

Videography

A unit in eight 45-60 minute lessons, grades K-12

Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>Content Standard: - Understand legal and ethical issues related to videography - Understand the elements and principles of design and composition</p> <p>Cultural Standards: -determine the place of their cultural community in the regional, state, national and international political and economic systems - identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently and collaboratively use their learning to...</i></p> <ul style="list-style-type: none"> - critique videos for artistic merit and cultural relevance - compose videos of individuals and community life that realistically and artistically reflect life in the village. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Videographers are storytellers. - Videographers capture the moments in our lives for many reasons: to define our cultures and identities, to create social change, to persuade others, etc. - Internet safety protocols, public domain, and permission are essential parts of videography. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - Which videos best tell the story of life in our village? - How can videos be used to make an impact within and outside of our community?
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How to use a video camera - Traits of a video - How to compose and critique a video - The basics of video editing: cut, splice, timeline, audio balance, and use of stills. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Positively critiquing images of peers and how to avoid stereotypes. - Creating images of artistic and cultural significance.

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Participate with a team in the creation of a video that either records an Elder sharing traditional knowledge, or teaches a traditional form of knowledge through the medium of video (middle and high school students). - Participate with a team in the creation of a video about a story or project of an elementary student.
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Journals with reflections on culture, art, technology, and community - Rubrics

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Preparation: Two-three weeks prior to the launch of the unit.

- Read this [article](#) about the efforts of Native American photographers to shape through photography the perception of Native peoples. The focus of this unit is to help your students be image creators that portray their community and its people both artistically and realistically (This article is for rereading if you've started with the photography unit in this series).
- This unit should follow the photography unit. The students should have a more experiential understanding of themselves as image creators and why that is important.
- Video production is more complicated than photography but builds on a similar vocabulary and attitude toward composition and storytelling. This [video](#) shows how far a video production unit can extend through the school and into the community. Consider how you might be able to build partnerships with the community. [Ten basic tips](#): building on photography knowledge, really this is all you need to teach students, but you need to master them yourself first. [The Rule of Thirds](#): a scaled-down primer to this important aspect of composition. [Backgrounds](#): getting both the subject and the background right takes effort on the part of the photographer. [Copyright and Fair Use](#): this is an important issue for both you and your students to understand. Connected with Fair Use is this [primer](#) on Creative Commons. [Cellphone photography](#): even professional photographers admit some of their best photos were shot with their cell phone because that was the camera they had most ready access to. Allow and even encourage your students to use their cellphone as their camera during this unit. [Video Editor](#): This is an excellent tutorial on the video editing software that comes loaded on school most district computers (Some computers have only Windows Video make. Click [here](#) for that tutorial. Share these links with your high school and middle school students and train them to be tutors to the younger students before starting the unit.
- Set up, charge, and become familiar with digital cameras for student use.
- Read through the activities to understand the progression of subjects videoed.
- Prescreen volunteers from outside the community to participate in a student-made, interview-style video. Consider asking people who regularly work pass through the community: nurses, tradespeople, pilots or drivers, and other school district employees other than school staff.

Day 1: Theme - Who Gets to Tell the Joke? and Intro to Storyboarding

- *Prep*: print a [storyboard](#) page for each group before class. Also, have one either enlarged physically or electronically that you can fill in during the part of the unit on modeling.
- *Discuss*: What is your favorite joke? Provide time for students to share before discussing this quote: “Laughter has always been a part of being Indian, and Native humor is culturally distinct and complex. Indigenous languages and storytelling are integral to the cultural uniqueness of Indian humor...We like to make fun of ourselves and to not take ourselves too seriously.” What is this writer saying? Do you agree or disagree? Why or why not? [Cynthia Lindquist Mala](#), May 1, 2016,
- *Watch*: this 4:00 [video](#). Ask: is this funny to you? Who is in control of the joke? What is her attitude toward his mistakes? What is his attitude entering into this video? In the video notes, the creator writes: “We had fun with this one! No offense meant to anyone with these names, they're all beautiful and I wanted to share some of the many amazing names we have in Ireland with the rest of the world! Please note that this video is for entertainment purposes. It's fun but also important to learn about other cultures, and learning about each other has been one of the best parts of our relationship, and the source of so much laughter still to this day!” Discuss what this might teach you about another culture
- *Brainstorm*: What would a version of this video made here look like?
- *Teach*: Filmmakers use a structure to tell the story called a storyboard. The video we watched has a very simple structure: Intro > Prompt > Response > Reply > Repeat
- *Analyze*: Where was that video shot? From what distance? What is the background? How are the names shown to the boyfriend? How are they shown to the viewer? Where are the people looking? If necessary, watch another 1-2 minutes to notice these features, then return to these questions.
- *Watch*: 2-3 minutes of this [video](#), which is the same theme but shot differently.
- *Model*: create a [storyboard](#) page for this Introduction project. Invite student input.

- *Assign*: students in film crews of 2-3 students, combining older and younger students. Have them storyboard 2-4 scenes. Are they going to have four people react to one word or one person react to four words? Who would the person be and why?
- *Explain*: This is a chunked video project. The goal is to blend together videos filmed by separate film crews into one finished project. The class's finished video will use the best segments from each film crew to make our version of this funny video.
- *Journal*: "Our group has some great ideas, like... The words I want to use are... I think this project will be... because... I'm still wondering..."

Day 2: Theme - Overcoming Technical Difficulties, Part 1

- *Prep*: Choose four words in a non-Native, non-English language that the students can use during their practice interviews with classmates. For example, from Spanish: *baño, pollo, arroz, sábado*
- *Explain*: The goal is to create an interview video with your group and words you don't know so that we can practice all the video, sound, and interview steps and learn from our mistakes and successes in a fun way.
- *Teach*: You have all seen lots of videos before. What makes a "bad" video where you can't really see or hear? What makes a "good" video that's easy to understand? 3 simple technical tips that will improve any video 1) Medium view shot:-this is from the waist to the head. It requires having the camera close to the subject without using the zoom; 2) Lighting: when indoors use a lamp or place the subject near a window (but not backlit by a window). When outdoors, have the subject and camera in the shade or shoot on a cloudy day; 3) Sound: either use your video camera's mic (which picks up best at about 2-3 feet) or use an external mic. The two interview videos from the previous lesson did this differently. The second video handed the subject a microphone. The first video probably had an external mic on a table just out of view of the camera.
- *Solve*: how will you have your interview subjects read the word for the first time? In both videos, the audience never saw what the person was reading. A computer screen? A printed copy? How big would the words need to be? One per page/screen or all in a list?
- *Teach*: how to start and stop recording on their camera. It is better to make many short clips (many small files that can be moved around when editing) than to turn on the camera and leave it running (creating one large file that needs to be later cut into smaller files). Students may be very familiar with this concept because of Tiktok, or reels on Instagram.
- *Assign*: the camera person, the interviewer (even if it is just showing the word to be pronounced), and the subject. Everyone will take turns in each role in this practice video.
- *Disperse*: spread groups out far enough that they don't pick up distracting visuals or background noise. They also need to be close enough to you so that they can be monitored and redirected as necessary.
- *Monitor*: answer questions and make suggestions. When they are getting close to finishing, tell them to review their raw footage on their device and discuss what went well and where they had problems.
- *Debrief*: Share struggles and successes as a whole class and list them on chartpack paper. Look for patterns and focus on technical skills—session 3 opens with solving some of the common challenges.
- *Journal*: "This was easy/hard/fun for us because... One of our technical challenges today was... We solved it by... Next time we have a problem we can..."

Day 3: Theme - Overcoming Technical Difficulties, Part 2

- *Review*: challenges from the previous session.
- *Encourage*: peers to provide solutions to those challenges that they found.
- *Provide*: 10 minutes to reshoot. This is enough time to employ a solution and to film at least one better clip.
- *Edit*: Hopefully, the older students watched the Window's Video Editing software just before this unit launched. In this session have them watch this much shorter [video](#) with their multi-age team to review the essentials.
- *Work*: Student groups have two tasks: 1) watch all their clips and export a copy of the best one to a teacher-designated shared folder (you or an older student will later make a video pulling from these clips), 2) create a 1-2 minute video with a title card.
- *Circulate*: provide assistance as necessary.

- *Debrief:* Share struggles and successes with the whole class and list them on chartpack paper. Identify which difficulties were overcome by solutions offered by others at the beginning of this session. Session 4 opens with solving some of the new challenges.
- *Journal:* “Today’s shoot went ___ than yesterday because... Sometimes working in a group is... because... So far, I’ve learned how to... I know this clip was the best because...”
- *After hours:* Assemble (or get a student volunteer) to create a “Best Of” video from the clips submitted.

Day 4: Theme - Interview Video Shoot

- *Prep:* This is a shoot day for the Interview video. It is unlikely that you will have all the volunteer interviewees on the same day or at the same time. If groups are waiting for interviewees, they can skip ahead to Session 5- The Practice Demonstration Video.
- *Hook:* Show the “Best Of” video from Session 3. Critique. What works well for you as a viewer? What might need to be improved? Is everyone on our team represented somehow?
- *Review:* the collective learning of the groups in regard to the following: setting, lighting, camera, sound.
- *Film:* Student groups have two tasks: 1) groups watch all the clips and export a copy of the two best to a teacher-designated shared folder (you or an older student will later make a video pulling from these clips), 2) create a 1-2 minute video with a title card.
- *Journal:* “We interviewed ___ because... Something new I learned about our community was... I thought our “Best of” video was because... Something new I learned about videography is...”

Day 5: Theme - Practice Demonstration Video

- *Prep:* Load this [video](#) about how to make salmon cakes. Have the supplies on hand to make peanut butter and jelly sandwiches and blank storyboard sheets from Activity 1.
- *Explain:* Think of a time you read about how to do a task vs. you observed someone else doing it. The next video they will create will be a demonstration video of an Elder or community member sharing how to do something. What is an important skill in our village that more people should know how to do?
- *Watch:* the salmon cake video. Stopping and noting the different types of camera positions, graphics, sound, and background.
- *Extend:* watch these very differently produced cooking videos, [Peaceful Cuisine](#), [Donal Skehan](#), [J. Kenji Lopez-Alt](#) Discuss similarities and differences.
- *Distribute:* storyboard sheets to each group. They need to plan a 30-60 second video of how to make a peanut butter and jelly sandwich. Storyboard notes must specify the location, lighting, graphics, and sound plan.
- *Review:* plans and give constructive feedback. Why did you make these choices? Why do you predict they will help the viewer understand?
- *Work:* Film and edit.
- *Debrief:* Share struggles and successes and list them on chartpack paper. Identify which difficulties were overcome by solutions offered by others or from previous mistakes. Session 6 opens with solving some of the new challenges.
- *Brainstorm:* community members who have a skill that could be shared and filmed in a short video. Note, that this person does not need to be considered an Elder. For example, it can be an auntie who would be comfortable in a video and has a favorite recipe that she could cook or an uncle showing how to secure a load on a 4-wheeler.
- *Share:* ideas about how to ask a person to be in a video. What if someone feels anxious or uncomfortable? What will the audience be? How can you help them participate?
- *Journal:* “It would be a good idea to have a video of... doing... because... Learning through a demonstration will help others because...”

Days 6: Theme - Film Demonstration Video with Community Member

- *Prep:* Interview the community member about their demonstration first so that a storyboard can be developed before the shoot.
- *Review:* with all groups all lessons, experiences, and equipment about how to produce a high-quality video.
- *Approve:* storyboards and assign students equipment and locations to shoot.
- *Film:* assist in assigning roles if needed.

Days 7: Theme - Edit Demonstration Video

- *Prep:* There will be a couple of students with advanced editing skills. Ask them to provide a set of pointers and tips at the beginning of the editing session. Then they can serve as experts who float around the room to provide assistance during this final editing session.
- *Review:* Before rendering the video, students should get peer feedback before submitting for teacher approval.

Day 8: Theme - Showcase films

- *Prep:* The Interview Video will be a “Best Of” with clips from each group. This will need to be edited and finalized by you or by older students before this showcase session. Each group's Demonstration video will also be shared. Have an accurate running time for each film so that you can sequence them from shortest to longest and plan for a break, if necessary.
- *Invite:* Community members who were featured in a film, plus students' families and anyone invested in the life of the village!
- *Share:* with students that their practice Interview and Demonstration videos will not be shown.
- *Prepare:* technology to show films on the largest monitor or screen available with suitable speakers.
- *Arrange:* seating for guests.
- *Prepare:* refreshments.
- *Question and answer.*

Suggested Resources

Article on the use of TikTok to [positively](#) share culture:

Extensions

Suggestions and space to make notes.

- **The goal of this unit is to prepare students to make high-quality videos of demonstrations or storytelling sessions by Elders. These opportunities arise in connection with the school, village, and tribal events.**
- **Get inspired by the framework of this [video](#) about foods from around the world to make a collaborative video with other Alaskan youth about a Native food, like salmon.**