

Lesson Transcript

T = Teacher (Philippa Haynes, New Prospect Elementary School, Inman, SC), S = Students

MODEL/GUIDE 1

P: Alright, for the last couple of days we have been talking about organizing all of this information that we have been gathering, because today we are going to get ready to create our How-To videos on what to do when a severe weather storm approaches. Before we talk about the specifics of writing the script, turn to the person sitting next to you and tell them what do you already know about creating a script.

(kids turning and talking)

S: CAPTION: First of all, you could write steps or you could your name or whoever is going to say what -

T: I like the way he compared the how-to video scripts to what?

S: A Play

T: Why are those two genres similar?

S: Because they both have lines

T: They have parts or lines for when somebody says something. Very good. Well today, we're going to take a look at some different examples of how-to videos, and hopefully this will get your creative juices flowing. That way we can talk about what we're looking for when we're making these how-to videos, and then how to make them entertaining. So first off, let's look at how to make them entertaining. So this first one I'm going to show you is how to stay safe during a tsunami. So put your eyes up here and let's take a look. (Video plays— speaker talks in a monotone).

(view of children watching). Video: In conclusion, now you know how to survive a tsunami.

T: What were some things that the video did really well? What were they trying to convey how to stay safe during a tsunami? What were some things they included that made you say, uh, OK? L, what were you thinking?

S: If you get sucked into a tsunami, find something like a raft.

T: OK, so they were giving you a plan – what to do. If this happens, a tsunami's coming, you're going to want to go do this. So they included – what do we call those –

S: Details

T: They are details, they are safety – procedures, right? Safety procedures of what do I do? What else?

S: They said climb a tree if you can't climb a house.

T: OK, so were they definitely trying to make sure their accurate information/ Absolutely. Was there anything in the video that you thought was entertaining?

S: Umm – (pauses) Let me think -

T: Tell us what we mean by entertaining first, P. What does that mean if something's entertaining?

S: Fun or something.

T: Sorry I didn't hear you, say it one more time?

S: Fun.

T: If it's fun or – what would be another synonym?

S: Enjoying

T: Enjoyable. Makes you want to

S: Do it.

T: Watch it, right? Exactly, so what were some things in that video that made it entertaining, or do you think it wasn't entertaining?

S: CAPTION: It wasn't really entertaining because it was really just about facts and stuff about how to stay safe in a tsunami.

T: Hmm. I want you to turn to your partner right now and talk with your partner about whether or not you thought this video we just watched was entertaining.
(kids turn and talk)
T: I heard one person say they didn't think it was very entertaining, what about you, H? S: CAPTION: I think it was entertaining because it said like if you couldn't climb a house he gave you another thing you could do. T: OK, you're right, you liked the way they were giving you, if this doesn't work, then try this, really giving you specific information. But let me ask you this, was that entertaining?
T: Did it make you, oh, I want to watch this, just like I would watch cartoons? S: ummm – (shakes head no) T: Maybe not. She's shaking her head no, maybe not. B, what do you think? S: I think it's not entertaining because like she says, like she should have – she said it in a deeper voice, she could have said like, higher.
T: Oh, so what is B doing? He's giving her what – what do we call that when we try to help someone make it better – constructive – constructive what? S: Criticism. T: Criticism. Very good, F, constructive criticism where you're trying to help somebody get better. So B, I hear you saying that if she had made a change in her tone of voice and acted like she was excited, it would have been more entertaining. That's a good point. Can you give an example of that, B. What would that look like?
S: Like, in a higher voice, she should have said, "If you get sucked into a tsunami, try to find a raft." Instead she says, (mumbles and monotone). T: Which would you rather listen to, the first or the second? S: First. T: Yeah, I'm thinking that too. Is anybody else thinking the first? (hands go up). Yes, because you can tell he's a little bit more excited.
T: So, I hear you saying information's important to you, but what's also important? S: Entertaining. T: Is it entertaining.
MODEL/GUIDE 2
So let's look at another video that we've done. This is a how to video of a script that some of your friends have already created. A couple of weeks ago we were looking at the process of how to create a how-to video, and one group decided to do how to catch a football. So let's take a look at some things where they're giving us accurate information, and then did they make it entertaining. SO let's watch.
(watch video from the class)
T: Let's talk about this video. First give your friends a round of applause because some of them look a little embarrassed, but we're going to have to give you some compliments. What were some things that they did really well with this how-to video, Miss R? S: First of all they didn't know how to catch, but then they knew how when they just said the steps. T: Oh, so it was like a teacher and a student, right?
S: They were like, step 1, step 2, step 3. T: So the steps were what? S: Helpful, because like if you did like, look at the ball, catch it, throw it, then hold out your hands, it wouldn't make any sense.
T: So we learned a couple of other things to possibly include entertainment-wise. P talked to us about how it might be good to include some steps, that was helpful, helping the viewer remember what they

were supposed to be learning. T: So let's look at another how-to video. This one is on how to tie your shoe. And I want you to notice if they did anything to help you remember the information really well. So let's take a look.
(Tie shoe video with song)
(Kids watching video with song in background)
S: They kind of like, they also showed you how to do it and not just singing the song and just doing it.
T: Oh, so what did she notice this how to video included, the information was set to a what – S: Song T: Song. Songs are really fun for us to listen to and it's almost like your brain takes it in right away and you're like, I've got it. I'll be honest, the first time I listened to this video, I went home, and I was, Troy, (sings) You, too, can tie your shoe" I was singing it, and I only listened to it one time. So did making a song help me remember all the information about how to tie a shoe? Yeah. Something to keep in your mind when you are getting ready to create your own how to scripts. Miss P? S: They also repeated it for you, just in case you forgot. T: That's a really good point.
T: Can you imagine? If when you were presenting about your severe weather and you just listed all this information and then you said, "I'm done!" Would your friends remember it? No. So something else to be thinking about. Maybe thinking about putting it in a song, or maybe repeating some of that information so your friends really get it. Let's take a look at this last how-to video, and let's keep in mind, are they conveying information, and how are they making it entertaining while they do that.
(Video): All right, easy dribbling drills. Back and forth, cross over, now you try – no,no,no, you're figure skating not figure eights.
T: I heard a whole lot of giggles. So that means something must have been entertaining. Let's talk to our friend about what we thought was really entertaining about this.
(kids turn and talk) –
T: So what I hear you telling me then, where we've got the teachers and then the students. S: And they're doing it completely wrong. T: And the student might be doing it wrong but it makes the viewer want to do it like who- S: The teachers. That makes me sit up and think I don't want to be over here doing it all goofy, I want to do it the right way.
TRANSITION TO COLLABORATIVE PRACTICE
T: Well today you are going to have the opportunity to create your own how to stay safe in a severe weather storm. You have been researching about the specifics of your weather, so now you'll write your own scripts – I already see some conversations going, but listen first. I want you to make a script of your how-to video. A script looks like a what – we compared it to a what? S: A play. T: A play. So when you write your script, you have to make sure you have – you told me G S: Who's talking. T: Who's talking. There's 4 things I want you to keep in mind.
T: I want you to tell me, what your severe weather is – so if you're doing tornadoes, somewhere you have to tell me, this is about tornadoes; I want you to tell me what your severe weather looks like – so how do I know it's a tornado and not some other storm. What are the effects of this severe weather is on people and objects. So what do you think I'm looking for there? S: What it can do T: Like the damage it can cause? Absolutely. And then how can you stay safe. 28:48 So this is the information I'm looking for you to convey in your scripts. But when it comes to the entertainment piece, I'll let your group decide that.
T: I cannot wait to hear and see the creation of all your scripts. One thing I do want to comment – put in your brain – do you think you'll be able to include all of those entertainment tricks that we talked

about in your one script?
T: Why do you say no? R's face is like, no, don't do that. Why do you say that? S: CAPTION: Because like only it can be one piece or it will be like too funny and they won't recognize what you're trying to talk about.
T: That's such a good point. We don't want it to be so funny that the information gets what S: Goofy T: Goofy, or lost, where we forget why you even made this video. Because the information is the most important piece, you're just trying to figure out how to make it entertaining.
T: I have for each group I'll give you all of your research information, and I've also included directions just so you remember those 4 things Ms. Haynes wanted me to include in our script. And then I've also got your blank piece of paper to write your scripts.
T: Questions?
S: Does everybody get to be on the green screen or no? T: Everybody will be on the green screen. S: Yes! S: CAPTION: We can use stuff like - a good guy to help (points to the video example)
T: That would be something you'd want to talk about with your group, right, if you're thinking you want to do like a teacher-student, you'll need to talk with your group about that. S: Are we gonna change groups? T: We can't change our groups, because you all have researched about this specific severe weather form, so you'll be working in the same groups you've been working with. T: OK, let's have our tornado people. Will you find a spot in the room, please, and I've got all your materials ready to go.
COLLABORATIVE PRACTICE 1
I know you guys like to act it out first before you put it on paper, and that's totally fine, because people create in different ways. Can you give me an idea how you're starting this off? S: He's like the cameraman, and she's like - S: I'm telling them where the tornado's coming and stuff. T: Oh, that's an interesting way to do it. So it's like the news people are telling you, hey, this tornado's coming, and you're going to have some sort of way to show me that it's happening in Tornado Alley. (kids talking among themselves) T: Do you remember what Texas looks like? S: No S: It's like a boot. T: Let's come over here and take a look. Or even better, let's go outside, we've got a really good map of it outside. (They go out into the hall). T: So if we look at our map of the United States, which one says Texas? So to help the viewers really understand that you're talking about Texas, S: Can I bring it out here? T: I think so. S: Want me to write it? T-e-x-a-s.
S: To be safe, get into a basement. If there's something heavy, get away from it, but stay away from windows. I'm Dale Cooper with the News today and this is News 4. S: And you said News 4. It's Channel 4. S: OK
T: So give me your thinking on what you want it to look like. You know how with the basketball one we had the teacher and student, with the tie your shoe one we had a song, with how to catch a football they were being kind of silly and acting like they didn't know what they were doing. What did you guys

overall want your how-to video to look like?

S: Kind of like the basketball one

T: When you say the basketball one, did you want somebody acting silly, or did you want a teacher and a student?

S: A teacher and a student and we don't know who's going to be the teacher yet .

T: OK, so that would be something you guys have to decide right now. So there's one teacher and the rest are students, is that what I'm hearing? OK.

S: I can be the teacher and you can be the students.

S: I think A should be the teacher.

S: Oh, OK.

T: Oh, I liked the way you compromised with her on that one. Interesting. Are you OK with being the teacher? (S nods yes) I like that. And I like the way he almost gave you a little compliment, didn't he? He was saying I think A should do it, and this is why. And I really like the way you just let it go, for the good of the group, you guys are realizing we've got to get our act together and get going.

S: Do you want to know how to stay safe in lightning?

S: Yea, sure. I've seen a lot of people get hurt.

S: I would like to too.

S: OK, if you want to stay safe in lightning, first you pack some snacks, then you get in your car

T: Do you pack snacks?

S: No.

T: Oh. So where's your research paper that might help you get all of your information across that you want?

S: CAPTION: Let's get that paper that has all the 4 parts.

T: You are so, so intelligent. Look at you. You knew that paper right there was going to help you get organized. I'm excited to see what you do.

T: So you're going to be researchers. How are you going to make it entertaining?

S: Well, we were going to make it a little funny, Hannah would be like, wait, is that a hurricane? And I'd be like what. And then we could make it a little more funnier and she would say I think it's getting closer.

T: So you guys are going to be the scientists and you are noticing this hurricane coming and they're still talking about what a hurricane does. I like that! That will be entertaining because you guys will be very serious, this is what we've learned about hurricanes, and Hannah's going to be over here doing what?

S: CAPTION: Oh my gosh, that's a hurricane

T: Right. That will be really good because that will be a good little entrance way to talk about what to do for safety.

COLLABORATIVE PRACTICE 2

T: So So you're acting out and writing as you go. OK. Interesting (S. writing). Will you guys show me what you have so far?

S: Are you reading?

S: No, you say, "What are you reading?"

S: What are you reading?

S: Floods.

S: Can I read with you?

S: Sure.

S: (moves behind them) Boo!

S: Oh!

S: What are you reading?

S: Floods.

T: Oh, so you guys are getting your viewer interested in what's going on, so you're thinking if he comes in and what?

S: When I'm talking, I try to make it funny, like "Floods!"

T: Don't forget, think about what R said, we want to make sure the information is coming across and it's not just like being silly the whole time, right?

T: Remember I have this little checklist for you. And this will help you.

T: So you know what might help you, yesterday you organized all this information in your window chart. So maybe if you look at your window chart, it will help you remember this is the information I'm supposed to include. Cause look – what's my severe weather, what does it look like? And you guys even drew a little picture of what it looks like, and how can we stay safe.

S: We're driving away to Alabama.

S: Yea. While we're reading the book.

S: And it's going to be like the ____ back seats.

S: You can be the driver's side.

T: So, did you guys tell me what the flood looked like? No. Did you talk about the damage it could cause? No. Did you talk about the safety procedures? No. What would you do if there was a flood?

S: We would get in the car

T: Would you get in a car if there was a flood?

S: Before it happens.

T: Yea, but if the flood's happened, you have to assume it's already happened, what do you do?

S: Go somewhere high.

T: Go to high ground. These are the things you have to include. -

T: So what are you thinking you could you do. You told me what your severe weather is, you told me you're reading a book about floods. What could you possibly do after you scare them and you interrupt them? What could you say?

S: CAPTION: Sorry

T: No, he really wants to talk about the floods.

S: CAPTION: They're so strong – the wind is so strong – it's (pauses)

T: Talk as a group. This shouldn't all be on him, just because he's trying to figure out what line he should say doesn't mean you can't give your two cents about what he should be saying.

S: CAPTION: There would be no more creatures

S: CAPTION: Because they would drown.

S: CAPTION: How about this, They are so strong they can break trees, dent cars, and even break houses.

T: So I see you guys getting your information down right away. I love that, because we want to inform people about the severe weather and how to stay safe. What is the entertainment piece you guys are going to include?

S: What?

T: What is the entertainment piece? How are you going to make this enjoyable for people to watch and want to continue watching?

S: We can make the screen, like, with clouds erupting.

T: Now remember, Ms. Tyler, our librarian told us she's the one who helps us put it all together, she said she's not able to switch out scenes really fast, it doesn't work like that, so you guys have to be the entertainment piece, you can't rely on the green screen to be your entertainment.

S: CAPTION: Chase is going to be playing a drum to make the booming noise for the thunderstorm.

S: In the middle of the play.

T: Is that going to happen right at the beginning?

S: No. Like after, in the middle.

T: OK. Are you going to do anything else besides giving us some instruments to make the booming sound? (long pause)

T: What else can you do to make it interesting? Now you're really talented when it comes to saying things a different way, or acting like a different person. You're really talented like that. You're in our school play. Right? What could you do that would still be giving information, but would make it almost funny for people to watch?

S: Maybe, maybe I could be the kid or something

T: Ah! Do you think G would make a good kid, maybe like when we watched

S: He doesn't know about thunderstorms

T: Maybe doesn't know what a thunderstorm is, so you could be that kid who's like, "What's a thunderstorm?". You could just kind of be silly with it. And what would be your responsibility? (to other boys)

S: Show him.

T: Showing him.

T: What would be your opening line that you just came up with?

S: What is a thunderstorm?

T: Now how would you say it to make it entertaining?

S: What is a thunderstorm ?

T: Oh, look at the way he said that, What is a thunderstorm? OK, what would you all say? (pause)

T: It sounds like we need to what? As a group? We need to have a conversation about what we want to say. So which one of these papers will help you make sure you put in the correct information?

T: How to stay safe. So how do you stay safe in a thunderstorm?

S: Get to lower ground.

T: Don't guess. Look at your paper. You've already done the hard part, this is your hard part, right here.

S: (reads) Stay in the house or underground. If outside, don't stand near a tree or water.

T: I'm going to leave this with you (the paper with 4 questions). Remember, these are all the things you have to include. OK? Because this is the purpose of us making the how-to video. This is our purpose.

We want to include this information. We just want to make it fun, that's all.