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May 17, 2012

Title:	“Stepping” into Video
Suggested Grade Level:	Grades 9-12
Content Areas:	English, Foreign Languages, History, Social Studies, Theology, Technology
Overall Description of Unit:	Throughout the school year, students are often asked to create a video to demonstrate what they have learned regarding a particular topic (ex: the Civil War, the Holocaust, Spain, etc.). Although students have discovered video is an exciting medium, they are often frustrated with the end product because they don’t know the proper steps in video creation. This Unit is meant to alleviate that problem by teaching students the correct way to plan and shoot a video using the “Six Steps of Video Creation” (The Basics, Brainstorming, Storyboarding, Who does what, Rehearsing, Filming). In order to help students understand this process, and the principals behind the “Six Steps”, students will be asked to create a three minute video showing what dorm life is like at Episcopal. This is the second lesson in a seven part unit.
Overall Objectives/SOL’s:	The overall objective of this lesson plan is to reinforce “The Basics” students learned in a previous lesson and focus on the second step: Brainstorming.
Analysis of Knowledge Goals:	In order for students to be able to complete this lesson they will have to know: the purpose of the video, who the video is geared toward, how long the video has to be and the style of the video they intend to film (interview, man-on-the-street, talk show, training, flashback, infomercial, soap opera, documentary, news brief, video essay, flip video). They will also need to know how to focus in on a specific idea, fine tune that idea, and put it all together by writing a treatment.

Role/Place/Use of Video Design Process:	The role the design process plays in this particular lesson is that of functionality. Without taking the time to brainstorm and put ideas down on paper, it would be difficult for students to put together a proper video. Without concrete ideas, videos can have no consistency. None of the scenes would make sense and the entire video would be incoherent.
Place of TV/Video in Overall Unit:	The use of video, in this overall unit, is teaching students how to be more creative when expressing themselves about certain subjects and topics. Video allows students to step out of the box and bring their assignments to life in a way that PowerPoint, book reports or written essays can't. It gives them more freedom to show what they've learned and gives them a chance to take a more active role in their studies. It also makes learning more fun.
Description of:	
Authentic Problem:	Teach students the correct way to plan, design and shoot a video so they will be better equipped to handle this task when given as an assignment in one of their core subjects
Clear Outcome/Product:	Three minute video expressing what dorm life is like at EHS
Thinking Skills:	Analyzing, Critiquing, Imagination, Explanation,
TV/Video Skills Needed:	None
Sequence of Lesson:	
Background Building Activity:	Review the purpose of the video, who the video is geared toward, how long the video has to be and the style of the video they intend to film (commercial, soap opera, documentary, news brief, video essay, etc.).
Authentic Activity:	Students will create a treatment, which will include the title of the video, the objective, the target audience, the characters, the location, the style of the video and an outline of the content explaining how the video depicts the topic "Life on a dorm at EHS"
Constructing Activity:	Working together in groups, students will need to write down any ideas they come up with pertaining to the topic "Life on dorm at EHS". Together they will need to fill out the Video Treatment Sheet given to them during the class period.

Sharing Activity:

Students will share, with the other members of their group, each of their ideas and then select the idea they like best. Upon completion, they will need to complete and share their treatment with the teacher, for approval.

Evaluation Strategy:

Students receive a maximum of 50 points for completion of this Unit.

10 points:

Lesson 2: Each group turns in, for approval, a completed video treatment. Points will be removed for each area on the template not completed.

10 points:

Lesson 3: Each group turns in, for approval, a completed storyboard, to include establishing shot, dialog, camera angles and shot type (wide shot, medium wide shot, medium shot, bust shot, medium close-up, close-up). Points will be removed for each area on the storyboard not completed

10 points:

Lesson 4: Each group turns in a list of who in their group is doing what role(s) in what scenes.

Members must take turns so each member has an opportunity to perform the major roles (camera man, director, and behind the scenes) otherwise point will be removed. Outside students may be used as actors, however, a list of names must be provided for approval.

20 points:

Lesson 6: Each group turns in a completed, three minute video. Points will be removed for videos under or over three minutes.