

Video Exchange Documentary Workshop

Purpose - Have students learn the basics of scriptwriting and story-boarding while exploring their own cultural identity.

Grade level - 4-12

Time needed - several lessons or a whole day

Resources - Each group will need pencils/pens, notebook/blank paper (computer/computers with word processing capability can be used), poster board/newsprint, markers/colored pencils/crayons, a ruler and tape/glue. Computer/computers with internet access.

Procedure - Students work either individually or in groups of three to five to produce a script and story-board which represents one aspect of their own culture. (Note: More than one documentary can be produced per class if more than one cultural group is represented per class.)

Introduction

Students begin by viewing one or more Expedition 360 video exchange films. (Note: The content and style of the films vary greatly. It is recommended that the teacher preview each film to determine which films are appropriate.)

Part A - Selecting/Assigning a Theme

The teacher prepares five pieces of paper each representing one chapter/theme:

1. Location/Population
2. History
3. Culture (food/dance/music/events)
4. Daily Life (work/recreation/education/leisure)
5. Hopes for the Future - This group should interview other classmates about their hopes and dreams for the future. The information they collect can be used as content in the "Hopes for the Future" chapter.

*Teacher may add, subtract or divide themes depending on class size or lesson content.

Part B - Script

Teacher may assign themes to groups, let each group choose a theme or let each group randomly select a theme “secret-ballot-style”. After appropriate research is complete each group writes one or two paragraphs about their theme. Students then break the paragraphs up into numbered scenes. This will act as the script or narration for their story-board.

Part C - Story-board

Students should use a marker and ruler to draw a grid onto the poster board/newsprint. Each square should be no smaller than 6”x 6”. Students will then cut and paste or write in the narration from each script scene into the bottom portion of each square or group of squares. Students will then draw a picture/pictures on the story board which correspond with each numbered scene. (Note: Individual sheets of paper can be used for each scene as long as they are displayed together as a story-board when all scenes are completed.) The detail and color of each picture should be determined by the teacher. All scenes should be completed in chronological order.

Part D - Display Class Story-board

After all story boards are complete they are displayed chronologically for the class/school to observe.

Variations -

- Teacher may select a different topic other than cultural identity.
- Teacher may focus on just one theme.
- Students can take pictures and then use them as visual representations of each script scene.

Continuation -

- Students can use their story-boards to produce their own cultural documentary and then submit it to be posted on the Expedition 360 web site.