



## Session 17 “Video Storytelling I” (90 MIN)

### INTRODUCTION (10 MIN)

#### Energizer “Silent movie”

<b>Activity</b>	<ul style="list-style-type: none"> <li>Energizer “Silent movie” (DW Akademie MIL Guidebook, English edition p.138)</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students tell and act out creative stories</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>1” Divide the group into “narrators” and “actors”</li> <li>1” The first narrator starts with one or two sentences that mark the beginning of a made-up story and introduces a couple of figures</li> <li>1” Some of the actors take on these roles as in a silent film: without speaking, they use exaggerated gestures and facial expressions to portray what the narrator has said</li> <li>7” The next narrator carries on with one or two sentences, more actors are added, and so on</li> <li>The idea is to have each narrator continue the story, so that the parts are related and that roles are created for all the actors as the story unfolds</li> </ul>	
<b>Material</b>		
<b>Notes</b>		



## BODY PART (70 MIN)

### **Trainee Centered: Pair work** Developing a story idea and storyboard for a video production

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<b>30"</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students understand visual narrative language</li> <li>• Students plan a video sequence with a storyboard</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 5" Divide the students into groups. Ask each group to come up with an idea for a short video production. The topic should be relevant to their lives and the production shouldn't be too complicated (limited number of actors, scenes and just one location)</li> <li>• 5" Discuss the story ideas with the students and make sure they are realistic: production time is limited</li> <li>• 20" Ask them to plan their video shoot with a storyboard. Ask them to sketch out their ideas for pictures on a storyboard, noting the shot size to be used under each sketch. Major jumps, such as a long shot to a close-up, should be avoided</li> <li>• As they work, go from group to group, give them feedback and assist them</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Worksheet "Storyboard" DW AkademieMIL Guidebook, English edition p. 149</li> <li>• Pens and markers</li> </ul>	
<b>Notes</b>		



## Create: Active Media Work Video sequencing – storyboard for the five-shot rule – production of a video

<b>Activity</b>	<ul style="list-style-type: none"> <li>Group work: Video production</li> </ul>	<b>40''</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students create videos about topics relevant to them</li> <li>Students produce videos applying the “grammar of video” (different shot sizes, camera angles, pacing, five-shot rule etc.)</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>40'' Based on their storyboards, the students record their various shots. Provide individual assistance, tips and suggestions where needed</li> <li>Remind the students to record a bit of free space at the beginning and end so they can be edited later</li> <li>It is also wise to record several takes of each shot size, so the best one can then be selected in the editing process</li> <li>Panning shots and zooming should be avoided since these movements cannot be edited – the professionals never cut a panning shot until the camera has come to a standstill, and they don't cut zoom shots until the zoom is complete</li> <li>Explain that there will be additional time in the next session to edit the videos</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>Worksheet “Storyboard” DW Akademie MIL Guidebook, English edition p. 149</li> <li>Video cameras or smartphones</li> <li>WiFi</li> <li>Computer</li> <li>Projector</li> </ul>	



## Notes

### 3. CONCLUSION (10 MIN)

#### Reflection

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Discussion / Reflection</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students clarify open questions, cool down</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 10” Students reflect on the production process, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear</li> </ul>	
<b>Material</b>		
<b>Notes</b>		

#### ASSESSMENT

- Attendance
- Participation in discussions and group work
- Result of active media work (content, creativity) ...