

ESTIMATED TIME

2 class periods

PREREQUISITES

- Available equipment: camcorders and support, audio recorders and support
- Be prepared to demonstrate or have another demonstrate how to use each piece of equipment.
- Projector for **Setting Up the Environment** presentation
- Computers with internet access

RESOURCES AVAILABLE

- **Video and Audio Skills Rubric**
- **Video and Audio Skills - Feedback Form**
- **Setting up the Environment presentation**

ACROSS THE CURRICULUM

Knowledge of how to capture video and audio is a great addition to the students' toolbox of skills. They can use this information when interviewing someone for a paper or capture video of a presentation. There is a myriad of ways that video and audio recording technologies can assist students in the academic setting.

LESSON PLANNING

LESSON GOAL

Develop proficiency in using audio and video equipment to express oneself in a multimedia presentation.

Essential Question

How can I use video and audio to communicate?

Student Expectations

1. Observe the demonstration about proper use of technology equipment.
2. Record a 30-second introduction of self.
3. Fill out a feedback form for peer critique.
4. Participate in class discussion.
5. View a presentation and take notes about setting up appropriate audio/visual environment.
6. Refine 30-second introduction based on new information.
7. Fill out second **Feedback Form**.
8. Write a reflection about the lesson according to prompt.

LESSON OBJECTIVES

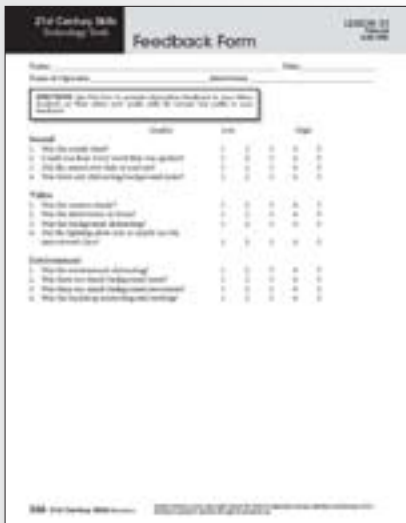
1. Demonstrate basic skill in using audio and video equipment.
2. Create a multimedia self-expression.

RATIONALE

In the 21st century, digital video has made filming more accessible than ever before. Millions of people blog, connect to YouTube, and share thoughts across the Internet every single day. Young students need to know the basics of capturing their thoughts and how to appropriately share that information with their learning community. Knowledge of how to shoot a video and how to capture audio will assist students in their video self-reflection as well as other class projects.



Video and Audio Skills Rubric



Feedback Form

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Begin this lesson by distributing *Video and Audio Skills Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following.
 - a. Display the available equipment (video camera, audio recording devices) that is available.
 - b. Ask which students have used this type of equipment before. Identify particular students as a/v support.
 - c. Demonstrate or have someone demonstrate basic use of each piece of equipment.
 - d. Review school policy regarding use of equipment.
2. **INDIVIDUAL** Give students 5-10 minutes to plan a 30-second self-introduction that will include name, grade, age, school, and one interesting piece of information about themselves. Stress the importance of planning to make use of equipment more effective and efficient.

ASSESSMENT

Introduction Planning Plan a 30-second recording.

3. **PAIRS** Pair students to use the camera or digital audio recorder. Have students record the 30-second self-introductions they have planned.

ASSESSMENT

Introduction Recording Record a 30-second self-introduction.

4. **SMALL GROUP** Group three pairs of students into small groups to share their 30-second introductions. Have each student use copies of the *Video and Audio Skills – Feedback Form* to critique each 30-second introduction. Then have them discuss the feedback.

ASSESSMENT

Feedback Complete a *Feedback Form* for each 30-second video introduction.

5. **WHOLE GROUP** Discuss strategies for setting up an environment that is the most conducive to capturing video and audio. Record the key points of this discussion. Then present *Setting up the Environment*. Have students take notes about key points.

ASSESSMENT

Presentation Discuss, engage in presentation, and take notes about key points.

6. **PAIRS** After the presentation, give students time and access to equipment to re-shoot their introductions using their knowledge of the environment.

ASSESSMENT

Refine Introduction Produce a recording using information from presentation.



Seeing Up The Environment



Student Pages

7. SMALL GROUP Once the introductions are complete, reconvene the small groups and have students review their second 30-second introductions and complete and review the **Feedback Forms** for each introduction. Ask the groups to compare the two sets of feedback.

ASSESSMENT

Feedback Complete a **Feedback Form** for each 30 second introduction.

8. INDIVIDUAL Have students save their recordings in **My Workspace** in **Sakai**. Then have them use the **Sakai** Assignments Tool to submit the recording for evaluation.



ASSIGNMENT 1

ASSESSMENT

Publish Recording Submit a self-introduction recording for evaluation.

REFLECTION

Have students reflect in writing on the following. When complete, have students use the **Sakai** Assignments tool to submit their reflections for evaluation.



ASSIGNMENT 2

1. You have just received an orientation to video and audio capturing technologies. In what ways can you use these two technologies in school?
2. Describe the perfect environment to *shoot* in.
3. An upcoming assignment is to describe the skills and abilities that you use in school and at home. What skills and abilities do you use at school and home now?
4. After hearing and seeing yourself, what strength of yours do you think is best captured in this medium? For example, if you express yourself very well in person, do these technologies allow you opportunity to fully develop your thoughts or your facial expressions?

ASSESSMENT

Reflection Complete a reflection on audio and video recording.

ASSESSMENT

Use the **Video and Audio Skills Rubric** to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. Also review the **Feedback Forms** and compare the results from the first introductions to the second.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Technology

Technology for Productivity Applications

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Understanding Operations

1. Identify and use input and output devices to operate and interact with computers and multimedia technology resources (e.g., digital video camera, mobile cameras-a camera on a robot base, like a Mars rover, how to connect analog equipment to digital equipment).

Technology and Communications Applications

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Use of Communications

2. Use technology to publish information in electronic form (e.g., Web, multimedia, digital video, electronic portfolio).

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs will benefit from this lesson. Plan on providing additional support to plan and produce the 30-second introductions.

GIFTED AND TALENTED

Gifted students may be challenged by asking them to be support staff for the camcorder or digital audio technologies. They can walk around the room assisting pairs who are confused or are otherwise having difficulties. Gifted students may also provide technical assistance when it comes to uploading video and submitting it to *Sakai*. Finally, gifted students could work ahead on helping the advisor set up the space for the *Video Self Reflection* lesson, which is the next in the sequence.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Access this site for a basic guide to using video cameras. http://www.ehow.com/how_5381_learn-video-camera.html

PRINT RESOURCES

- Have the instruction manuals for each piece of equipment available for student use.