

05 Our ECEC centre introduces itself – A small advertising film



➤ **Children present their ECEC centre in a short advertising film. What makes our ECEC centre special? What does our daily routine look like? Why should other children come to our ECEC centre?**

In the project "Our ECEC centre introduces itself – a small advertising film", children work with a video camera and learn how advertising works. After an initial discussion about the subject of advertising, the children use the positive effects of advertising and create a short advertising film about their ECEC centre independently, but under guidance.

Dealing with the subject of advertising is a good way to talk about, understand and critically question the purpose and objectives of advertising. In combination with your own film, the outcome can be used directly in a creative and active way towards a positive benefit for the ECEC centre. Teamwork, creativity and the use of language are encouraged when making an advertising film.

➤ Preparation

Prepare the children for the project "Our ECEC centre introduces itself – a small advertising film" and discuss what you have in mind with them. At the beginning there is a discussion about advertising. Watch a suitable advertising clip together, e.g. for children's toys. Afterwards, children talk about what they have seen: What did you see? Did you like the clip? Do you know why this is advertising? What is the purpose of advertising? How can you identify advertising? Who was this clip made for?, etc. Record the most important characteristics of advertising (attracting attention, raising publicity, encouraging people to buy, etc.) on a large sheet of paper in written or painted form, so that these points can be picked up again in the children's advertising film.

Now it is time to discuss what exactly is to be seen in the advertising film about the ECEC centre. The focus should be on what makes your ECEC centre special and which characteristics should be highlighted for parents or potential new children: e.g. a special pedagogical concept, extra-long opening hours, or the extra-large outdoor area with many climbing possibilities and many play activities.

The next step is developing the advertising film. Prepare the project step-by-step together with the children. Think about a storyboard (script) and define the length (max. 1-2 minutes), content, sequences, texts and possibly music to be used in the advertising film. The storyboard can also be sketched on a large sheet of paper. Create an advertising slogan with the children that matches their ECEC centre. It should also be clear beforehand who will play which role, where the film will be shot and which equipment will be needed. Make sure that each child participates in all tasks at least once, i.e. in front and behind the camera.

Age: 5-7 years
Group: One small group (3-5 children)

Level of difficulty: ● ● ● ● ●

Time and effort: ● ● ● ● ●

Materials:

For implementation:

- Tablet, smartphone or digital camera
- Possibly microphone
- Programme Windows Movie Maker 2012 (PC or Laptop)

For follow-up:

- PC or Laptop
- Projector and screen



Area of Education:

- Literacy and communication
- Aesthetic-cultural education
- Media literacy

Media pedagogical goals:

- Developing advertising competence
- Developing a critical media approach
- Understanding how a film is made
- Try out shot types and perspectives
- Playful media-creative appropriateness of social space and nature
- Dealing with media technology

05 Our ECEC centre introduces itself – A small advertising film



Before you start, try out the devices (e.g. the tablet) that you will use for the project "The kindergarten introduces itself – a small advertising film" before they are used by the children and see if everything works. Familiarise yourself with the handling of the devices so that you can explain it to the children and can answer questions. The children should also be allowed to test the devices beforehand.

To gain a deeper understanding of the new media technology, we recommend that you read „*Module 2 – Basic Knowledge of New Media Technology*“ from the interactive *Kit@ manual*.

➤ Project Implementation

After all preparations have been made, the recordings of the individual film sequences begin – as it is captured in the storyboard. The respective film sequences do not necessarily have to be recorded in the correct order. However, it is easier for the children who are involved in the production to keep the order that has been determined beforehand.

A possible procedure of your advertising film could look like this:

1. Title credits: film title with advertising slogan
2. Welcome and presentation of the ECEC centre by a child (name of the ECEC centre, location, number of ECEC professionals, number of children, group structure)
3. Guided tour through building and outdoor area (one child films, another comments, here you can also add photos)
4. What makes your ECEC centre so special? And why should someone choose your ECEC centre? (Suggestion: have different children speak in front of the camera, while other children take turns holding the camera).
5. Credit: All children involved can be seen and simultaneously say the advertising slogan into the camera. Once again, an overview of all participants as well as title and advertising slogan follow.

Split the film into individual scenes and stop the camera recording after each scene has been shot. If a scene is not so good, the children can simply shoot it again. Also remember to change the perspective, settings or camera location from time to time to make the film more interesting for the viewers.

When all scenes have been shot, view the film material with the children. Examine what works well and help the children see why other shots are less suitable (sharpness, perspective, etc.). Decide together about what can be deleted and which film clips should be shown in the advertising film.

Learn more:

- *Module 5 – Advertising*
- *Module 7 – Stop Motion & Video*
- *Template for a Storyboard*

Tip: It is a good idea to divide the "advertising film" project into several days. One to two days to deal with the topic of advertising. One to two days to develop the storyboard and all other preparations. One to two days for shooting and one to two days for editing.



05 Our ECEC centre introduces itself – A small advertising film



Tip: If you want to include children in the project who do not have photo permission by their parents, make sure that they are not shown in front of the camera. However, these children can easily be involved in all other work steps: voice over, behind the camera and editing.

Edit the movie using Windows Movie Maker 2012, add a title and credits, and possibly music and subtitles. The editing programme cannot be used by young children alone, but you may be able to get one or two children to help you assemble the film sequences.

After finishing the film, parents can be invited to the official premiere.

➤ Postprocessing

The advertising film about your ECEC centre can now be shown at the entrance area of your centre or placed on your homepage. After some time has passed, talk to the children again about the process of making the advertising film. Let the children talk about the meaning and purpose of advertising and where these effects were positively used in their own film. The children can explain once more how they made the film, what they paid particular attention to and what they enjoyed the most. What effect does the film have after completion? It is worth observing how the children worked together in a team and how they perceived their surroundings while filming.



Tip: You may have a second camera available that you can use to document the production process of the film. This way you'll not only have a great documentary for the parents about your activities in the ECEC centre, but also the children can easily explain again and again how a film is made.



Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Photo credits: Paul Kramp