

Intended for Grades: 6-12 **Estimated Time:** Varies by project

Lesson Title: COLLABORATIVE VIDEO PRODUCTION

Lesson Purpose: Students will:

- * Develop interest and knowledge about a relevant issue
- * Co-create a video production plan, including storyboard and script
- * Co-produce a video that shares a powerful message
- * Develop collaboration, communication and writing skills by working on a production team

Materials & Preparation:

- * Work Log - One per group (see below)
- * Video Guide - One per group (see lesson resource)
- * Video examples (former student work; from GPS website, YouTube you download, etc.)
- * Video and sound equipment
- * Topic Ideas sheets - one per group

Background Information:

Videos produced by student groups provide participants with a way to share their voice as well as gain experience in working together to create something bigger than can usually be accomplished alone. In this electronic age, digital media is a primary way to inform and entertain.

Creating collaborative videos enables students to engage with a purpose while they hone their writing, speaking, art, and critical thinking skills. Both process and product are important factors when students create videos with a purpose.

It's important that students select a relevant topic and create a plan that is manageable to complete. Narrowing topics to a specific and relevant focus will help.

Filming on campus may be the most viable option, so this needs consideration during planning. Schedule adequate time for pre-filming steps, and reinforce that this process takes creativity, patience, and perseverance.

Steps:

1. Discuss basic information about the video class, such as:

- * Overarching goal for video teams, including what kind of product is expected
- * Protocols on how to work as a group
- * Any other relevant information that shares about class expectations

2. Discuss participants' prior knowledge about videos and video production. You might ask:

- ___ *Who has ever created a video? (Invite sharing about topic and process)*
- ___ *What do you like about watching videos?*
- ___ *Why do people make videos? (Entertain, inform, document, motivate, etc.)*
- ___ *What makes a video really, really good?*
- ___ *If you could create a powerful video, what topic first comes to mind that you'd select?*
- ___ Any other question you think of that helps students know they have some background knowledge about videos if they watch them.

3. Have students review and discuss the ten video production roles that are identified on the page below. Clarify that people usually do more than one role. Ask students to think about which roles they might prefer.

4. Create video production teams, using class size and amount of equipment to govern numbers. Students can self-select groups, teachers can plan teams, or groups can be organized by role or topic preference. Ask groups to create a team name after topics are selected. (*Note: You can do Step 5 before Step 4 if desired.*)

5. As a class, identify relevant and interesting video topics. Teachers can share the general topic ideas from the resource below. Brainstorm and chart a variety of topics so students see a wide choice. Remind students that most, if not all filming needs to be done on campus.

Some ways to brainstorm topics:

a. Discuss community issues or concerns: Review local newspapers, survey families, figure out what is most urgent and important to address.

b. Invite community social service workers to talk (i.e.: Food Bank, ALU LIKE, Inc. Social service programs, homeless shelters, counselors, health educators, etc.)

c. Review the Hawaii 2050 Sustainability Plan. It focuses on sustainability of resources, culture, economy, and lifestyle. (www.hawaii2050.org/)

d. Use one of these *Growing Pono Schools* lessons to brainstorm possible issues and needs: Community Section: *Growing Pono*; Place Section: *Life in these Islands; What is With This Place?*

e. Find a local organization or cause that you feel is important and in need of support, and propose creating a Public Service Announcement video for them if they have a need.

6. Distribute the Collaborative Video Guides. Walk through each section briefly, sharing that teams will use this guide to learn new information and skills.

7. Provide work time and support. Begin classes with each group stating their progress or goal for the day. Remind students of protocols and support group members as needed. Make sure teams complete their Video Log after each workday.

8. Share and celebrate your video productions. Help students present their videos to various audiences if possible.

Reflection Questions:

* *What did you learn about your video's topic?*

* *What did you like about creating videos? What was challenging?*

* *What did you learn about working with others?*

ROLES OF VIDEO PRODUCTION TEAM MEMBERS

<p>Director:</p> <p>Leads; runs meetings; talks to teacher; collects releases & permissions; follows copyright laws; responsible for credits</p>	<p>Producer:</p> <p>Manages & coordinates; tracks next steps; in charge of equipment & supplies; reviews daily work log; reports issues to Director</p>
<p>Researcher:</p> <p>Finds and reviews needed information; does interviews & surveys; compiles facts & primary source info. (writing, photos, music, etc.)</p>	<p>Script Writer:</p> <p>Provides exact wording; reviews research and determines best facts to paraphrase; creates original writing for dialogue.</p>
<p>Storyboard Artist:</p> <p>Sketches scenes in order before filming; provides template w/ scenes & details (camera angles, lighting, text captions)</p>	<p>Set Designer:</p> <p>Establishes environment for scenes before filming; gathers & organizes props & costumes; works with Camera Operator</p>
<p>Camera Operator:</p> <p>Cares for cameras before & during shoot; records video footage; works with others to capture good lighting and audio</p>	<p>Sound Technician:</p> <p>Captures proper sound quality during the shoot; researches music & obtains permissions for use; suggests other sound clips</p>
<p>Film Editor/Digital Graphic Artist:</p> <p>Helps team view footage to decide shots to use; makes final edits; adds music; creates transitions</p>	<p>Actors:</p> <p>Delivers message (Note: Completed permissions must be turned in for everyone in the final video, including people being interviewed.)</p>

VIDEO TOPIC IDEAS

<u>HEALTH</u>	<u>SUSTAINABILITY/ SURVIVAL</u>	<u>ENVIRONMENT</u>
Access to fishing/ hunting/gathering	Air Pollution / VOG	Ciguatera
Bullying	Earthquakes	Coqui Frogs
Drug Abuse	Global Warming	Endangered Species
Exercise	Hurricanes	Fire Ants
Gangs	Nuclear Energy	Fresh Water Rights
Healthy Diets	Rising Oceans	Invasive Species
Internet Predators	Shark Attacks	Ocean Pollution
Leptospirosis/Staff Infections/MERSA	Sustainable Energy	Plastics Pollution
Mental Health	Tsunamis	Recycling
Obesity	Volcano Eruption	Rip Currents
Steroids	Wars around the Globe	Ciguatera
Teen Drinking	Air Pollution / VOG	Coqui Frogs

VIDEO PRODUCTION WORK LOG

■ Video Team Name: _____ Date: _____

■ MEMBERS & ROLES:

	<i>NAME</i>	<i>ROLES</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

■ VIDEO'S WORKING TITLE: _____

■ PURPOSE: _____

■ AUDIENCES _____

WORK LOG

DATE	WORK ACCOMPLISHED	BY WHO (initials)	COMMENTS / NEXT STEPS

