



LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App



LESSON NAME: Planning a short video

DURATION: 3 x 60 min

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OVERVIEW

Although students enjoy creating videos and some of them even have some basic knowledge of creating videos and posting them to sharing sites, most of them do lack the necessary knowledge to create a well-structured video. This lesson strives to provide them with such knowledge, thus focusing on the pre-production phase of video production.

In this lesson students will reflect on their video production experience/skills and go through the different phases of video production, as well as the steps involved in them, in order to create their own video project.

LEARNING OUTCOMES

Students will be able to:

- recognize the importance of videos as an educational tool;
- identify the different phases of video production and the steps involved in them;
- write a script;
- develop a storyboard;
- create a well-structured video project;



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- use audio-visual language to express opinions and share knowledge in a creative way.

PREPARATION AND MATERIALS

In this lesson, you'll need:

- a computer room with a wall projector and several computers.
- Internet access.
- photocopies of the worksheets attached to this lesson plan (guide to video production and storyboard template).

PROCEDURE

- Divide the students in groups of 4 as this lesson is going to function as a workshop.
- Have them reflect on their video production experience/skills by answering the following questions:
 - In your free time, do you like making videos?
 - How often do you do it?
 - What for?
 - Do you plan your video productions in advance?
 - Do you think videos can be a good educational tool? Why?
 - How often do your teachers use videos as such? Would you like your teachers to use them more often?
 - Have you ever created a video for a school assignment?
 - Was it difficult for you? Explain.
 - While planning your video, what steps did you take?
 - Do you know how to write a script?



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- What about a storyboard?
 - How would you rate your editing skills? Why?
 - What about your filming skills? Justify.
 - If you were asked to plan a video today, how would you feel?
- Have the spokesperson from each group report back.
 - Use their conclusions to go through the benefits of video production, its phases and the steps involved in them, but focus on the pre-production phase. Both the production and post-production phases are supposed to be briefly explained. Wherever possible elicit information from the students, in other words, ask if anyone can provide the information before giving it to them. The PPT attached to this lesson plan can help you.
 - Ask students to create their own video project using the guide attached to this lesson plan (pages 4-8). They just have to plan their video, not to create it. Although they are free to choose the type of video they want to create, suggest topics for their videos within your area of knowledge, for example, if you're dealing with human rights issues, a possibility could be to have students work on the Universal Declaration of Human Rights, discuss it, choose an article and then create a video project on it.
 - Have students present their work to their peers for constructive feedback. Students should use that feedback to revise and improve their work.
 - Challenge students to actually produce their video in their free time.



Video Production - Guide

Project title	
Group members	<ul style="list-style-type: none">▪▪▪▪

1. Objective(s): _____

2. Target audience: _____

3. Content: _____

4. Video length: _____

5. Type of video: _____

6. **Script** the dialogue and/or narration:

- Describe what's happening and what's being said.



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7. Develop the **storyboard**. Use the worksheet you're given. You can also make your storyboard using media-production software like Celtx or Storyboard That.

 8. Identify the **editing software** you're going to use and the **video-sharing site** where you're going to upload your video:
 - a) Editing software: _____
 - b) Video-sharing site: _____

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