Brevard Public Schools

School Promotional Video Challenge Guidelines

March 2020

Contents

1   Purpose

Unmanned Aerial Systems (UAS), herein referred to as drones, have provided innovation in aerial surveillance worldwide. Drones are evolving into essential tools for search and rescue missions, aerial photography, aerial exploration of remote areas and delivery services. The UAS Video Design Challenge, herein referred to as the Challenge, is inspired by technical needs associated with drone technology operations. The Challenge strives to encourage all secondary students to engage in fun and rewarding Science, Technology, Engineering, Arts, and Math (STEAM) activities.

2   Logistics

2.0   Eligibility
The Challenge is open to students from secondary schools. Only one team, up to 10 students, may represent each secondary school at the competition.

2.1   Awards
First, second, and third places will be awarded.

3   The Challenge

3.0   Inspiration: Drone Videography
When drones hit the consumer market they allowed the average consumer to access high quality aerial photography. One of the first commercial purposes of drones was to acquire aerial footage that would normally have been captured only from a helicopter. Helicopters are expensive to rent and additional stabilization equipment is necessary for the camera is cost prohibitive. As a result, drones quickly became an affordable option in the real estate, journalism and film industries. Realtors began using drones to capture the true essence of a property and the surrounding neighborhood, while filmmakers and journalists began using them to capture aerial footage.

3.1   Objectives
Teams will create a promotional video that highlights your school. Consider your school's strengths, programs, clubs and other positive attributes that maybe do not get the attention they deserve.   The Challenge is intended to be a multi-disciplinary collaborative project that brings together students with varying interests. Students are to work together to create a storyboard that portrays what they view as the important aspects of their school and should consider a target audience, a point of view and tell the story of their school in an unexpected way. The video requires the use of drone videography in the

production of the video but is not required to be solely drone footage. Students are encouraged to use cameras/microphones and other technologies that they have available to assist in the video production as well. This is intended to teach students to develop a product with the resources at their disposal. As with all video production, background music not only enhances the quality of the presentation but can also assist in telling the story. The use of copyright music is prohibited, students are encouraged to work with their schools' music students to help generate music for the video.

4 Design Information and Rules

4.0 Design Requirements
1. Students must create a storyboard prior to creating the video.
2. The video shall not **exceed 5 minutes** and be **no less than 2 minutes.**
3. The video shall highlight any themes and/or programs that the school has to offer.
4. Copyright music is NOT permitted.

4.1 Drone Safety
All drone flight must adhere to Federal Aviation Administration (FAA) requirements. To view FAA requirements for the use of drones, got to
https://www.faa.gov/uas/recreational_fliers/

4.2 Competition Day Requirements
 The team must bring the following items on the competition day**.**

- Storyboard – team brings with them the day of the competition ready to present to the panel of judges (large format for the room and/or ~10 handouts are acceptable)
- PowerPoint Presentation (on an external drive)
- Final Video Format are: MP4 or MOV (on an external drive)

5 Scoring and Deliverables
Judges will be trained and qualified to enforce equitable rubric scoring of the event. Only team captains are allowed to approach the judges for concerns, clarifications, or discrepancies.

The final score is comprised of the three phases of the project. Each of these sections are weighted to determine the overall score based on the following percentages:

10% Storyboard, 20% Presentation, 70% Final Video

5.0   Storyboard

Each team must submit a storyboard for the video. Schools will not be allowed to participate on competition day without one.

Table 1: Storyboard Rubric

Points Possible	Planning/Storyboard: Combination of an outline and visual sketches that map the contents & direction of your video	Max Points: 50 pts
50 pts	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video. Storyboard provided a clear & comprehensive roadmap for project completion. Storyboard was used for goal setting, organization and task assignment.	
35 pts	Storyboard is somewhat complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects good planning and organization for the visuals in the video. Storyboard provided a somewhat clear & somewhat comprehensive roadmap for project completion. Storyboard was mostly used for goal setting, organization and task assignment.	
25 pts	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	
15 pts	Storyboard is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
0 pts	No story board submitted *(Team will be disqualified)*	

5.1   Competition Day Presentation

Teams will prepare a 5-minute presentation on the design, key ideas, and challenges with regard to their video. The teams shall identify how each team member participated and their contributions to the overall project. Teams are encouraged to have every student speak. A panel of judges will score each presentation and the average score will be awarded to the team.

Format of the presentation will be in Microsoft PowerPoint (must be compatible with MS Office).

Table 2: Design Presentation Rubric

Points Possible	Overall design process	Max Points: 30 pts
30 pts	Demonstrates complete understanding of design process by effectively defining the challenge, explaining research and the process conducted to solve the challenge including ideation, prototyping, testing, and iterating on the design.	
20 pts	Demonstrates good understanding of design process by adequately defining the challenge, explaining research conducted to solve the challenge, and building the final design. Some testing and design iterations.	
10 pts	Demonstrated partial understanding of design process: defined challenge, conducted some research. Testing and design iterations minimal.	
5 pts	Demonstrated poor understanding of design process: did not define problem, lacked research of a viable solution, performed inadequate trade assessment, testing and design iterations may or may not have occurred.	
0 pts	Did not mention in presentation.	
Points Possible	Design	Max Points: 30 pts
30 pts	Design solution innovative, well thought out, and shows a good methodology of dealing with competition constraints. Team shows excellent understanding of how to achieve end goal.	
20 pts	Design solution well thought out, shows a good methodology of dealing with competition constraints, but may contain flaws in their design. Team shows good understanding of how to achieve end goal.	
10 pts	Design solution shows thought but lacks good methodology of dealing with competition constraints and/or has distinct flaws. Understanding of how to achieve end goal not clear.	
5 pts	Design solution poorly thought out	
0 pts	Did not mention in presentation.	
Points Possible	Presentation Organization	Max Points: 10 pts
10 pts	Clear, coherent presentation, organized slide presentation containing no errors, speaker(s) able to answer all questions in succinct, honest fashion.	

8 pts	Clear presentation, speaker(s) answered 80% of questions in a succinct, honest fashion, slide presentation contains a few errors (one to three misspellings)
10 pts	Presentation lacks focus or clarity, speaker(s) unable to answer 60% of audience questions, four to six errors in slide presentation.
5 pts	Poor presentation, slides are disorganized, speaker(s) unable to answer any audience questions, more than six errors in slide presentation.

Points Possible	Work division / team effort	Max Points: 10 pts
20 pts	Team clearly defines roles of team members, input from advisors/mentors, and overall explanation of team effort in sharing workload	
15 pts	Team demonstrates some clearly defined roles of team members; evidence does not show shared input from team.	
10 pts	Team roles are not clearly defined, major efforts from only one or two team members	
0 pts	Did not mention in presentation.	

Total Points for Presentation Rubric – out of 100

Time Penalties:

(-5) for first 30s over time

(-10) for each fraction of 30s after that is over

(-5) for first 30s under time

(-10) for each fraction of 30s after that is under

5.2   Final Video Scoring

Table 3: Final Video Rubric

Points Possible	Intent: Video addresses the objectives posed and demonstrates creativity and originality	Max Points: 125 pts
125 pts	Video exceeded all requirements. The video engaged the viewer. The story demonstrated the students' own interpretation and expression of research material. There is a point of view that establishes a purpose and maintains a clear focus; strong awareness of audience.	
90 pts	Used student-created materials as well as credited existing material from other sources. Information was clear, appropriate, and accurate and relates to the goal of the video.	
60 pts	Information was factual but showed little student interpretation. Students may have made little effort to address or engage the viewer.	
30 pts	Video was confusing and does not address the topic. Student did not interpret information or share distinct point of view.	
0 pts	Video did not meet requirements	
Time Penalties: (-5) for first 30s over time (-10) for each fraction of 30s after that is over (-5) for first 30s under time (-10) for each fraction of 30s after that is under		
Points Possible	**Content: Quality and quantity of content information and research about schools.**	**Max Points: 125 pts**
125 pts	Background knowledge about school and programs was evident throughout. Extensive details and relevant examples were used to support the video's assertions.	
90 pts	Students demonstrated knowledge of school with details that support the topic.	
60 pts	Students did not demonstrate knowledge of schools to support the video.	
30 pts	Students did not demonstrate knowledge of schools to support the video. Information was confusing or irrelevant.	
0 pts	Did not mention in presentation.	

Points Possible	Video Design & Quality- visually pleasing, creative and supports the video's content	Max Points: 100 pts
100 pts	Made <u>extensive</u> use of drone video footage, original photographs, illustrations, sounds, and/or music. Combined media in new and unique ways to set the tone and to clarify, explain, and support content. Camera work was varied and shots were well organized. Light, sound and editing support content strongly.	
65 pts	<u>Some</u> use of drone video footage, created original media or located appropriate media to support project ideas and content. Media was used thoughtfully to set the mood. Light, sound and editing supports content.	
30 pts	<u>Minimal</u> use of drone video footage, included images, sounds, and other media, but missed opportunities to use media elements to set the tone or support content. Light, sound and editing may or may not support content.	
15 pts	Used no drone video footage or original media. Many media choices were inappropriate and detracted from the project.	