



## Session 18 “Video storytelling II” (90 MIN)

### INTRODUCTION (10 MIN)

#### Energizer: Video track seeks audio track

<b>Activity</b>	<ul style="list-style-type: none"> <li>Energizer: “Video track seeks audio track” (DW Akademie MIL Guidebook, English edition p. 138)</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students get back into thinking about video and how video is a combination of moving pictures and sound</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>Before class, make a list of a few simple actions, for instance “talking on the phone,” “starting up a moped,” “getting annoyed,” “laughing at a joke”. You will need half as many actions as you have trainees in each group. If you have 10 students in each group, you will need five different actions. Then write each action on two slips of paper, once with the added instruction “video track - silent”, once with “audio track - sound”</li> <li>1” Divide the students into groups and explain that this game visualizes how visual and audio material is synced in video. The groups will compete against each other. The basic idea is that several video and audio tracks have gotten mixed up and need to get back together</li> <li>1” Each trainee draws a slip of paper with an action and an instruction</li> </ul>	



# MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> <li>● 8" When you give the start signal, the "video tracks" pantomime the appropriate movements for their action, while the "audio tracks" make the appropriate sound</li> <li>● Once the corresponding tracks have found each other, they form a pair and stand back-to-back without moving or making a sound</li> <li>● The group that puts everything together correctly first wins</li> </ul>
<b>Material</b>	Slips of paper with actions – two versions for each: "video track – silent" and "audio track – sound"
<b>Notes</b>	

## BODY (70 MIN)

### 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>	40 "
<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>● 2" Remind the groups that they will pick up their production where they left off during the last session. Ask whether there are questions or challenges and help where necessary. If everyone is ready to go, let them continue with their video production</li> </ul>	



# MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> <li>● 35" Once all shots from the storyboards have been recorded, the groups review their material and choose the best takes to be used in the editing process</li> <li>● Ask the students to first make rough cuts and to line up their various clips in the right order. Then they should do the final edit and save the video</li> <li>● 3" The students then export the video from the app and upload it to the Facebook group</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>
<b>Notes</b>	

## Trainer Centered: Feedback Students present their videos and give and get feedback

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Presentation / feedback discussion</li> </ul>	<b>30</b> "
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students examine how videos make use of the principles of telling stories with video</li> <li>● Students recall quality criteria for video storytelling</li> </ul>	



# MEDIA AND INFORMATION LITERACY

<b>Steps</b>	<ul style="list-style-type: none"><li>● 30" Once the videos have all been produced, have the students come together for a group presentation. Each video presentation is followed by a round of applause and then feedback from all the groups</li><li>● Points of discussion can include the various shot sizes that were applied or not applied, their variation, and the technical implementation, continuity, clarity, and creativity of the video</li></ul>
<b>Material</b>	<ul style="list-style-type: none"><li>● Computer</li><li>● Projector</li><li>● WiFi</li></ul>
<b>Notes</b>	



### 3. CONCLUSION (10 MIN)

#### Discussion / Reflection or Energizer “Cut it”

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Discussion / Reflection or Energizer “Cut it” (DW Akademie MIL Guidebook, English edition p. 138)</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” After all the students have discussed their videos, they reflect on the production process, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear.</li> <li>• If you have additional time, play the energizer “Cut it” (DW Akademie MIL Guidebook, English edition p. 138)</li> <li>• Divide trainees into two groups. Then have each group form a line and hold hands</li> <li>• The first person in the line lets go of their neighbor’s hand and becomes the cutter while the rest of the group are the “raw material” that the cutter must rearrange into a new sequence</li> <li>• Tell cutters how their material should be arranged, according to e.g., sex, height, trouser length, shirt color etc.</li> <li>• Now give cutters the signal to start arranging their material into the right sequence. Cutters use their arms to split the link between two hands and may only make one cut, then properly rearrange the two cut parts before making the next cut</li> <li>• The first group to finish wins</li> </ul>	
<b>Material</b>		
<b>Notes</b>		