***WANTED: Commercial for International E-waste Day***



***Happy International E-waste Day!*** Instagram and Facebook want to help users understand what E-waste is and how we can reduce our e-waste production! We need your help to spread the message!

Your job:

1. In teams of 2-3
2. Create a slogan for E-waste (on a poster or ppt)
3. Briefly explain what E-waste is
4. Explain one-way users could help reduce E-waste production!
5. Write down your script for the commercial
6. Record or share your message live in front of the class (be creative and original)
7. Judge for yourselves which video/live performance should be aired as the official International E-waste day commercial to be used by Facebook and Instagram!

***Description of criteria that will be evaluated:***

**Script**

*Script Information –* Slogan and solution with explanation are written down on the script

sheet with the name of which team member will be saying what

**Collaboration**

*Everyone working* – every member of the group is working and contributing to the

making of the commercial

*Acting as a quiet audience* – when other groups are presenting, you should remain quiet

and pay attention (your name will be noted if you

disturb/disrupt someone else’s presentation)

**Presented aspects**

*Introduction* – Make it clear to the audience what the commercial is about (verbally or

non-verbally)

*Slogan* – A “hashtagable” slogan creatively related to E-waste

*Solution information* – suggested solution is accurate and explained properly so that

users understand how they can contribute

*Conclusion* – commercial does not end abruptly, there is a proper conclusion reminding

users of what it is that this video was about or what is expected of them

**Presentation**

*Loud and clear* – you speak loudly and clearly so that everyone in the class can hear you

*E-waste vocabulary –* you make use of E-waste specific vocabulary (planned

obsolescence…) and make sure to explain terms so that regular

Facebook and Instagram users would understand

*Everyone participates* – each group member should speak about the same amount of

time during the presentation

*60-90 seconds* – length of presentation

*Visible slogan* – poster or power point is clearly visible to all

*Creativity* – video/live performance demonstrates creativity in order to hook the

audience (music, dancing, props…think of what draws you in when watching

Facebook, Instagram or even Tik Tok videos)

***Due Date:***

According to Urban Dictionary “Hashtagable” is something that is hashtag worthy and relating to the image, video, and topic.

***Script:***

|  |  |
| --- | --- |
| **Group members: .** | |
| **Speaking:** | **Introduction:**  What will appear on the screen or in-class performance?      What will be said (If it is a verbal introduction)? |
| **Speaking:** | **Slogan:**  What will the slogan be? (It should be written and also said at some point during the video) |
| **Speaking:** | **Solution:**  What will appear on the screen or in-class performance?    What will be said? |
| **Speaking:** | **Conclusion:**  What will appear on the screen or in-class performance?    What will be said? |

***Rubrics for script and commercial:***

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| --- | --- | --- |
| **Criterion C** | | **speaking - COmmercial** |
| Achievement level | | LEVEL DESCRIPTOR |
| 0 |  | The student does not reach a standard described by any of the descriptors below. |
| 1  2 | i | uses a **limited range** of vocabulary (No e-waste specific vocabulary is used) |
| ii | uses a **limited range** of grammatical structures with **many**errors, which**often**hinder communication |
| iii | uses pronunciation and intonation with **many** errors which **often** hinder comprehension |
| iv | Communicates **limited** relevant information. (Very little information from the script is presented throughout the commercial) |
| 3  4 | i | uses a **basic range** of vocabulary (Very little e-waste specific vocabulary is used) |
| ii | uses a **basic range** of grammatical structures with **some**errors which**sometimes**hinder communication |
| iii | uses pronunciation and intonation with **some** errors which **sometimes**hinder comprehension |
| iv | Communicates **some** relevant information. (Some information from the script is presented throughout the commercial) |
| 5  6 | i | uses a **range** of vocabulary (Some e-waste specific vocabulary is used) |
| ii | uses a **range** of grammatical structures with a **few**errors, which**do not** hinder communication |
| iii | uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension |
| iv | Communicates **most** relevant information. (Most components of the script are presented throughout the commercial) |
| 7  8 | i | uses a **wide range** of vocabulary (Specific E-waste vocabulary is used and explained throughout) |
| ii | uses a **wide range** of grammatical structures **generally accurately** |
| iii | uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** |
| iv | communicates all or **almost all** the required information **clearly and effectively**. (All components of the script are clearly presented throughout the commercial) |

|  |  |  |
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| **Criterion D** | | **WRITING - Script** |
| Achievement level | | LEVEL DESCRIPTOR |
| 0 |  | The student does not reach a standard described by any of the descriptors below. |
| 1  2 | i | uses a **limited range** of vocabulary (No e-waste specific vocabulary is used) |
| ii | uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication |
| iii | organizes **some** information in a **recognizable** format using **some basic** cohesive devices |
| iv | communicates **limited** relevant information with **some sense** of audience and purpose to suit the context. (Few components from the script are complete and are not clearly presented) |
| 3  4 | i | uses a **basic range** of vocabulary (Very little e-waste specific vocabulary is used) |
| ii | uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication |
| iii | organizes information in a **recognizable** format using **a range of basic** cohesive devices |
| iv | communicates **some** relevant information with **some sense** of audience and purpose to suit the context. (Some elements from the script are complete and can be somewhat understood by the teacher) |
| 5  6 | i | uses a **range** of vocabulary (Some e-waste specific vocabulary is used) |
| ii | uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication |
| iii | organizes information in an **appropriate** format using **simple and some complex** cohesive devices |
| iv | communicates **most** relevant information with **a sense** of audience and purpose to suit the context. (Most elements from the script are complete and mostly understood by the teacher) |
| 7  8 | i | uses a **wide range** of vocabulary (Specific E-waste vocabulary is used and explained throughout) |
| ii | uses a **wide range** of grammatical structures **generally accurately** |
| iii | organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices |
| iv | communicates all or **almost all** the required information with **a clear sense** of audience and purpose to suit the context. (All components of the script are complete and clearly understood by the teacher) |