



WSCM Curriculum & Contest Guide

Bedford County 2022-2023



**B E D F O R D
C O U N T Y**
DEVELOPMENT ASSOCIATION
P E N N S Y L V A N I A

after3.org
What are you waiting for?

www.WhatsSoCool.org

Dear Teacher Coach,

Thank you for participating in the *What's So Cool About Manufacturing?* Career Awareness Program!

The eMediaWorkshop Training Series contains six short programs designed to guide students through the process of educational media production. The **WSCM Curriculum & Contest Guide** will help you successfully lead your student teams by providing:

- 1. Instruction materials about the production process.**
- 2. Interactive worksheets for each section.**
- 3. Equipment information and tips for proper operation.**
- 4. Rules and regulations for the contest.**
- 5. Contest Timeline and Teacher Coach Checklist.**
- 6. Optional practice activities.**
- 7. WSCM Lesson Plan as a requirement for the PA ESSA Plan.**
- 8. Waivers and Release forms.**
- 9. Pennsylvania State Standards Alignment.**

We anticipate that the time and effort your students spend researching and producing this film will open their eyes to the world of career opportunities in innovative manufacturing environments.

If you have any questions or comments, don't hesitate to contact:

Lyn Skillington (814) 977-0265

lynskillington@mac.com

We look forward to finding out *What's So Cool About Manufacturing* with you and your student team this fall!

Best of luck!

The WSCM Team

[WATCH](#)

Contest Preview Video

eMediaWorkshop

Training Guide



PART I

INTRODUCTION

[WATCH](#)

Contest Guide Video Part I: Introduction

At eMediaWorkshop, we start every project with three questions.

★ Question #1: Who is the audience?

Ask yourself, “Who will see this film?” When answering this question, be as specific as possible so that you can put yourself in the viewers’ shoes.

★ Question #2: What is the central message?

Ask yourself, “What am I trying to communicate?” Think about the most important message that you want to communicate - then, add supporting messages as needed.

★ Question #3: What is the desired impact?

Ask yourself, “What do I want the audience to *think*, *feel* and *do* after viewing this program?”

Once you’ve answered these three questions, you’re on your way to creating effective educational media!



PART II

PRE-PRODUCTION

[WATCH](#)

Contest Guide Video Part II: Pre-Production

Pre-production is all about planning! There are many things to consider during the preparation stage of your project.

★ Early Preparation

- What is the vision for your program? Topics *could* be: Career pathways, technology and innovation, or education and training. You may discover this when you meet with your manufacturer for the first time.

- What is the content?

- Who are the people who will be interviewed and/or appear in your film?

- You will need to decide who will be on your production team.
Descriptions of Team Roles found on page 22.

Producer: _____

Camera: _____

Sound: _____

Asset Manager: _____

Creative Director: _____

Editor: _____

★ Production Equipment

- Make sure you have the proper gear and that it is in good working order!
- Use a checklist! It should include items such as:
 - o Camera
 - o Microphones
 - o Release Forms
 - o Tripod
 - o Headphones
 - o Script Material
 - o Batteries
 - o Memory cards
 - o Props _____

★ Research

- Learn about the people and the settings you are going to visit before you arrive at the location.
- Use the company's website AND watch past videos of the company using the [WSCM Video Library](#).
- Determine rules and conditions and dress appropriately.

★ Scheduling

- In order to begin the scheduling process for your shoot, you will need a **contact person** at the location. Make it a goal to establish a positive rapport and be considerate of their time.
- Your first meeting should help determine the number of people and employees you will interview.
- Set up a time for your next meeting

★ Interview Questions

- Remember that good interviews start with good questions!
- Your interview questions should always relate to your **central message**.

- Central Message _____
-

- Question #1 _____
-

- Question #2 _____
-

- Question #3 _____
-

- Question #4 _____
-

Shot List Worksheet

★ Interview Subject 1 Name _____

★ Position/Job Description _____

ACTION 1

★ Wide Shot _____

★ Medium Shot _____

★ Close-Up Shot 1 _____

★ Close-Up Shot 2 _____

★ Close-Up Shot 3 _____

ADD MORE ACTIONS AS NEEDED!

Shot List Worksheet

★ Interview Subject 2 Name _____

★ Position/Job Description _____

ACTION 1

★ Wide Shot _____

★ Medium Shot _____

★ Close-Up Shot 1 _____

★ Close-Up Shot 2 _____

★ Close-Up Shot 3 _____

ADD MORE ACTIONS AS NEEDED!

Shot List Worksheet

★ Interview Subject 3 Name _____

★ Position/Job Description _____

ACTION 1

★ Wide Shot _____

★ Medium Shot _____

★ Close-Up Shot 1 _____

★ Close-Up Shot 2 _____

★ Close-Up Shot 3 _____

ADD MORE ACTIONS AS NEEDED!

★ Practice

- Remember that doing anything well is a process. Challenges may arise and plans may change last minute, so successful producers always have a **Plan A** and a solid **Plan B**.
- Your team should practice conducting interviews before you video or telephone interview your subjects.
- Editing interview practice material will help your storytelling skills.
- See the Practice Activity in the Appendices.
- Remember your project goals.
- Stay positive!





PART III PRODUCTION

[WATCH](#)

Contest Guide Video Part III: Production

Lights, Camera, Action!

★ Making Good Choices

- Be on time and stay on schedule.
- Be respectful of people and property.
- SAFETY FIRST. Never put yourself or others at risk while shooting.
- When shooting an interview it is best to have the subject in a setting that helps tell the story.
- Walk around the location to find good camera angles before you start.
- Everything in the frame counts. Whenever possible, remove unsightly objects from the setting.
- If ambient sound impacts the quality of your audio, change location to record the interview.
- Playback your recording to make sure the sound is clear, not too loud and not too soft.

★ Equipment

- Make sure your camera is in good operating condition.
- Make sure that all your batteries are fully charged.
- Make sure you have your lapel mic and spare battery.
- Use your checklist to account for all necessary gear.

★ Set-up for Recording

- Make sure your camera lens is clean before shooting.
- Perform a test record on location for picture and audio.
- Use headphones to monitor your audio. Playback your recording to make sure sound is clear - not too loud and not too soft.

★ Audio

- Microphone placement is important. Lapel microphones should be placed near the subject's mouth and the wire should be hidden neatly.
- If machine noise interferes with your interview sound, you may politely ask that it be turned off. If this is not possible, change locations to record the interview and return later for Broll.

★ Image

- It is recommended that you shoot with available light. That is, whatever light already exists in the interview setting.
- Position the subject so that the available light is most flattering to their image. Choose an even lighting, one that is not too bright, but not too dark.

★ Framing

- The way images are arranged in a frame tells the story in a creative way. Look for frames that have important information in the foreground and the background.
- *Headroom* is the space between the top of subject's head and the top of the camera frame. Leave a small but definite space above the head to create a balanced frame.
- Once you have placed the microphone, established a camera angle that flatters the subject in an appropriate setting, begin recording.

★ Starting the Interview

- Help your subjects relax by asking them to say and spell their name and job title.
- Politely ask if subjects can focus their eye contact directly at the camera lens.
- Educational media has a positive atmosphere. It helps the programs if subjects look happy. You may ask them to smile periodically if it will help them relax.

★ During the Interview

- Listen carefully. A good interviewer talks very little, just enough to get the subject talking. Your questions are designed to reveal something interesting. Listen for information you want to learn more about then follow up with focused questions or prompts.
- In order to keep a subject's answer lively, you can prompt them with active phrases, like "I love my job because..." and ask them to complete the sentence.
- By identifying key points in a subject's answer, you can help them make the answer more concise.
- Do multiple takes whenever possible. This allows you to have options once you get to the edit room.

- Change angles between *takes* to help with editing answers in post-production.
- Listen for visual cues that you can shoot later. The interview subject will tell you a lot about the visual elements you will need to cover their sound.

★ Multiple Camera Shots

- Wide Shot: When shooting for coverage, make sure to get a wide shot that includes the action and setting.
- Medium Shot: This is still a full frame that reveals the subject, setting, and action. It is closer than a Wide Shot and wider than a Close-Up and is designed to give the viewer more detail.
- Close-Up Shot: Close-ups are tightly framed shots that focus viewer attention on details of action. This is your chance to be creative. The details you choose will strongly influence the message and atmosphere of your film. Shoot as many close-ups as your schedule allows

★ Shooting for Sequence

- Physical action makes good B-roll. You may ask your subject to stage an activity so that you can shoot the action from multiple angles.
- An *action sequence* has a beginning, middle, and end; you should shoot several angles of each part of the activity.
- Be active when you're shooting. Cameras can *pan*, *tilt*, and *track*.
- You can shoot on a tripod or hand held. Be sure to keep your camera work steady.
- Look for movement, color, and beautiful light in the location.
- Vary camera angles dramatically - *low* angles, *high* angles, *side* angles will cut together nicely.

★ Practice

Pick an activity that has physical action, like frying an egg, and fill in the actions:

Activity _____

Beginning _____

Middle _____

End _____

How would you shoot each phase of the action?
(Hint: Remember the three questions.)

Beginning:

Wide Shot _____

Medium Shot _____

Close-up Shots _____

Middle:

Wide Shot _____

Medium Shot _____

Close-up Shots _____

End:

Wide Shot _____

Medium Shot _____

Close-up Shots _____



PART IV POST-PRODUCTION

[WATCH](#)

Contest Guide Video Part IV: Post-Production

★ Organize Footage

- Create a new project and give it a name. You will draw from these collections as you edit your program.
- Select and isolate interview answers into a folder.
- Locate and set aside the best shots (smiles, close-ups, etc.).
- Look for shots that will work well in the beginning and end of your film as well as transition shots.
- Music is an essential part of the film. Choose an instrumental underscore that defines the atmosphere, pace, rhythm and the energy of your program.

★ Editing

- Create a new sequence and call it "Aroll "
- Drop your music into the timeline, loop it if necessary and lock the tracks for now.
- Put together the best of your interview selects. Choose clear portions of each answer to form complete thoughts.
- Start at the beginning of the music track to build the open sequence. It is important that the first 10-15 seconds of your program be lively and engaging. Arrange several sound bites that together establish:
 - Subjects
 - Message
 - Location
 - Tone
- Introduce your *central message* early and reinforce it throughout the program by adding details.
- Let this version run long - you will tighten and refine it in later versions.
- Look for strong phrases to start and end each interview section.
- Evaluate and choose interview selects according to:
 - Content
 - Presentation
 - Energy
 - Composition
 - Camera Work
- Create a natural rhythm and speech pattern by carefully editing words and phrases.
- The goal is to make your edits invisible to the viewer – that is, you want the viewer to be focused on the content not the technique.

★ Cover with Broll (great pictures)

- Duplicate your Aroll sequence and call this sequence “Broll”.
- Find important places in the Aroll (audio story) where you want to leave your interview subjects on camera.
- Drop photos and other videos in places where you want to show more action and detail.
- Keep the pace lively by changing the shot every 2-3 seconds.
- Remember to save some great shots for your big finish.
- Compile several short sound bites that reinforce your central message and make your subjects shine.
- Be patient, editing takes time.

★ Polish

- Once you have your Aroll and Broll in a refined story, duplicate your Broll sequence and call this new sequence “Polish”.
- Refine edit points to optimize the rhythm of your film.
- Adjust audio and video level.
- Add graphics where appropriate

★ Exporting Instructions

Every editing program is a little different, but in general you should be able to select “Export..” from one of your file menus in the application. When prompted on what setting to export the file, keep in mind:

1. **FILE NAME** - **name the file** with *your* contest name (ex: “BC” for Bedford County), underscore, school name, underscore, and version (USE: “Aroll”, “Broll”, “preFinal”, “Final”, “Final_v1”). **For example:**
LV_WashingtonMS_Aroll or LV_MountainViewMS_FINAL
2. **FILE TYPE** - for uploading you will want to export as a QuickTime movie (.mov) or an Mpeg (.mp4) using a “CODEC” called **H.264** - In general the “CoDec” is what makes the movie file a smaller file size while maintaining the quality of the video. Many applications default to H.264, anticipating you are going to upload to the web.
3. **RESOLUTION** (or Dimensions) - whenever possible export it so the movie is **1920x1080**. If your program sets limitations on resolution size please make it at least **1280x720**.
4. **UPLOADING** - When your file has been created AND saved to your computer or external hard drive:
 - 1) Go to the upload link provided by your Contest Manager or Teacher Coach Coordinator. You do NOT need a Dropbox account to upload videos.
 - 2) Choose “Add Files”. Select the file you want to add or drag/drop your file to labeled area
 - 3) Add your name and your school email address when prompted.
 - 4) Press the “Upload” button below the name and email fields and wait until the file completely uploads. This may take a few minutes depending upon the internet connection.
 - 5) It is a good practice to notify your contest manager to let them know you uploaded your video file.

*** FOR EXPORTING INSTRUCTIONS SPECIFIC TO MOST EDITING APPLICATIONS SEE THE LINKS ON THE VIDEO CONTEST RESOURCES PAGE ****

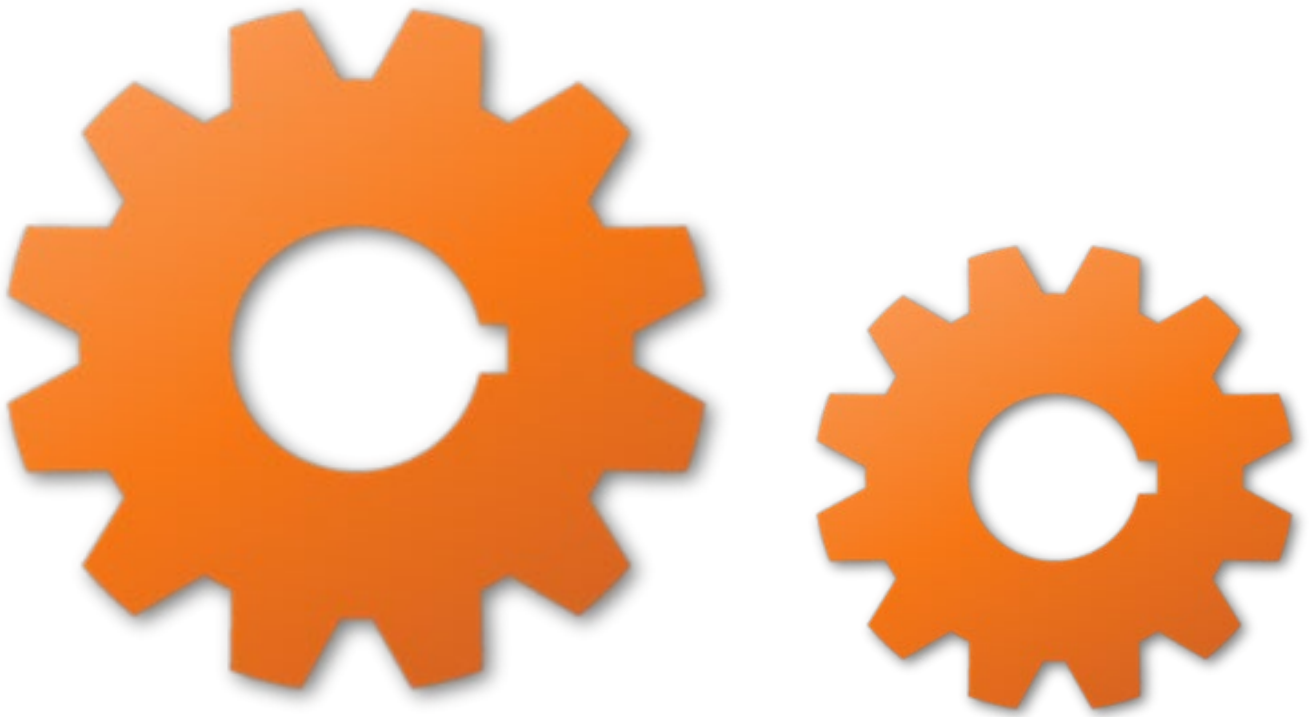
★ Media Ethics

- Always make people feel good about how they appear.

That's a WRAP!



EXTRAS



Definition of Production Team Roles (from page 6)

1. Producer

Producers are responsible for the quality of the entire production and ensure deadlines are met. They coordinate timing, delivery, and organization of the story. Producers are the primary contact point for clients or interviewees. They organize the story in a way that makes sense for the audience. This role requires organizational, time management, and leadership skills.

2. Camera

This role is both technical and artistic. The camera person works with the producer and asset manager who tell the camera person what images they need for a story. On location they record the images and ensure good audio quality on the interviews that will tell the story. The camera person needs to know their equipment inside and out so they can give the best footage possible to the editor.

3. Sound

This role is technical and creative. During recording the sound person ensures that microphones are placed correctly, the speaker is neither too quiet or too loud when monitoring levels, and is always listening to make sure other sounds do not interfere with the speaker. During editing, the sound person can be finding sound effects for the editor and looking up the perfect music to set the mood for the story.

4. Asset Manager

Working closely with the producer, the asset manager is making a list of every element that goes into the creation of the video and assigning jobs as needed. If the video requires animations, they make sure an animator creates it and delivers it on time to the editor. If the video requires sound effects, they make sure the sound person finds those effects and delivers them to the editor. This role requires organization and time management.

5. Creative Director

A creative director is envisioning the 'style' or 'look' of the piece. Working with the producer, the creative director is thinking about color, sound, clothes, or other elements that will tie together through the piece. This theme will even bleed into the marketing of the video. If the story has a superhero theme, the creative director makes sure the music, fonts, costumes meet that theme and finds the items as needed. This role requires creativity and organization.

6. Editor

The editor works closely with the producer and the footage provided by the videographer to bring the visual story together. They make sure the story is perfect and that the technical quality is ready for viewing. This includes edits, graphics, sound, and visual effects. This role requires technical knowledge and creativity.

Practice Activity

1. Choose an interview subject who can talk about and demonstrate some interesting activity. For example, tying a fly for fishing, making a kite from newspaper, building a house of cards, etc. The activity should include physical props and action and have a narrative structure with a beginning, middle, and end. Ideally your interview subject will be knowledgeable and enthusiastic, can bring the props to school, and be dressed appropriately for the camera.

Then schedule a setting for the interview and B-roll shooting that communicates something about the topic. For example, if the interview is about making clay sculpture, the art room would be a good setting. Ideally the location will be quiet enough to capture clean interview sound.

2. Shoot the interview. The content of your interview should be determined by your choice of audience and the central message you wish to communicate to them. For example, if the film is for your teacher you will design the interview differently than if it is for your younger brother. Pick an audience and a specific message to convey about your chosen activity and write four prompts.

Here's a sample:

Prompt 1: Kite building is a cool way to learn about ...

Prompt 2: There are lots of things you can use to make a kite...

Prompt 3: My favorite design is...

Prompt 4: I want to eventually learn how to...

Shoot the interview from at least three different angles, attempting to vary the background and framing. Remember that everything the camera sees matters – position the subject, camera, and other objects to suit your frame. Get multiple takes of each prompted answer helping your subject to be upbeat. Make it fun!

3. Shoot the activity several times from start to finish. You can shoot on a tripod or hand-held – being careful to keep your camera work steady. Start by recording a Wide Shot of the action that establishes the person, the setting and the activity. Then repeat the action in order to shoot a Medium Shot. You can vary the angle to find interesting ways to reveal more detail about the activity – try moving the camera around

the subject to frames that look good to you. Then shoot at least 12 different Close-Ups of the person and the action - be creative in finding the visual details that tell the story.

4. Edit your material together into a short film, one minute or less in duration. As you make your selections, consider what impact you want to have on your chosen audience. That is, what do you want them to think, feel, and do once they've seen your film?

Pick an instrumental music track and mix it down to a level that allows us to hear the interview sound clearly.

Edit the best prompted responses together – you will probably need to shorten them by selecting only the most essential words need to tell the story. Choose at least two spots in the interview where we will see the subject on camera – should be at or near the beginning and again at or near the end.

Then cover the rest of the interview with shots of the activity. Sometimes, it is helpful to edit the beginning and end the sequences first, then choose the shots to cover the middle section. For example, laying out newspaper on a table could be a beginning action and flying the kite made from that newspaper could be the final action. Remember to look through all your raw footage and only use the best shots in your project. **Polish the video and sound in your time line, then export and upload your film for review.**

STUDENT TEAM Pre-Test Activity

1. Interview the members of your team (using the mic). Ask questions like:
 - Name, grade and school
 - What comes to mind when you hear the word “manufacturing”?
 - What do you think a job in manufacturing looks like?
 - What are you most excited about in creating a video about (your company)?
 - What do you expect to learn through participating in the contest?
2. Use camera hints from “Production” (pp13-17) & “Practice Activity” (p23).
3. Upload your Test Video per the “Exporting Instructions” found on page 20.

Rules and Regulations

Bedford County Student Video Contest

1. Projects must be completed by students with guidance and support from Teacher Coaches.
2. All video footage of final projects must be produced by student teams to qualify for an award. No company and/or professional video is permissible.
3. The majority of the project must be completed using video equipment provided by Bedford County 21st CCLC. Students are not permitted to use cell phones at the Manufacturer's location.
4. All unapproved footage must remain in the possession of the Teacher Coach at all times.
5. Ask Featured Manufacturer for permission to "share" any photos taken at the facility.
6. The use of drones is not permissible.
7. All sound and images captured in relation to the project are the property of Bedford County 21st CCLC and should not leave the school computer without express permission from Bedford County 21st CCLC.
8. Production teams must complete training curriculum as outlined in the WSCM Contest Guide (online version at www.WhatsSoCool.org).
9. Final projects must run between 2 and 2.5 minutes in duration.
10. Final projects must contain at least 3 interviews and appropriate images of the manufacturing setting.
11. Final projects must contain logos as indicated (each logo should appear for approximately 2 seconds):

At the top of your program

- **What's So Cool About Manufacturing?** Logo (or animation)
- **Featured Manufacturer Logo**

At the end of your program

- **School/District** Logo
 - **WSCM** Panel with the logos for this year's partners (provided to you)
12. Teacher Coaches are responsible for leading and monitoring all activities associated with contest related activities, including being in regular contact with manufacturer for updates and scheduling.
 13. All Bedford County 21st CCLC MEDIA RELEASE FORMS must be delivered before production to the Bedford County 21st CCLC Project Director.
 14. Each team must meet Contest Deadlines as posted and deliver final project files to the host (see Timeline, pp 27; Email reminders will be sent).
 15. Each Teacher Coach is responsible for returning all unused footage to 21st CCLC or destroying all unused footage by May 15, 2023.
 16. Each qualifying team competes to win one award, with the exception of also being able to win the Viewers Choice Award by gaining the greatest number of online votes by the public.
 17. Bedford County 21st CCLC reserves the right to investigate and/or disqualify a site from the Viewers Choice Award if there is evidence to suggest that any tactics of automation and/or computer programming have been used to inflate voting totals in a manner that is not statistically natural.

WSCM Lesson Plan

To be used for school-wide career awareness as a requirement for the ESSA Plan student folders. Digital WSCM Lesson Plan can be edited and is located at <https://www.whatssocool.org/team-portal/resources-and-rules/>

First Name: _____ Last Name: _____

Student ID: _____ Homeroom: _____



WSCM Lesson Plan

Instructions:

- Between February 20-22 go to www.WhatsSoCool.org to find the Lehigh Valley Competition videos.
- Watch at least 3 videos to help answer the short questions below.
- Be sure to watch all the Allentown School District videos. **Vote for ASD videos. Remember: every time you refresh the page, you can vote again!**

1. Name 3 different local manufacturing companies, the product they make, and at least one job title highlighted in each video. (13.1.C,D, F,G)*

	Local Company	Product	Job Title
1			
2			
3			

2. Think about a product made in the manufacturing video. How could that product be used if someone was to open or start their own business? For example, someone can sell Nestlé Waters at their restaurant. (13.4. C)*

Product: _____

Business idea: _____

3. Think about a skill you need in a school subject or after school activity and explain how someone could use similar skills in a manufacturing job. (13.1 A,B,E,F,GH 13.2E, 13.3A,B,C,E,G)

Subject/Activity	Career Preparation
Example 1: Math Example 2: Basketball	Use to calculate how much product needed Work together as a team

*Indicates Career Standard.

Created by WSCM Lehigh Valley Teacher Coaches:
Sylvia Gordon, School Counselor, Allentown School District
Conchetta Marucci, English teacher, Allentown School District



Bedford County WSCM 2023 Timeline

TIMEFRAME	ACTIVITY	NOTES
November 21, 2022	Teacher Coach Training - Zoom	Training includes: >Tips on collaborating and engaging with industry >New virtual WSCM resources and Video Library >2022 program requirements and FAQ >Editing and creative assets
November 21 – December 12, 2022	Team Training & Registration	>Recruit and Register student team >Review GoPro tutorials >Train student team using Contest Guide, Part 1-3 >Watch previous WSCM award winning videos
December 2022	Introductory Team Meeting with Featured Manufacturer (FM)	> Begin researching your FM to prepare >Schedule a 30-45 minute introductory zoom with your Featured Manufacturer (FM)
January 2 -16, 2023	Visit Manufacturer and FILM!!	> <u>HINT!!</u> Rewatch Production Video (Part 3) and use guidelines/helps in Contest Guide and on WSCM Resource Page for day of filming
January 23, 2023	Submit Final OUTREACH PLAN	>To receive professional feedback on your team's Outreach Plan, submit a draft copy
January & February	Collaborate!	>Schedule a zoom meeting with your FM to discuss your story and plan. How can they help promote the video for voting?
February 13, 2023	Create and UPLOAD A-roll for Review (length=2 minutes)	> <u>HINT!!</u> A-roll = audio story >ASK- What is the message? Who is the audience? How will you get the message out?
March 6, 2023	Create and UPLOAD B-roll for Review	> <u>HINT!!</u> B-roll = cool pictures to be added to Aroll >Plan additional digital assets and creative packages to incorporate in Final Video
March 16, 2023	Finalize and UPLOAD Final Video for Review by FM and project director	> <u>HINT!!</u> Make sure all names and titles are spelled correctly. Double check audio levels. Have you included all opening/closing graphics and logos?
March 29, 2023	Revise and UPLOAD Final Video Submission for Voting	IF your FM identified errors during review
April 12-14, 2023	Online VOTING	Videos on WhatsSoCool.org website for public voting. Team with most votes wins Viewers Choice.
Week of April 24, 2023	Awards Event	Location TBD

TEACHER COACH RELEASE FORM

DATE: _____

Project: **What's So Cool About Manufacturing? Video Contest**

I hereby grant my consent to use and license the use of my name and likeness, whether in still or in motion pictures, my photograph and/or other reproduction, including my voice and features, with or without my name, for any editorial, promotion, trade, business or other purpose whatsoever. The Bedford County 21st Century Community Learning Center Consortium may exercise their rights in any way they see fit for their productions, for advertising, promotions and for other purposes.

For good and valuable consideration, including my appearance in the Project specified above ("Project"), I hereby authorize the Bedford County 21st Century Community Learning Center Consortium to record my name, likeness, image, voice and performance on film, tape or otherwise ("Materials"). I represent that I am a bona fide amateur. I agree that the materials may be edited as desired and used in whole or in part in any form, format, manner or media, now known or hereafter devised, for any distribution purpose, throughout the world in perpetuity. I understand and agree that the Materials may be used in the Project or in any other materials at the Bedford County 21st Century Community Learning Center Consortium sole discretion. I understand that I have no rights to the Project, Materials and any other products or benefits derived therefrom.

I represent that I have the right to enter into this Agreement and that my performance and the rights I have granted in this Agreement will not conflict with or violate any commitment or understanding I have with any other person or entity. I agree to indemnify and hold harmless the Bedford County 21st Century Community Learning Center Consortium from and against all claims, losses, expenses, and liability of every kind including reasonable attorney's fees arising out of the inaccuracy or breach of any provision of this Agreement. I expressly release the Bedford County 21st Century Community Learning Center Consortium from any and all claims arising out of the use of the Materials.

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof. This Agreement and all rights hereunder, shall be fully assignable by the Bedford County 21st Century Community Learning Center Consortium. This Agreement is entered into with the Commonwealth of Pennsylvania and shall be governed and construed in accordance with Pennsylvania law as if this Agreement were to be fully performed within the Commonwealth of Pennsylvania without giving effect to principles and conflicts of laws. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the Commonwealth of Pennsylvania to resolve any disputes arising hereunder.

- ☐ I have read and agree to the terms of the Teacher Coach Release Form
- ☐ I have read and agree to the terms of the attached Rules and Regulations

Teacher Coach Name-please print

Teacher Coach Signature

School District

School

Email Address

Cell Phone

Media Release for Individuals

As an employee of _____,
(the Company), I hereby authorize the Company, the Bedford County 21st Century Community Learning Center Consortium, their successors and assigns, the irrevocable right to use, without compensation, my name, likeness, still or moving image, voice, quotes, appearance, and performance in print, video or internet marketing and communications.

This authorization includes without limitation the right to edit, mix or duplicate and to use or re-use these materials in whole or in part, with or without my name. I acknowledge that I have no interest or ownership in the materials, finished products or copyrights. I waive any right to inspect or approve the finished version(s), including written copy that may be created in connection therewith. I also grant the right to broadcast, exhibit, market and otherwise distribute the materials or finished products for any lawful purpose, including publicity, illustration, advertising and web content.

I am of full age. I have read this release and am fully familiar with its contents.

Project: _____ *What's So Cool About Manufacturing?* Video Contest _____

Printed Name: _____

Signature: _____

Date: _____

Pennsylvania State Standards Alignment

Students engaged in the WSCM program process will work toward the development of many PA Academic Standards. The following list provides a sampling of Standards that align with the WSCM process. Please note, this is not a comprehensive list nor will all teams address every standard listed.

Standard Area 1.6.8: Speaking and Listening

1.6.8.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
1.6.8.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

Standard Area 1.8.8: Research

1.8.8.A: Develop an inquiry-based process in seeking knowledge. 1.8.8.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a variety of appropriate media sources and strategies.
1.8.8.C: Produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources.

Standard Area 1.9: Information, Communication, and Technology Literacy

1.9.8.A: Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.

Standard Area 3.4: Technology and Engineering Education

S7.A.2.2.2: Apply measurement systems to record and interpret observations under a variety of conditions.
S7.A.2.2.3: Describe ways technology is used to enhance scientific study and/or human life.

Standard Area 13: Career Awareness and Preparation

13.1.8.A: Relate careers to individual interests, abilities, and aptitudes
13.1.8 B: Personal Interests
13.1.8 C: Non-Traditional Workplace Roles
13.1.8 D: Local Career Preparation Opportunities
13.1.8 E: Career Selection Influences
13.1.8 F: Preparation for Careers
13.1.8 G: Career Plan Components
13.1.8 H: Relationship between Education and Career
13.2.8 A: Interviewing Skills
13.2.8 E: Career Acquisition Process
13.3.8 A: Work Habits
13.3.8 B: Cooperation and Teamwork
13.3.8 C: Group Interaction
13.3.8 E: Time Management
13.3.8 F: Workplace Changes
13.3.8 G: Lifelong Learning