

# My Financial Plan For Education: Summative Assessment Paper Slide Video (B5)

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**Course/Grade(s)**

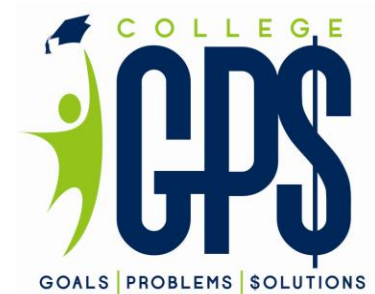
Personal Finance/9-12

**Module B:**

My Financial Plan For Education

**Lesson Title**

Paper Slide (Common Craft) Video Project



**Duration:**

6 - 45 minute class sessions

**Materials/Resources/Technology:**

Paper Slide Video Guidelines

Paper Slide Video Rubric

Whiteboard and Dry Erase Markers

Paper

Digital Cameras, SmartPhones, iPads, or GoAnimate (online)

Computers/Internet Access

Common Craft Paper Slide Video

[https://www.youtube.com/watch?v=zZXct1Ud\\_zE](https://www.youtube.com/watch?v=zZXct1Ud_zE)

Student Developed Paper Slide Video

<https://www.youtube.com/watch?v=Ss8yhTLGaLE>

**Overview:**

The recommended summative project includes an opportunity for students to develop a Common Craft or paper slide style of video highlighting their understanding of the information they have gathered as part of the My Financial Plan For Education learning module – a video representation of their financial plan for college. Students will work in teams of four for this project (one student to slide cut-outs, one student to create voice over, and one student to record video).

Project guidelines and an assessment rubric have been provided. Students will complete paper slide video during five class sessions. The remaining class session will be used for students to share their paper slide videos.

**Standards:**

This summative assessment reinforces all standards covered in the My Financial Plan For Education learning module.

## College GP\$: Goals, Problems, and Solutions

### Day 1

#### Learning Targets/Objectives:

Students will organize the information they decide to show in their paper slide video and brainstorm overall themes for their project (e.g. Day in the Life, Zombies Guide to Student Money, etc.).

#### Activating Strategy:

Ask students to share what they know about paper slide or Common Craft videos. Show students a professionally prepared Common Craft video ([https://www.youtube.com/watch?v=zZXct1Ud\\_zE](https://www.youtube.com/watch?v=zZXct1Ud_zE)) and a student developed paper slide video (<https://www.youtube.com/watch?v=Ss8yhTLGaLE>). Ask students to point out things that grab their attention with regard to the way the videos were filmed. There are numerous examples of both types of videos on YouTube to share with students – a good one that ties in with the Zombie Apocalypse theme is <https://www.youtube.com/watch?v=bVnfyradCPY>.

#### Instruction:

Tell the students that this will be the culminating activity for the My Financial Plan For Education learning module. Discuss with students the different examples of Common Craft or paper slide videos they reviewed as part of the activating strategy. As a group, discuss the theme concept in a video and how a theme can tie different areas together in a cohesive unit.

Show students an overview of the timeline to create the project (e.g. what they should accomplish each day to remain on schedule). Discuss the project rubric with students to ensure they understand all the elements required for the paper slide video.

Divide the students in to teams of four. Tell students that they will use information learned in the module to create a four-minute paper slide video as a public service announcement for high school students about how to finance their post-secondary education. Have students begin with brainstorming their themes for the paper slide video and develop a content outline for the project.

#### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

#### Assessment/Evaluation/Closure:

Ask students to share some of the themes they discussed for the overall look and feel of their paper slide projects. Discuss with students some of the strategies they used for organizing their content outlines for the project. Tell students that they will develop their script for their paper slide video in the next lesson.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## College GP\$: Goals, Problems, and Solutions

### Day 2

#### Learning Targets/Objectives:

Students will develop the script and storyboard needed for the paper slide video.

#### Activating Strategy:

Have the students compose a one-minute “write” explaining the overall theme their group has developed for the video.

#### Instruction:

Students need to complete the work they began on Day 1 (theme and outline), if not completed by the end of the previous lesson. Instruct students to begin writing the script and sketching out the paper slide video storyboard. The detailed script will be read as part of the filming process, so this is not a brief overview or outline; it is a verbatim script of what they will say during the videotaping. The instructor should monitor and facilitate the script and storyboard development. The instructor may want to assign additional project points for time on task in groups during this class session.

#### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

#### Assessment/Evaluation/Closure:

Survey the students to determine their progress on their paper slide videos. Assist students that need to catch up or assign an advanced student to help. Tell them that during the next class meeting they will begin developing the images/graphics to be used in their projects. Have the students complete an exit ticket identifying two things they have discovered from the project thus far.

Reflect on the students’ questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

### Day 3

#### Learning Targets/Objectives:

Students will create the graphics needed for the paper slide video.

#### Activating Strategy:

Students will read aloud in their groups the script they developed, edit as necessary, and check the timing for the paper slide video.

#### Instruction:

Students need to complete any remaining work from Day 2 (script and storyboard), if not completed by the end of the previous lesson. Instruct the students to begin locating/developing the graphics they will

## College GP\$: Goals, Problems, and Solutions

need for the paper slide video project. As the paper elements are printed/drawn, have students begin cutting out the paper elements for the production process.

### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

### **Assessment/Evaluation/Closure:**

Survey the students to determine their progress on their paper slide videos. Remind students that their presentations begin in three days. Ask students to share some of the difficulties they have encountered on the project. Has everything remained on track? What challenges have they faced? How have they overcome challenges?

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## **Day 4**

### **Learning Targets/Objectives:**

Students will rehearse for filming all elements of the paper slide video and begin filming the video.

### **Activating Strategy:**

Ask students what types of sources they are using as cutout images for the video. Create a list on the whiteboard of these resources for students to share.

### **Instruction:**

Students need to complete any remaining work from Day 3 (images), if not completed by the end of the previous lesson. Instruct the students to spend 15-20 minutes to rehearse their production completely. Students should simultaneously read the script and move the paper images to get a feel for the timing of the video. During the second half of class, instruct the students to begin filming their paper slide videos.

### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

## College GP\$: Goals, Problems, and Solutions

### **Assessment/Evaluation/Closure:**

Ask students to share the challenges they faced as they began the initial filming process. How did they overcome these hurdles? What surprises them about the process of creating the video? In an exit ticket, ask students to explain what they have discovered about their own content knowledge related to the My Financial Plan For Education learning module in the process of developing the paper slide video.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

### **Day 5**

#### **Learning Targets/Objectives:**

Students will finish filming the video and complete any necessary editing.

#### **Activating Strategy:**

Have students share any potential problems they may have with filming. As a group, discuss how to overcome these issues quickly.

#### **Instruction:**

Students need to complete any remaining work from Day 4 (initial filming). Instruct students to continue filming their paper slide videos. When students have completed filming their project in its entirety, students should edit their videos, if necessary (editing is optional-most students will complete the video in one take with no required editing). Ask students to place their video file in an accessible location for the next day's showcase (a teacher channel on YouTube is often a good place to store videos for class use).

#### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

### **Assessment/Evaluation/Closure:**

Remind students that the paper slide video showcase will begin at the beginning of the next class session. Ask students to prepare a one-minute reflection about what they have learned in this module overall and how it will impact their future decisions regarding pursuing post-secondary education.

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## College GP\$: Goals, Problems, and Solutions

### Day 6

#### **Learning Targets/Objectives:**

Students will present their four-minute, public service announcement paper slide video to the class.

#### **Activating Strategy:**

Ask students to get with their groups to prepare any last minute changes that need to be completed before they share the videos.

#### **Instruction:**

Students should be instructed to take two to three minutes to review their paper slide video and decide how they will introduce their project to the class. Student groups will introduce their paper slide video to the class.

#### **Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the paper slide video production. They may also need assistance with the technology they chose to create the video. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. Instructor will determine additional modifications/grouping required for each class.

#### **Assessment/Evaluation/Closure:**

Ask students to reflect on some of the paper slide videos viewed today as part of the showcase. Which presentation had the most impact (besides their own) on their understanding of the My Financial Plan For Education learning module content? Why? What was one surprising thing that was learned from someone else's video? If you were to repeat the project, how would you change your approach or delivery of the presentation?

Reflect on the students' questions/feedback, activating strategy, and instruction and make notes for future instruction. Did students attain the learning targets at an acceptable level? Were special needs students adequately accommodated?

## MY FINANCIAL PLAN FOR EDUCATION Paper Slide Video Guidelines



### Situation

Now is your time to show what you know about FAFSA, student loans, scholarships, and consumer protection by creating a public service announcement (PSA) commercial for other students. Remember, your audience is high school students.

### Project

Using the concept of a Common Craft or paper slide video, develop a four-minute PSA about getting the money needed for college. An excellent example of a professionally prepared Common Craft video



may be viewed at [https://www.youtube.com/watch?v=zZXct1Ud\\_zE](https://www.youtube.com/watch?v=zZXct1Ud_zE). An example of a student developed paper slide video may be seen at <https://www.youtube.com/watch?v=Ss8yhTLGaLE>. The paper slide video you will produce should demonstrate your knowledge of all four sections in the My Financial Plan For Education learning module, including FAFSA, scholarships, student loans, and protecting yourself from fraud (one minute each).

### Details

Planning the paper slide video project should begin with a brainstorming session that will help the team prepare an overall theme for the video (e.g. “Dummies Guide to College Money”). Write a one paragraph concept paper explaining your theme for the teacher’s review. Review paper slide video rubric to ensure that all necessary components are included. Prepare a detailed script for your video as well as all of the appropriate paper cutouts (clip art may be used) before you begin filming.

The best way to complete the filming is one person to be in charge of the camera, one person on the left side and one person on the right side of the tabletop you are using for filming, and one person reading the script as the images are moved on screen. This type of video requires practice before you begin shooting your video!

**Have fun, be creative, and be sure you show what you know!**

### My Financial Plan For Education: Summative Assessment Paper Slide Video (B5)

The work reported herein was supported under the Financial Education for College Access and Success Programs (V215W100015) as administered by the Office of Career, Technical, and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Career, Technical, and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

## My Financial Plan For Education: Summative Assessment – Paper Slide Video Rubric

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

## VIDEO CONTENT SECTION

CATEGORY	50	45	40	25 OR LESS	Score
Video Content	Extraordinary job on content. All four content areas are represented equally and thoroughly. Video spends at least one minute PER SECTION delivering content.	Strong effort in developing content; however one of the four content areas is not thoroughly developed.	Good effort has been demonstrated in thoroughly developing the content, however two sections needed more details and information.	Minimal effort has been demonstrated with the content or at least one section was left out completely. Entire content needs more work.	

## PRODUCTION SECTION

CATEGORY	10	9	8	5	Score
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
Research	Content is well researched and thorough with all areas of the project treated equally and comprehensively.	Content has been well researched, but lacks some of the detail that is needed for thorough consideration.	Content has been researched but at least two areas are lacking sufficient detail.	Minimal content research is demonstrated in the project.	

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## College GP\$: Goals, Problems, and Solutions

Equipment Preparation	All necessary equipment/supplies are located and scheduled well in advance.	All necessary equipment/supplies are located and scheduled the day before the shoot.	On the day of the shoot, all necessary equipment/supplies are located and checked to ensure they are operational. There may or may not be a backup plan.	Needed supplies/equipment are missing OR were not checked before the shoot.	
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### CLASS PRODUCTIVITY

CATEGORY	10	9	8	5	Score
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Use of Class Time	Class Time is used wisely.	Class time is used well, however the teacher must remind the students to remain on task at least once during their work days.	Teacher must remind the students to remain on task twice during the project.	Students do not make effective use of classroom work time throughout the project.	

**TOTAL SCORE**  
**(MAXIMUM 120)** \_\_\_\_\_

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