

Café 21

Design & Technology

Authentic Need



By: Noura Ali





coffee time

Identification and Exploration of the Need...

DESIGN BRIEF

...Key words in the Design Brief...

- ▶ In groups, identify authentic needs in the school environment and determine the highest priority items for your tasks. Select an appropriate strategy that addresses OH&S needs and develop promotional material for the selected school initiative.

Design Brief restated- stating what is exactly required of the designer:

- ▶ I am required to work and calibrate together with my group to identify authentic needs in our school environment. We must determine the most important and highest priority need for our task. Subsequently, we are to select an appropriate strategy that addresses OH&S needs to develop promotional material for the selected school initiative.



A class brainstorm...

As a class we brainstormed the authentic needs of the café. We had a discussion about which areas improvement is needed i.e. the safety of workers and the customers and the promotion for the school café.

Promotion

- Prices
- Menu
- Commercial
- Pamphlet
- SharePoint
- Buzz



Safety Signs

- Fryer
- Oven
- Dishwashing
- Blender
- Grill press
- Coffee machine
- Entry/Exit

Personal Protection Equipment (PPE)

- Gloves
- Closed Shoes
- Aprons

Shortlist of ideas to consider for further development:

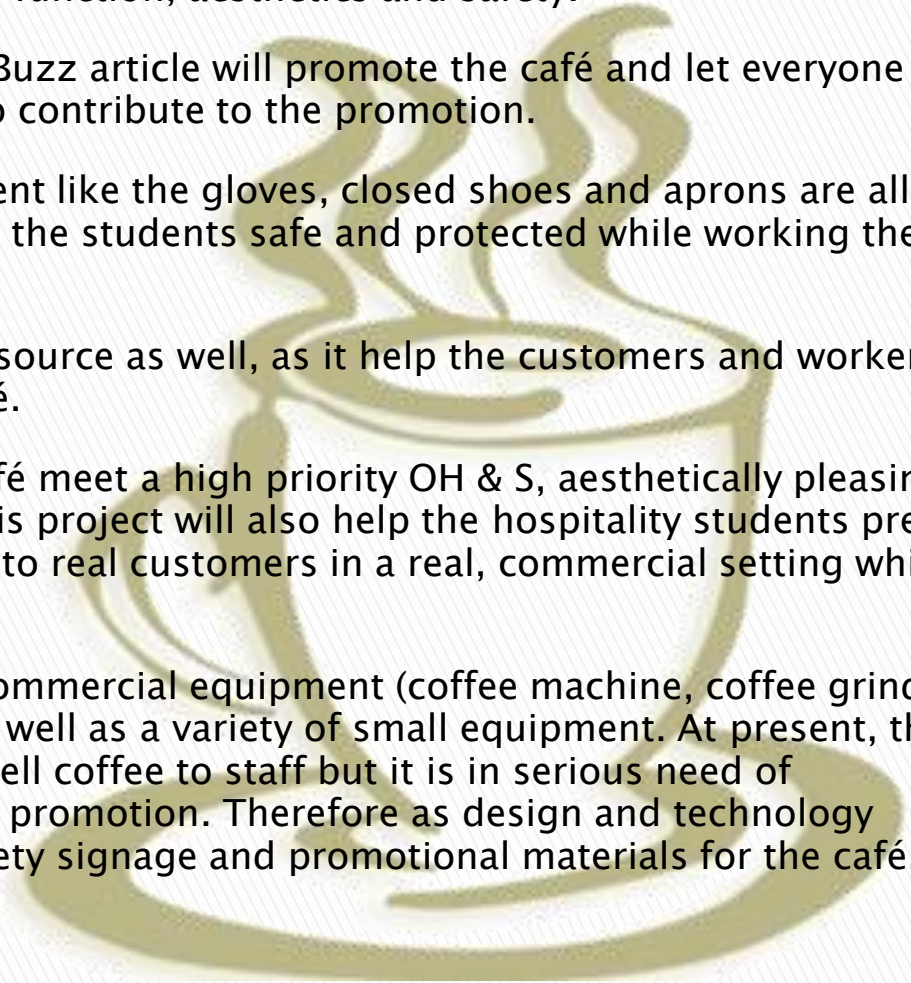
- ▶ Occupational Health and Safety
 - ▶ Electronic promotion
 - ▶ Printed promotion



Justification of the choices we made, based on the design brief:

- ▶ The choices we made will be developed as they are the central and most important aspects in which will improve and effectively promote the café and make it more aesthetically pleasing in terms of function, aesthetics and safety.
- ▶ The commercial, pamphlet and Buzz article will promote the café and let everyone know of it. The SharePoint site will also contribute to the promotion.
- ▶ The personal protection equipment like the gloves, closed shoes and aprons are all sources of safety which will keep the students safe and protected while working the kitchen.
- ▶ The safety signs will be a useful source as well, as it help the customers and workers of the café navigate around the café.
- ▶ All these aspects will help the café meet a high priority OH & S, aesthetically pleasing café and effective promotion. This project will also help the hospitality students prepare and , serve foods and beverages to real customers in a real, commercial setting which is part of their course.

Currently the school has some commercial equipment (coffee machine, coffee grinder, dishwasher, slicer, grill press) as well as a variety of small equipment. At present, the café is opening twice a week to sell coffee to staff but it is in serious need of organization, safety signage and promotion. Therefore as design and technology students our aim is to create safety signage and promotional materials for the café.



:::This entails:::

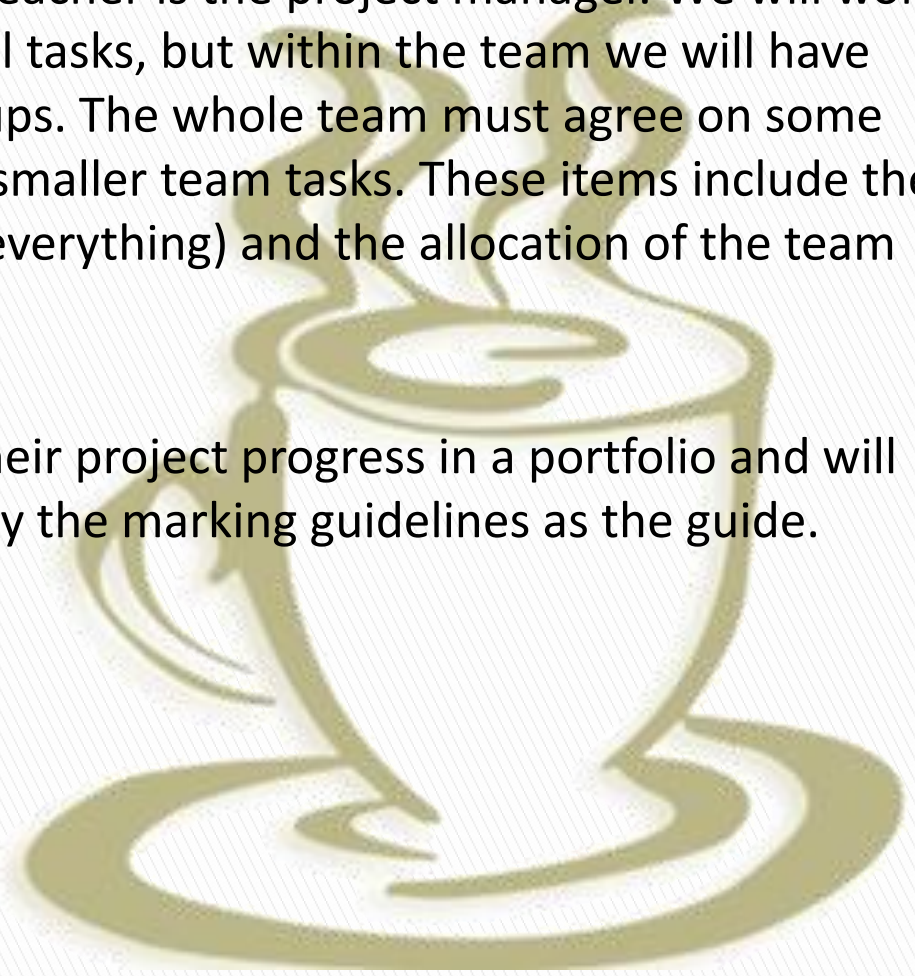
- ▶ Safety signage for dishwasher, slicer, coffee machine, grinder, grill press and cleaning equipment.
- ▶ Safety signage for safe work practices (hygiene and safety)
- ▶ Operating procedures for start of shift and end of shift.
- ▶ Logo (for on all promotional material) menus, menu board, promotional sign.
- ▶ Monogrammed aprons, tea towels
- ▶ SharePoint site
- ▶ Electronic ordering system (via email/SharePoint, Vet mobile)
- ▶ Promotional article for the BUZZ and the Torch
- ▶ Promotional commercial



Completing these tasks:

- ▶ As there are many tasks to be completed, a collaborative approach will be taken to ensure success. The teacher is the project manager. We will work as a class/team to complete all tasks, but within the team we will have tasks allocated to smaller groups. The whole team must agree on some items initially, before starting smaller team tasks. These items include the logo (as it appears on almost everything) and the allocation of the team members and tasks.

Each student will document their project progress in a portfolio and will use the framework provided by the marking guidelines as the guide.

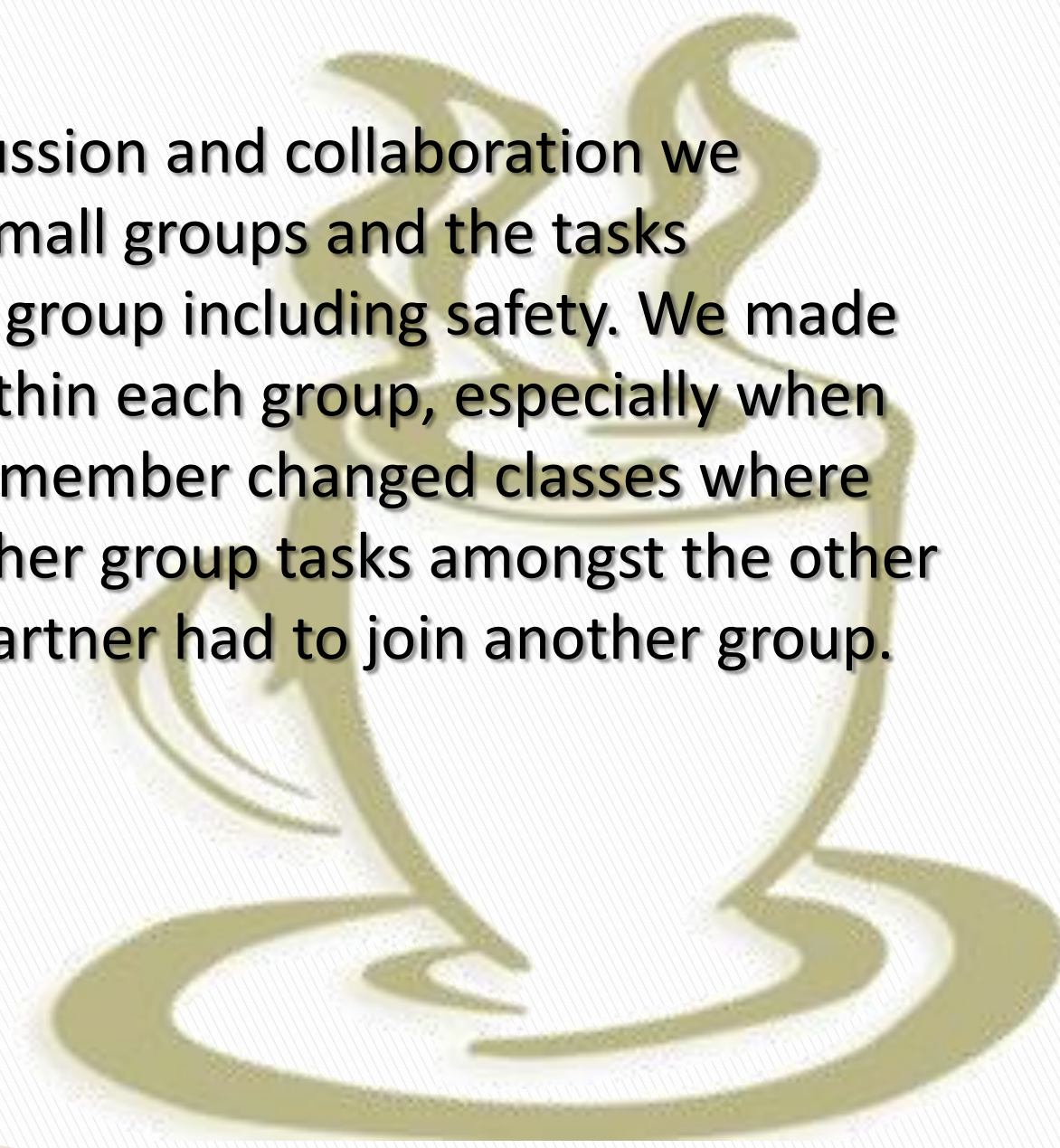


Who? What? How? When?

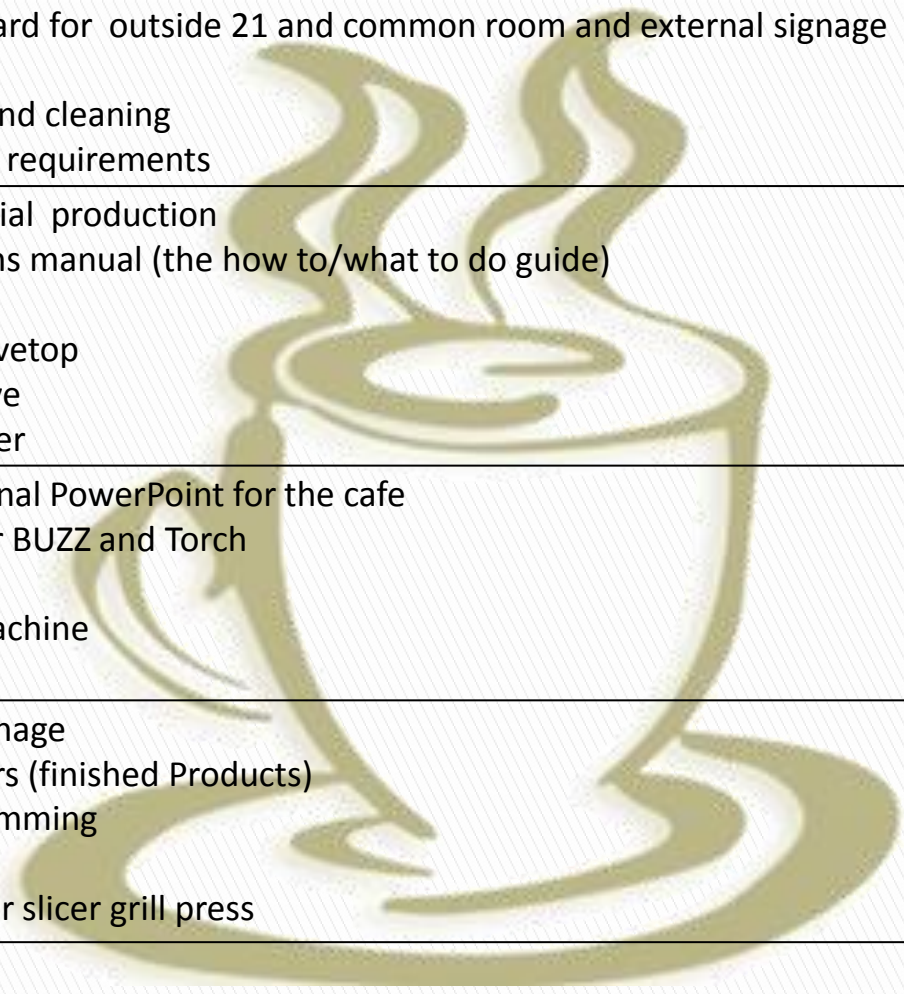
- Each small group will need to complete activities relating to both safety and promotion.
- Each small group must use primary and secondary research methods.
- Each small group must seek a client evaluation.
- Each small group must collaborate with other groups to ensure the teams success.



After a class discussion and collaboration we decided on the small groups and the tasks allocated to each group including safety. We made many changes within each group, especially when one of the group member changed classes where we had to divide her group tasks amongst the other groups and her partner had to join another group.



Group No.	Member	Tasks to complete
1	Emma Joanne Celine Duyen	<ul style="list-style-type: none"> •Logo production •Brochure and menu •Website/SharePoint page •Safety: •PPE and personal hygiene
2	Amal Dua	<ul style="list-style-type: none"> •Menu board for outside 21 and common room and external signage •Safety: •Blander and cleaning •Sanitising requirements
3	Dianna Noura Ronda Wendy	<ul style="list-style-type: none"> •Commercial production •Operations manual (the how to/what to do guide) •Safety: •Oven/stovetop •Microwave •dishwasher
4	Zahra Noor	<ul style="list-style-type: none"> •Promotional PowerPoint for the cafe •Article for BUZZ and Torch •Safety: •Coffee machine •grinder
5	Gracious Maca Amina Vykol	<ul style="list-style-type: none"> •Inside signage •QA posters (finished Products) •Monogramming •Safety: •Deep fryer slicer grill press



Group No.	Member	Tasks to complete
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2	Amal Dua	<ul style="list-style-type: none"> •Menu board for outside 21 and common room and external signage •Promotional PowerPoint for the cafe •Safety: •Coffee machine •grinder
3	Dianna Noura Ronda Wendy	<ul style="list-style-type: none"> •Commercial production •Recipe Book •Safety: •Oven/stovetop •Microwave •dishwasher
4	Gracious Maca Amina Vykol	<ul style="list-style-type: none"> •Inside signage •QA posters (finished Products) •Monogramming •Article for BUZZ and Torch •Safety: •Deep fryer •Slicer •Grill press



Cafe 21

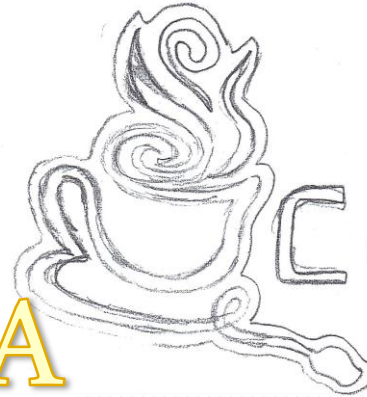


Café 21



CHOOSING Cafe 21

Café 21
SINCE 2010



Café 21



A



Cafe 21

Café 21

LOGO



Café 21



café 21

Cafe 21



Logo CHOICES...

- ▶ As a class we all came up with at least 3 logos each and did PMI on each logo to make it easier for us to choose fairly where everyone agrees. We worked in our small groups first then shared our opinions as a class to make our final selection.



P- it is suitable for a school café logo, it is simple and suits its intended use.

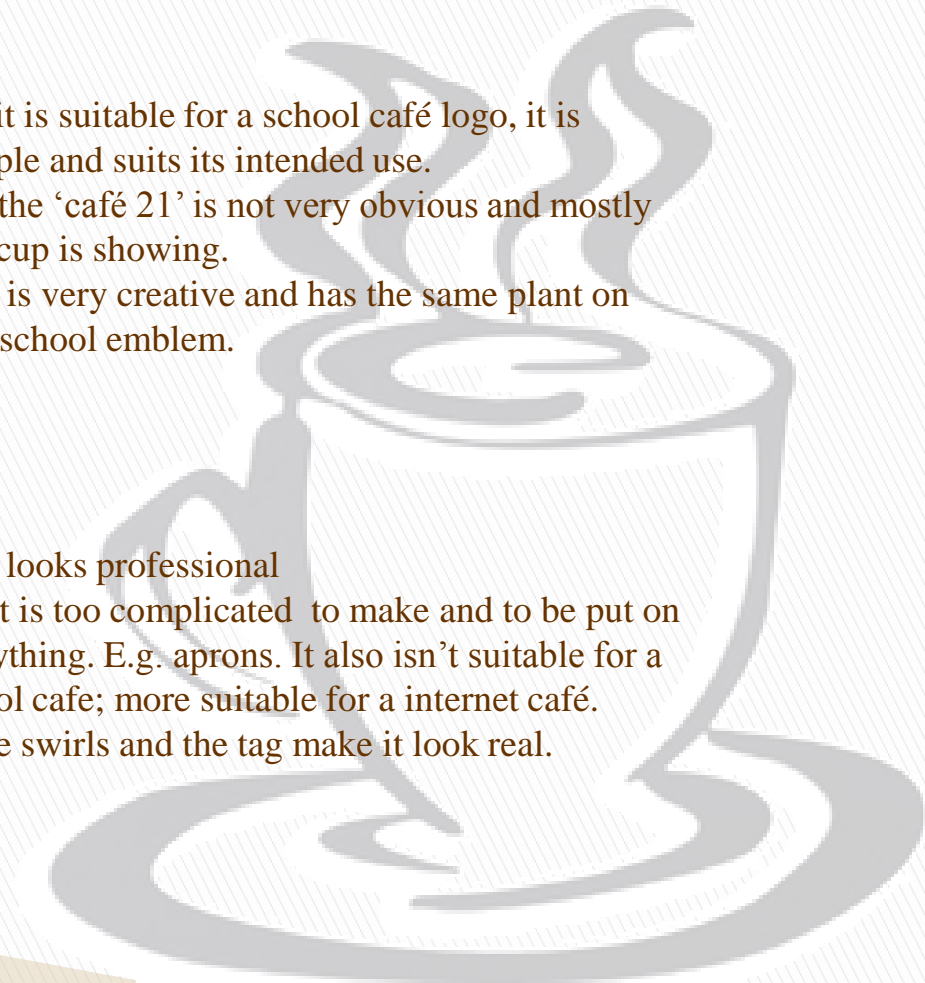
M- the 'café 21' is not very obvious and mostly the cup is showing.

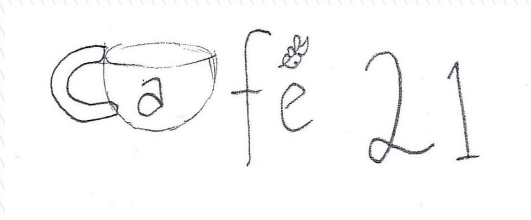
I- it is very creative and has the same plant on our school emblem.

P- it looks professional

M- it is too complicated to make and to be put on everything. E.g. aprons. It also isn't suitable for a school cafe; more suitable for an internet café.

I- the swirls and the tag make it look real.

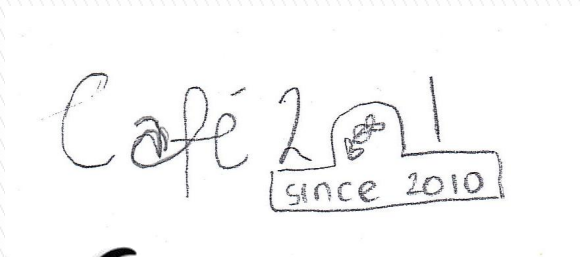




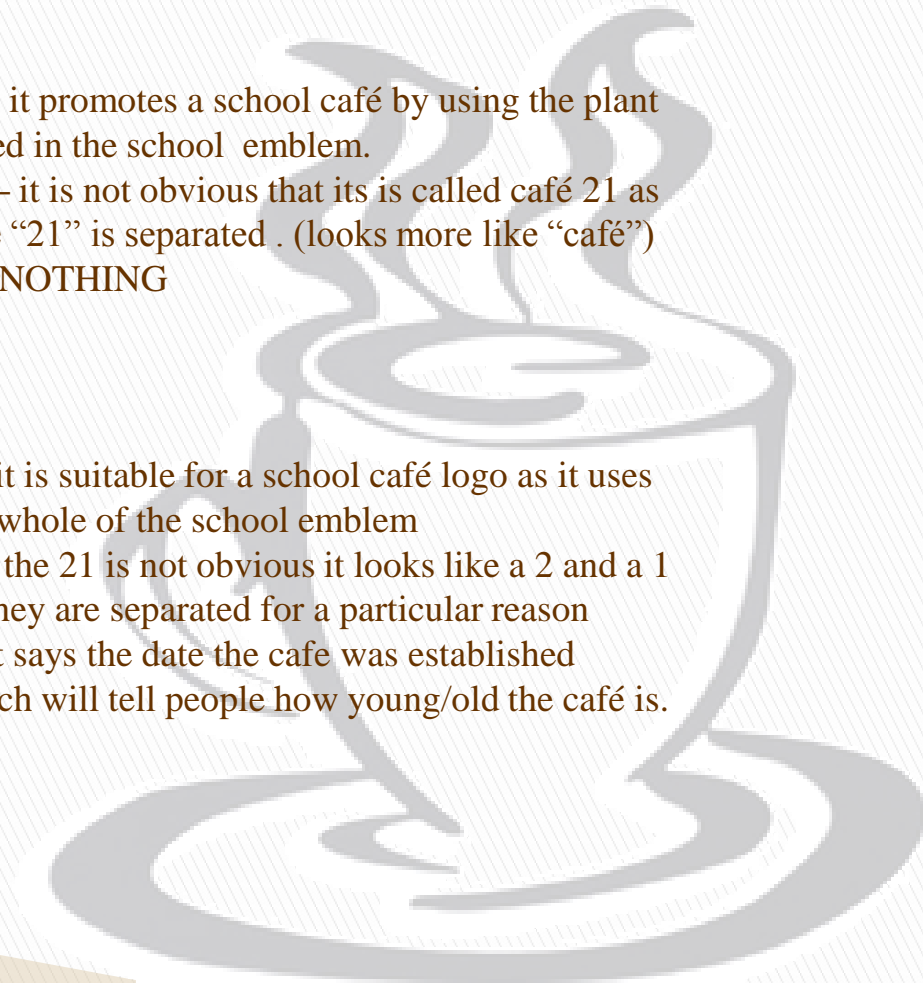
- P-** its simple and requires not much effort when it comes to printing on all aprons etc.
- M-** the font is too plain
- I-** The way the 'C' and 'a' are placed in the logo is very creative and original.



- P-** it promotes a school café by using the plant used in the school emblem.
- M-** it is not obvious that its is called café 21 as the “21” is separated . (looks more like “café”)
- I-** NOTHING



- P-** it is suitable for a school café logo as it uses the whole of the school emblem
- M-** the 21 is not obvious it looks like a 2 and a 1 as they are separated for a particular reason
- I-** it says the date the cafe was established which will tell people how young/old the café is.



Café 21

P- the name of the cafe “cafe 21” is clear and obvious to the customers

M- the font is very plain and unattractive

I- the small cup on top of the ‘e’ is very cute and creative as it promotes the coffee/cafe atmosphere.



P- it is very original and innovative idea for the school café logo and suits its intended use.

M- the font of the text is very small and for some people it is not noticeable

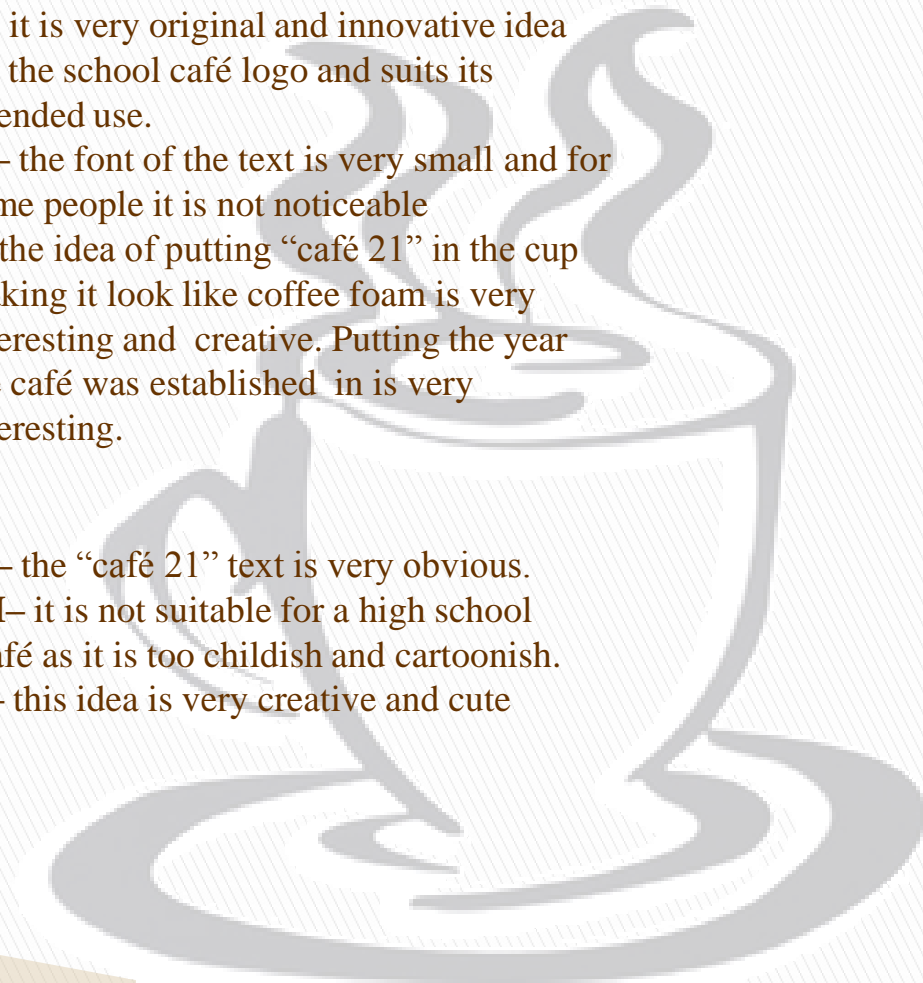
I- the idea of putting “café 21” in the cup making it look like coffee foam is very interesting and creative. Putting the year the café was established in is very interesting.



P- the “café 21” text is very obvious.

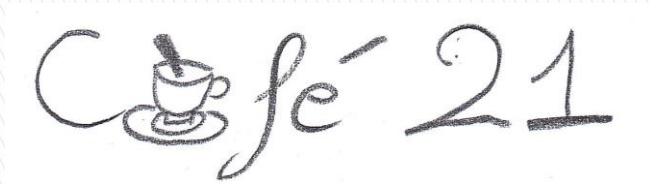
M- it is not suitable for a high school café as it is too childish and cartoonish.

I- this idea is very creative and cute





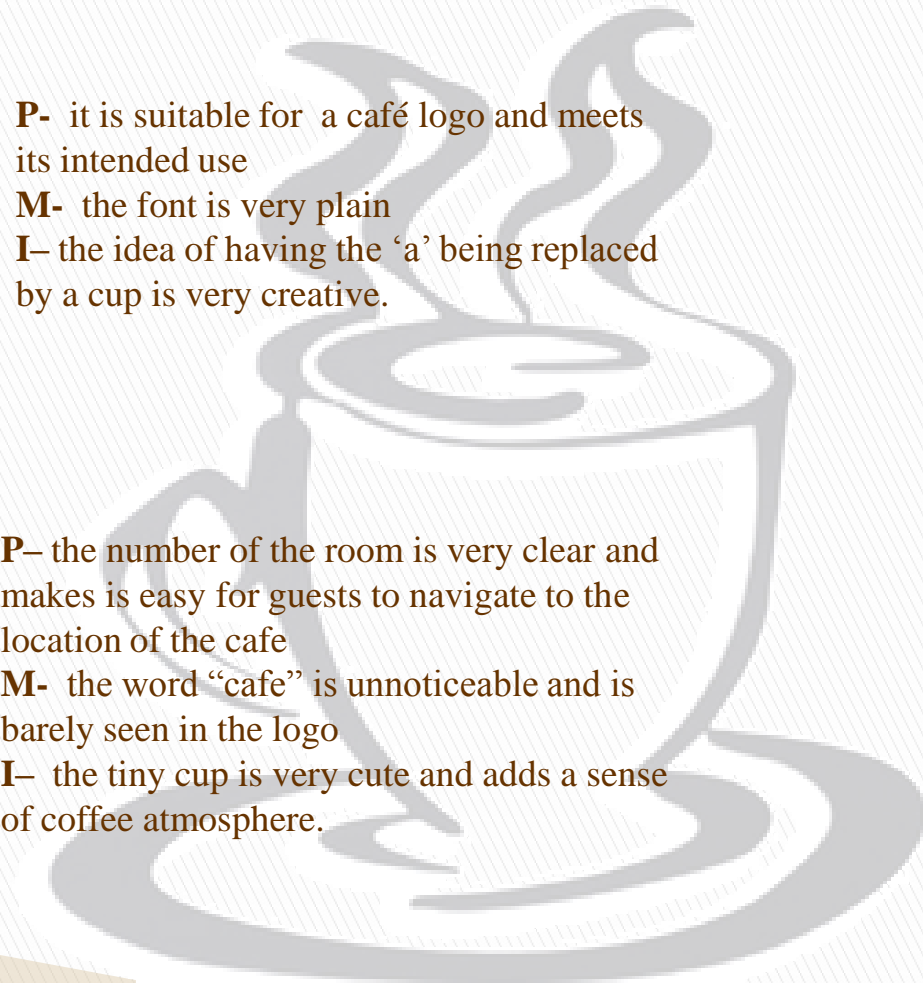
- P**– the logo is drawn very neatly
- M**– the text “café 21” is too small compared to the size of the cup.
- I**– the different shades makes it look 3D



- P**- it is suitable for a café logo and meets its intended use
- M**- the font is very plain
- I**– the idea of having the ‘a’ being replaced by a cup is very creative.



- P**– the number of the room is very clear and makes is easy for guests to navigate to the location of the cafe
- M**- the word “cafe” is unnoticeable and is barely seen in the logo
- I**– the tiny cup is very cute and adds a sense of coffee atmosphere.





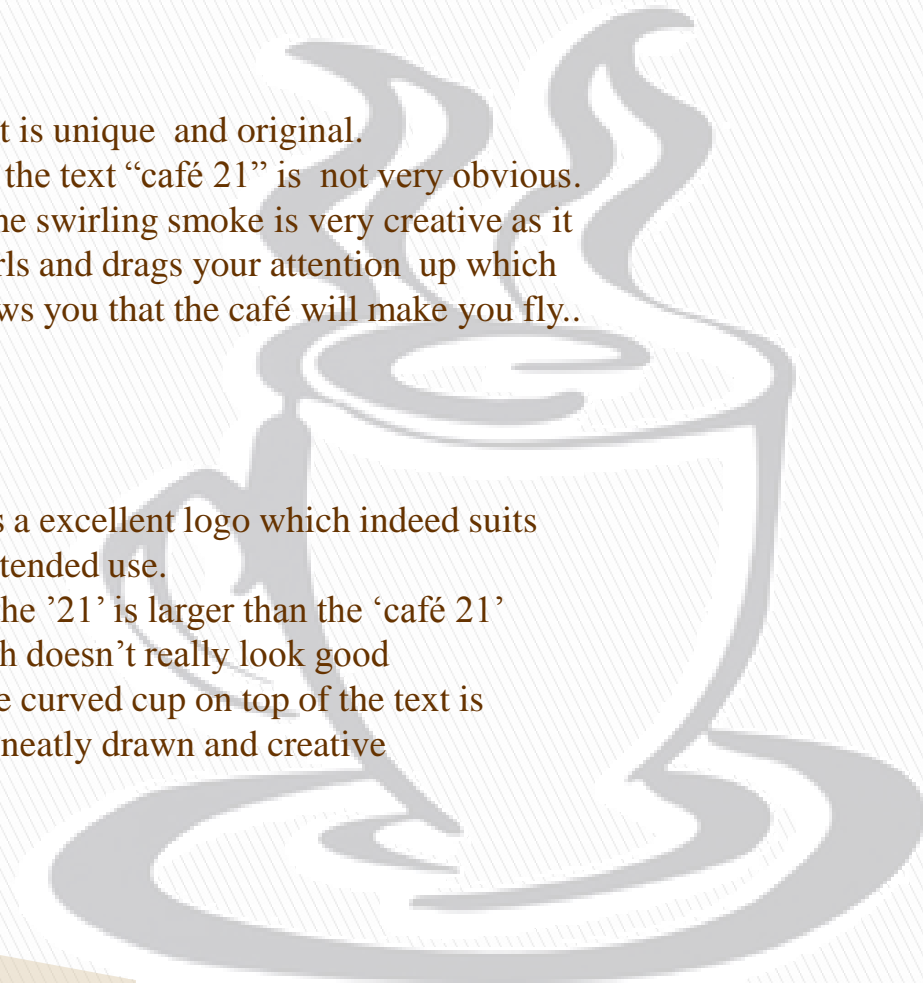
- P**– it is very neat and obvious “cafe 21”
- M**- its too complicated and requires a lot of effort to put on the aprons etc.
- I**– the swirls and design is very creative



- P**– it is unique and original.
- M**- the text “café 21” is not very obvious.
- I**– the swirling smoke is very creative as it swirls and drags your attention up which shows you that the café will make you fly..



- P**-it’s a excellent logo which indeed suits its intended use.
- M**- the '21' is larger than the 'café 21' which doesn't really look good
- I**– the curved cup on top of the text is very neatly drawn and creative





These three logos were our choices as they were the most appropriate and suitable for their intended use, but we had to choose one of the three.

After a class calibration and discussion we decided on this logo according to everyone's opinions and contributions. There were a few disagreements which we managed to solve by doing a class vote where the majority agreed to this logo.





This is the original
sketched by Dua
which then was
developed on
computer by Celine





coffee time

Evidence of Creativity...

EXISTING IDEAS–Starbucks Cafe Commercial

<http://www.youtube.com/watch?v=xfOPYsk6nf4&feature=related>

- ▶ This commercial advertises the Starbucks Cafe. The slow and boring soundtrack of a coffee being poured is accompanied with the words “awake?” and “not yet?”. These rhetorical questions are used to describe how boring coffee can be but the soundtrack change of “Dontcha” by the Pussy Cat Dolls changes your impression and attracts all attention . By using this song, they have sent a message to viewers to allow their temptation and enticement for the Starbucks cafe products to rise. They have also modified the lyrics “*Dontcha wish your girlfriend is hot like me*” at the end of the song to “*Dontcha wish you had Starbucks, right now*”. This modification attracts attention allowing customers to admit to and fulfil their temptation. During the commercial the boring coffee is pushed aside to be replaced with the Starbucks product. This enlightens customers to push the old boring coffee out the way and bring the Starbucks products into their life. This type commercial is aimed at all the coffee lovers out there who are willing to fulfil their coffee fantasy. The logo of the cafe is displayed several times during the commercial to show viewer which branch of cafe this product is coming from. Overall, I believe that this commercial is a great advertisement as it catches attention but my opinion of the caramel spinning all over the cup makes the product look messy which might disgust some people who see the commercial.



EXISTING IDEAS–Gloria Jeans Cafe Commercial

<http://www.youtube.com/watch?v=YUmbzyMLo8&NR=1>

This commercial advertises the cafe of Gloria Jeans Coffees. It is a effective commercial which shows people that Gloria Jeans is a place where you would go on any day to make to you feel welcomed and relaxed which is supported with the soundtrack “Another Day”. It also communicates the fact that you will meet and like new people by going to Gloria Jeans. The heart symbol in the coffee cup supports this. In my opinion this commercial is targeted at not only coffee lovers but to people who like to be out there and meet new people.



Our many ideas, of course didn't come out of a text book but a bunch of bubbling thoughts inspired our ideas for the commercial.

CARTOONS

Other Cafe commercials



The love for coffee



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The imagination of our teachers
going real bizarre



WONDERS OF WHAT
HAPPENS IN THE
CAFE KITCHEN



Happy people



HAPPINESS ☺☺

Coffee PLEASE!



As a (GROUP/N&W), we brainstormed some ideas for our commercial. In our brainstorm we considered many important factors such as it being catchy, promotional and effective.

Four teachers are sitting on the table with their eyes following the direction of the coffee cup

Everyone is smiling
TEXT: why is everyone smiling>>CAFE 21

ANIMATED COMMERCIAL:
a cup talking to a large crowd about "CAFE 21"



Hundreds of teachers repetitively saying "CAFE 21". Ends slowly with coffee cup on table with soft music in the background.

Really fast of everything happening in the CAFE kitchen then comes to a sudden slow (e.g. Mixing the mixture of cake quickly then suddenly slows when the mixture is being poured)
TEXT: its all about CAFE 21

All teachers are running for their life, out of their cars, classes, office; rushing. They all reach the kitchen windows which they are banging on.
PANNING: down to what they are running for; cup of coffee. FROM CAFE 21





coffee time

Generation of ideas
Development...

Our ideas... Storyboard #1

SCAN SKETCH
HERE

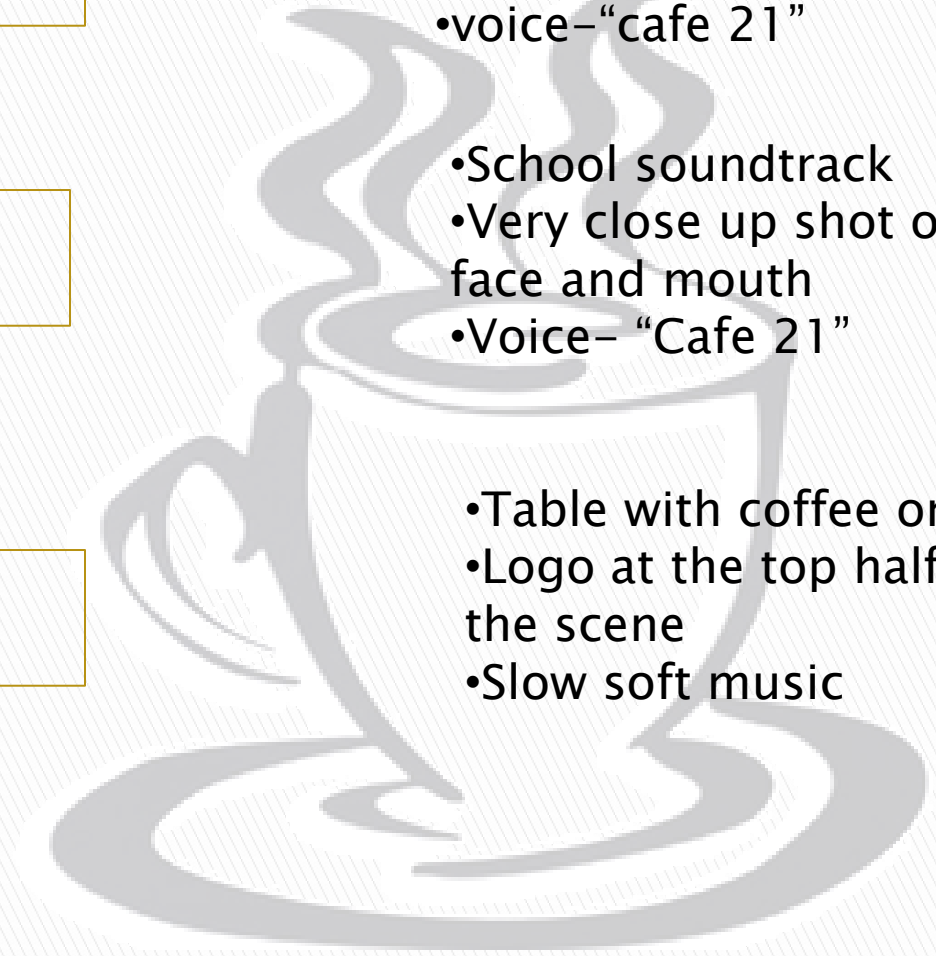
SCAN SKETCH
HERE

SCAN SKETCH
HERE

- School soundtrack
- Medium shot
- voice-“cafe 21”

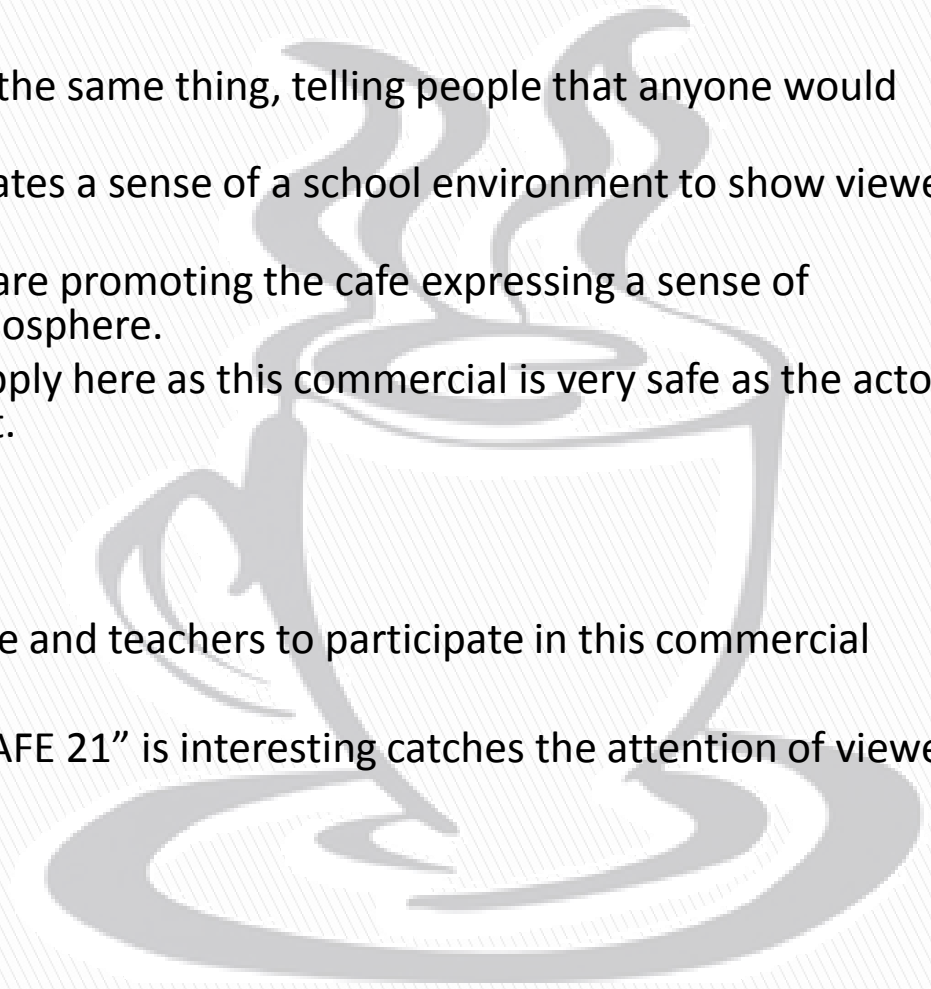
- School soundtrack
- Very close up shot of face and mouth
- Voice- “Cafe 21”

- Table with coffee on it
- Logo at the top half of the scene
- Slow soft music



Evaluation-storyboard #1

- P** -it is short and simple
-it is also straight to the point
-shows different people who love the same thing, telling people that anyone would love this cafe
-the school soundtrack theme creates a sense of a school environment to show viewer that it is a school Cafe
-the people are happy while they are promoting the cafe expressing a sense of happiness created by the cafe atmosphere.
-OH & S practices don't need to apply here as this commercial is very safe as the actor is only required to stay in one spot.
- M**-its too short
-repetitive
-might not be able to get all people and teachers to participate in this commercial
- I**-the effects of all teachers saying "CAFE 21" is interesting catches the attention of viewers



Our ideas... Storyboard #2

SCAN SKETCH
HERE

SCAN SKETCH
HERE

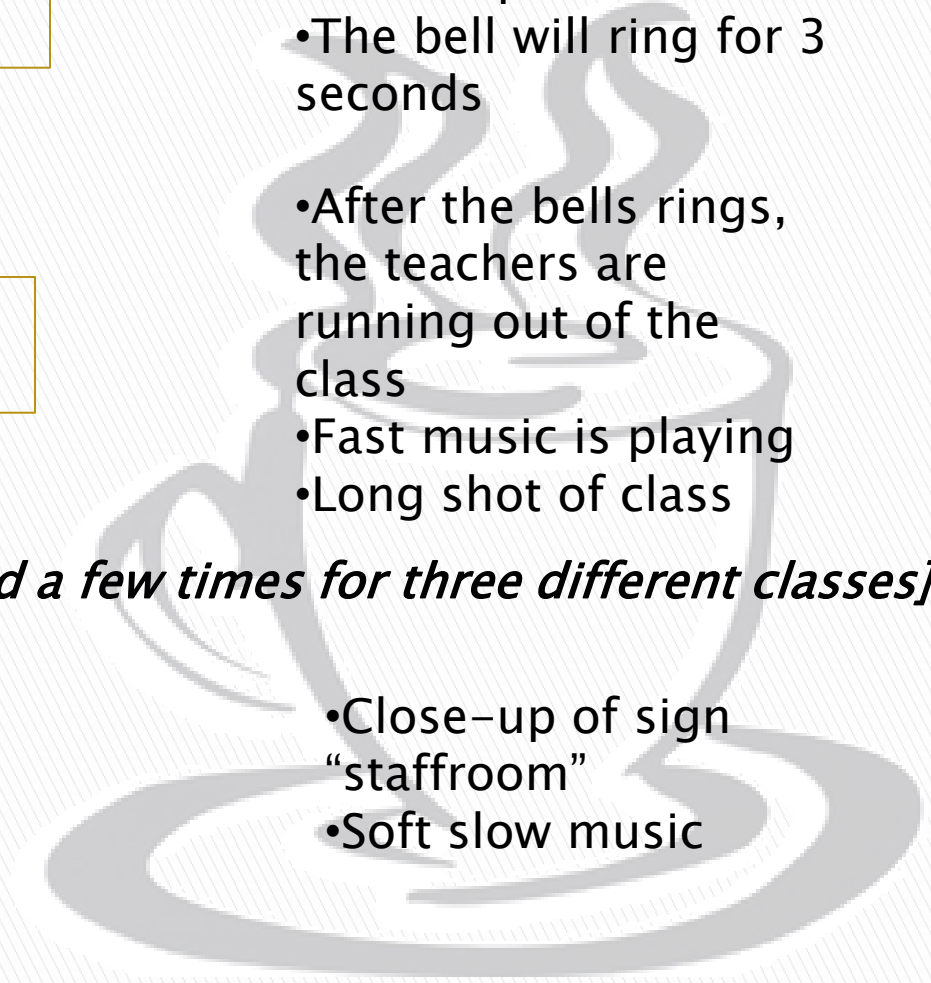
- The school bell rings
- Close-up of the bell
- The bell will ring for 3 seconds

- After the bells rings, the teachers are running out of the class
- Fast music is playing
- Long shot of class

[These frames will be repeated a few times for three different classes]

SCAN SKETCH
HERE

- Close-up of sign “staffroom”
- Soft slow music



SCAN SKETCH
HERE

- All staff teachers are running out the staffrooms
- Fast dramatic music
- Long shot of door

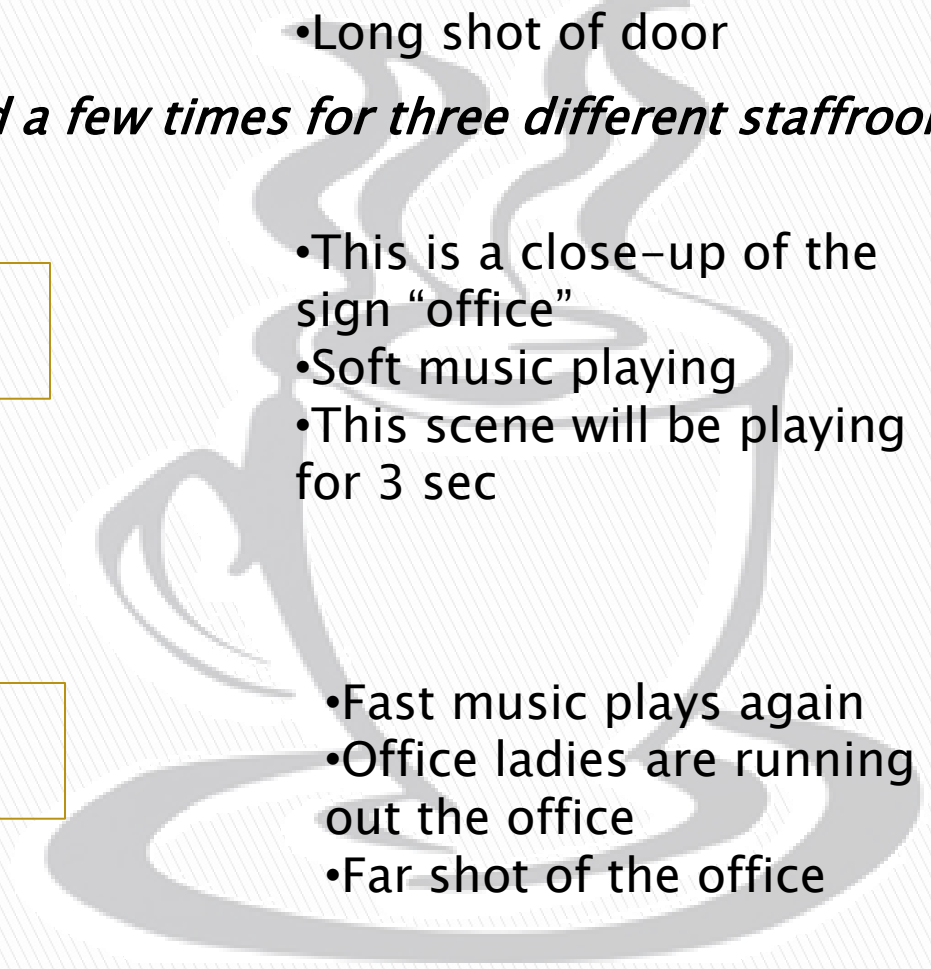
[These frames will be repeated a few times for three different staffrooms]

SCAN SKETCH
HERE

- This is a close-up of the sign “office”
- Soft music playing
- This scene will be playing for 3 sec

SCAN SKETCH
HERE

- Fast music plays again
- Office ladies are running out the office
- Far shot of the office



SCAN SKETCH
HERE

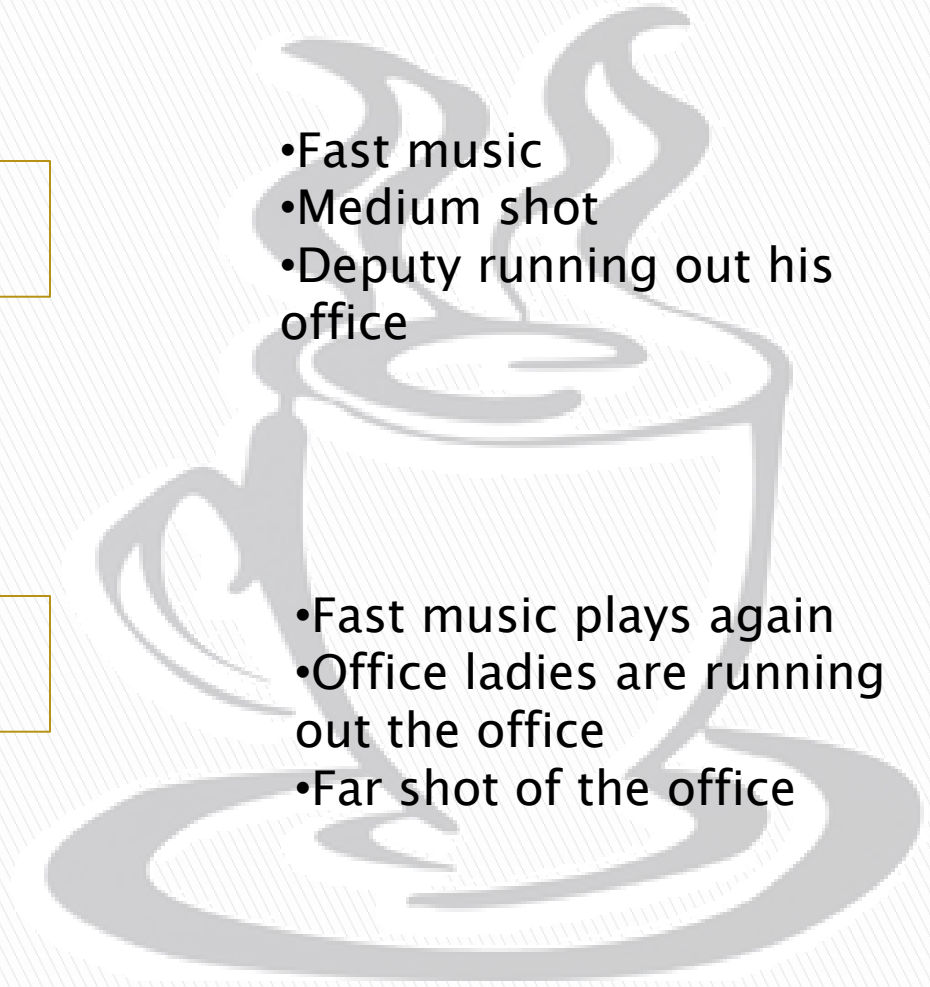
- Fast dramatic music
- Our school principal running out her office

SCAN SKETCH
HERE

- Fast music
- Medium shot
- Deputy running out his office

SCAN SKETCH
HERE

- Fast music plays again
- Office ladies are running out the office
- Far shot of the office



SCAN SKETCH
HERE

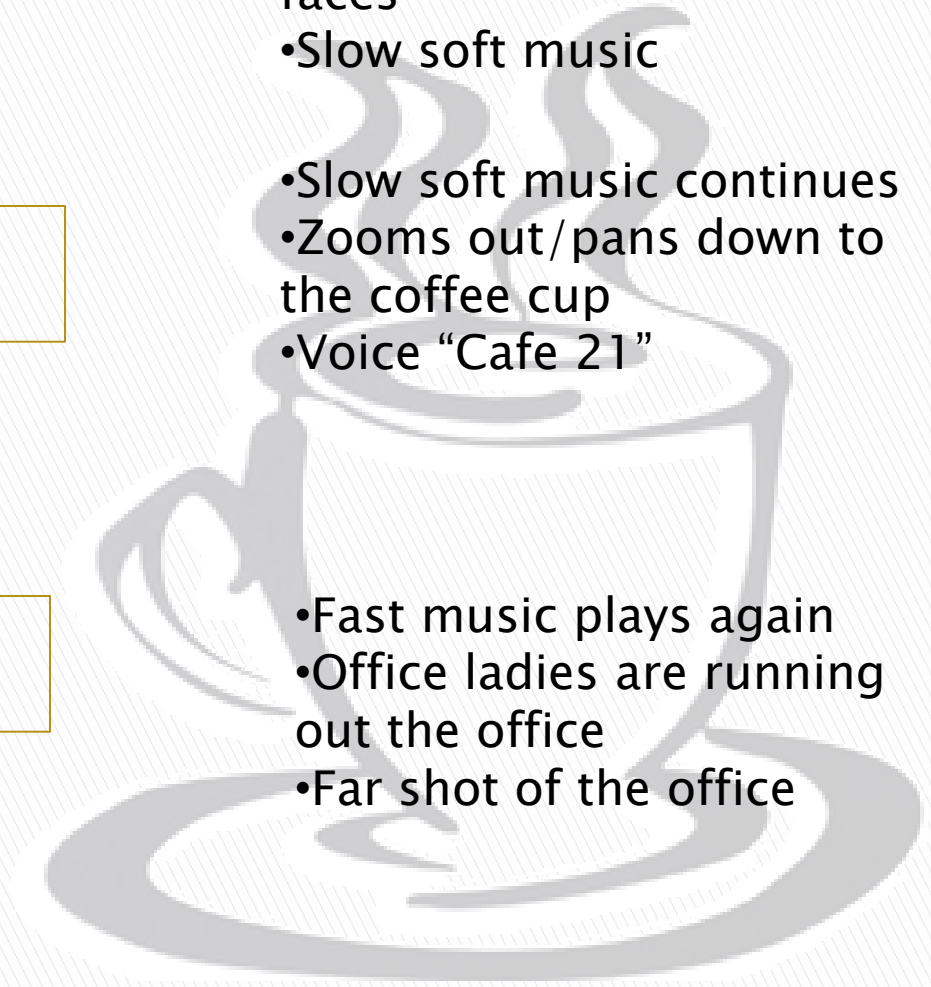
- Panning of kitchen window
- All teachers outside banging on the window with hungry faces
- Slow soft music

SCAN SKETCH
HERE

- Slow soft music continues
- Zooms out/pans down to the coffee cup
- Voice "Cafe 21"

SCAN SKETCH
HERE

- Fast music plays again
- Office ladies are running out the office
- Far shot of the office



Evaluation...storyboard #2

P-catches attention of the audience

- very catchy
- fast and powerful music attracts audience attention
- the strong message is sent to the viewers in a effective way

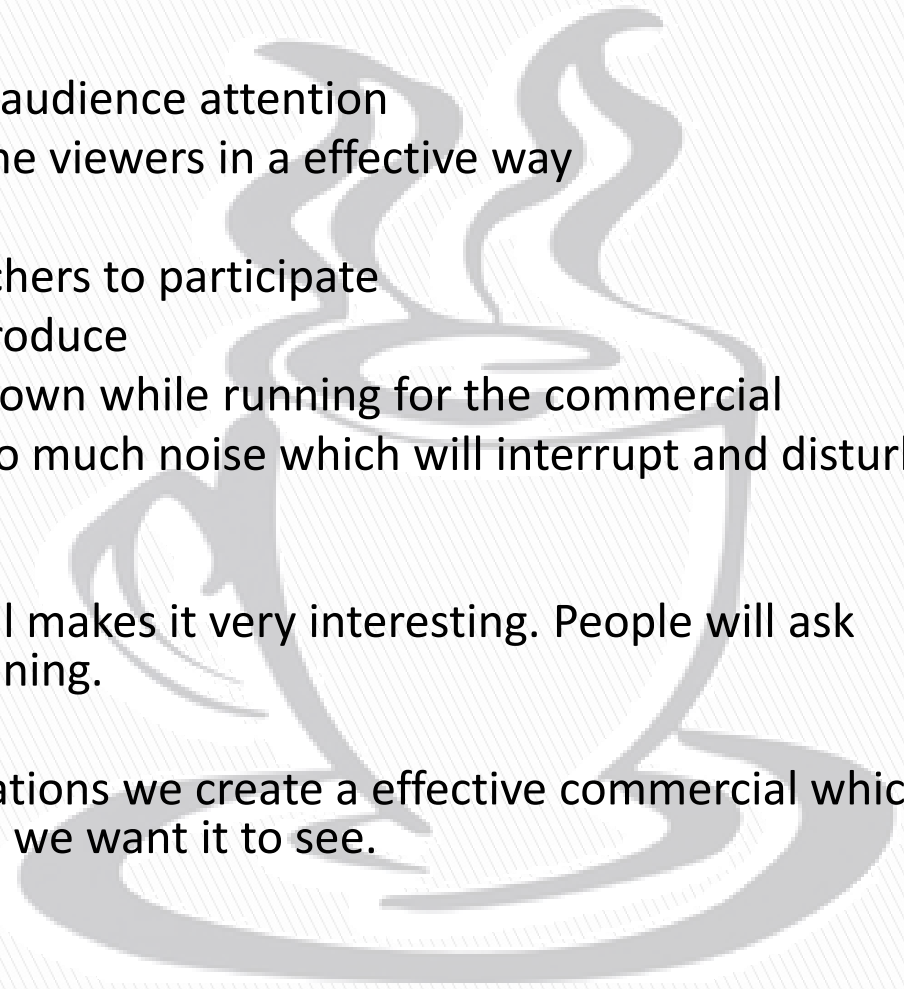
M-might not be able to get all teachers to participate

- takes long to create, edit and produce
- the teachers might trip or fall down while running for the commercial
- the commercial might cause too much noise which will interrupt and disturb the other classes nearby

I -the suspense of the commercial makes it very interesting. People will ask themselves why is everyone running.

-its very original

-by using panning and shot variations we create a effective commercial which leads the viewers eyes to where we want it to see.



Our ideas... Storyboard #3

SCAN SKETCH
HERE

- Someone smiling
- Fast shot
- From nose to chest
- Medium to close-up

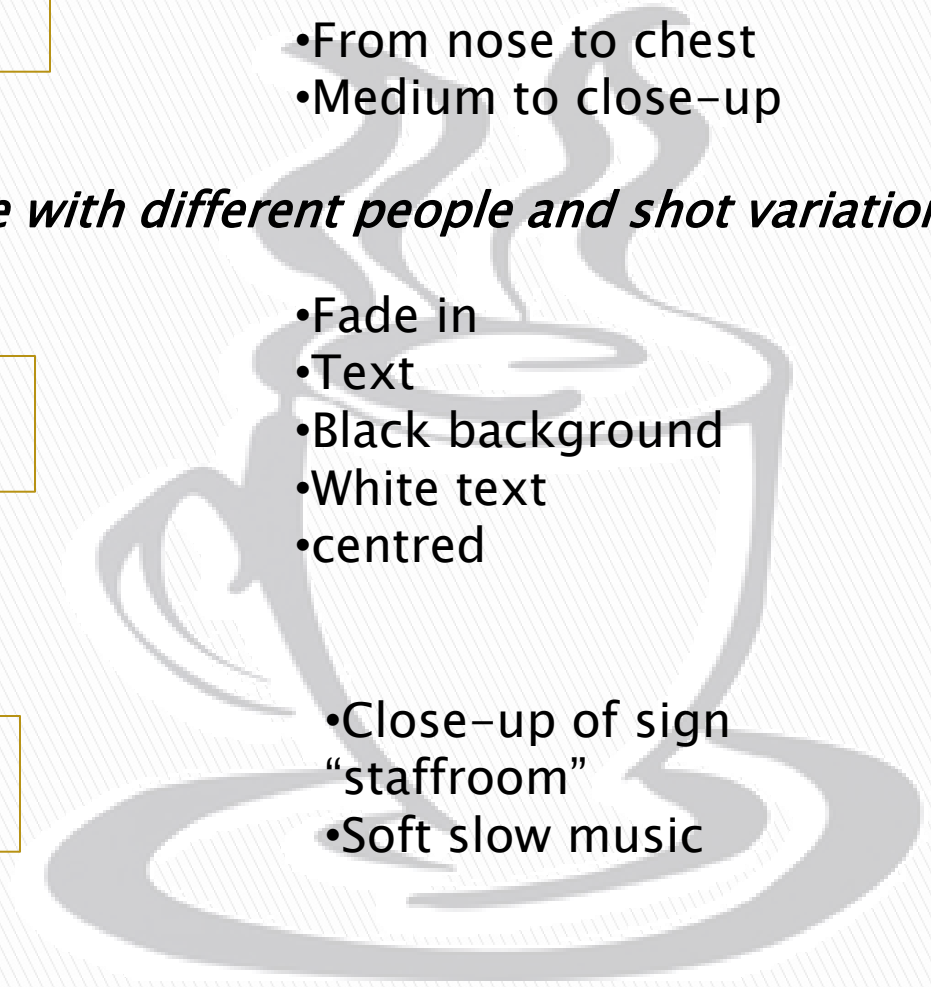
[This frame continues the same with different people and shot variations]

SCAN SKETCH
HERE

- Fade in
- Text
- Black background
- White text
- centred

SCAN SKETCH
HERE

- Close-up of sign
“staffroom”
- Soft slow music



Evaluation-Storyboard #3

P-promotes happiness through the smiles of different people

-each unique person emphasises that they love CAFE 21 and happiness is created when they enter cafe 21.

-again in this commercial production OH & S doesn't need to be applied as it is a safe commercial (all that is required by the actors to stand and smile)

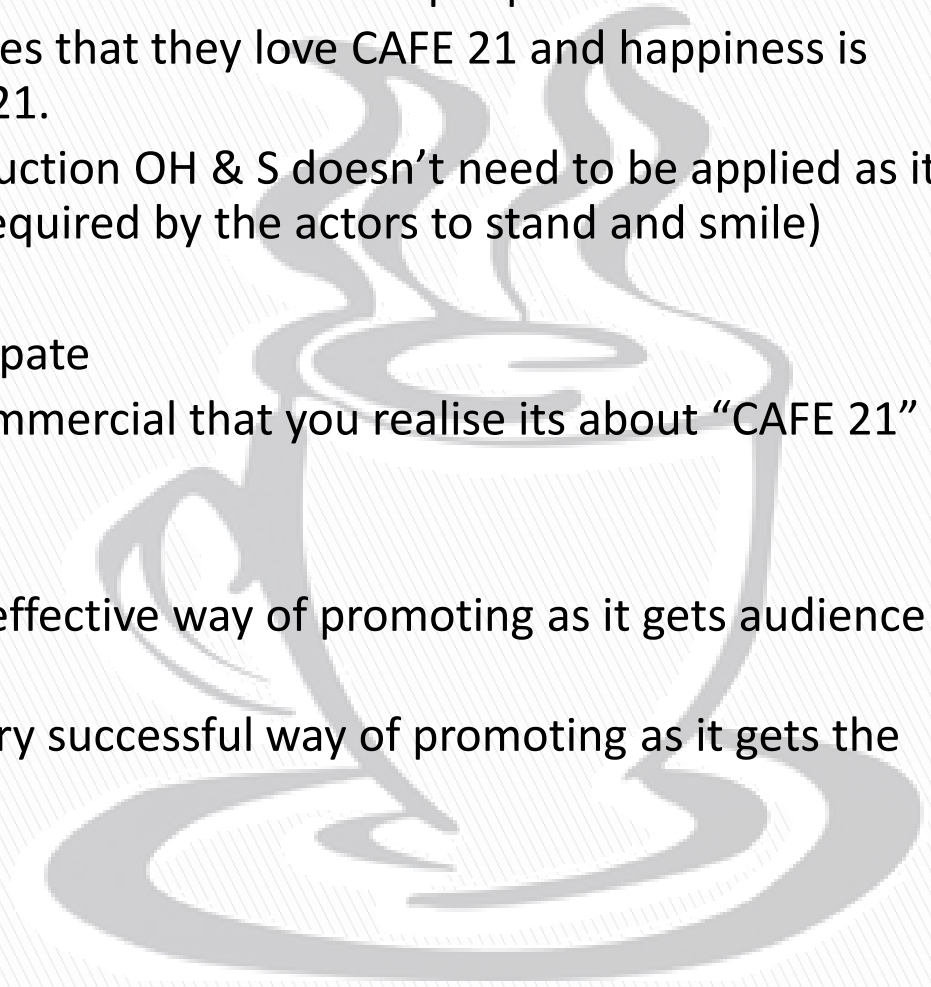
M-can't get all teachers to participate

-Its not until the end of the commercial that you realise its about "CAFE 21"

-repetitive

I -the suspense of smiling is an effective way of promoting as it gets audience thinking; why are they smiling

-the rhetorical question is a very successful way of promoting as it gets the audience thinking



28/4/2010: Interview with Client

To make sure we are on the right track, Me and Wendy informally interviewed our teacher for our storyboard commercial choice. After reading all the storyboards thoroughly Mrs Rytmeister chose storyboard #2 as it appealed to her the most and she found it a great, creative and original idea which will attract attention and suit its intended use to promote the cafe. After confirming the storyboard, we were able to come to a time limit in which the commercial will be in. It was 60 seconds with 1.15 seconds maximum limit. Since we have decided on the commercial we now are ready to start filming next week.



coffee time

Project Management...

Time and Action Plan...

Task:	Week 9 Term 1	Week 10 Term 1	Holiday Week 1	Holiday Week 2	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2	Week Term 2	Week 5 Term 2
Estimated Time: Identification and Exploration of the need									
Actual Time									

Evaluation: After we were handed the assignment sheet, we got straight into brainstorming and finding a genuine need for our school. This was done with the class and teacher in one lesson, therefore was done in time.

Estimated Time: Making groups and allocating tasks									
Actual Time:									

Evaluation: Creating the groups and allocating the tasks went a few days over the estimated time as the groups changes and become bigger with new students entering the class.

Estimated Time: Logo design finalised									
Actual Time:									

Evaluation: Each person came up with about 3 logos. This task was set for homework which allowed to schedule to get back on track. We evaluated and chose the final logo with the class and client taking a vote.



Task:	Week 9 Term 1	Week 10 Term 1	Holiday Week 1	Holiday Week 2	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2	Week 4 Term 2	Week 5 Term 2
Estimated Time: Research existing ideas									
Actual Time:									

Evaluation: As I knew that I would have more free time during the school holidays to research existing ideas, I estimated that during the holidays should be enough time to research, which it was. I was able to evaluate two existing commercials.

Estimated Time: Possible layouts and final chosen									
Actual Time:									

Evaluation: As the storyboard of the commercial is very important, we had to create a few. Me and wendy we able to make three storyboard for three of our idea.

Estimated Time: Start filming									
Actual Time:									

Evaluation: After choosing the final storyboard, we started filming the commercial



Task:	Week 9 Term 1	Week 10 Term 1	Holiday Week 1	Holiday Week 2	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2	Week 4 Term 2	Week 5 Term 2
Estimated Time: Time and Action Plan completed									
Actual Time:									

Evaluation: The time and action plan was completed slightly later than expected because I had assignments that were due the first week back therefore I had to delay it for a few days until the other assignment we handed in.

Estimated Time: Finance plan completed									
Actual Time:									

Evaluation: The finance plan was completed a little later than estimated as it was done with the time and action plan.

Estimated Time: Editing the commercial									
Actual Time:									

Evaluation: after filming all videos I was able to start editing which turned out great as I was able to see the first productions of our commercial.



Task:	Week 9 Term 1	Week 10 Term 1	Holiday Week 1	Holiday Week 2	Week 1 Term 2	Week 2 Term 2	Week 3 Term 2	Week 4 Term 2	Week 5 Term 2
Estimated Time: Publishing									
Actual Time:									

Evaluation: after publishing the final product of the commercial, I showed it to my peers to receive feedback.

Estimated Time: Evaluation completed									
Actual Time:									

Evaluation: This evaluation was received by all group member s.

Estimated Time: Folio finalised									
Actual Time:									

Evaluation: The folio was finalised and completed during the last week before it was due , which was estimated.



Finance Plan...

Items:	Price:
Hard Cover	\$10
Plastic Sleeves	\$5
Movie Maker Software	No costs involved
Still and Video Camera	Provided by school
Total:	\$15



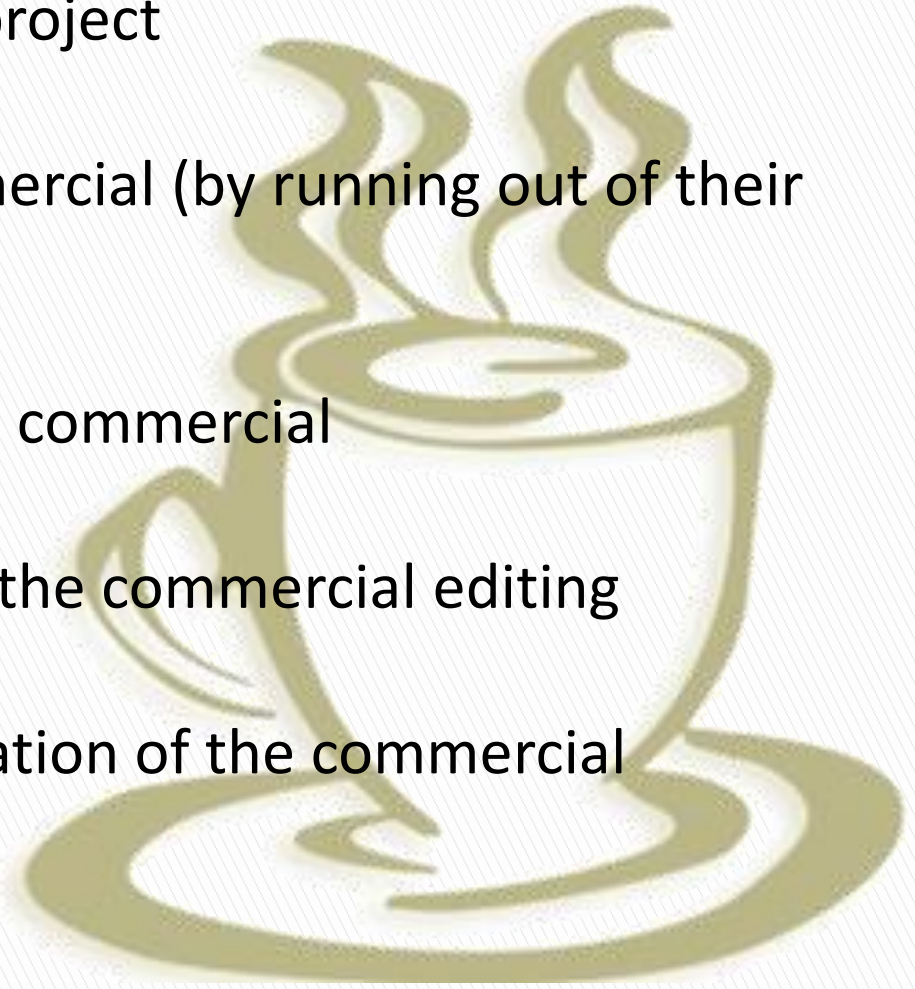


coffee time

Commercial Requirements...

♥ People ♥

- ▶ **Miss Yang/Mrs Rythmeister**
for assistance with the project
- ▶ **Teachers**
to contribute to the commercial (by running out of their class, staffroom)
- ▶ **Principal and Deputies**
to also contribute to the commercial
- ▶ **My group mate Wendy**
to assist and evaluation the commercial editing
- ▶ **My classmates**
to also add to the evaluation of the commercial



♥ Software ♥

- ▶ **Corel Video Studio Pro x3**

to edit the movie using professional transitions and effects

- ▶ **Xilisoft Video Converter**

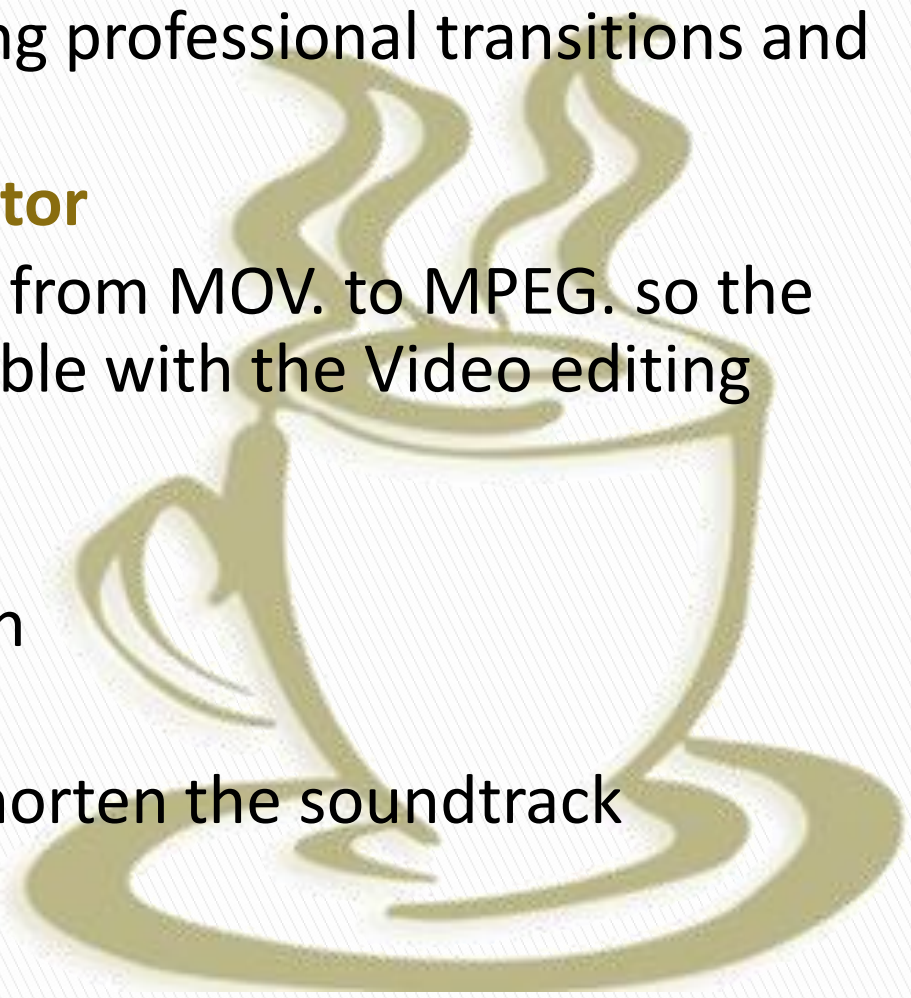
to convert the videos from MOV. to MPEG. so the video can be compatible with the Video editing software.

- ▶ **PowerPoint**

to present our work in

- ▶ **Audacity**

to edit, fade in and shorten the soundtrack



♥Hardware♥

- ▶ **Camera**

to shoot the videos for our commercial

- ▶ **USB**

to save our work which we will need to take from school to home and vice versa.

- ▶ **Laptop/Computer**

to do most of our work including presenting, publishing, editing etc.



♥ Skills ♥

- ▶ To be able to use a camera to shoot the videos in a professional way
- ▶ To know how to use the editing softwares for the commercial and soundtrack
- ▶ To be able to evaluated the commercial appropriately





coffee time

Project Development...

Shooting the video...

DAY 1- 3/5/2010...

Today, with permission by our class teacher Miss Rythmeister, me and my group (Wendy, Dianna, Ronda) were able to shoot many videos of our teachers running out their class for the coffee. We went around to all the staffrooms and classrooms and asked every teacher politely if they would like to star in the commercial. We didn't expect this commercial to be very successful, but to our surprise, many teachers accepted and contributed in their own unique way. For privacy and copyright issues, we got every teacher to sign a declaration form which gives us the permission to use their video for schooling purposes i.e. The school cafe commercial.

With so much boring thoughts of my teachers, I didn't expect them to be very enthusiastic and eager about the fun of the commercial; even the deputies participated in this commercial. My favourite video is when Miss Carmedy, Mrs Voros and Mrs Calatsis push the students out the way. This was very funny and is really making this project extremely fun and enjoyable.



Shooting the video...

DAY 2- 5/5/2010...

As our second day of shooting the commercial, we went around again and got more videos for our commercial, again getting all teachers to sign. Today, the teachers went real bizarre with more drama; rolling on the floor, screaming and hopping out the door, and even jumping on the tables. This is helping us promote our school cafe as being known and wanted by all teachers of the school. At the same time, this commercial is really proving that, at times our school teachers can be really fun and “cool”. My favourite teacher starring today’s shooting’s is Mrs Hardy who unexpectedly jumps out her seat and jumps with her hands in the air out the door.



Shooting the video...

DAY 3- 7/5/2010...

With most of our videos taken, we quickly to all classes to see if any teachers changed their minds to participate in the commercial. We got one teacher (Mr Tsafis) add his contribution to the commercial by using the word 'spider' to get him running out the door. After this video went back to class to work on our portfolio.

DAY 4- 11/5/2010...

Today, the camera was brought exclusively for the Principal 'Mrs Harper'' who was busy and unavailable to star in the commercial on the other three days. Therefore, we arranged this day to shoot her video. But unfortunately today she was also busy so we didn't get her video.



Shooting the video...

DAY 5- 21/5/2010...

Today was the final day of shooting the video for the commercial. We gathered about eight teachers to be part of the final part. Although this is not how little teachers we wanted, it turned out great with all teachers contributing nicely and dramatically.



Commercial peoplz...

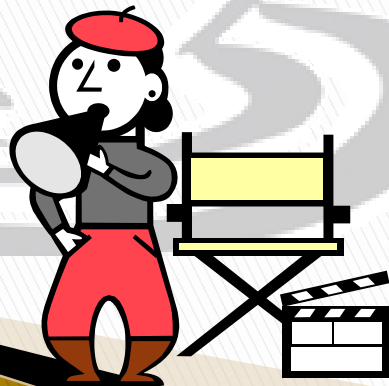
PRODUCER: Wendy, as being the person of coming up with this crazy and great idea is the producer of the commercial

DIRECTOR: Directing most commercial, I am the director of the commercial

CAMERA GIRL: Wendy and I, both shared this role as we both wanted to star a part of the commercial.

VIDEO EDITOR: I take lots of interest in video editing; I make many home videos with family and love editing the videos by adding effects and transitions to make it look professional. This is why I offered to edit the video all myself and allow Wendy to evaluate my drafts, telling me the positives, minuses and interesting.

SOUNDTRACK EDITOR: Wendy edited the soundtrack for the commercial, making it shorter and sound better and more suitable for its intended use.

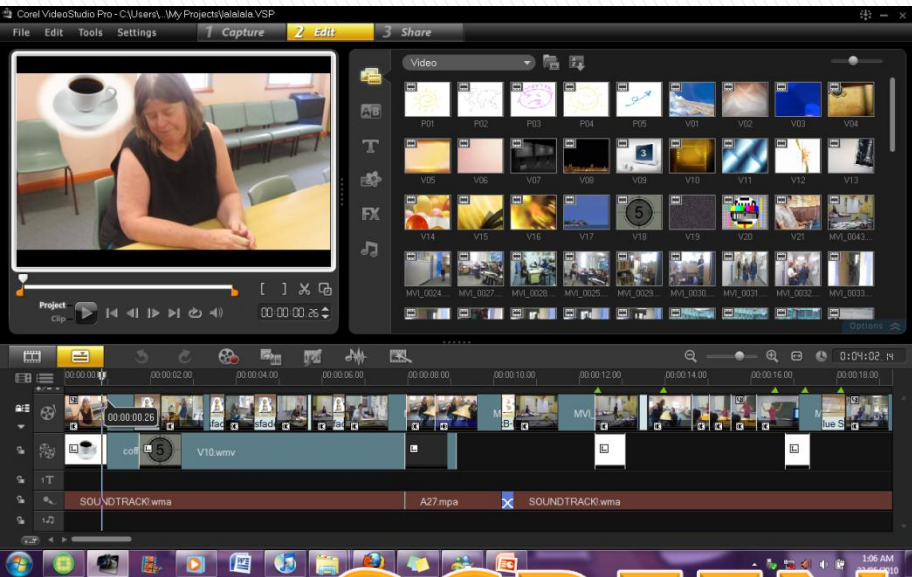


VIDEO EDITING...

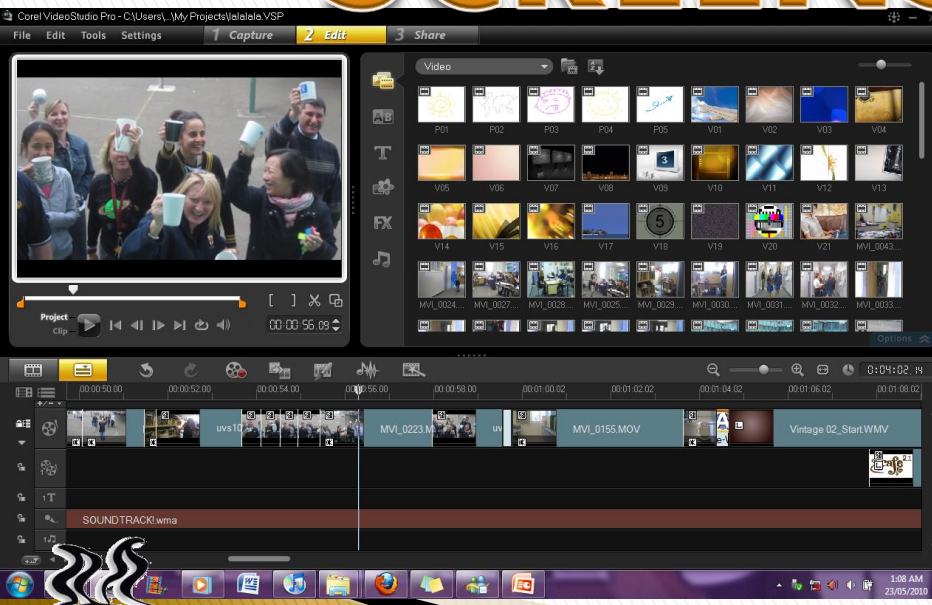
The process of editing the commercial stretched for over 2 weeks as all the videos had to be gathered together at the same time. I used the program **Corel Video Studio Pro x3** to edit the commercial.

1. At first I edited each video individually to crop any parts that wouldn't be needed in the commercial.
2. I put together the videos I had so far and published it to show my group members and teachers for them to compliment and criticise.
3. After getting a great amount of feedback, I am back on track with editing the video. I added special effects to make the commercial more effective. E.g. Miss Jackson has a thought bubble above her head with a coffee in it. I also fastened and put videos on slow motion when needed for the great effect.
4. Then again, I published and showed to the members of my group. "too much video effects" is what they said. So I re-edited the video to satisfy a interested eye.
5. Adding more videos along the way I was finally able to get hold of all videos and create the final product. The final was published many times to change those little things you only see when you watch with others.





SCREENSHOTS!!





Design Realisation...

O H & S -Using a Laptop/Computer

- ▶ Never place a laptop on your lap. It is hot, uncomfortable and potentially dangerous to our health.
- ▶ Ensure adequate space is available and other regularly used equipment is within reach.
- ▶ Choose a document holder and place it next to the monitor to prevent neck and eye strain.
- ▶ Create a surface that allows you have your shoulders relaxed, upper arms hanging at elbow at right angles, no bent wrists and fingers resting lightly on keys.
- ▶ Change position occasionally otherwise interference with body circulation could occur.
- ▶ Take breaks every 20-30 minutes to rest eyes, stretch hands, muscle and joints.
- ▶ Adjust height of chair allowing you have feet resting on floor with great back support
- ▶ With a laptop, it is preferred to use an external mouse for a more relaxed use.
- ▶ Position the keyboard so that forearms are parallel to thighs and tap key pads lightly.
- ▶ Centre the monitor in front of you comfortably with a viewing distance from the screen and adjust the screen to reduce bending to see the screen.



O H & S -Using a Camera

The OH&S for camera use is:

- Holding a camera could use strain in our fingers if the scene is too long to shoot. This could be prevented by using a tripod.
- Bending over to shot different scenes on different angles could hurt our backs.
- We could strain our eyes by staring at the camera screen for too long.



???

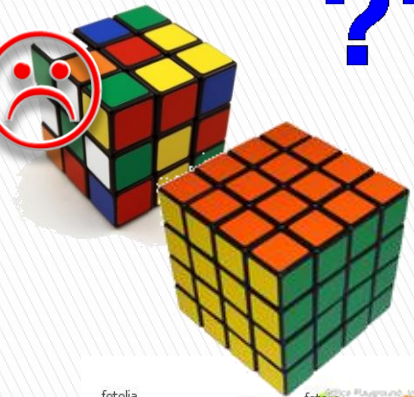


PROBLEM



SOLVED

Problems



and



Resolutions



PROBLEM

SOLUTION

SOLUTIONS

RESOLUTIONS

PROBLEMS 1: ARRANGING THE CAST



Getting all teachers was a problem as we didn't know who will accept to act in the commercial. We needed to know which teachers will act for the commercial and if there's enough.



This problem was easily resolved. We went around to all classes and staffrooms asking before hand which teachers will like to contribute to the commercial. After making sure we had enough teachers, we able to have this commercial start processing.



PROBLEMS SAFETY OF TEACHERS

The teachers are required to run and push through to get to the Cafe. During this process of filming they might trip over and hurt themselves. This problem had us thinking twice before confirming our final idea.



To resolve this problem, we informed each teacher about the dangers and not to over react while running. Many teachers still tripped deliberately to add a more dramatic effect to the commercial which was great as they didn't hurt themselves in the process.



PROBLEMS 3: REDUCING NOISE

Creating noise will interrupt many students who are willing to learn. This problem will cause a disruption to the class learning environment.



After many thoughts we decided that we have no sounds included in the commercial unless it is being filmed during recess, lunch or during a class period where all students have complete their work.



PROBLEMS 4: UNEXPECTED OCCURRENCES

What we never expected to happen was the Principal 'Mrs Harper' not being available to contribute to the commercial. After several approaches, we didn't get the shot of Mrs Harper running. The due date of the assignment arrived and didn't get Mrs Harper or the shot of all teachers running.



The best and wisest decision Mrs Rythmeister has ever made was to extend our due date for the project submission. This allowed us to film the final shots of teacher running. Although we didn't get many teachers running at the same time, I was able to edit the video with effects which made the commercial turn out very effective and promotional.





coffee time

Evaluation...

Group member Evaluation:

Ronda

- ▶ **P-** This is what I call a commercial. It seems like an real commercial you expect to see on TV in between your favourite TV show. It engages the audience easily with dramatic effects and keeps them on the edge of their seats. Miss Jackson's voice at the beginning is very effective as it shows the teachers feeling for the cafe and how they wait till the bell rings so they can make a run for it.
- ▶ **M-** The minus of this commercial is that not all teachers participated and the principal “Mrs Harper” should have been involved which encourages other teachers to be involved as well.
- ▶ **I-** This commercial is very interesting as it is a humorous commercial which allows us to see our teachers go really crazy and excited over coffee and watch them actually interact with fun activities.



Group member Evaluation:

Dianna

- ▶ **P-** this commercial is great as it promotes our school cafe effectively and shows the audience how desirable our school cafe coffee is. It also attracts attentions and catches the audience eye with the first scene that is shown. The soundtrack also supported this and enhanced the video from the beginning to the end.
- ▶ **M-** The only negative aspect about this commercial is that it involves many teachers excluding Mrs Harper, the principal who should have been involved as well. Another negative thing that I found disturbing the soundtrack of the commercial was adding a voice at the beginning of the commercial which I recommend to be taken out.
- ▶ **I-** this commercial is very interesting as it shows how fun and exciting our teachers can be, 'at times' and the special effects have effectively enhances and created a dramatic effect to the commercial.



Group member Evaluation:

Wendy

- ▶ **P**- The commercial attracts audiences very effectively and quickly. The use of different actors shows that the café is made for various people. While watching the commercial it feels like your watching a professional commercial that is shown on TV. While watching it keeps you on the edge of your seat and it is very humorous.
- ▶ **M**- The only negative point about the commercial is that it is too long to be a commercial but yet it is attractive and successful. There isn't a lot of negatives about the commercial as it is very effect and attracts the target market.
- ▶ **L**-The use of the teachers as actors creates attention and makes the audience laugh. The last few frames of the teachers at the window is very successful as that scene itself shows the different types of people that are attracted to the café. The teachers going real bizarre is very interesting and watching them running for coffee makes you laugh.

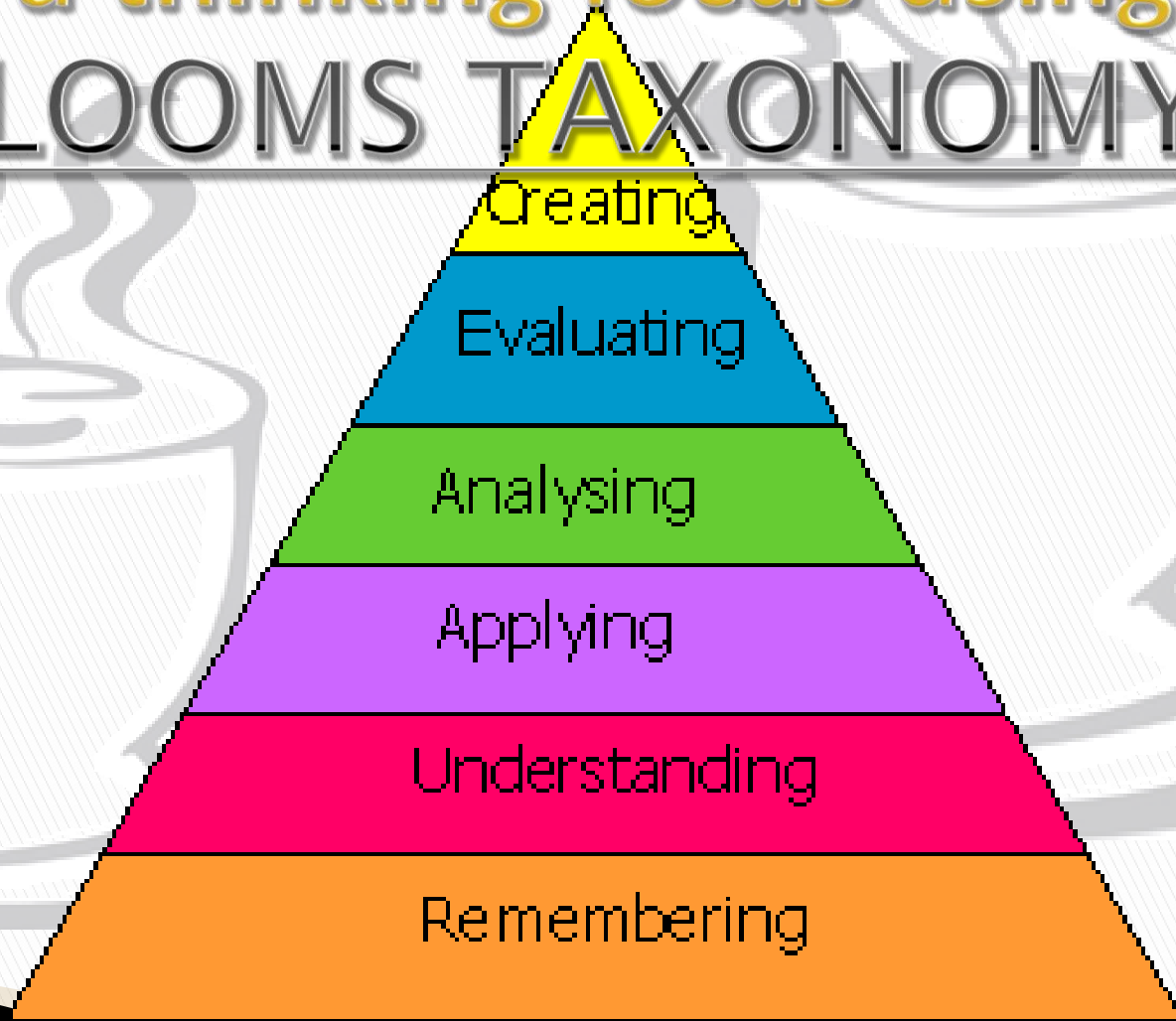


My Evaluation!!

- ▶ **P-** As a final evaluation for our commercial, I should say that it is very attractive, attention catching and effective. At the same time, it has suited its intended use as a promotional school cafe commercial. The use of many different teachers has enhanced the commercial and added a dramatic effect. This commercial has been edited and produced as if it was to be a real life commercial on TV. This commercial fulfills its authentic need as it promotes and advertises our school cafe appropriately. This will have an impact on the teachers' individual opinion of Cafe 21 and their love for coffee. It will also have a social effect on the school as this commercial could very much be used on special occasions such as education day where people from the board of studies visit our school.
- ▶ **M-** My only negative opinion of the commercial is that it might be too long as an average commercial time limit is 60 seconds, although I tried all I could to shorten the video. Another minus includes; that the commercial is only accessible by SharePoint which not all have access to and the time and effort to edit it was also wasting electricity which is bad for the school environment.
- ▶ **L-** It is very interesting and original how we used the real teachers to star the commercial instead of us acting them out. This will show other teachers who didn't participate in the commercial how addictive or should I just say desirable Cafe 21 coffee is. It is very interesting to see our teachers go real bizarre and crazy for coffee. The font of Cafe 21 written at the end is very creative.



Reflecting on our learning with a thinking focus using **BLOOMS TAXONOMY!!**



REMEMBERING!!

(Factual answers, recall and recognizing)

What do you consider you will remember the most from this enquiry?

I will remember the fun I had working with such an amazing group, partner and class members. The journey taken from choosing a logo to finishing the final product of the commercial is to be evidently classified as a fun project that I learnt so much throughout. I will also remember the making of the commercial and the fun we had shooting it and going bizarre.



UNDERSTANDING!!

(Translating, interpreting, showing understanding)

What do you consider you understand more clearly from this enquiry?

Before this inquiry I wasn't really too familiar with the use of Corel Video Studio and I was not confident in using the software. Now I am very confident with using this software and will use it regularly for home and school purposes.



APPLYING!!

(Using information gained in different or familiar situations)

What thinking strategies did you apply in this inquiry that you can see yourself using in other, perhaps similar activities in the future?

Some strategies I used were:

- ▶ **Planning skills-** I learnt how to plan myself more and to be on time. My work was really organised in this project and I will be using the techniques I used in future projects. Techniques that I used were, creating a Gantt chart, distributing work amongst the group, brainstorming, storyboarding and communicating everyday about the project. These were all effective techniques which will really help in future projects.
- ▶ **Creative skills-** Some creative skills that I used were creating the commercial and designing my portfolio. Also using Corel Video Studio to edit the video was a very creative skill as I was able to add a range of special effects and transitions.



ANALYSING!!

What are some things you would do same in your next inquiry?, and what are some things you would do differently?

- ▶ Same: I would plan my work at the start of the project and stick to the plan and along the way according to my plan and try not to have too much change in plans.
- ▶ Different: I wouldn't do anything differently as this project was very successful.



EVALUATING!!

(Judging, using criteria, ranking, substantiating)

Justify the value of this inquiry, supported by your own view and that of others who also participated.

I think that this project was enjoyable and motivating as well as time consuming. I loved the fact Wendy and I were chosen to do the commercial as it was what we both had in common and loved doing and this also being my hobby, I was experienced in editing videos. This project allowed us to create the storyboard and film which opened our mind and made us think creatively about the different frames, angles and scenes to chose from.



CREATING!!

(Combining information, creating new products, ideas, etc)

In light of the feedback from this inquiry (ad based on your response to the analysis questions above) exactly what are you going to do differently when we undertake our next inquiry topic?

More specifically, what might you:

- ▶ Make BIGGER (i.e. do more of)
 - ▶ ADD (i.e. use different approaches or strategies)
 - ▶ REMOVE (i.e. abandon or eliminate?)
-
- ▶ **Bigger:** I would like to make the commercial bigger by making the time stretch to 1.5minutes instead of 60seconds.
 - ▶ **Remove:** I would not remove anything as I am happy with the way my project has ended.

Add: I would add more pages to my portfolio by making a diary for every little move/action taken during the process of the project.



Alcafe

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