Students in the director’s chair

TEACHER’S PACK • B1+/B2 LESSON 2

Share your students’ video creations at → cambridge.org/videoproject
INTRODUCTION: VIDEO CREATION IN THE CLASSROOM

Watching and making video is a part of everyday life for today’s YouTuber teens and increasingly a part of the modern classroom experience, thus increasing learner engagement. These developments have been assisted by the digital medium, with video becoming easier to access, produce and share. If students are given the chance to produce their own video, then they will hopefully be more engaged in the learning process.

This Teacher’s Pack takes a 3-stage collaborative project to harness students’ enthusiasm for creating video across a variety of genres, old and new:

Lesson 1: looking at model video clips
Lesson 2: preparing to film
Lesson 3: reporting back

For each stage you will find:
• teacher’s notes
• worksheets at A1+/A2 level
• worksheets at B1+/B2 (so that you can choose which worksheet best suits your students’ needs).

A task-based approach to video creation means that language is generated throughout the stages of the activity: planning, discussion, negotiation, reflection and feedback. It is the language produced here which is as important, or even more important, than that produced in the final task itself.

Students will be developing language in three ways:
• they are presented with the language required to enable them to engage with the tasks.
• they produce language during the task, which the teacher monitors.
• the product (the video) requires students to use functional language to collaborate, plan, write, reflect on and finally, edit a script.

If you want further ideas for video projects, then take a look at the Digital Projects for each level of Eyes Open and Uncover, which can be found on the CLMS. These are supported by a Digital Teacher Training Course to help you manage them.
http://www.cambridgelms.org
LESSON 2: PREPARING TO FILM

- Students prepare to make a video about something they are interested in or an aspect of their culture.
- They decide on the topic, angle, genre and features of their video and create a simple storyboard.

Exercise 1
- Tell students they are going to make a video in groups. You may want to let the students choose their own groups, or you may want to form groups with a balance of weaker and stronger students.
- Ask them to look at the list of video types then discuss and decide on which type of video they would like to make.

Exercise 2
- Tell students to look at the plan for an example video.
- Get students to brainstorm ideas about what their video should be about. This will give you the opportunity to monitor carefully and guide the students towards creating a video which reflects the students’ culture or interests and is accessible and interesting for viewers from another town or country. Alternatively, if you prefer, you could give each group a topic for their video.
- Once they have decided on a topic, each group should appoint a group secretary who will complete the my video column with notes about what their video should include.

Exercise 3
- Tell students to look at the list of people involved in making a video and match each one to the correct description.

Exercise 4
- Allow the groups plenty of time to discuss the roles and how to share the workload. Be ready to help with advice or intervene with your own suggestions, if necessary.
- Read the note about the technical equipment with the class and ask each group to think about how they will make their video. Smartphone cameras are often the easiest cameras to use as the video files are easy to share and edit. Explain that the students will need to be able to save the files as MP4 files and will need to be able to store these files online. You may want to discuss the best ways of doing this with the students as a whole class at this stage, or with each group individually, depending on your class. (See the notes at the end of Lesson 2 for further information.)

Remember! If students are below the age of 18, please seek parental permission before sharing their videos online. Please also ensure that students ask permission from any individuals they choose to include on film.

Exercise 5
- Tell students to look at the storyboard plan for the example video.
- Explain to the students that this is the most important stage and that they need to take time to make the right decisions as this will make the rest of the project much easier. Refer them back to the videos they watched in Lesson 1 for an example of how much information can be covered in the time. You could show them one of the videos as a reminder.
- Students should then discuss and complete the table with notes about their own video.

ANSWER KEY:
1b  2a  3e  4c  5d  6f
Exercise 6
- Once students have decided what will happen in each scene, they should complete the storyboard with basic sketches to show this.
- Each group should choose the best storyboard and use this to present their ideas to the class.
- While listening to each group’s ideas, the other students in the class can make notes with suggestions about how each group can improve their video.
- Groups can then revise their plan accordingly to incorporate their classmates’ suggestions.
- This plan should act as a statement of intent and motivate the students to feel a sense of ownership and commitment to their project.

Exercise 7
- Each group will work on these five steps at their own pace. You may want the groups to work on these stages outside of class time, or you may want to supervise their work during class. This will depend on your students, your teaching context and the time you have available. If the students are working independently outside class, arrange for regular short “catch up” sessions with the groups to monitor their progress and help with any problems they may have. If you are using classroom time, be aware that classrooms can be very noisy places and the groups will probably need to find quiet spaces away from the classroom to record any video which involves voices.

NOTES ON TECHNICAL ISSUES
- Make sure students have access to a mobile device, capable of capturing video footage.
- Filming in landscape orientation is best.
- Once students have their footage, consider basic film editing software tools online (e.g. iMovie) or apps (e.g. Vine, Tellagami).
- Internet access is useful. Consider where film footage can be stored – Google Drive, Dropbox or a flash drive could be useful options.
- Remember that royalty-free music only should be used.
1 You are going to make a video in groups. Put a tick ✔ next to the type of video you would like to make.

1 a how-to tutorial ✔
2 a vlog □
3 a walkthrough □
4 a guided tour □
5 a music video □

2 Look at the notes in the table below about an example video. Then complete the table with notes about your own video.

<table>
<thead>
<tr>
<th>Example video</th>
<th>My video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of video</td>
<td>vlog</td>
</tr>
<tr>
<td>Topic of video</td>
<td>cooking</td>
</tr>
<tr>
<td>Things to include in the video</td>
<td>music</td>
</tr>
<tr>
<td></td>
<td>face-to-camera</td>
</tr>
<tr>
<td></td>
<td>captions</td>
</tr>
<tr>
<td></td>
<td>credits (names of the people who made the video)</td>
</tr>
<tr>
<td></td>
<td>props (kitchen, food, cookery books, chef’s hat)</td>
</tr>
<tr>
<td>Things to talk about in the video</td>
<td>why I like cooking</td>
</tr>
<tr>
<td></td>
<td>my kitchen</td>
</tr>
<tr>
<td></td>
<td>my favourite meal</td>
</tr>
</tbody>
</table>

3 Look at the list of people you need to make a video. Match the jobs (1–6) to the descriptions (a–f).

1 scriptwriter ➜ a This is the boss! She or he tells people what to do and when to do it.
2 director ➜ b This person writes the words the actors and narrator say.
3 actor and/or narrator ➜ c This person films the scenes in the video.
4 camera person ➜ d This person makes changes or cuts after the filming has finished.
5 video editor ➜ e These people are the stars. They talk to the camera or tell the viewers the story.
6 researcher ➜ f This person finds out information about the topic before the video is made.
4 In your group decide who will do each of the jobs in Exercise 3. You can each have different jobs, or you can share. Decide how you are going to share the work and write your names next to the jobs.

<table>
<thead>
<tr>
<th>Job</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>researcher</td>
<td></td>
</tr>
<tr>
<td>scriptwriter</td>
<td></td>
</tr>
<tr>
<td>director</td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td></td>
</tr>
<tr>
<td>narrator</td>
<td></td>
</tr>
<tr>
<td>camera person</td>
<td></td>
</tr>
<tr>
<td>video editor</td>
<td></td>
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</tbody>
</table>

**IMPORTANT:** To make your video you need the things in the list below. Make sure you have all these things before you start.

- a camera (for example on your phone)
- an editing app or software
- a memory stick or folder to save your video, photos and music
- the Internet
- music
- props or photos

5 A storyboard shows what happens in each scene. Look at the notes below for the example video. Then write notes for your video.

**Example video:**

<table>
<thead>
<tr>
<th>Topic of scene</th>
<th>What happens in the scene</th>
<th>Extra things for the scene</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why I like cooking</td>
<td>I sit at the kitchen table and talk about why I love cooking. I show photos of me cooking different meals.</td>
<td>captions, photos</td>
<td>2 minutes</td>
</tr>
<tr>
<td>My kitchen</td>
<td>I show viewers my kitchen.</td>
<td>my kitchen, music</td>
<td>3 minutes</td>
</tr>
<tr>
<td>My favourite meal</td>
<td>I show viewers how to cook my favourite meal.</td>
<td>rice, chicken, tomatoes etc.</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

**Your video:**

<table>
<thead>
<tr>
<th>Topic of scene</th>
<th>What happens in the scene</th>
<th>Extra things for the scene</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
6 Now draw pictures to show what will happen in each scene of your video using the storyboard below. When you’re ready, present it to the class.

7 Now you’re ready to start. Using your notes and the storyboard above follow these simple steps – good luck!

1 Write the script for each scene
2 Choose images, music etc. for each scene
3 Record your video and audio
4 Edit your video
5 You’re ready to show it to the world!