
***Activity Resource
Management Document***

Grade 11
TGJ3M Communications Technology
(College/University Destination)

**Unit 3 Activity 1:
Still Image Storyboarding**



*This Activity Resource Management Document (ARMdoc)
was produced by the Ontario Council for Technological Education (OC TE)
to supplement the Ministry of Education's Grade 11 Course Profiles.
It may be used in its entirety, in part, or adapted.*

Activity Resource Management Document



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(Safety sheets to be inserted from separate Safety Resource Pack)

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*TGJ3M Communications Technology***UNIT 3, ACTIVITY 1:****Still Image Storyboarding*****Activity Description (from Course Profile)*****Time:** 300 minutes (5 hours)

Students explore a fresh approach to storyboarding while being introduced to digital video-editing software. Students engage in the pre-production of their video by capturing still images on the set location with digital cameras, digital video cameras, or traditional photographic methods. Images are imported to the digital video-editing application, assembled, and annotated akin to traditional storyboards. Exact imaging and playback methods provide a more precise document for critical analysis and consequent revision.

Activity Resource Management Doc (ARMDoc) Contents

Teacher Resource Pack (TRP)	<ul style="list-style-type: none"> • Pre-planning Notes • Expectations by Category • Activity Deliverables • Terminology List • Instructional Aid Sheets (Skills Builder) • Career Information
Student Project Brief (SPB)	<ul style="list-style-type: none"> • Project Brief • Assessment/Evaluation Rubric • Activity Log
Safety Resource Pack (SRP)	<ul style="list-style-type: none"> • Safety Information (list of pages to be inserted from the separate Safety Resource Pack)

This Activity Resource Document (ARMDoc) was produced to supplement the Ontario Ministry of Education's Grade 11 Course Profiles. These profiles can be found at:

<http://www.curriculum.org/occ/profiles/profiles.htm>

ARMDocs for several Technological Education profiles can be found at:

<http://www.octe.on.ca>

The Technological Education policy documents can be found at:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurr.html>

Pre-activity Planning Notes

The purpose of this activity is to teach students the principles and design of pre-production planning, storyboarding and digital imagery as used in planning video or film productions. Through the use of digital photography, students will establish an “electronic” version of a storyboard to illustrate a variety of shots.

Teachers should pre-establish computer software and hardware accessibility and availability at the school site or through the school district’s system, pertinent to this activity. Be sure that all computers are in working order and that any CADD, word processing and/or graphics software is functional and ready.

Teachers should collect exemplar works or samples of previous students to illustrate some of the techniques used in this activity. Sample student projects, professional boards, and even cartoon strips can help illustrate storyboard techniques.

Teachers may elect to define basic terminology in the classroom, or ask students to define the terms for homework prior to beginning the lessons. Review the deliverables, and handout the Student Project Briefs and evaluation materials prior to initiating the activity.

Teachers should check that all resource web sites are current and valid. Include any new web sites (found through using keywords in such search engines as Google), as resources.

Expectations by Category (from Course Profile)**Knowledge:**

- TFV.03** explain how basic communications systems function and describe the knowledge required to manage a range of communications systems;
- TF2.02** describe the processes of analog-digital and digital-analog signal conversion;
- TF2.05** identify the advantages of various formats for specific applications;

Inquiry:

- TFV.01** apply the design process to develop solutions, products, processes, or services in response to challenges or problems in electronic, live, recorded, or graphic communications;
- TF2.07** evaluate component properties and select the most appropriate components for a particular process;
- TF3.03** select the appropriate formats for electronic, live, recorded, and graphic productions;
- SPV.01** effectively plan, organize, direct, and control a variety of communications activities.
- SP1.05** effectively apply a variety of planning tools (e.g., storyboards, flow charts, schematic diagrams);

Communications:

- SPV.02** use current technology and production skills to develop a process or a product in response to a communications challenge or problem;
- SP1.04** accurately document planning and production processes;
- SP2.01** set up and correctly operate the equipment and accessories required to create and modify environments for communications productions (e.g., video and audio editing suites, desktop publishing configurations, live and recorded productions, electronic communication systems, web sites);
- SP2.02** select and use tools and equipment to solve a communications problem;
- SP1.06** select and use appropriate software to process; manage the production
- SP3.01** use a variety of methods to document the planning and production processes;
- SP4.02** use appropriate language in flow charts, storyboards, operation charts, scripts, and presentations;

Applications:

- ICV.03** identify career opportunities in the communications technology sector and the skills, education, and training required for each.
- SP1.01** demonstrate the interpersonal skills required for effective teamwork;
- SP1.02** function effectively as individuals and as members of a cooperative team to produce a product or service;
- SP1.03** demonstrate the time management and problem-solving skills required to complete projects;
- SP1.07** use time management schemes to ensure that their productions meet client deadlines;
- IC2.01** apply safe work practices when performing communications processes.

Assessment/Evaluation

Students will be assessed and evaluated on the following deliverables. See the Student Project Brief for assessment/evaluation instruments.

	Deliverable/Process Steps	Notes	Suggested Time (hr)
1	Video Basics -digital vs. analog -types of cameras -framing a shot -basic camera function and elements -shot types -career awareness	Individual	1.0
2	Capturing Still Images -scanning -digital photography -digital video capturing	Individual/Team	1.0
3	Electronic Storyboard -Brainstorming/clustering/mind-mapping -Storyboarding -Transitions -Special Effects -Story-line -Script	Team	2.0
4	Presentation -slide show presentation	Team	1.0
5	Time Log	Individual	-

Terminology List

Digital Signals:	signals that are measured in precise units.
Analog Signals:	a constantly changing voltage of electricity used to send a message.
Storyboard:	is used as a planning tool for multimedia. It is a visual representation of a finished screen or of a shot in a finished video. A storyboard typically includes a drawing of the visual image, as well as the text of any narration or words that appear on the screen, and production instructions, such as "fade to the next scene" or "link this screen to screen".
Shot:	unit of exposed film or video determined by the starting and stopping of the camera.
Brainstorming:	is a quick means of generating and communicating ideas verbally, in written format or through sketches.
Clustering:	is an idea-unlocking technique. Can also be referred to as mind-mapping.
Frame:	Individual pictures within a shot
Continuity:	Smooth movement from end of one shot to the beginning of another.
Script:	a line-by-line description of an audio or video program. The audio portion of a production.
Establishing Shot (ES):	Shot that establishes a location.
Extreme Close-up (ECU):	Subject's face fills the screen.
Medium Close-up (MCU):	Includes the subject's head and top of shoulders.
Close-up (CU):	takes the subject from the middle of the chest.
Medium Shot (MS):	Includes the subject's body from the waist up.
Medium Long Shot (MLS):	Includes subject from the knees up.
Long Shot (LS):	takes the subject's whole body: from head to toe.
Extreme Long Shot (ELS):	shot used to show a crowd of people.
Low Camera Angle:	camera is placed below normal eye level.

Eye-level Camera Angle:	camera is placed at eye level.
Bird's-eye Camera Angle:	viewers feel as if they are looking down on the subject.
B/G:	background
F/G:	foreground
V/O:	voice over
Zoom shot:	using the lens to bring image closer or farther
Truck shot:	moving the camera closer or farther from the object
Track shot:	moving the camera side to side
Pan:	rotating the camera from one side to the other
POV:	Point Of View (seeing through a person's eyes)

Reference Resources

General

- Teacher-developed resources including handouts, worksheets, and activity sheets
- Various samples of instructional videos
- Student exemplars
- Manufacturer's equipment manuals
- Software manuals and tutorial exercises
- The school Library/Resource Centre

Books

The following books may be useful to explain the video pre-production process. Some, like Final Cut Pro, is specific to certain software and/or hardware, while others, like Video in Focus is generic to any production.

Andersen, Neil and John Punjente. *Scanning Television: Videos for Media Literacy in Class*. Toronto: Harcourt Brace & Company, 1997. ISBN 0-7747-0173-0

Brenneis, Lisa. *Final Cut Pro For Macintosh: Visual Quick-Pro Guide*. USA: Peachpit Press, 1999. ISBN 0201354802

Grebler, Ron. *Desktop Digital Video: How to Use Your Computer and Camcorder to Edit and Create Videos and Digital Effects*. USA: Prompt Press, 1999. ISBN 0790610957

Hitchcock, Peter. *Videography: The Guide to Making Videos*. Toronto: Peter Hitchcock Productions Inc. and TV Ontario, 1992. ISBN 0-9696-2610-X

Hoffer, Avi. *Digital Guerrilla Video: A Grassroots Guide to the Revolution*. USA: Miller Freeman Books, 1999. ISBN 0879305754

Hone, Rick and Liz Flynn. *Video in Focus: A Guide to Viewing and Producing Video*. Toronto: Globe/Modern Curriculum Press, 1992. ISBN 0-8899-6344-4

Hone, Rick and Liz Flynn. *Video in Focus: A Guide to Viewing and Producing Video, Teacher's Guide*. Toronto: Globe/Modern Curriculum Press, 1992. ISBN 0-8899-6281-2

Kyker, Keith and Christopher Curchy. *Television Production: A Classroom Approach*. USA: Libraries Unlimited, 1993. ISBN 1-5630-8101-6

Ohanian, Thomas. *Digital Filmmaking: The Changing Art and Craft of Making Motion Pictures*. USA: Butterworth-Heinemann, 1996. ISBN 0240802195

Ohanian, Thomas. *Digital Nonlinear Editing: Editing Film and Video on the Desktop*. USA: Butterworth-Heinemann, 1997. ISBN 024080225X

Utz, Peter. *Today's Video, Equipment, Setup and Production*. USA: Prentice-Hall, 1992. ISBN 0-1392-5033-6

Zettl, Herbert. *Video Basics*. Toronto: Nelson Canada, 1995. ISBN 0-5342-4786-5

Zettl, Herbert. *Video Basics Workbook*. Toronto: Nelson Canada, 1995. ISBN 0-5342-4787-X

Video

Basic Shooting. USA: Videomaker, Inc., 1994. 42 min.

Video Editing. USA: Videomaker, Inc., 1994. 47 min.

Videography: The Guide to Making Videos. Toronto: Peter Hitchcock Productions Inc. and TV Ontario, 1992. Eight 30-minute videos.

Magazines

Digital Imaging. New York: Cygnus Publishing.

Digital Video. USA: Miller Freeman Publications.

New Media Pro. Toronto: Southam Inc.

Video Systems. USA: Interac/Primedia Publication.

VideoMaker. USA: VideoMaker Inc.

Websites

2-Pop

<http://www.2-pop.com>

Previews, forums, discussion groups, techniques, tutorials, and links to the video industry.

Apple DV

<http://www.apple.com/education/dv/>

Apple education page, Firewire-based products and technologies, links to other related sites.

Digital Imaging Magazine

<http://www.digitalimagingmag.com>

Digital video/editing on-line articles, links to user groups, and equipment information.

Computer Video Magazine Online

<http://www.computervideo.net/>

Digital Video curriculum ideas.

Digital Video for Education

<http://www.ncsa.uiuc.edu>

This site manages a unique collection of virtual environments.

Digital Video Magazine

<http://www.dv.com>

Digital video/editing on-line articles, links to user groups, and equipment information.

Digital Video Professional Association

<http://www.dvpa.com>

On-line article's, links to user groups, and equipment information.

National Association of Broadcasters

<http://www.nab.org>

Information on Broadcasting and Digital video. Links to other related sites.

New Mediapro Magazine

<http://www.newmediapromagazine.com>

A Canadian source of digital video/editing on-line articles, equipment and links to user groups.

Videomaker Magazine

<http://www.videomaker.com>

Digital video/editing on-line articles, links to user groups, and equipment information.

Videonics Systems

<http://www.videonics.com>

Articles on video/editing, links to user groups, industry, and equipment information.

Video Systems Magazine

<http://www.videosystems.com>

Video/editing on-line articles, links to user groups, and equipment information.

Video University

<http://www.videouniversity.com>

A resource for courses in video production, software tutorials and CD resources.

Resource Note:

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

ARMdocs make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Skill Builder #1: Video Basics

Topic: Using a Digital Camera

Skills and Knowledge: Students will:

- participate in class discussions on video basics;
- describe the process of analog-digital and digital-analog signal conversion;
- identify camera parts;
- practice using cameras;
- describe career opportunities related to film productions.

Key Concepts:

- digital and analog signals
- types of cameras
- basic camera functions and elements
- shot types
- camera angles
- career opportunities

Challenge Questions:

- What is the difference between a digital signal and an analog signal?
- What effects are possible in using different camera angles?
- What angles can create illusions of size?
- What careers are associated with film production?

Teacher Notes: The teacher will:

- lead classroom discussions on video basics;
- provide instructions on safe and proper use of digital and video cameras;
- provide opportunities in identifying various types of shots, transitions, and special effects. Use a video camera connected to a television monitor so as to display the images as they are being filmed;
- group students in pairs and have them practice using the cameras as per the instructions. Students are to use the checklist handout (“Video Shots Exercise”) to try different shots and effects;
- have students select a television show and complete the homework activity handout (“Introduction to Video Basics Exercise”).

Video Exercise Checklist

VIDEO SHOT EXERCISE CHECK LIST		
Shot Type	CHK	Notes
ES		
ECU		
MCU		
MS		
MLS		
CAMERA ANGLE CHECKLIST		
Camera Angle	CHK	Notes
Low		
Eye-Level		
Bird's Eye		

Introduction to Video Basics Exercise**Instructions:**

- view several television commercials (minimum of three)
 - complete the following for each of the commercials
 - record the information on clean lined paper
 - be sure to identify the commercial you are reporting on
 - write neat and legible
 - be prepared to discuss your notes with the class
-
- 1) Describe the "Establishing Shot". Explain the significance of the shot with respect to the commercial.
 - 2) Identify the different shot types used and explain why they were used with respect to the story-line.
 - 3) Identify the different camera angles used and explain why they were used with respect to the story-line.
 - 4) List the different transitions used in the program.
 - 5) Were there any special effects used? If so, for what purpose?
 - 6) What role does audio
 - 7) Note any other interesting observations about the program.

Skill Builder #2: Capturing Still Images

Topic: Still Imaging

Skills and Knowledge: Students will:

- participate in class discussions on graphic files, file format and file management;
- scan images;
- take digital photographs;
- capture still images from video.

Key Concepts:

- Digital scanning
- Digital photography
- Still Images from a Video

Challenge Questions:

- What is the difference between “.bmp”, “.gif”, “.png” and “.jpg” files?
- Why is resolution so important when working with digital images?
- Why are transitions so important?

Teacher Notes: The teacher will:

- review the homework assignment;
- lead class discussions on graphic files, file formats and file management;
- group students in pairs;
- demonstrate the use of the scanner;
- allow students to practice scanning and storing images;
- demonstrate the use of a digital camera;
- allow students to practice taking and storing digital photographs;
- demonstrate how to capture still images from video tape
- allow students to practice in capturing still images

Skill Builder # 3: Creating an Electronic Storyboard

Topic: Storyboarding

Skills and Knowledge: Students will:

- cluster (mind-map) ideas for their production;
- prepare an electronic storyboard
- add transitions and special effects notes to the storyboard
- add a script to the storyboard if applicable

Key Concepts:

- Clustering and Brainstorming techniques
- Storyboarding
- Special effects and transitions
- Scripting

Challenge Questions:

- What is the difference between clustering and brainstorming?
- How does clustering help in developing ideas?
- Why are transitions so important in providing continuity in a production?
- What specific career opportunities relate to storyboard development?

Teacher Notes: The teacher will:

- begin discussions on storyboarding techniques;
- have examples of storyboards as reference;
- discuss clustering and brainstorming procedures;
- illustrate clustering techniques;
- discuss storyboard requirements;
- emphasize sequencing of shots as it relates to their story-line;
- allow students to use scanners, digital cameras or video cameras to capture still images.

Career Information

Career Information Sites:

TGJ3M Communications Technology

UNIT 3, ACTIVITY 1:

Still Image Storyboarding

Human Resources Development Canada: National Occupational Classification Database-

<http://www.hrdc-drhc.gc.ca/noc>

HRDC NOC Search Engine-

<http://www.worklogic.com:81/noc/Query.htm?lang=e>

Ontario Prospects: geared to young people and students

<http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>

Job Futures 2000: what's hot, what's not

<http://www.hrdc-drhc.gc.ca/JobFutures>

Job Profiles: real people profile their jobs

<http://www.jobprofiles.org/index.htm>

Canada WorkInfoNet: national and regional market info

<http://www.workinfolnet.ca>

The following activity related careers are described in the Human Resources Development Canada (HRDC) National Occupational Classification (NOC) database. Use the search engine link above to learn the main duties performed by practitioners of each trade, the education requirements for the position, and related occupations.

- 5241 Graphic Designers and Illustrators
- (5223) Graphic Arts Technicians
- 5121 Authors and Writers
- 5223 Graphic Arts Technicians
- Graphic Designers and Illustrators

Student Project Brief

TGJ3M Communications Technology

UNIT 3, ACTIVITY 1:

Still Image Storyboarding

Contents:

1. Project Brief Handout
2. Storyboard Production Evaluation Rubric
3. Activity Log Template

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Project Brief Handout

Title:	Electronic Storyboarding		
Activity:	Creating an Electronic Storyboard	Course:	TGJ3M Communication Technology
Time Req'd:	5.0 hours	Date:	
RATIONALE			
<p>This activity is designed to provide you with good problem solving skills, planning skills, and video communication skills. Despite the radical technical changes from analog to digital equipment, the fundamental objective of any video production is to portray ideas and tell stories. In order to tell stories effectively, one must plan. Planning any production is vitally important in film or video production. One method to plan a production involves a “storyboard” that outlines the type of images required to tell the story. While usually hand drawn, in this case you will use digital imagery to create your storyboard.</p> <p>Career awareness is also an important component of all technical courses. This activity gives you the opportunity to explore and experience the process of planning and storyboarding used by professionals in industry.</p>			
THE ASSIGNMENT			
<p>You will produce an electronic storyboard illustrating the planned production of a short video. You will create the storyboard using digital cameras, scanners, and/or video cameras. You will assemble the shots electronically using a slideshow or presentation software package (your work may also be printed and pasted on a layout board). You will use your storyboard to sell your idea to the teacher in order to get the green light to proceed with your full video production. The theme of the production will be negotiated with the teacher.</p>			
LEARNING EXPERIENCE: You will:			
<ul style="list-style-type: none"> • Use a video camera • Use a digital camera • Scan images • Capture still images from videotape • Create an electronic storyboard, using images to tell a story in sequence 			
TOOLS AND MATERIALS			
<p>A computer lab with a colour printer, acquisition devices such as a scanner or digital camera, illustration, image-editing, and page layout software, mechanical layout and cutting tools, adhesives such as spray mount, drawing and illustration tools, word processing software, prototype materials and miscellaneous shop and art tools</p>			
NOTES			

ASSESSMENT/EVALUATION				
No.	Deliverable	Time Limit	% Weight	Notes
1	Using Digital and Video Cameras -Video Basics -digital vs. analog -shot types -camera angles	1.0	-	<ul style="list-style-type: none"> formative assessment practice with the cameras use shot type and camera angle checklist to attempt different camera angles review footage
2	Capturing Still Images -scanning -digital photographs -digital video capturing	1.0	-	<ul style="list-style-type: none"> formative assessment scanning photographs video digital capturing
3	Electronic Storyboarding -brainstorming -Storyboarding -Transitions -Special Effects -Story-line -Script	2.0	-	<ul style="list-style-type: none"> formative assessment student-teacher conferencing as students develop their story-lines self-evaluate the storyboard in preparation for presentation
4	Presentation -slide show presentation	1.0	100	<ul style="list-style-type: none"> summative evaluation rubric
5	Time log	-	-	<ul style="list-style-type: none"> to be completed on a daily basis throughout the activity
TOTALS		5.0	100%	

NOTES

Activity Criteria

- The production must be a maximum of 3 minutes in length
- A maximum of four students allowed in a group
- Tone and taste of the production must be suitable to school community expectations.
- The production must include at least 6 different camera shots and 3 different camera angles.
- The storyboard must include;
 - a scanned image
 - a digital photograph
 - video clip still images
 - an audio script
- The storyboard must be presented on a slide show format or printed and pasted on a layout board.
- Due date: _____

PROJECT PROCEDURE	
Step	Procedure
1	<p>Video Basics</p> <ul style="list-style-type: none"> • Participate in class discussion on video basics • Practice using cameras • Be sure to practice different shot types and shot angles • Shoot some footage • Review some of the footage •
2	<p>Capturing Still Images</p> <ul style="list-style-type: none"> • Participate in class discussion on capturing still images from videotape • Capture still images using scanners, digital cameras and video. •
3	<p>Develop an Electronic Storyboard</p> <ul style="list-style-type: none"> • Participate in class discussion on transitions, special effects and scripting • Form groups of two to four and brainstorm ideas for a production story-line • Use conventional storyboard techniques to establish the shot sequences • Capture still images for the storyboard • Assemble the shots electronically using a slideshow or presentation software package • The work may also be printed and pasted on a layout board •
4	<p>Presentations</p> <ul style="list-style-type: none"> • Present the storyboard to the teacher • Log Entry

Storyboard Production Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/ Understanding Understanding of concepts TFV.03, TF2.02, TF2.05</p>	-demonstrates limited understanding of terminology and concepts (i.e. signal conversions, communications systems)	demonstrates some understanding of terminology and concepts (i.e. signal conversions, communications systems)	demonstrates considerable understanding of terminology and concepts (i.e. signal conversions, communications systems)	demonstrates a high degree of understanding of terminology and concepts (i.e. signal conversions, communications systems)
<p>Thinking/Inquiry Plan and organize the production, select appropriate techniques TFV.01, TF2.07, TF3.03, SPV.01, SP1.05</p>	-plans and organizes a production with limited effectiveness	-plans and organizes a production with some effectiveness	-plans and organizes a production with considerable effectiveness	-plans and organizes a production with a high degree of effectiveness
<p>Communication Uses effective techniques to accurately document production and planning process SPV.02, SP1.04, SP4.02 Use tools effectively to solve challenges and manage productions SP2.01, SP2.02, SP1.06, SP3.01</p>	<p>- uses language skills with limited accuracy and effectiveness</p> <p>- requires supervision to use tools effectively and consistently</p>	<p>- uses language skills with some accuracy and effectiveness</p> <p>- uses tools effectively most of the time</p>	<p>- uses language skills with considerable accuracy and effectiveness</p> <p>- uses tools effectively and consistently</p>	<p>- uses language skills with a high degree of accuracy and effectiveness</p> <p>- uses tools professionally and consistently</p>
<p>Applications Identifies career opportunities ICV.03 Functions as an effective team member SP1.01, SP1.02 Demonstrates effective time management and safe procedures SP1.03, SP1.07, IC2.01</p>	<p>- demonstrates limited knowledge of related career requirements</p> <p>-demonstrates limited interpersonal and time management skills required for effective teamwork</p>	<p>- demonstrates adequate knowledge of related career requirements</p> <p>-demonstrates some interpersonal and time management skills required for effective teamwork</p>	<p>- demonstrates considerable knowledge of related career requirements</p> <p>-demonstrates considerable interpersonal and time management skills required for effective teamwork</p>	<p>- demonstrates exceptional knowledge of related career requirements</p> <p>-demonstrates a high degree of interpersonal and time management skills required for effective teamwork</p>

Safety Resource Pack

TGJ3M Communications Technology

UNIT 3, ACTIVITY 1:

Still Image Storyboarding

Contents:

1. Safety Data Sheets:
 - a. General lab safety
 - b. Electrical equipment safety
 - c. Video equipment safety
2. Safety Passport
3. Safety Test (if applicable)

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INSERT THE FOLLOWING SHEETS FROM THE SAFETY RESOURCE PACK

TGJ3M Communications Technology

UNIT 3, ACTIVITY 1:

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1. Safety Data Sheets:
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