

Unit: Teen Social Justice
Lesson Plan 1: Positive Mental Health Video
9th - 12th Grade

I. Standards & Benchmarks:

NACS (HS):

- **Investigate, Plan, Make:** VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- **Investigate, Plan, Make:** VA:Cr1.1.11a: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- **Synthesize:** VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

II. Outcomes:

Ability to storyboard, and record and edit video via Adobe Premiere, iMovie, and AfterEffects; Take the subject of Positive Mental Health and share their experiences meaningfully.

III. Anticipatory Set/Motivation:

- Possible Video Samples to show: <https://www.youtube.com/watch?v=tM0blqK7Qas>,
<https://www.youtube.com/watch?v=wdVitjTI0J4>,
<https://www.youtube.com/watch?v=cZdKFZ0eQj8>
- Looking at other works to identify basic videography method usage
- Brainstorming, mind-mapping, storyboarding to establish target subject matter and intent

IV. Model the Process:

Criteria:

- 1-3 minutes of final rendered video
- Horizontal format
- Maximum quality possible (720p or 1080p)
- Name, project title, class, term listed at title frame
- Submitted via Google Drive, Dropbox or other streaming service (ask first)

Task Analysis:

- How to mind-map
- How to storyboard
- How to capture footage, methods
- How to trim footage
- How to compile and modify footage in Premiere, AfterEffects, iMovie (other video editing software acceptable with teacher approval)
- How to add visual resources, audio, and effects in post

Prior Knowledge:

Brainstorming, basic drawing, basic computer and video capture knowledge

Vocabulary:

Panning, zooming, trimming, cropping, masking, transitions, timeline, keyframe, rendering, audio, video, resolution, staging, lighting, mental health

Materials:

- Design brief
- Sketch paper and pencils
- Storyboard worksheet
- Computers with Adobe CC, CS6, or 5 (other free or Microsoft based video software TBD)
- Video cameras (student phones also acceptable with teacher approval)

Demonstration:**Section 1:**

- Overview design brief
- Show examples
- Pick a partner for the duration of the project, explain why
- Explain brainstorming
 - Demo brainstorming
 - With partner, mindmap
 - Allow 10 minutes to determine idea
 - Teacher give feedback
- Overview storyboard worksheet
 - What to do / not to do
- Verify storyboard progress by end of class
- Establish that footage must be captured one week from now
 - Demo shooting footage

Section 2:

- Pull out storyboard and turn in – return to students before end of class
- Demo uploading, downloading, importing footage:
 - Dropbox, Google Drive upload from device
 - Download to work computer
 - Import to software
 - Video timeline
 - Trimming video
 - Referring to storyboard
 - Modifying audio
 - Exporting
- Remainder of class for student work time, checking understanding, assistance
- Final video due next class
 - Sent via Google Drive, Dropbox, etc. BEFORE CLASS
- Save all work and close out computers when done

Section 3:

- View each video, give students opportunity to ask questions, etc.
- Verify all student projects are turned in via Dropbox / Google Drive / Links

V. Check for Understanding:

- Do they have a mind map of ideas?
- Does their partner understand their idea?
- Is their story board flushed out?
- Are they able to upload/download their footage?
- Are they able to import their footage?
- Can they trim clips, apply audio, apply blank frames, text, etc.

VI. Monitor & Adjust:

- Verify their concept is honed in, mind-maps and storyboards are completed
- Verify their partners are participating, helpful, etc.
- Verify ergonomics are acceptable for computers
- Provide guided assistance and specific demos if necessary

VII. Accommodations:

- Motor skills – Guided assistance
- Vision difficulties – Enlarge fonts in system dialog
- Color blindness – Pair up color blind students with non-color blind students
- ADHD – Get up, walk around the room quietly and see what other students are doing

VIII. Clean Up:

Clean up procedures indicated in Demonstration process (5 minutes, dry per each class)

IX. Closure & Assessment:

1-5 Scale for each (25/25):

- Section 1: Objective & Outcome

Is the mindmap and storyboard understandable? Does it demonstrate the concept of the video?
Does the video reflect the preliminary work done?

1 2 3 4 5

- Section 2: Craftsmanship & Technique – Attention to detail and tool control

Is the video rendered properly to meet the requirements (ie, size, length, quality, etc.)?

1 2 3 4 5

Is attention to detail paid for footage capture? Was the audio considered, lighting, panning, smooth control of the camera, etc.?

1 2 3 4 5

- Section 3: Execution & Time Management

Focus and attention to task of assignment; Did the student's participation in discussion, one-on-one instruction, and use of peer-to-peer involvement add to their overall success? Did

they demonstrate building on previous assignments?

1 2 3 4 5

Did the student thoughtfully work through all problems that arose? Does the work appear rushed?

1 2 3 4 5

Design Brief : Positive Mental Attitude

Name:

Partner:

Period:

Final Due Date:

Objective:

Create a video that shows, explains, explores, or demonstrates something you genuinely enjoy doing, something that motivates you, or generally makes you happy.

Requirements:

- 1 complete video per student by final due date
- 1-3 minutes of final rendered video
- Horizontal format
- Maximum quality possible (720p or 1080p)
- Name, project title, class, term listed at title frame
- Submitted via Google Drive, Dropbox or other streaming service (ask first)

Rubric: (25/25 possible)

Is the mindmap and storyboard understandable? Does it demonstrate the concept of the video? Does the video reflect the preliminary work done?

1 2 3 4 5

Why?

Is the video rendered properly to meet the requirements (ie, size, length, quality, etc.)?

1 2 3 4 5

In what areas were criteria met/not met?

Is attention to detail paid for footage capture? Was the audio considered, lighting, smooth control of the camera, etc.?

1 2 3 4 5

Explain:

Did your participation in discussion, one-on-one instruction, and use of your partner, add to your overall success? Were you able to apply previously learned techniques to this project?

1 2 3 4 5

Did you thoughtfully work through all problems that arose? Does the work appear rushed?

1 2 3 4 5

Mind Map : Positive Mental Attitude

Name:

Partner:

Period:

Final Due Date:

Ask yourself:

What are some things you enjoy doing? What are some things in your life that make you happy? What motivates you to do the things you do? **Create a mind map in the space below to explore ideas.**

Storyboard : Positive Mental Attitude

Sketch key locations, ideas, or frames you want to portray in your video.

Note what you want to happen for the duration of the video.

1/2

Name:

Partner:

Period:

Final Due Date:

Storyboard : Positive Mental Attitude

2/2

Sketch key locations, ideas, or frames you want to portray in your video.

Name:

Note what you want to happen for the duration of the video.

Partner:

Period:

Final Due Date:

