

# All Grown Up – No More Spring Breaks: Summative Assessment Infomercial (D4)

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**Course/Grade(s)**

Personal Finance/9-12

**Module D:**

All Grown Up – No More Spring Breaks!

**Lesson Title**

Infomercial Project

**Duration:**

6 - 45 minute class sessions

**Materials/Resources/Technology:**

Infomercial Guidelines

Infomercial Rubric

Paper

Digital Camera, SmartPhone, or iPad®

Snuggie® Infomercial

<https://www.youtube.com/watch?v=2xZp-GLMMJ0&feature=kp>

Microsoft Excel®

Microsoft PowerPoint®



**Overview:**

The summative project includes an opportunity for students to develop an infomercial highlighting their understanding of the information they gathered as part of the learning module – an infomercial about growing their money to achieve long-term goals, managing their budget after college, maintaining their credit score, purchasing transportation, and visualizing their financial future. Students should work in groups of four for this project.

Project guidelines and an assessment rubric have been provided. Students should complete the infomercial during five class sessions. Students will present their infomercials during the remaining class session.

**Standards:**

This summative assessment reinforces the standards covered in the All Grown Up – No More Spring Breaks learning module.

## Day 1

### Learning Targets/Objectives:

Students will organize and compose the information they would like to highlight in their infomercial and brainstorm overall themes for their project (e.g. Chris Farley's SNL Skit, A Van Down by the River).

### Activating Strategy:

Show students the Snuggie infomercial, [https://www.youtube.com/watch?v=2xZp-GLMMJ0&feature=kp\\_](https://www.youtube.com/watch?v=2xZp-GLMMJ0&feature=kp_), and discuss the what makes it memorable (i.e. satire, comedy, creativity, etc.).

### Instruction:

Divide the class into groups of four. Tell the students that this will be the culminating activity for the All Grown Up: No More Spring Breaks learning module. Lead a discussion about the different examples of infomercials they can think of as an extension of the Activating Strategy. As a group, discuss the concept of a theme in a video and how it can help hold 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 in the infomercial.

Have students begin brainstorming the theme for their infomercial and develop an outline of the content they want to share.

### Modifications/Grouping:

Students with learning disabilities or cultural differences may need assistance with summarizing and arranging the information for the video production. Advanced students may be assigned the task of creating their timeline in Microsoft Excel or Microsoft PowerPoint. The instructor will determine additional modifications/grouping required for each class.

### Assessment/Evaluation/Closure:

Ask the students to share some of the themes they discussed for the overall look and feel of their infomercial projects. Have students share some of the strategies they used for organizing their content outlines for the project. Tell students that they will develop their infomercial script during the next class session. Remind students to review the project guidelines and rubric.

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 2

### Learning Targets/Objectives:

Students will write the script and develop a storyboard for their infomercials.

**Activating Strategy:**

Students will complete a one-minute write explaining the overall theme their group has developed for their video. Ask student volunteers to share their group's theme with the class.

**Instruction:**

Instruct the students to begin writing the script and sketching out the storyboard for the infomercial. This should be a detailed script that can be read as part of the filming process, not a brief overview or outline. Move from group to group reviewing project work throughout the class period. Many teachers assign additional project points for time on task in groups during this class work time.

**Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with scripting their infomercial. Advanced students may be asked to complete their storyboards in a digital format such as a flowchart in Microsoft PowerPoint. The instructor will determine additional modifications/grouping required for each class.

**Assessment/Evaluation/Closure:**

Survey the students to determine their progress on their infomercials. Review the grading criteria for the portions completed and ask students to be sure to include all required elements. 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 new things they have learned while working on this project. Inform the students that during the next class session they will rehearse their presentations in their groups.

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 rehearse their script for filming all elements of the infomercial.

**Activating Strategy:**

Have students read aloud in their groups the script they have developed and check their timing for the infomercial. Students should edit their script as they read aloud.

**Instruction:**

Check to be sure students are on schedule and have completed all prior tasks. Instruct students to begin rehearsing for their infomercial. Remind students that they will be on camera, so they must know their lines for this video. They also need to consider appropriate attire for the infomercial. Monitor students as they rehearse and offer suggestions where warranted. Students should review the project guidelines and grading rubric to ensure that all elements are included.

**Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance with learning their script. Advanced students may be assigned additional elements, such as self-created graphics, to include in their video. The instructor will determine additional modifications/grouping required for each class.

**Assessment/Evaluation/Closure:**

Survey the students to determine their progress on their projects. Remind the students that their presentations begin in three days. Ask students to share some of the difficulties they have encountered on the project, especially challenges related to script preparation and rehearsal. Has everything remained on track? What challenges have they faced? How have they overcome them? Tell the students that they will record their infomercials during the next class session.

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 begin producing and filming their infomercial.

**Activating Strategy:**

Ask the students to name a commercial or video they have seen that had a really interesting theme. What about it appealed to them?

**Instruction:**

Instruct the students to begin filming their infomercials. Remind students to review the project guidelines and grading rubric to ensure that all required elements are included in the project.

**Modifications/Grouping:**

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

**Assessment/Evaluation/Closure:**

Ask students to share the challenges they faced as they began their initial filming process. How did they overcome these hurdles? What surprises them about the process of creating this video? In an exit ticket, ask students to explain what they have discovered about their own content knowledge in the process of developing this video. Tell the students that during the next class session they will complete their infomercial.

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 complete filming and editing their infomercials.

#### **Activating Strategy:**

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

#### **Instruction:**

Instruct the students to begin editing their infomercials. 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). Monitor students working on final edits and assist where warranted.

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

Students with learning disabilities or cultural differences may need assistance recording their infomercial. Advanced students may be assigned additional elements such as adding music to the background of their infomercial. The instructor will determine additional modifications/grouping required for each class.

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

Remind students that the infomercial showcase will begin immediately the following day. 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 their life after they complete their 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?

### **Day 6**

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

Students will present their infomercial to the class.

#### **Activating Strategy:**

Ask students to get with their groups to make any last minute changes to their project before the showcase begins.

#### **Instruction:**

Have a student volunteer create a quick list of the order of presentations. Instruct students to review their infomercial a final time and decide how they will introduce their project to the class.

**Modifications/Grouping:**

Students with learning disabilities or cultural differences may need assistance uploading their infomercial for viewing by the class. Advanced students may be assigned to assist the teams with the technology to show their presentation.

**Assessment/Evaluation/Closure:**

Ask students to reflect on some of the videos they viewed today as part of the showcase. Which video had the most impact (besides their own) on their understanding of the 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 implementation of the 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?



## ALL GROWN UP: NO MORE SPRING BREAKS! Infomercial Guidelines

### Situation:

Now is your time to show what you know about growing your money (stocks and bonds), managing your budget (maintaining your credit report), buying transportation, and visualizing your future. Using the information you have learned in this module, All Grown Up: No More Spring Breaks, and working with teams of four, prepare an infomercial using a popular song to demonstrate your learning.

### Project:

Using the concept of an infomercial, develop two to three-minute infomercial about how to get to your dream future. The video you are producing should demonstrate knowledge of all four sections in this learning module including using stocks and bonds to grow your money, maintaining a good credit score, making car purchase decisions, and visualizing your future (thirty seconds to one minute each).

### Details:

Each project should begin with a brainstorming session that will help you prepare an overall theme for your infomercial (e.g. Snuggie infomercial). Write a one paragraph concept paper explaining your theme for the teacher's review. Review the rubric for the project and be sure to prepare a detailed script for your infomercial as well as a storyboard showing key scenes before you begin filming.

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

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**All Grown Up: No More Spring Breaks Summative Assessment – Infomercial 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. Infomercial 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 infomercial.	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 infomercial.	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 infomercial.	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

### 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 110)** \_\_\_\_\_

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