

Product Progress Assessment

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Independent Study & Mentorship

Speice 2A

March 27, 2017

Product Assessment

For my final product, the progress that I have made thus far into my educational video has demonstrated my passion for my chosen career of pharmacy and has enlightened me of the growing controversial issue of substance abuse in my community. My original intent was to focus the video towards a younger audience as most of them have been told factual information or warnings from their parents, but have not yet seen an enjoyable video that display the same message, but with a more youth- directed aesthetic. As I have been working for a few weeks on developing my final product, I have realized that this video will not make a large impact on the lives of middle school students to where they feel obligated to change their lifestyle. I have realized that any help that directs a younger generation towards a pathway of safety and self-consciousness is proven to be effective.

In terms of sticking to my timeline, I have had weekly mentor visits to continually improve my plans, ideas, lyrics, or any other topics that are in the developmental stage of my video. I also have conducted enough research and gathered enough information so that I truly understand what the content of my parody is about and how to convey the information in a way that is enjoyable to my intended audience. However, I need to be more on top of contacting the administration's office of the Dallas Cowboys in order to get a well- known figure in my video

that middle school children will recognize. Although it may be nerve-racking contacting an authority figure that is above me such as Jerry Jones and the teachers of other middle schools in Frisco ISD, I have to put those nerves aside in order to make the most effective video that I can so that I can convey my information as well as possible.

As the weeks have gone on, I am successful in thinking of creative ideas for the video portions of my product. For example, I have unusual angles that I shot with the camera that will be intriguing to the audience and new actions that I have my people perform that I can tweak my lyrics to fit with. However, I have found some difficulty in making the amount of syllable in each of the lines in the lyrics fit with the original song. I received a lot of advice from my mentor and my peers to make the chorus excellent, as it is the part of the song that will be the most repetitive. I need to find more inspiration to tweak the other parts of the lyrics to both convey my message and make it entertaining for my audience.

As I have started filming and editing my videos to fit with the chorus, there is still a majority of clips to catch and edit some of the lyrics to make it as catchy as possible. After showcasing and branching my video out to all of the places that I am attempting to have the video seen at, I want to ask a couple students what their opinions of the video were in order to get an unbiased viewpoint and see if it made an impact on their lives. My goal has remained consistent as if I change one student's life to stay on the pathway to success and avoid the use of drugs, my mission will be accomplished.

Product Log

Date	Hours	Description
1/26/17	.75	Discussed final product ideas with mentor: making a potential drug that would have certain benefits to a patient or a short educational video to promote a better awareness of drug abuse
2/6/17	2	Wrote the rough draft of the final product proposal and calendar
2/11/17	2.25	Completed research assessment over the difference between drug abuse and addiction for research to start product outline and begin thinking about the major impact between abusing and becoming addicted to narcotics
2/17/17	2	Typed research assessment over drug patents and how its evolvement differs in generic and brand name drugs and how it affects drug abuse
2/20/17	1	Finished the final draft of my final product proposal and calendar
3/13/17	1	I laid out some general ideas for my outline and what songs that I want to use. I also found some potential middle schoolers to act in my video while going to the different middle schools.
3/14/17	.5	Worked in class and asked my peers about song choices- decided on Black Beatles by Rae Sremmurd because it is a popular song that can be recognizable by middle school students. I edited some of the song lyrics
3/14/17	1	Mentor visit and received advice over what I should include for the lyrics and that I should try and find someone well-known to appeal to the audience more
3/22/17	1	Worked on lyrics after changing the song to Never Gonna Give You Up by Rick Astley and prepared for filming
3/23/17	.75	Mentor visit: talked about lyrics and decided on contacting the admissions office for Jerry Jones
3/25/17	2	Filmed brothers to show the representation of maturity and heading down the right path. I also filmed at Reedy and Pearson and at the tennis courts to get a variety of shots and use as many as possible for the video.
3/26/17	1	Filmed the sing-along part for the chorus that I can incorporate throughout the video when I have a lack of shots.
3/27/17	1.5	Wrote product progress assessment and organized my thoughts for better planning for the future.
TOTAL	16.75	

Video Plans (written on March 13th)

- instead of saying the Frisco middle school names in the song=
show shots of each school
 - have middle school kids be in the video singing along (Isaac and friends)
- SONG:** possibly Black Beatles by Rae Sremmurd or Drive By by Train
- take wide and close shots of the 16 different Frisco middle schools and their marquees
- spend a day on the weekend driving to the schools and filming
- Youtube
- iMovie for platform
- *ask multimedia/ broadcast kids about best platforms and if that is a cheesy song choice

Possible Lyrics to include

- One hard-hitting fact: ((high school students that abuse drugs/ addiction))
 - Ex: 15% of high school dropouts are addicted, don't join them!
- For the chorus have a recurring sentence
 - drug abuse is a problem
- If the middle schools are included: say along the lines of- Pearson, Pioneer, Cobb in the West;
Vandeventer, Scoggins, Fowler in the East

Lyrics

*(Highlighted portions are segments that are still subject to change/ improve)

Segway into song w/ kid walking up to kid saying let's abuse abuse drugs
Other kid says "no, let me tell you something about drug abuse"

"Go Ahead and Give It Up"
(spinoff of "Never Gonna Give You Up" by Rick Astley)

We're no strangers to drugs
Frisco knows the rules and so should you
Don't start at such an early age
You don't want to end up as a criminal

I just wanna tell you about abusing drugs
Gotta make you understand
statistic: (stop music)

"In a recent survey done in Frisco, 51% of people said that they knew someone in their life that
abused drugs."

Go ahead and give it up
Drugs will always let you down
Never conform to peer pressure 'cause it's "cool"
Never gonna make you happy
Never gonna find the answer
In substances that will always hurt you

Our parents told us the facts for so long
You're mom's been right, so
Stay in school kids and learn
Don't join the 31 percent of dropouts that use drugs
We know the game and it's hugs not drugs

And if you ask me how I'm feeling
Ask Dak Prescott about how he's feeling...
"Dak saying 'don't do drugs kids'"

Go ahead and give it up
Drugs will always let you down
Never conform to peer pressure because it's "cool"
Never gonna make you happy
Never gonna find the answer
In substances that will always hurt you

(Ooh, give it up)

(Ooh, give it up)

Go ahead and give, go ahead and give

(Give it up)

Go ahead and give, go ahead and give

(Give it up)

Our parents told us the facts for so long
You're mom's been right, so
Stay in school kids and learn
Don't join the 31 percent of dropouts that use drugs
We know the game and it's hugs not drugs

And if you ask me how I'm feeling

Ask Dak Prescott about how he's feeling...

"Dak saying 'don't do drugs kids'"

Go ahead and give it up
Drugs will always let you down
Never conform to peer pressure because it's "cool"
Never gonna make you happy
Never gonna find the answer
In substances that will always hurt you

Clips of videos

(Below are location to the best videos that I have taken to incorporate into my final song parody.)

*Videos have no sound because music will be playing over it in the final version.

-Located on USB drive

-Filmed at Reedy:

-Ryan walking towards school

-Filmed at Pearson:

-Josh walking towards school

-Josh playing tennis

-Josh walking away from tennis courts

-Josh "thinking" on sidewalk

-Chelsea doing cartwheel

-Filmed at Sonic:

-Ryan and Josh clinking cups

-Filmed in PCR:

-Isaac singing along to the chorus of the parody version of the song

Updated Calendar

Week of February 19th:

Mentor Visit

Research the best platforms for videos

Research how to make an effective video

Research opioid abuse statistics

Week of March 5th:

Mentor Visit

Have outline finished for video- know what the video is going to consist of

Organize research into outline and kid-friendly/ easy to understand

Week of March 12th:

Mentor Visit

Advice for lyrics and song choice advice in order to have majority completed

Week of March 26th:

Mentor Visit

Majority of filming completed and final draft of lyrics completed

Have available options for who to present the video to

Contact administration office for Jerry Jones

Week of April 9th:

Mentor Visit

Filming and editing of the video completed

Have a singer sing the audio portion of the song to make it look professional

Contact middle schools to present the video to

Week of April 23rd:

Present to middle schools and PTA's (younger people that the video is targeted towards)

See how the students were affected by it

Week of May 7th:

Organize findings from asking middle school teachers and students their opinions

Finalize speech and research from all of my drug abuse findings

Practice, practice, practice!

Final Presentation Night Week:

Allow for any extra adjustments

Practice Speech

Final Product Proposal

Introduction and Statement of Purpose

My final product this year will be creating an educational video regarding the detrimental effects of drug abuse that is appropriate in information for middle schoolers to understand. My goal is to send out the video to PTA Associations and ask if I may to present my video in order to raise greater awareness for the harmful nature of drug abuse. This is built off of my previous research from my original work about opioid abuse among teenagers. This video would contain information that shows the depth of my knowledge as well as being inspirational to parents and young teens regarding the harmful effects of the misuse of medications..

The purpose of my product is to target a younger audience (preferably ages 11 to 13) in hopes that it would inspire these students to understand the harmful effects of drug abuse. I also want to reflect on what I have learned this year and evaluate my skills thus far into learning about this topic.

Review of Skills and Research

The skills I would need to produce this product is the ability to take the information that I have acquired and make a video on iMovie or another editing platform similar to that. As drug abuse is a topic that is continually changing everyday in the medical field, I want to express that in order for everyone who views my video to understand the complexity of this topic. I have already researched the basics from my survey, but I want to direct my research towards statistics that will most effectively impact my intended audience.

Methodology

I will start my product by looking at other videos on Youtube and other media platforms with the same topic of drug abuse and determining their effectiveness and their techniques they used. Then, I will take this information to prepare for my own video delivering different types of drug abuse- including recreational, medicinal, and prescriptions. It would also be beneficial to understand the different reasons people start using drugs to see if there were ways to prevent the abuse that I could access. Then, I hope to film a short video (5 minutes maximum) explaining the research but making it kid-friendly- meaning that it would have simple language and the style of the video itself would be cartoonish. Then, I hope to look into how to talk to different school organizations in order to get the video seen across my community.

Materials

The materials necessary for the video are

- A video camera
- Editing software
- Set: various Frisco ISD middle school campuses, Reedy, any extra footage needed
filmed at my house
- People: my own friends willing to participate and my little brother's middle
school friends
- Script
- Storyboard

This product should not cost any money because I have all of the materials in advance.

Conclusion

The outcome of the product is the ability of me to comprehend and make a difference in at least one person's life where I can change their mind about drug abuse because it does target an early age of students in my community. My product will impact me because I will have a greater understanding of drug abuse after researching it for these months. I hope to affect the community as a whole to where they would notice the accessibility of opioids for persons below 18 and stopping the addiction at the source.

Rubric rating submitted on: 4/11/2017, 9:44:54 AM by speicee@friscoisd.org

	10	8	5	0
Understanding Your score: 10	Thoroughly describes and paraphrases the information. Thoroughly answers the question "What did you learn?"	Adequately describes and paraphrases the information. Adequately answers the question "What did you learn?"	Somewhat describes and paraphrases the information. Somewhat answers the question "What did you learn?"	Does not describe paraphrase the information. Does not answer the question "What did you learn?"
Applying Your score: 8	Thoroughly applies and illustrates the information. Thoroughly answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Adequately applies and illustrates the information. Adequately answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Somewhat applies and illustrates the information. Somewhat answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Does not apply and/or illustrate the information. Does not answer the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"

<p>Analyzing Your score: 8</p>	<p>Thoroughly analyzes, examines, and breaks down the information. Thoroughly answers the questions: What are the key parts of this information? How can it be classified? Thoroughly connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>Adequately analyzes, examines, and breaks down the information. Adequately answers the questions: What are the key parts of this information? How can it be classified? Adequately connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>Somewhat analyzes, examines, and breaks down the information. Somewhat answers the questions: What are the key parts of this information? How can it be classified? Somewhat connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge</p>	<p>Does not analyze, examine, and break down the information. Does not answer the questions: What are the key parts of this information? How can it be classified? Does not connect to prior knowledge and does not explain whether or not the information changed or modified prior knowledge</p>
<p>Synthesizing Your score: 8</p>	<p>Thoroughly synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Thoroughly answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>Adequately synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Adequately answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>Somewhat synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Somewhat answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p>Does not synthesize prior knowledge with new learning to demonstrate continuous growth of knowledge. Does not answer the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>
<p>Evaluating Your score: 8</p>	<p>Thoroughly judges/appraises the information. Thoroughly answers the questions: Was</p>	<p>Adequately judges/appraises the information. Adequately answers the questions: Was</p>	<p>Somewhat judges/appraises the information. Somewhat answers the questions: Was</p>	<p>Does not judge/appraise the information. Does not answer the questions: Was this</p>

	<p>this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>
<p>Creating Your score: 8</p>	<p>Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning. Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Demonstrates a clear and well-thought-out plan describing what you will do with/as a result of this new learning. Adequately answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Demonstrates a somewhat clear and well-thought-out plan describing what you will do with/as a result of this new learning. Somewhat answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Does not demonstrate an acceptable plan describing what you will do with/as a result of this new learning. Does not adequately answer the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>
<p>Evidence of Proofreading Your score: 8</p>	<p>No grammatical, spelling, or usage errors.</p>	<p>Very few grammatical, spelling, or usage errors.</p>	<p>Too many grammatical, spelling, or usage errors.</p>	<p>Enough grammatical, spelling, or usage errors that the assessment is borderline incomprehensible.</p>
<p>Proper Heading/Format Your score: 10</p>	<p>All requirements met</p>	<p>Most requirements met</p>	<p>Some requirements met</p>	<p>Few or none of the requirements met.</p>
<p>Professional Tone Your score: 8</p>	<p>Entirety of assessment is written in the appropriate professional tone.</p>	<p>Most of assessment is written in the appropriate professional tone.</p>	<p>Some of assessment is written in the appropriate professional tone.</p>	<p>None of assessment is written in the appropriate professional tone.</p>

Annotated Article Your score: 8	Thoroughly annotated article submitted with assignment	Adequately annotated article submitted with assignment	Somewhat annotated article submitted with assignment	No annotated article submitted with assignment
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Comments: