

CANADIAN OLYMPIC SCHOOL PROGRAM
SPRING 2012

Language Arts, Leadership, Multimedia, Marketing & Social Studies

MEDIA CAMPAIGN - SENIOR



MEDIA CAMPAIGN



SPRING 2012

LANGUAGE ARTS, LEADERSHIP, MULTIMEDIA, MARKETING & SOCIAL STUDIES

You could hardly contain your excitement when your agency was asked to bid on a major multi-media campaign for the Canadian Olympic Committee. Time is ticking to the submission deadline, and you and your creative team must develop a campaign that will link Canadian Olympic legends with medal hopefuls for the London 2012 Olympic Games.

When you think of the Olympic Games, what images, faces and feelings spring to mind? Probably the same ones held by youth across the country and around the world. While athletes still win the allegiance of their hometowns, thanks to new and emerging media, Olympic stories now belong to everyone.

More than 250 million photos are uploaded by the world's 800 million Facebook users every day. We experience daily life differently now than even four years ago. We participate in large events like the Olympic Games using technology, making this engagement more interactive.

"Planning for the use of social media before it was available led to the success of the Vancouver 2010 Olympic Winter Games," says Burke Taylor, Executive Producer for Vancouver's 2010 Cultural Olympiad. This allowed for the Vancouver 2010 organizers to promote and cover the Games in new ways.



Carol Huynh

"Ever since 2010, Olympic Games coverage has evolved," says Nathalie Cook, Marketing Vice President for Canada's Olympic Broadcast Media Consortium. "It used to be a 30 or 60 second spot, and that was the story." For London 2012, the Consortium started with social media. "In July (2011), we went hard on social marketing; Facebook, Twitter and our News Reader," says Cook. "In the spring of 2012, we'll have news, sports and surveys up on video."

Cook says: "We knew that we could engage Canadians if they got to know the athletes." More than 200 athletes have been sharing their stories on the Consortium's Facebook site. This includes hurdles hopeful Priscilla Lopes-Schliep. She has posted photos of her new baby girl. New media means more people can follow the Games.

For London 2012, there will be an effort to engage immigrant Canadians. The Consortium will be telling the stories of athletes like Carol Huynh. She was Canada's first gold medalist in Wrestling (Beijing 2008). Her family settled in the small town of New Hazelton, B.C. after leaving Vietnam as refugees.

There are lots of Canadians coming from countries where different sports are very popular and they could become viewers. So the Consortium is now researching "where new Canadians are coming from and what sports they follow," says Cook. They are very interested in how new Canadians watch the Games. The media reaches out to die-hard sports fans and big event watchers. But there is also a "whole other group of people from countries who do well in Olympic sports," says Cook. They want to know what will motivate new Canadians to get more involved in the Games.

In the past, there were fewer considerations to be made. A media campaign was simply how a message was rolled out to a passive public audience. Now the audience is active. Today's media users are participants. While television is known as a "lean back" medium, social technology is "lean forward." Fans want information that is personal, customized and live.

"In Vancouver, the tablets hadn't launched yet, when we started our campaign. Even then, the unveiling of the Team Canada uniform almost crashed our website,"

remembers Cook. “Now they’re ubiquitous. Now our web content has to be smart phone and tablet friendly. It’s very much a multi-screen approach.”

As a result, traditional print media, such as newspapers and magazines play a much smaller role. “Print does not give us the same reach as the other media,” explains Cook.

Television plays a follow-up role to the more immediate stories that are covered on Facebook, YouTube and Twitter. Some of this is driven by cost. YouTube is cheap, but a TV campaign can be very expensive. This shift is also changing how people are now viewing the Olympic Games.

The media also helps connect people through large-scale marketing efforts like the Red Mittens Campaign. The Red Mittens were part of the Olympic Torch Relay uniform for Vancouver 2010. “Three and a half million pairs of red and white mittens sold for \$10 each during the Games,” says Dennis Kim, the Canadian Olympic Committee’s Executive Director for Brand Marketing. The Consortium

More than 50% of Facebook users check in daily. Almost 30% of people between the ages of 18 and 34 check their Facebook page via their smart phone before getting out of bed in the morning. There are more than 800 million users, and, on average, 250 million photos are uploaded every day. There are already London 2012 Facebook groups following athletes, lobbying for the inclusion of darts as a sport, and petitioning for Iron Maiden (a 1980s heavy metal band) to perform in the Opening Ceremony.



Mark Oldershaw



Karen Cockburn

and Hudson’s Bay Company helped make people aware of the mittens. “People still hang onto their mittens because it reminds them of the Games.”

The mittens helped Canadians show their support for the Team. New mittens are being released to support the Canadian Olympic Team competing in London. Trampoline gymnast Karen Cockburn from Toronto, springboard diver Jennifer Abel from Quebec and World Champion canoer Mark Oldershaw from Burlington,

Ontario are modeling the mittens.

Creating a successful campaign requires using multi-media to deliver a catchy message. Once message is developed, it is a question of how best to get the message out. How can Canadians be involved in the message? How can we keep the message going? In drafting the campaign, “story boards” are created to plan how the message can be delivered in many different but related ways. This can include using Twitter to communicate in-the-



REQUEST FOR PROPOSAL

1. Summary of the Requirement

The Canadian Olympic Committee (COC) is seeking an agency with previous experience to develop a multi-media campaign ("Campaign") to promote the connection between the London 2012 Canadian Olympic medal hopefuls and Canadian Olympic legends. The successful agency must research connections between current medal hopefuls and past Olympians in their sport, and share that information through a chosen media stream. If done according to the parameters outlined in the following guideline, the Campaign will help young Canadians create personal connections to Canadian medal hopefuls, while understanding the incredible history of the Canadian Olympic Team.

The successful agency will complete and submit the Campaign, including all materials, at the time decided upon by the COC Executive Director of Marketing (your teacher), who is encouraged to share this with the COC.

2. Canadian Olympic Committee Overview/Context

The media landscape has changed dramatically in 100 years, especially in the last few years with the advent of new media. Canadians expect to get information from traditional media (newspaper/magazines, television and radio) and new media (Facebook, YouTube, Twitter, blogs, etc.). Canadians want information delivered to them through different media streams, and they want it on demand. It is up to the firm to assist the COC in reaching out to young Canadians, and to help them establish the connections between Canadian medal hopefuls in 2012 and Canadian Olympic legends.

2.1 Target Audience

The target audience is young Canadians (aged 12-18 years).

2.2 Background

In the summer of 2012, the Canadian Olympic Team will return to London, England for the XXX Olympic Games. This will be the third time that London has hosted the Olympic Games, the first two being in 1908 and again in 1948. The 1908 Olympic Games were the first official Olympic Games for the Canadian Olympic Team and

now, 104 years later, we are returning with high hopes! With London playing a prominent role in the history of the Olympic Movement, the COC wants to promote the historical connections between 2012 Canadian Olympic medal hopefuls and legends of past Canadian Olympic Teams.

2.3 Project Timing

It is expected that services will be carried out according to the following schedule:

Work Schedule	Milestone Event
Day 1	Agency is established; athlete connections chosen.
Day 2	Agency established work schedule
Day 3	Agency Creative Team established work schedule
Day 4	Creative Team established work schedule
Day 5	Final project delivered; completion of contract.

3. Requirements

The successful firm will be required to:

- Choose TWO media options – one from New Media and one from Traditional Media

Whichever media tool(s) you choose, you must do the following:

- Identify & establish connections between two athletes
- Profile each athlete (hometown, background, sports accomplishments, etc)
- Describe the demands of their sport/event/discipline
- Highlight the London 2012 Olympic Games

New Media Options

- Create a Facebook fan page
- Create a Twitter page
- Create a Blog
- Create a Podcast (script and interview topics)
- Create a YouTube video

MEDIA CAMPAIGN - SENIOR

Traditional Media Options

- Print Media
 - Produce an article for a national newspaper
 - Produce an article for a magazine specific to that sport
 - Produce a print advertisement for either a national newspaper or a magazine specific to that sport.

Remember: Depending on where your article/advertisement will run, your audience may or may not be familiar with your athletes or sport. Be sure to provide adequate background.

TV

- Create a TV advertisement (script, costumes, characters, etc)
- Create a TV interview (interviewer & athletes, costumes)

Radio

- Create a Radio advertisement (script and concept)
- Create a sports-talk radio show

4. Evaluation

This section describes the basic and beyond criteria against which each firm's Campaign will be evaluated. Agencies should ensure that they fully meet all criteria

in order to receive full consideration during the COC evaluation process.

4.1 Basic Criteria

Campaigns that do not clearly demonstrate that they meet the following basic criteria will be excluded from further consideration during the evaluation process.

Criteria

a) The Campaign must be received by the time and/or date stated in the Project Timing section (Section 2.3)

b) The Campaign must include:
TWO bullets from Section 3; one from New Media and one from Traditional Media

4.2 Beyond Criteria

Campaigns meeting all of the basic criteria will be further assessed against the Beyond criteria rubric. See attached rubric for further information and details.



2011 Guadalajara Pan American Games

Canadian Olympic Committee 2012 London Olympic Games “Olympic Heroes and Olympic Hopefuls”**Media Campaign Worksheet***A guide to designing and presenting a successful media campaign.***1. Agency Team**

1.1 You will need to work in a team of two to four media “experts” to help create and complete your shared vision. When choosing your group, consider the different skills that each “expert” can bring to the team. Also, develop a company name for your team.

Agency Company Name: _____

Traditional Media Team: 1. _____ 2. _____

New Media Team 3. _____ 4. _____

2. Athletes

2.1 You will need to choose one 2012 medal hopeful from the list provided and, based on your own research, choose one Canadian Olympic legend who competed in the same sport between the London 1908 Olympic Games and Atlanta 1996 Olympic Games.

Olympic Legend: Name: _____ Sport: _____

2012 Olympic Medal Hopeful: Name: _____ Sport: _____

3. Media Stream

3.1 Choose one new media stream AND one traditional media stream and produce one piece of collateral¹ for each media stream¹.

Traditional Media Stream Choice: _____

New Media Stream Choice: _____

4. Proposal

4.1 Once you have completed the above steps, it is time to consult with the COC Executive Director of Marketing (your teacher) to get approval for your agency to move ahead with this media campaign.

I hereby give my approval for _____ to move forward with the Canadian Olympic Committee 2012 London Olympic Games “Olympic Heroes and Olympic Hopefuls” Media Campaign.

COC Executive Director of Marketing

¹Collateral: this is the term that people in this industry use to describe the final product that will be given to the COC Executive Director of Marketing (your teacher) to use as part of the media campaign

5. Daily Deliverables

5.1 Fill out the Daily Deliverables sheet to determine what the responsibilities will be for each member of your team.

5.2 The sheet should be filled out for at least one day in advance of your current day. For instance, on Monday the boxes for Monday and Tuesday would be filled in. On Tuesday, the boxes for Tuesday and Wednesday would be filled in, and so on.

5.3 Your team will need to hand this in to the COC Executive Director of Marketing (your teacher) each day so that he/she can make sure that your firm is completing the contract

Daily Deliverables Sheet	Monday	Tuesday	Wednesday	Thursday	Friday
Team Member #1					
Team Member #2					
Team Member #3					
Team Member #4					

Bind along this line



6. Research

6.1 Find out as much as you can on each of the athletes you have chosen. Begin by searching for your athletes on the Canadian Olympic Committee's website (www.olympic.ca). Use YouTube to look for past performances and interviews. Use Facebook to see if they have a Facebook page. Use Wikipedia to see what other people have shared about the athletes. Use Google to see if the athletes have personal websites or blogs where you can learn more about them (HINT: put the name in quotation marks to narrow the search; i.e., "Jerome Drayton"). Search online newspapers for news about the athletes. As well, check out the Canadian Olympic Committee website for news about athletes.

Athlete name:

Resource Used	Important Information

Bind along this line



MEDIA CAMPAIGN - SENIOR**7. Make an outline**

7.1 You have decided which media streams you are going to use, so the outline is very important in terms of developing your media campaign. What aspects of the athletes are you going to focus on? What is the audience going to be most interested in about your athletes? Remember to consider both their similarities and their differences when promoting them. Consider using brainstorming tools like Venn Diagrams to help organize your ideas.

7.2 Depending on the media stream you have chosen, you will need to research how to create it and what the best way to implement it is.



Jennifer Abel

8. Create the campaign

8.1 Once you have completed your research and your teams knows what aspects of the athletes they want to focus on, it is time to create the campaign. Time to create that Facebook page, YouTube video, television commercial or radio ad.



Nicole Forrester

9. Roll Out Your Campaign

9.1 The campaign has been designed and is ready to be implemented. Get the word out!

9.2 If you used new media, post your campaign to the appropriate space.

9.3 Once you have done that, tell your friends and family to check it out online and try to get as many views/download/likes/comments as you can!

9.4 If you used traditional media, determine which newspaper, radio or TV station you would use to spread your campaign. Place your campaign in your classroom to get feedback from other people about how effective it is.



Simon Whitfield

TEACHERS GUIDE

View the video at <http://brand.olympic.ca/> (on Vimeo.com at <http://vimeo.com/24704404>) with your class. This video provides background into how the creation of the new 2012 Olympic logo links to the history of the Canadian Olympic Team. Use this video at the beginning of the assignment to reinforce the idea that the COC is truly pursuing links between the current Olympic program and its past. This video will situate the students as contributors to the COC's initiative of connecting our past successes to our current athletes.

As a teacher, you play a critical part in this role play. Your role will be that of a COC Executive Director of Marketing, and you must make sure that the work is in line with the vision and goals of the COC. In any media campaign, the creative team will have to get approvals from the COC prior to proceeding with development. The Daily Deliverables sheet is designed to help you keep the students accountable, and to help track equitable student contributions to the task.

Encourage students to use any personal technology that they may have in order to conduct research and/or create

their media campaign. Not only might this help contribute to the completion of the media campaign, but it will also engage them in the process. As well, it may spur some creative thoughts around audience engagement as they realize how they are using their own personal technology in research and creation of the campaign.

Put out the challenge to your students to see how many of their friends they can get to Like (Facebook) or View (YouTube) or Download (Podcast) or Comment (Blog) in a two week period to see if their campaign is gaining momentum.

Review the example with Reid Coolsaet and Jerome Drayton so you have an idea what a campaign may look like. Feel free to share this with your students. As well, review the attached Evaluation Rubric with your students so that they are able to have a clear understanding of the expectations of the assignment. You may choose to have your students set an achievement goal based on the rubric prior to beginning the task so that they are focussed on what needs to be included in their campaign. When using the rubric, consider the capabilities of the grade level that you are teaching and adjust your expectations accordingly.

CASE EXTENSIONS

Consider extending the project by including a research component.

- After viewing the brand.olympic.ca video (see Teacher Resource Guide), have students review previous Olympic ads and vignettes on YouTube in small groups and find ones that capture the Canadian Olympic spirit. Students can then present their thoughts to the class on how and why the particular video they are showing represents the spirit of the Canadian Olympic Team. These ideas can then form part of the basis for how they can connect their current 2012 medal hopeful to the Canadian Olympic legend.

Have students respond to the following statements, arguing for or against the statement.

- Canada's past Olympic Teams brought more pride and prestige to Canada than more recent Canadian Olympic Teams.
- Canadians only care about their Olympic athletes when they win medals.

Incorporate metacognition and analytical thinking by having students write summary report about what they did to help their bid become a winning bid for the Request For Proposal (RFP).

- Write a final summary about the decisions that the firm made which helped them to create a winning bid. Detail both creative decisions and why they chose the athletes they did in order to gain the interest of their target market. As well, document the teamwork that went into the creation of a successful bid and what they would recommend to their firm that the next team do in order to maintain this competitive advantage over rival firms.

TEACHER TOOLS – POSSIBLE PROJECTS

The following examples are intended to give both you and your students some guides as to what the projects *could* look like. These ideas were created by people who worked with the media for the Vancouver 2010 Olympic Winter Games and follow some of the same guidelines that they used to help promote the Games over different media streams.

Social Media Tools**Facebook Fan Page**

- Page areas to focus on include:
 - Profile Picture
 - Info/About Box
 - Photos
 - Wall

Twitter Page

- Start to populate it, see how many followers you can get by the end of the week
(*Tip: effective hashtagging (#) will help with this*)

Blog

- Free blogs include www.blogger.com and www.wordpress.com

Podcast

- Free podcast hosting site: www.podbean.com

Print Media**Newspaper/Magazine article tips:**

- Headline and “byline” (i.e.: writer’s name & picture)
- Opening paragraph (intro) – approximately 20-40 words in length, provides the most interesting/important facts about your athletes first. Be sure to answer: who, what, where, when, how and why.
- Next, include additional short paragraphs of about 25-40 words. Each one will have a main idea and/or different fact. These may also include quotes from knowledgeable people (coaches, sport experts, etc).
- Details are given in order of importance, with the most important details at the top of the article, and moving down to less important information below. Follow the inverted pyramid example to see how to do this effectively.
- The end of the article summarizes all the information, facts and connections between your athletes.

MOST NOTEWORTHY INFO

Who? What? Where? When? Why?

IMPORTANT DETAILS**OTHER
GENERAL INFO**

(Background Info)

Print Advertisement tips:

- Create an attractive print advertisement that makes the reader want to know more. Catch their attention using attractive fonts and a simple layout. Include photos of your athletes, your sport and a message about their connection.
- Use white space to create a visually appealing advertisement. Too much text overwhelms readers.
- White space singles out important information and gives the illusion of fewer words on a page.
- Use different size fonts to break up text on the page; large font for important information (athlete’s names, sport) and smaller font for other information. Short sentences and bulleted lists help make reading clearer.
- Clearly describe the connection between your athletes and the London 2012 Olympic Games.
- Make it informal; conversational tone, like two friends talking, one telling the other about these two great athletes.
- Tell the reader what to do at the end of the advertisement; the “action item.” Where can they go for more information?



TV

TV advertisement script example:

Visual	Audio
Pack of runners, the Olympic rings	<i>The Marathon, the most storied event in the Olympic Games history.</i>
Reid Coolsaet running (various running & training shots)	<i>This summer, one of Canada's best marathon runners will be racing for gold at the London 2012 Olympic Games.</i>
Jerome Drayton running (various running shots)	<i>But this won't be the first time Canada has reached for gold in the Olympic marathon. Jerome Drayton represented Canada more than 35 years ago in Montreal.</i>
Coolsaet & Drayton running together	<i>Drayton, Coolsaet, the Canadian Olympic marathon legacy continues.</i>
Screen shot of website URL, with Olympic Rings in the background	<i>Checkout draytoncoolsaet.com to learn more about these two Olympians in the lead up to the London 2012 Olympic Games.</i>

Radio

Radio Ad script example

Coolsaet/Drayton Radio Advertisement :30 second spot
(Setting: Stadium with cheering fans)

SOUND-UP: Fans cheering, announcer calling Jerome Drayton

ANNOUNCER: Montreal, 1976. Canadian Jerome Drayton finishes 6th in the Olympic marathon, giving Canada its best ever performance in the historic event.

SOUND-UP: Heavy breathing, running steps pounding.

ANNOUNCER: Years of hard training and racing across the globe in obscurity lead Drayton to start a legacy for Canadian Olympic long-distance running.

SOUND-UP: Heavy breathing, running steps pounding.

ANNOUNCER: Now there is new blood in the Canadian marathon ranks. This summer, Reid Coolsaet will look to carry on the tradition of Canadian excellence at the London 2012 Olympic Games.

SOUND-UP: Fans cheering, announcer calling Reid Coolsaet.

ANNOUNCER: Drayton, Coolsaet, the Canadian Olympic marathon legacy continues. Check out draytoncoolsaet.com to learn more about these two Olympians in the lead up to the London 2012 Olympic Games.



TEACHERS TOOLS – DAILY DELIVERABLES EXEMPLAR

Daily Deliverables Sheet	Monday	Tuesday	Wednesday	Thursday	Friday
Team Member #1	Research how different new media streams are used to promote athletes and information.	Research whether or not Twitter or Facebook would be a better way to engage people online.	Create Facebook page for Drayton and Coolsaet.	Complete Facebook page.	Campaign Launch! Tell our friends and present to class.
Team Member #2	Start researching Jerome Drayton.	Research on Jerome Drayton will be complete.	Share research with Media Darlings Inc. and help with Facebook page.	Complete Facebook page.	Campaign Launch! Tell our friends and present to class.
Team Member #3	Start researching Reid Coolsaet.	Research on Reid Coolsaet will be complete.	Share research with Media Darlings Inc. and help with radio spot.	Record radio spot using iPhone app and GarageBand.	Campaign Launch! Tell our friends and present to class.
Team Member #4	Research on whether radio or TV is more effective in reaching our audience.	Learn about how to write a radio spot.	Using the research, write a 60s radio spot for Coolsaet and Drayton.	Record radio spot using iPhone app and GarageBand.	Campaign Launch! Tell our friends and present to class.



TEACHERS TOOLS - EVALUATION RUBRIC

	Not Yet Meeting Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Clear Objectives of the campaign	- There is no discernible objective stated. - There is no acknowledged target audience.	- An objective is present but may not relate to the goal of the assignment. - The campaign is not appropriate for the target audience.	- Objective directly relates to the goal of the assignment. - The campaign is appropriate for the target audience.	- Objective extends the goal of the assignment. - The campaign reaches the target audience in unique ways.
Presentation and Design of the campaign	- The presentation of the campaign does not engage the audience. - Language is inappropriate in tone and content. - There are numerous spelling and/or grammatical errors that demonstrate lack of proofreading/editing. - There are no references to the athletes, their event, and/or their accomplishments. (High School) Only one of traditional or new media is used.	- The presentation somewhat engages the audience. - Language is acceptable but is not appropriate for the target audience. - The campaign chose appropriate media streams to convey information, but did not use the media stream effectively. - There are a few spelling and grammatical errors which detract from the campaign's effectiveness (High School) There is no connection between the traditional and new media campaigns.	- The presentation of the campaign engages the audience. - Language is usually appropriate for the chosen target audience. - The campaign uses the media stream effectively to convey the connection between the athletes. - There are few spelling or grammatical errors but these do not detract from the campaign's effectiveness. (High School) There is some overlap between the traditional and new media campaigns with slogans.	- The presentation of the campaign is professional and engages the audience. - Language used to appropriate to the audience and the media stream chosen. - The campaign shows an understanding of both the opportunities and limitations of the chosen media stream. - There are no spelling or grammatical errors in the presentation. (High School) The traditional and the new media campaigns coordinate their message and drive traffic to each other.
Connections between athletes	- The choice of athletes is not appropriate (i.e., there is no noticeable connection between the athletes). - There is no connection made by the group between the chosen athletes. - The Legend chosen is not from Canada.	- Basic and obvious connections are made between the athletes. - The athletes chosen are both Canadian. - The sole focus of connection is on the athletic achievements of the athletes.	- Some interesting connections are made between the athletes. - The athletes chosen both competed for Canada and are from related events. - Athletic backgrounds are shared within the media campaign. - Some personal history of the athletes is shared.	- Connections between the athletes are insightful and demonstrate an understanding of both who the athlete is a person as well as an athletes. - Background of the athletes is shared and both similarities and differences in their life and athletic history are explored.
Media Team Experience	- The team did not cooperate in the completion of the task. - Teamwork was not present in decision making. - The campaign was not complete for the deadline.	- The team worked as individuals with a little collaboration right at the end. - Most of the work was done by one or two people. - There was minimal communication between group members during the campaign.	- The final product was completed but the amount of work was not equally distributed. - Team members did not look to help each other once their own work was done. - There was good communication and some consensus throughout the process.	- Team members divided responsibilities in a fair way and were able to accomplish tasks. - There was consistent communication and consensus throughout the process. - The final product is truly the result of a team effort.



LEARNING OUTCOMES

BRITISH COLUMBIA/YUKON TERRITORY

English Language Arts 7

- Write a variety of effective informational writing projects for a range of purposes and audiences that communicates ideas to inform or persuade.
- Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic.

Language Arts 8-10

- Express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain.
- Select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, acknowledging and discussing diverse points of view, and reaching consensus or agreeing to differ.
- Select and use a range of strategies to prepare oral communications, including interpreting a task and setting a purpose, considering audience, generating ideas, making connections, among relevant knowledge and experiences, and planning and rehearsing presentations.
- Create thoughtful representations that communicate ideas and information to explore and respond, record and describe, explain and persuade, and engage.

Information and Communications Technology 11

- Design and create a multimedia solution to an identified problem.
- Prepare and deliver a presentation using presentation graphics software that incorporates: slide formatting, graphics, sound.

Information and Communications Technology 12

- Prepare and deliver presentations using presentation graphics software, incorporating: image manipulation, timing, linking, slide transition features, and interactivity.
- Apply various skills, methods, strategies, and technical tools to communicate with a variety of audiences.

ALBERTA/NORTHWEST TERRITORIES

English Language Arts 7-9

- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

English Language Arts 10-12

- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
- Use production, publication and presentation strategies and technologies consistent with context.

SASKATCHEWAN

English Language Arts 7

- Create various visual, oral, written, and multimedia (including digital) texts that explore, social responsibility, and efficacy.

English Language Arts 8

- Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.
- Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.
- Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.
- Experiment with a variety of text forms and techniques.

Media Studies 20

- Extend and apply their representing and viewing by designing and creating a media text.

Communications Media 10, 20, 30

- Develop and demonstrate increasing skill through the practice and use of equipment (e.g., camera, lights) and processes (e.g., camera work, set lighting) during the typical steps of the production stage of shooting video and beginning postproduction.
- Devise and implement a plan demonstrating a high level of critical and creative thinking to communicate a concept and express ideas with society at large.

English Language Arts 9

- Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.

MANITOBA

English Language Arts 7-9

- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to celebrate and to build community.



ONTARIO**Language 6, 7 and 8**

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

English 9, 10, 11, 12

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Information and Communications Technologies: Multi-Media Solutions 12

- Implement an appropriate project management process to complete a team project (e.g., set goals, organize, schedule, budget, control, evaluate).
- Create a multimedia product (e.g., school website, e-commerce website, presentation, animation) in a team environment, using appropriate software.

QUEBEC**Elementary Competencies**

- To represent her/his literacy in different media.
- To solve problems.
- To use her/his creativity.
- To use information and communications technology.

Elementary Competencies

- Represents her/his literacy in different media.
- Manipulates visual elements to build skills for later production activities.
- Follows a production process to create media texts for specific purposes and audiences.

ATLANTIC CANADA**Language Arts 6-8**

- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
- Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

NEW BRUNSWICK, NEWFOUNDLAND AND LABRADOR, AND PRINCE EDWARD ISLAND**English Language Arts—Middle School and High School**

- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
- Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

English Language Arts—High School

- Use computer and media technology effectively to serve their communication purposes.
- Demonstrate a commitment to the skilful crafting of a range of writing and other representations.
- Integrate information from many sources to construct and communicate meaning.

NOVA SCOTIA**English Language Arts 7-9**

- Produce a range of writing forms (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads).
- Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).
- Demonstrate a commitment to crafting writing and other representations.
- Collect and combine information from several sources (interview, film, CD, text).

English Language Arts 10

- Demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose.
- Experiment with the use of technology in communication.
- Use a range of materials and ideas to clarify writing and other ways of representing for a specific audience.

English Language Arts 11

- Make informed choices about the use of technology to serve their communication purposes.
- Apply a variety of writing and representation strategies to construct increasingly complex texts.

English Language Arts 12

- Apply their knowledge of effective strategies in writing and other representing.
- Use technology effectively to serve their communication purposes; design texts that they find aesthetically pleasing and useful.



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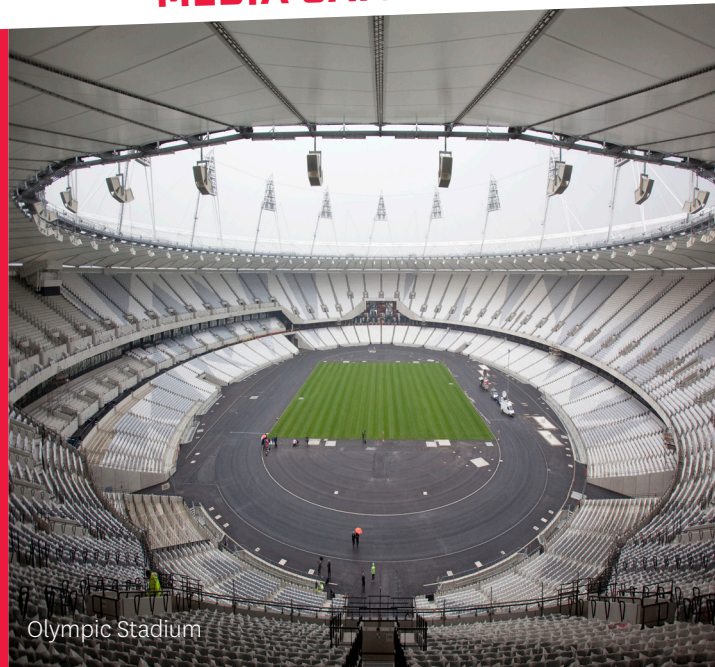
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Olympic Stadium



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Olympic Stadium