

Grade 7: Cyberbullying Video Lesson Plan

Whole

Class> Intro to Video Conventions

Ask the class to consider some of the elements of video recording that can be used to support the messages about cyber bullying in their scenes. Post the following list of techniques (just the main word) on chart paper or the blackboard, and ask the students to elaborate on what they mean or how they can be used. You may add to the list, or select only certain of the below concepts that feel are important:

- Framing (what you choose to capture in the camera's eye)
- Zoom (distance from the subject through close ups, mid shots, long shots)
- Angle (above (Bird's eye view), below (worm's eye view), in front, behind, beside, tilted)
- Perspective (whose eyes are we seeing the action through?)
- Movement of the camera (panning (sideways motion), tracking (towards and away from subject), tilting (up and down motion), or any pathway you want!)
- In-camera editing (make cuts by turning the record button on and off, play with pacing and length of clips)
- Location (choose specific sites to film in, option to change setting between shots)
- Lighting (very bright (overexposed), dim, colorful, black and white, sepia, etc)

Small groups>Storyboards

Have the class divide into their small groups for their dance/drama scenes. Give each group a copy of a blank storyboard, and make sure that they have pencils and erasers.

Tell them that as a group they are going to plan out their video, shot by shot. Explain that storyboards are used extensively in film as a way to develop new ideas, prepare for film shoots, and save time and money on set. Encourage groups to consider how the elements of film can enhance the meaning of their dance and drama scenes by revealing subtle details, providing a larger context and setting, or shifting between different characters' perspectives.

Small Groups>Ready, Set, Action!

Film each group's scene, according to their story boards. Some shots may require more than one take - it is at your discretion how many times you let them rewind the tape and re-shoot. Depending on how many video cameras you have available, you may choose to organize the film shoot in different ways. Some options include:

- the teacher operates the camera, and films the scenes one at a time with student input
- select one student to run the camera for each scene, with outside input
- have the teams pair up, and film each other's scenes (this way, more than one group can film at the same time, space allowing)

Keeping track of time will be important during this activity, so that everyone gets a fair chance to record their scene how they want. Depending on how you structure the film shoot, and how many groups you have, schedule accordingly.

Whole Class> View the videos!

As a class, view the videos, using the technology you have available (e.g. tv with DVD player, computer, in the camera, etc).

NB: Depending on the camera, you may need special wires to connect the camera to viewing source, or the footage may need to be imported into a computer program to be viewed. Check with your school tech support before the class to sort this out.

Whole Class> Peer Feedback

For each video they viewed by their peers, ask the students to respond to the following

Prompts:

What message does the video communicate?

What different video techniques are used (e.g. framing, angles, zoom)?

How do these techniques support the message of the video?

What are the strong points and elements to improve upon in the video?

How did the scene change for video versus in live performance?

Collect their peer evaluations for your own reference.