

# Digital VOICE: Visualized, Original, and Individual Communications Experiences Club

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## Essential Question(s)

What skills are needed to create digital media products?

## Summary

In this after-school club resource, students learn how to use digital media to create essential projects for business or non-profit clients. This club not only teaches students what types of projects are expected from graphic designers, social media managers, and communications specialists, but also teaches students how to create those types of projects and how to find additional resources on their own.

## Learning Goals

## Attachments

- Commercial Script Example—Digital VOICE.docx
- Commercial Script Example—Digital VOICE.pdf
- Commercial Script Template—Digital VOICE.docx
- Commercial Script Template—Digital VOICE.pdf
- Fictional Client Cards—Digital VOICE.docx
- Fictional Client Cards—Digital VOICE.pdf
- Project Five, Video Advertisement—Digital VOICE.docx
- Project Five, Video Advertisement—Digital VOICE.pdf
- Project Four, Social Media Planning—Digital VOICE.docx
- Project Four, Social Media Planning—Digital VOICE.pdf
- Project One, Logo Design—Digital VOICE.docx
- Project One, Logo Design—Digital VOICE.pdf
- Project Three, Investment Slide Deck—Digital VOICE.docx
- Project Three, Investment Slide Deck—Digital VOICE.pdf
- Project Two, Flyer—Digital VOICE.docx
- Project Two, Flyer—Digital VOICE.pdf
- Storyboard Template—Digital VOICE.docx
- Storyboard Template—Digital VOICE.pdf

## Materials

- Project One, Logo Design handout (attached; one per student)
- Fictional Client Cards handout (attached; optional; one copy per six students)
- Project Two, Flyer handout (attached; one per student)
- Project Three, Investment Slide Deck handout (attached; one per student)
- Project Four, Social Media Planning handout (attached; one per student)
- Project Five, Video Advertisement handout (attached; one per student)
- Commercial Script Template handout (attached; one per student)
- Commercial Script Example document (attached)
- Storyboard Template handout (attached; three per group)
- Student devices with internet access
- Writing utensils
- Paper or notebooks (optional)

# Logo Design Tutorial and Client Selection

### Teacher's Note: Introducing Canva and the First Portfolio Project

To familiarize students with Canva and the tools necessary to execute graphic design tasks for their portfolio projects, consider having students complete the first project on logo design using the client Frogs Unlimited. This allows students to compare work and discuss resources, tools, and techniques for developing original art in Canva.

Trust students to source information on these tools independently. In doing so, they will likely discover things that others may miss—or even things that you, as the instructor, may not have known.

Prior to beginning the activity, share the attached **Project One, Logo Design** handout with students using your LMS or other preferred method.

Have each student log in to an internet-connected device and access the Project One, Logo Design handout. Once students have opened the document, have them follow the directions provided in the handout to design a series of logos.

Allow students time to complete their logos. Have them share their work, describe their processes, and explain the design choices they made. You may choose to do this formally, with students presenting individually to the whole class, or informally using a Gallery Walk format, in which students display their work on their devices and walk around the room to view each other's work.

After students complete their logos, guide them to choose a client to create a new design for as they build the rest of their portfolios. Share with students that part of any creative occupation involves not only producing quality work, but also doing so in a way that reflects the client's vision. Select one of the following formats to have students choose their clients:

**Option 1**

Print several copies of the attached **Fictional Client Cards** handout and cut out the individual cards. Assign each student, or each group of students, one of the six cards. Depending on the structure you choose for this activity, you may need to print several copies of the handout to ensure that each student or group receives a single card. You may distribute these directly or have students draw cards at random.

**Option 2**

Have each student create their own fictional client. If choosing this option, have students prepare a document that addresses the following prompts:

- What is the name of the client?
- Is this client a business, non-profit organization, or service?
- What does this client do?
- What event or events is the client preparing for?
- What is the client's preferred aesthetic? (e.g., clean, whimsical, futuristic, postmodern, brutalist, etc.)
- Why does the client need digital media assistance? (What problem are they trying to solve?)

**Teacher's Note: Brand Kit Support**

If you want students to develop and use brand kits to use in this project and other projects going forward, consider having them watch the tutorial, *Brand Management in Canva Teams*.

# Graphical Projects

### Teacher's Note: Guiding Student Graphic Design Projects

This phase includes three projects focused on graphic design including logo design, designing an event flyer, and creating a pitch deck. Have students complete the new logo design for their selected client first. Afterwards, they may choose to complete either **Project Two, Flyer** or **Project Three, Investment Slide Deck** to continue developing their portfolios.

Have students repeat the logo design process from the previous phase, but have them now design logos for their new clients.

After students finish creating their new logos, have them choose between making a flyer or pitch deck for their clients. Give each student that chose the flyer one copy of the attached **Project Two, Flyer** handout, and give each student that chose the pitch deck one copy of the attached **Project Three, Investment Slide Deck** handout.

As students work, provide support as needed. Consider helping students locate online tutorial videos to assist with the creation of their assets.

### Teacher's Note: Canva Tutorial

If students need assistance with creating their slide decks, consider directing them to Canva's *Practice Your Pitch Deck Skills* tutorial.

# Communications Projects

### Teacher's Note: Transitioning to Communication-Focused Projects

This phase focuses on text-based projects as opposed to the graphical projects in the previous phases. These activities focus on communication roles that are often the responsibilities of a social media manager. The first task of this phase is to design a social media purpose pitch (with the option to develop a full-length strategy), and the second task is to write a video advertisement. Because both of these skills are essential for social media roles, students should complete both tasks.

Distribute one copy of the attached **Project Four, Social Media Planning** handout to each student. If there are students working for the same "clients," have them work in groups during this task.

Have students read the first paragraph on the handout then have them fill in the table labeled "Part 1" with trends they have noticed on social media accounts of businesses. If you prefer, have students complete the list in groups by using the Collective Brain Dump instructional strategy or similar activity. Have groups then share out their lists with the whole group. As students share, add their list items to a whiteboard or on a projector.

After students complete the list individually or as a class, have students make note of any items they created in response to the prompts on the handout.

### Teacher's Note: Pacing

Consider stopping here until your next club meeting. Either collect students' Project Four, Social Media Planning handouts or remind them to bring them to the next meeting so they may continue their work. If students worked in groups during the previous session, have them work with the same groups during the following club meeting.

Have students work in their groups to brainstorm how they will propose a social media plan to their clients using "Part 2" of the handout. As students respond to each prompt, walk around the room and provide help as needed.

Direct students' attention to "Part 3" of their handouts. Have them create a sample social media post. The handout offers a tutorial on how to create a social media post with Canva. Consider also sharing the article "The Complete Guide to Creating Print Ads" with students to provide them with further information about creating ads. Have students share their finished posts with you. Display the final posts in a way that all club members can see them, as done previously in the logo project.

### Optional Extension Activity

If students are interested in further exploring social media development, have them complete "Part 4" of the handout to develop a complete social media strategy. This activity is lengthy and will take several meetings, even for advanced students. If you prefer not to further explore social media, continue on to the next project in this resource.

### Teacher's Note: Pacing

Consider stopping here until your next club meeting.

### Optional Video Example

Prior to starting the next project, consider showing the ICAP video *Storytelling in Focus: Getting the Right Shot in Creative Media with Scott Hodgson*. The video features an interview with OU Creative Media Production professor Scott Hodgson. The entire video is useful, but the portion from 4:30–8:00 covers how to frame shots, compose scenes, and use sound effects.

**Embedded video**

https://youtube.com/watch?v=DRJvd-JhSQw

Give each student one copy of the attached **Project Five, Video Advertisement** handout and one copy of the attached **Commercial Script Template** handout.

Review the information on the Project Five, Video Advertisement handout, which provides students with tips on how to create an advertisement. Share the attached **Commercial Script Example** document with students to demonstrate what a completed script may look like. Provide students time to write their scripts, which may take multiple club sessions to complete.

After students complete their scripts, divide them into small groups of no more than four students. Have students read their scripts aloud in their groups with a 30 second timer to ensure that each script does not exceed 30 seconds. If a student's script is longer than 30 seconds, advise them to edit their script.

Introduce students to the Storyboarding instructional strategy and tell students that they should now turn their scripts into storyboards. Pass out three copies of the attached **Storyboard Template** handout to each group. Tell students that each shot should last no longer than two seconds. If students keep shots to two seconds or less, all three pages of the storyboard should be completed.

### Teacher's Note: Storyboards

If students struggle with writing their storyboards, consider the optional scaffold of having students write their storyboard ideas as short stories first. To make sure their story is the target length, advise them to keep it under 500 characters.

When all students have finished their storyboards, bring the whole group together. Invite each student to share their storyboard and present their script ideas.

# Research Rationale

Research rationale for this resource is provided in the literature review, The Role of After-School Media Clubs in Closing Participation Gaps and Expanding Social Networks.

## Resources


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