

PCSB ITV Middle School Lesson Plan:
Video Scavenger Hunt/Short Story

I. Basic Information:

Name: Wendy Setterberg Position: Video Production Teacher
 School: Lake Gibson Middle School Grade Level focus: 6

Lesson title: Video Scavenger Hunt /Short Story

Subjects: Sunshine State Standard Addressed:
 (List areas that the lesson addresses) (Benchmark, strand, brief explanation)

Language Arts	LA.D.2.3.4 Understand how the multiple media tool of graphics, pictures, color, motion and music can enhance communication in television, film, radio and advertising.
	LA.C.2.3.2 Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
	LA.B.1.3.1 Organizes information before writing according to the type and purpose of writing.
	LA.B.2.3.4 Uses electronic technology including databases and software to gather information and communicate new knowledge.
	LA.B.1.3.2 Drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in presentation of ideas.
	LA.B.2.3.3 Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
	LA.D.2.3.2 Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

Mathematics	MA.C.2.3.1 Understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements..
Visual Arts	VA.A.1.3.1 Uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
	VA.A.1.3.2 Uses refinement and control in handling tools and materials in a safe and responsible manner.
	VA.B.1.3.1 Knows how different subjects, themes and symbols convey intended meanings or ideas in works of art.
	VA.B.1.3.2 Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Technology Training Modules used in development:

Television Production Today

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Student:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Teacher: If applicable to plan.

1. IA - Demonstrate introductory knowledge, skills, and understanding of concepts related to storyboarding, scriptwriting, camera operation, and editing technology.
2. IID - Plan for the management of technology resources within the context of learning activities.
3. IIIB - Use technology to support learner-centered strategies that address the diverse needs of students
4. IIE - Plan strategies to manage student learning in a technology-enhanced environment.
5. IIIA - Facilitate technology-enhanced experiences that address content standards and student technology standards
6. IIID - Manage student learning activities in a technology-enhanced environment.

III. Overall description of the project: What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

The students will be able to participate in a video scavenger hunt to collect images for a short story they will write. They will then edit their scavenger hunt footage with a voiceover of their story. This project will allow them to be extremely creative and to practice their picture composition when filming. It will also allow them to work in groups and practice using Final Cut Pro to edit.

IV. Materials and Resources required for lesson plan implementation:

Storyboards, paper, pens/pencils, digital video camcorder/battery/power supply, microphone, mic cord, tripod, mini DV tapes, headphones, firewire cable, G4 Macintosh computer, Final Cut Pro, LiveType, Photoshop
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V. Any special accommodations: i.e. ESE/ESOL

E.S.O.L – Re-explanation to Spanish-speaking student.

E.S.O.L. – Pair Spanish student with bilingual student.
E.S.E. – Pair with another student to assist.

VI. Assessment/ evaluation of the lesson:

Process	Below Avg.	Satisfactory	Excellent
1. Had clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
6. Worked with group members	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Shot composition	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of writing/editing	1, 2, 3	4, 5, 6	7, 8, 9
3. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
4. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10

Total Score: _____ Teacher's
 Comments: _____

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Ancitipatory Set: The teacher will show the students a pre-made short story on videotape that has a voiceover with footage shot around the school.

Background Knowledge: Student must have the knowledge of writing a news script, creating a storyboard and editing using final cut pro.

Procedure:

1. Teacher puts the students into groups.
2. Teacher gives the students a list 50 items available throughout the school. Students must select 20 items from the list.
3. Groups check out equipment and film their 20 items from the list, paying special attention to shot composition.
4. Students return to class and watch their footage.
5. Students begin writing a funny short story that matches their footage.
6. Once the story is finished, students log and capture their footage into the computer and edit it in Final Cut Pro.
7. Students then record voiceovers of their short story that match the video shots.
8. Students edit the voiceovers with the video.
9. Students print the final project to video.
10. The class and teacher watch and critique all of the short stories.

VIII. Unit Outcomes or Product Produced:

The students will have used technology to complete a video scavenger hunt and to write a short story that matches their footage. They will then use additional technology to edit the footage and short story voiceovers together into a finished project.

VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

Technology is extremely important in the lesson plan. Student must compose shots using digital camcorders, record audio using microphones, keep shots steady with a tripod, log and capture footage with a digital camcorder/Macintosh computer, and edit using the digital editing program Final Cut Pro. They will definitely be immersed in technology during this lesson. The skills they learn during this lesson will be using in their future if they plan to go into the field of television broadcasting.