Make Poverty History: Your Campaign 

Choose one of the

Millennium Development Goals

OR

Another Goal Proposed In Class

Complete the Following Steps in Your Campaign

1. List your goals/targets for the campaign – what do you want to accomplish?
2. Create a mission statement which reflects your goals.
3. Create a logo (picture) and a catchy slogan (saying) for the project.
4. Create a ‘pitch’ – a story about why people should listen to your campaign
5. Create a 2 minute video which features:
* an explanation of your MDG; where in the world does it occur/who does it affect?
	+ (hint: use your speed networking speeches! Use facts!)
* your campaign goals clearly explained
* your logo and slogan
* your pitch or storyline which will be the theme of the film

We will show the films in class on the last day before exams:

December 8th 2015

You will have three class periods to complete the filming

Rubric: Public Awareness Campaign

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Brainstorming Solutions** | Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change. | Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change. |
| **Research/ Statistical Data** | Students include 4 or more high-quality examples or pieces of data to support their campaign. | Students include at least 3 high-quality examples or pieces of data to support their campaign. | Students include at least 2 high-quality examples or pieces of data to support their campaign. | Students include fewer than 2 high-quality examples or pieces of data to support their campaign. |
| **Campaign/ Product** | All factors adequately represent the issue and are catchy for audience. Carefully crafted with obvious effort put into all. | Most factors adequately represent the issue and are catchy for audience. Carefully crafted with obvious effort put into most. | One factor is adequately represent the issue and are catchy for audience. Carefully crafted with obvious effort put into most. | The product is not accurate. Little effort put into some factors. |
| **Classroom Effort** | Student is on task throughout all classes. Obviously engaged in project and committed to final product. Teamwork and support with partner evident. | Student is on task throughout most classes. Engaged in project and committed to final product. Teamwork and support with partner present. | Student is occasionally on task throughout most classes. Sometimes engaged in project. Teamwork and support with partner may be lacking. | Student is rarely on task throughout most classes. Lack of engagement in project and lack of support or teamwork with partner. |