arises.

Effective Participators – pupils are actively engaged with issues that affect them and those around them. They are working with the wider community taking action to bring improvements for others as well as themselves.

Transferability

We were lucky enough in this project to have a real client and a real target audience. This project could easily be run without these by creating a fictitious target audience and client. Similarly, I have found when re-running similar projects without Westfield and the SCEP that clients and target audiences are easily found in schools. For example, a Year 7 group could easily become a target audience within a school, or contact a local primary school. St Helen's were delighted to be involved in this project and although it takes a little extra time and planning is well worth it. On the client side, SLT or Governors can easily become real clients commissioning a print product that can be used to promote the school.



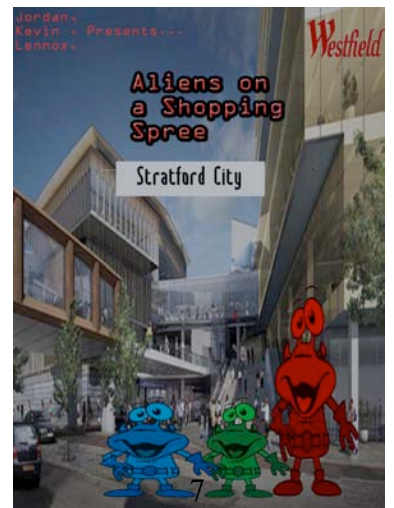
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Outcomes

The Year 10 pupils who have taken part in this project have not only learnt about Stratford City and how it will develop and impact upon their lives, but they have also been given an opportunity to take part in something and that is really exciting and happening in their local area. They have developed in technical skill but have also developed confidence, interpersonal skills and teamwork.

This pack includes potential schedules to help set up and manage similar print production projects, teaching and learning resources to help deliver similar projects and schemes of work which may be used or adapted.

K Busuttil
Head of Media
St Bonaventure's School

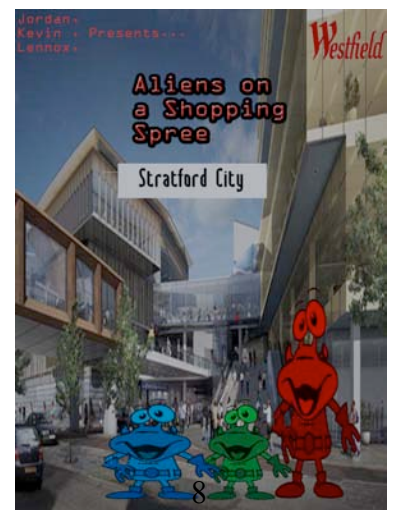


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Project Schedule

Week	Activities/Tasks
1	Research into Stratford City Presentation and Interview with Westfield Representatives
2	Audience research Create questionnaire and focus group questions Focus group with Year 6 pupils from St Helen's and Questionnaire Completion Results Analysis
3	Pitches for Topics Pitches to be written and delivered
4	Design origination Logistics Analysis Concept and concept images Visit and interview with Children's Book Author
5	First Draft Text Initial Images and Front/Back Page
6	Final Draft Text Final Images and Layout
7	Rough Draft Completed Feedback from Westfield
8	Final Draft Completed Sent to Year 6 pupils with feedback questionnaire Feedback analysis
9	Sent to Westfield with Year 6 feedback and feedback questionnaire
10	Report Presentations

Schedule based on teaching pupils 5 hours/week and homework time and assumes pupil knowledge of research techniques. Details of research techniques which could be applied can be found at the end of this document.



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Week 1 – Research into Stratford City

Internet Research

In pairs, look at the websites:

www.futurestratford.com

www.westfield.com

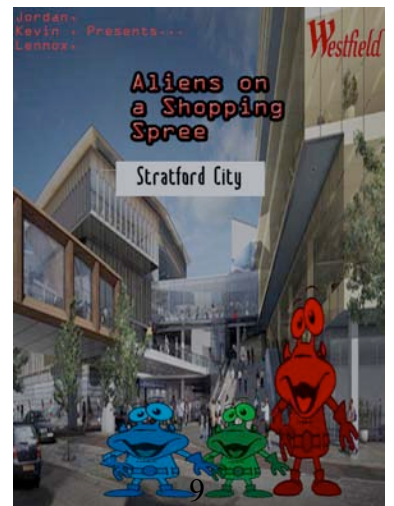
Also use search engines to find information on Stratford City.

What can you find out about:

- 1) Housing development in Stratford?
- 2) Business development in Stratford?
- 3) Leisure development in Stratford?
- 4) Transportation development in Stratford?
- 5) Environmental developments in Stratford?
- 6) Any other points to note?

Take notes and be prepared to present your findings to the class.

For researching, Westfield also provided several PowerPoint presentations which address the plans for Stratford City.



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Interview with Westfield – Preparation

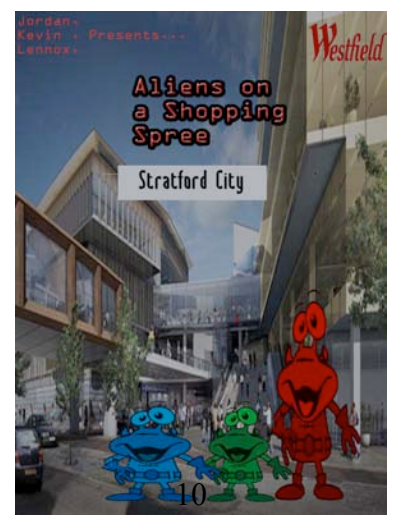
What do you need to know from Westfield? Think about what you need to know about Stratford but also think about Westfield as your client. What will they want to see from your books? How can you ensure that your investors will be happy with the book that you produce?

In your groups, prepare a list of 5 questions to ask at the interview. Make sure that your questions are specific and challenging – don't just ask questions about things you can find out from the internet.

Once you have selected your questions pair up with another group and ask your questions to each other. Each group should provide constructive feedback on the other group's questions. Are they clear? Are they effective? Do they provide useful information?

Pre-Interview Instructions

Remember that listening is twice as important as talking during an interview. You will need to listen to each other's questions as you don't want to repeat any questions but you will also need to listen carefully to the response from Westfield. If your questions have been effective then the response should be clear and answer your question. Your questions may, however need some clarification or you may need to alter your question slightly if you are not getting the information that you require.



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Week 2 – Audience Research

St Helen's Visit - Questionnaire

You are to create a questionnaire for pupils from St Helen's to complete to find out what they know about Stratford City and also to find out what they like about books – think about the content and style of the books.

What do your target audience already know?

What do they want from Stratford City? Think about the main topics.

What attracts them to a book?

What do they like to read about?

What would make them stop reading a book?

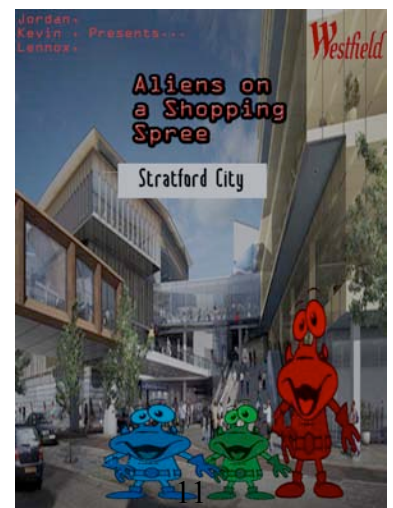
Remember how important it is to make sure that your questions are clear and that the respondent knows how to answer them.

Focus Group

This is your opportunity to generate qualitative information from your target audience. Plan your questions but remember that you can also improvise if your respondents are taking about something that is interesting to your project that you haven't thought about.

On the Day Preparation

Remember that although this is a new and different thing for you to do, you are Year 10 and the pupils joining us are from Year 6. They might be feeling much more nervous than you are so be friendly and polite at all times. The more relaxed they feel, the more information you will be able to gather to put into your planning.



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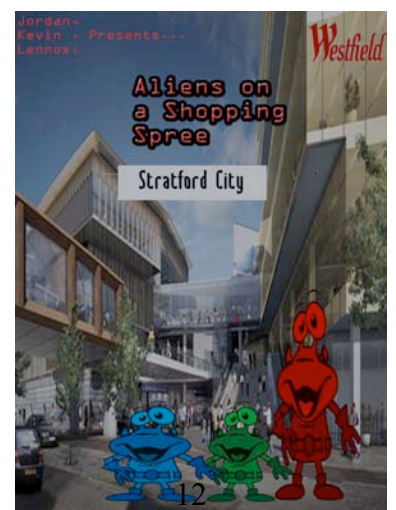
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Questionnaires - Types of Question

MB Youngman said that there are 7 types of question for questionnaires:

- 1) Open - responses can provide problems for analysis. These questions are better for a preliminary interview and then have questions to follow up.
- 2) List
- 3) Category e.g. age categories
- 4) Ranking - respondents are asked to place things in rank order
- 5) Scale
- 6) Quantity - response is a number
- 7) Grid - a table or grid is provided to record answers to two or more questions at the same time.

With your partner, think of an example of each type of question.



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Questionnaires – Problem Questions

Problems with Question Wording

Below are 7 headings of things that may cause a problem with a questionnaire. What do you think the problems may be?

Hypothetical Questions

Memory

Knowledge

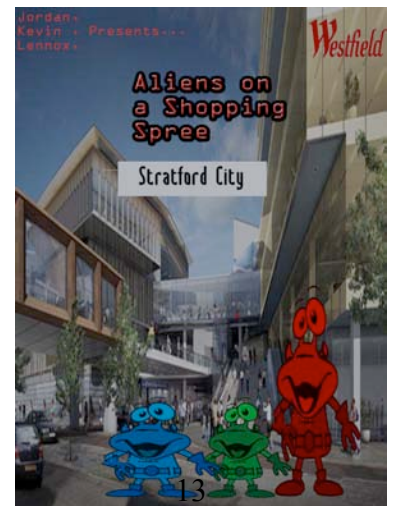
Double Questions

Assuming Questions

Leading Questions

Offensive Questions

Ambiguity/Imprecision

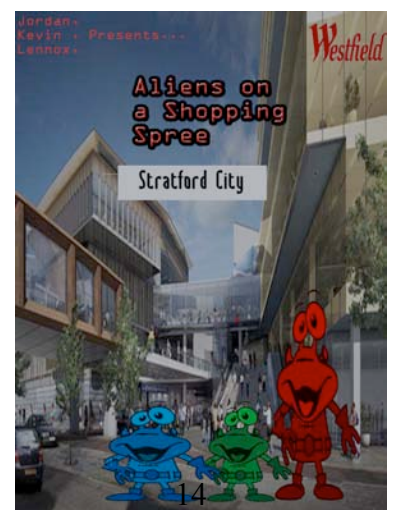


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Problem Questions - Why To Avoid Them

- 1) Ambiguity, imprecision and assumption - ensure questions are clear, specific and do not assume that the respondent knows something they may not.
- 2) Memory - People may forget things that have happened a long time ago so if you are asking questions that require memory, give people aids such as tick lists rather than leaving the question open.
- 3) Knowledge - Be careful when asking respondents for information that they do not have or do not have available.
- 4) Double Questions - Can provide ambiguity in question and response.
- 5) Leading Questions - Are biased and may lead to an inaccurate or unreliable set of results.
- 6) Presuming Questions - Again, these can be biased and can lead to inaccurate results.
- 7) Hypothetical Questions - These can often lead to useless responses and can irritate the respondent.
- 8) Offensive Questions/Sensitive Issues - If a respondent becomes offended or insulted by anything then they may abandon the questionnaire and not return it, providing no results.



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Focus Groups

What is a focus group?

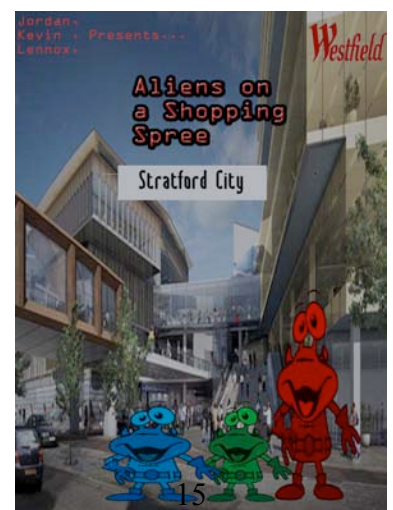
A **focus group** is a form of **qualitative research** in which a group of people is asked about their attitude towards a product, service, concept, advertisement or idea. Questions are asked in an interactive group setting where participants are free to talk with other group members.

So, a focus group is like a group interview.

A focus group has a **moderator** - this is the person who asks the questions. It is important that the moderator probes for information from the focus group if they are not providing detailed enough responses.

Focus Group Planning Practice Task

- 1) Imagine that you were conducting a research project into finding out what people thought about the relationship between gaming and violence in youths. If you had arranged an interview with the Manager of Game Design at Sony Playstation, what 5 questions would you ask him?
- 2) Now imagine that you are conducting the same research project and you have set up a focus group with 4 teenagers. What 5 questions would you ask them?



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Week 3 – Pitching for Themes

The Pitching Task

Pitching is where you explain which theme you'd like to make a book about and your reasons why. Another group may also pitch for the same theme and only one group will be able to do each.

The themes are:

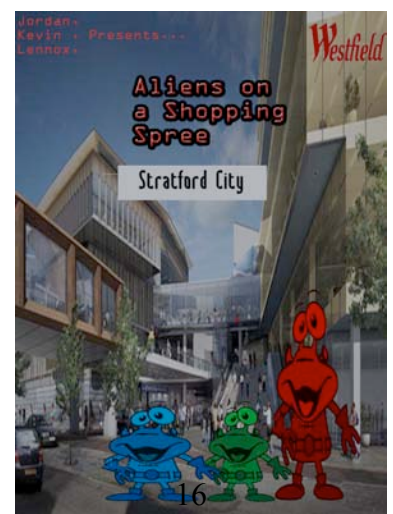
- Food and Drink
- Shopping
- Arts and Culture
- Leisure

What your pitch must contain:

- 1) Your first choice of theme with reasons why it is your first choice
- 2) 2 initial children's book concepts using your theme
- 3) What you think the target audience will want to know about your theme
- 4) What information you will provide for the target audience
- 5) What you think Westfield would like you to say about this theme
- 6) Why your group should be given that theme over other groups
- 7) Your second, third and fourth choices in ranked order of preference.

Your group is to produce a PowerPoint presentation to cover all of the points above. Failure to cover one of the points will affect the outcome.

All group members must be involved in the delivery in some capacity. Failure to do so, will affect the outcome.



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Week 4 – Concepts and Feedback From The Target Audience

Concepts

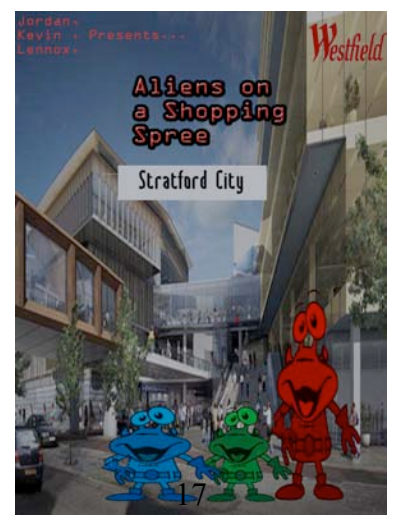
A concept is a brief summary of what your children's book is about. For the children's booklets that you are creating, it will be a paragraph explaining what will happen (if it is a fiction book) or what will be the main areas covered (if it is a non-fiction book). You might describe the main characters briefly and you will need to describe the main points of action.

You need to produce 3 concepts: 2 will be fictional and 1 will be for a non-fiction information text.

Your concepts will be emailed across to St Helen's Year 6 pupils who will all vote and give feedback on which of the concepts they would like to be developed into the final children's booklet.

At this stage, pupils also emailed Westfield with specific questions surrounding their theme such as: How many shops will there be in the Westfield shopping centre? How big is this shopping centre compared to other shopping centres near by?

The feedback from Westfield provided key information to include in the books.



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The successful concepts for the children's booklets were:

Shopping

Aliens on a Shopping Spree: Aliens are sent to Earth to find out about their shopping habits. They have a special Alien credit card. They land in one of the most beautiful shopping centres they have ever seen (Stratford City) and commence shopping. They raise suspicions (as they look funny) and must escape before alerting the authorities.

Art and Culture

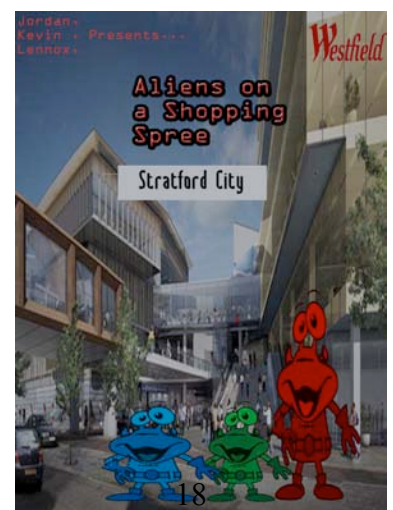
Alien Art: An alien space ship is sent to Stratford to do some research on arts and culture as it has heard that Stratford is one of the most culturally diverse places on earth. There the aliens take in all of the art and culture on offer. They are so impressed that they decide to stay on earth and live in harmony with the humans.

Food and Drink

Burger Madness: 2 alien brother crash into a fast-food restaurant in Stratford. Once there they eat all of the food in the place and put on a lot of weight. A 10 year old boy is being bullied and he runs into the fast-food restaurant to escape the bullies. He meets the aliens and sees how overweight they are and helps them train up using all of the leisure facilities in Stratford City. All 3 characters become great friends through the adventure.

Leisure

Alien-Squatters: Aliens crash land in Stratford and are caught by the military and questioned. The aliens manage to escape and hide out in an abandoned chop shop. From here they do lots of research into the eating habits of humans and are amazed by all the options in Stratford City. They are just finishing their research when they get found out and have to race the military back to their space ship to escape. Stratford City opens an Alien-themed food restaurant in their honour and tells them that if ever they come back they will close it down.



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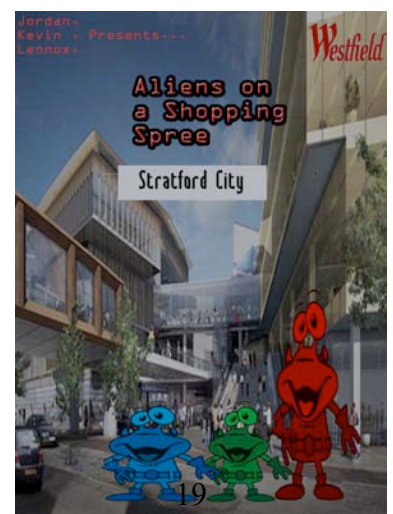
Week 5 – Front and Back Pages

We used Adobe Photoshop to develop many of the images used for the Children's Books. In the group some of the pupils were very strong on the software – stronger than me, and others were complete beginners.

If I Was To Do This Again: As we were running to a tight schedule we didn't have as much time as I would have liked to have had to really develop all the pupils confidence with the software before designing the images for the project. If I was to do this again, with more time, I would give the pupils more time to develop their general Photoshop skills before creating the images for the project.

Top Tip – promote pupils who are the strongest technically to classroom technicians in software to support other pupils. Their confidence develops and they provide valuable support when trying to help several groups to perform a range of technical functions.

The Following Instructions overleaf for Photoshop Use are based on Photoshop CS4.



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Photoshop for Beginners

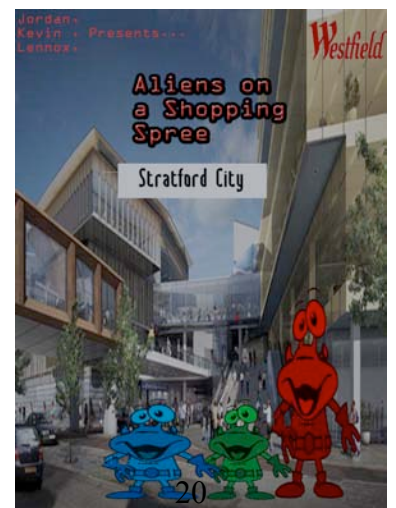
Opening a New Document

- 1) File + New
- 2) Name your documents
- 3) Preset International Paper and resize to A5
- 4) Resolution to 150

Adding and Layering Images

Keep your background blank so open a new layer.

- 1) Layer + New
- 2) Open Image from file or copy and paste from google images. If you copy and paste you can't right click to paste. Instead go to Edit and Paste.
- 3) You will probably find that your background has disappeared. Don't worry, it hasn't.
- 4) Above your image are all the documents that you have open. Drag the document you have just added the image to down a bit so it becomes a window.
- 5) Drag the image from the Layers panel in the bottom right of the screen onto your original document.
- 6) It should form a new layer in your document.



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Changing Images

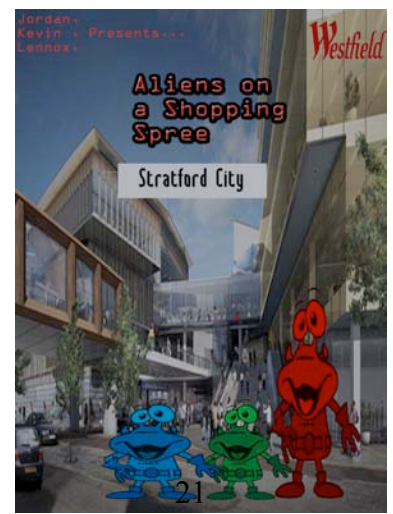
- 1) Use CTRL T to resize and move the images.
- 2) Press enter or press the tick button to apply your changes.

Adding Text

- 1) This can be done simply through the Text tool on the left hand side tools.
- 2) Or if you want a different font you can use www.fontso.com. If you're using fontso.com copy and paste the text into your document.

Changing Text

- 1) Remove the white background to the font from fontso.com using the magic wand tool (4th down in your tool bank on the left of the screen).
- 2) Press delete to remove the white background.
- 3) You can then change the font using the styles on the top right of the screen.



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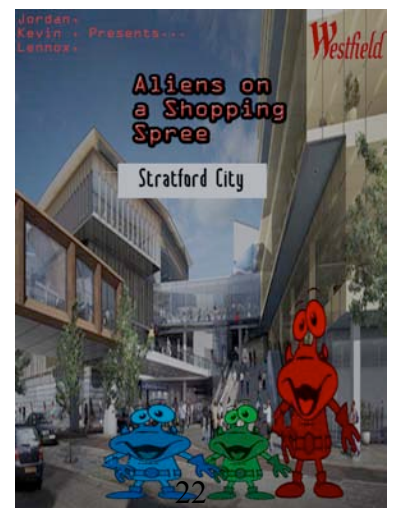
Cutting Out An Image

You can do this in many ways depending on how accurate you need your image to be.

- 1) You can use the marquee tools (second down) by clicking, then right clicking and choosing one of the options. Highlight the area then either move it using the select tool (first on the tool bank) and moving the selected bit. Or you can copy and paste it into another layer.
- 2) You can use the lasso tools (third down) by clicking, then right clicking and choosing one of the options. Highlight the area then either move it using the select tool (first on the tool bank) and moving the selected bit. Or you can copy and paste it into another layer.
- 3) You can use the pen tool to draw round something to select it. This is really fiddly and takes a while but can be really accurate once you have mastered it. Highlight the area then either move it using the select tool (first on the tool bank) and moving the selected bit. Or you can copy and paste it into another layer.

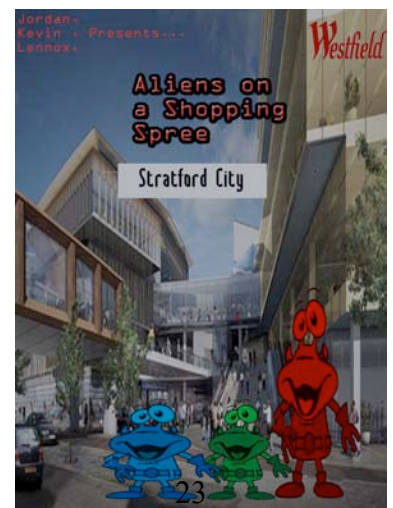
Altering your Images

Try altering your images by highlighting that layer and applying the styles from the top right corner, or applying the filters from the filter panel.



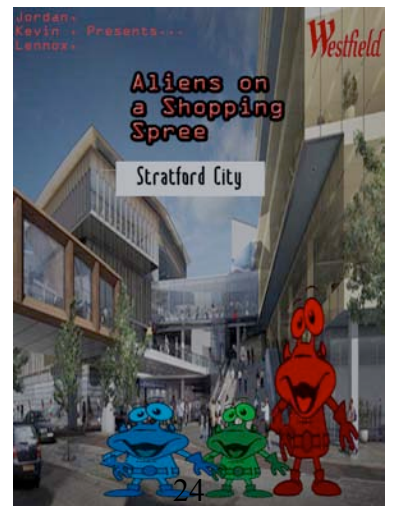
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Front and Back Covers



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Front and Back Covers



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Week 6-8 – Completing Production

During these weeks pupils were given specific tasks to complete including:

- 1) First Draft of Text
- 2) Peer assessment of first draft
- 3) Final Draft of Text
- 4) Text Layout Using Microsoft Publisher
- 5) Image creation to accompany text – images created through Adobe Photoshop and inserted as pictures from file into MS Publisher
- 6) Peer assessment of first draft completed book
- 7) Final amendments and production of final draft completed book
- 8) Questionnaire to accompany books to St Helen's Primary School

Questionnaire Task

You need to design a questionnaire to send to the Year 6 pupils at St Helen's School to find out what they think of the book.

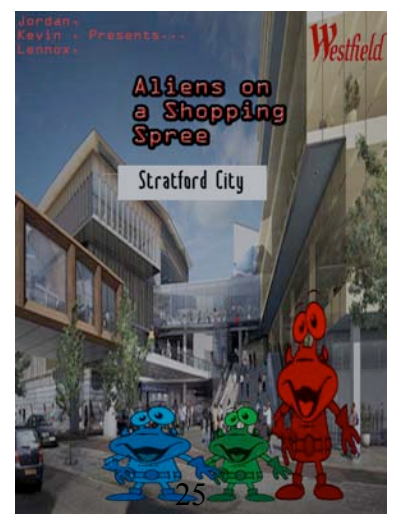
Remember that you need to find out:

- 1) What do they think of the narrative (story)?
- 2) What do they think of the presentation?

You also need to find out information for the client as they are commissioning the production:

- 3) What have they learned about Stratford City?
- 4) Does it sound like a good place for them and why?
- 5) Would they like to go there?

In your questionnaire ask a series of open and closed questions and make sure that it is clear how to answer the questions accurately.



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Week 9 – Audience Feedback Analysis and Feedback from Client

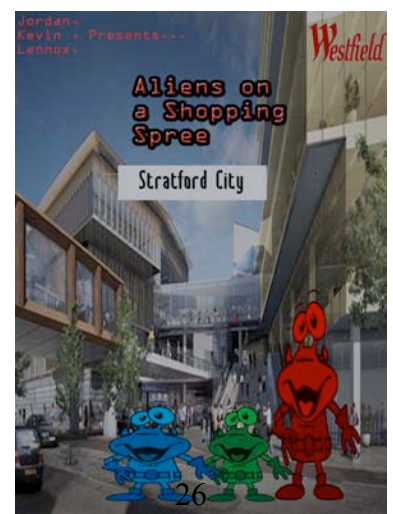
Audience and client feedback is essential here for 2 purposes:

- 1) It is essential to know how satisfied the target audience is to feedback to the client on the success of the project. This is an essential part of any production project and is a requirement in the BTEC and A Level (OCR board) courses that we offer.
- 2) It is also essential to know how satisfied the client is from an applied learning perspective to learn if the client would give you future business in a real-life professional situation.

Analysis and reports to the client can be done either physically if the client can come in to the school through a series of presentations or could be through a written report or PowerPoint presentation with notes that would be emailed to the client.

At this stage, it is also essential for pupils to gain feedback from the client which should cover:

- 1) The client's views on the product.
- 2) Has the brief been achieved?
- 3) What are their views on the feedback from the target audience?
- 4) Any constructive feedback that the client may have.



Stratford City Education Project Children's Books – Alien Invasion

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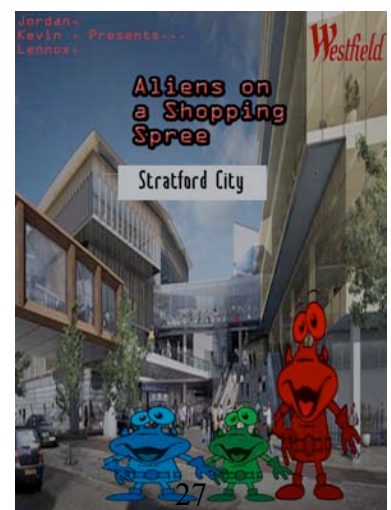
Week 10 – Report Presentations

For BTEC, pupils need to produce a report that reviews their production work. The reports can be written, audio or audio-visual. If pupils are producing reports purely from an academic perspective they must cover the following:

- Finished product compared to original intentions
- Technical qualities
- Aesthetic qualities
- Suitability for audience or market
- Production process – production management
- Production process – technical skills
- Production process – creative development
- Self-evaluation
- Feedback from others including client, target audience and teachers

If **the client** requires a report it would need to focus much more on the client's requirements and the processes to achieve the brief. A client presentation would include the following:

- The Brief
- The group strategy
- Initial research of client and target audience
- The rationale for the concept
- The production process including skills development
- Budgetary considerations
- Feedback from others – especially the target audience
- Evaluation of the finished product compared to the brief
- Other positive outcomes e.g. development of inter-personal skills
- Conclusion



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References

Judith Bell (1999) *Doing your Research Project: A Guide for First-Time Researchers in Education and Social Science*, Buckinghamshire, Open University Press

www.wikipedia.co.uk

Year 10's Hard Work

Schemes of Work

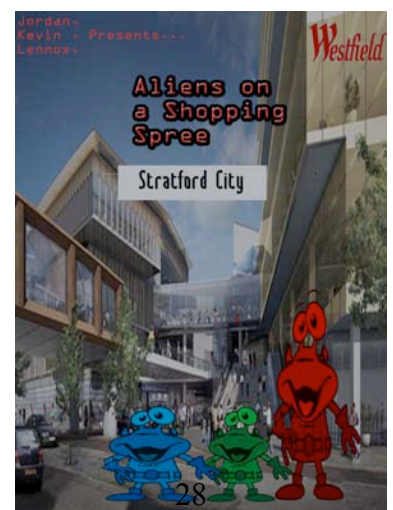
For Media BTEC First Certificate at St Bon's, Print Production is broken down into 4 assignments:

- 1) Print techniques and technologies
- 2) Ideas Generation
- 3) Print Production
- 4) Review of Print Production Work

To complete all 4 assignments would take 14 weeks, rather than the 10 outlined above as there is the additional introduction to print techniques and longer to plan and produce the final report.

Transferability

Attached below are slightly more generic schemes of work to cover this Print Production Unit. They allow the end product to be adapted but provide a schedule and objectives to complete the unit. They do not include a real client and real target audience so allow for easy adaptation for that to be included.



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Stratford City Education Development Officer – Evaluation.

This project was an excellent example of partnership working. The two schools were able to work together and it helped to ease transition for the Year 6 students to Secondary school. The brief was viewed as a live brief by the Media students which made them work harder to produce a product that was suitable to be viewed by Westfield. The young people worked together to produce a finished product of a high standard, they responded well to feedback from the Year 6 students and Westfield and ensured that their finished books were of good quality.

The Year 6 students enjoyed working on the project and meeting the Year 10 students. They were able to develop good critique skills and develop their understanding of what you do at Secondary school.

Overall the project was a success the young people worked very hard and the collaboration between two schools run smoothly and effectively.

Student Voice

This project was a lot harder than we thought it would be and we had to work really hard.

We definitely learnt how to work as part of a team during the project and all of the group needed to pull their weight.

This was a lot harder than what we normally do because we were presenting to real people, this meant our work had to be better.

I enjoyed this project as I think I learnt a lot about myself like how to work as a part of a group and how to present to people.

