Film Yourself Like a Boss

By Patrick Shannon

Students practice filming themselves, interview community members, and produce original videos from conception to completion.

Overview

Throughout this lesson, students will practice the art of filming. Students will first film themselves and then they will have the opportunity to film an interview with a community member and create an original video from start to finish.

Duration

3-4 Hours

Materials

- Create to Learn textbook, or use the videos online: https://tigurl.org/filmboss
- Camera (phone or camera)
- "Shot List" handout
- "Self-Assessment" handout
- "Interview Questions" handout
- "Interview Rubric"

Activate: 2 Minute Stories

Inform students that they are going to practice telling their life stories in two minutes. The goal of this activity is twofold: get students to think about the important events/aspects that have shaped their lives so far, while allowing them opportunities to become comfortable sharing their stories with others.

To begin, share your life story first! Model how to tell someone your life story. You should include your name, where you were born, a bit about your childhood, what inspired you to become a teacher and your goals for the future.

Have students turn to a partner and practice telling their life stories for two minutes. Then, have them switch partners until they have told their stories to at least three students.

Acquire: "Film Yourself Like a Boss" (Patrick Shannon)

Have students read "Film Yourself Like a Boss" by Patrick Shannon, found on pages 28-33 of the Create to Learn textbook (or watch online at https://tigurl.org/filmboss)

To debrief the reading, ask the class the following questions:

1. What are some of the tips Patrick shares about interviewing yourself?
2. What is B-Roll and why is it important?
3. What are some filming tips Patrick shares?
4. How can you make your videos more exciting?

Apply: Filming Yourself

Have students work on filling out the "Shot List" handout. Students should create a plan about how their videos are going to look, including shooting locations, camera angles, effects, and b-roll.

Since this project is heavily student-driven, it's important that students have an understanding about work ethic. Allow time to review the "Self-Assessment" handout prior to students filming their videos so they know what behaviours and attitudes they should strive towards.

Allow students time to film their videos. Students may want to pair up and help each other hold the camera while filming themselves.

Assess: Self-Assessment

Have students fill out the Self-Assessment based on their work ethic and using time effectively.

Take Student Learning Further

Once students demonstrate they can film themselves, have them film a community member. Students should brainstorm a list of people who inspire them from the community they might want to film. Next, have students reach out to that community member and ask them to film them. Students should think of a list of interview questions that they send to the community member beforehand. Have students brainstorm a list of interview questions on the "Interview Questions" handout.

Students should work through the exact same process as filming themselves – completing the "Shot List" handout and "Self-Assessment".

The next lesson will guide students through the process of editing their videos!

Self-Assessment Rubric

As you work on your project, keep in mind the following criteria based on work ethic. Once your project is completed, complete the self-assessment.

CRITERIA	ALWAYS (5)	MOSTLY (4)	SOMETIMES (3-2)	NEVER (1-0)
I was engaged and working during in-class sessions				
I was prepared for every class (I brought the appropriate materials to class and came ready to work)				
I spent time on my project both during class and outside of class time				
I demonstrated a positive attitude while working on my project				
I showed respect to the people I was working with (partner, interviewee etc.)				
I am most proud about... (3 marks)				
What I can improve upon for next time.... (2 marks)				

TOTAL = 30 marks

Curriculum Connections

British Columbia and Yukon

- Composition 10: Access information for diverse purposes and from a variety of sources to inform writing; Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts; Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.
- New Media 10: Access information for diverse purposes and from a variety of sources to inform writing; Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts; Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.

- Composition 11: Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking; Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact; Transform ideas and information to create original texts, using various genres, forms, structures, and styles; Experiment with genres, forms, or styles of creative and communicative texts.
- New Media 11: Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry and to extend thinking; Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages; Transform ideas and information to create original texts, using various genres, forms, structures, and styles.
- Composition 12: Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking; Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages; Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact; Transform ideas and information to create original texts, using various genres, forms, structures, and styles.
- English Studies 12: Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking; Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages; Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact; Transform ideas and information to create original texts, using various genres, forms, structures, and styles.
- New Media 12: Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking; Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages; Transform ideas and information to create original texts, using various genres, forms, structures, and styles.

Alberta, Northwest Territories and Nunavut

- Knowledge and Employability ELA 10, 11, 12: Use guided peer and/or self-evaluation to assess their strengths and areas needing improvement, using a variety of strategies; Develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors, and visual production factors, appropriate to the purpose, audience and situation; Control aspects of style within the presentation form or product for consistency and/or to convey meaning; Interact and communicate with others in a positive manner, by considering appropriate dress, space and conversational skills.
- English Language Arts 10-1: Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions; Recognize the use of elements of effective oral, visual and multimedia presentations and describe their effects; Take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging; Analyze and describe language and images used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes.
- English Language Arts 20-1: Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions; Experiment with language, image and structure; Take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging.
- English Language Arts 30-1: Understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate; Select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text; Take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging.

Ontario

- English Grade 10, Academic and Applied: Identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience; Produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.
- English Grade 11, University and College Prep: Identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience; Produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.
- English, Grade 12 University and College Prep: Identify conventions and/or techniques used in a variety of media forms and demonstrate insight into the way they convey meaning and influence their audience; Produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques.

Grade 9 and 10 Technology and Skilled Trades

Strand A: Design Processes and Related Skills

- A1.1 apply an understanding of fundamental technological concepts, and evaluate their significance in developing products and/or services in a variety of broad-based technology areas
- A1.2 apply an understanding of fundamental technological concepts, design considerations, and science, technology, engineering, and mathematics (STEM) concepts as appropriate in developing projects involving the creation of products and/or services
- A1.3 investigate design considerations, including accessibility requirements, that are relevant to developing projects, and identify those that are essential to various users or communities
- A1.4 communicate design ideas for various purposes and audiences, using appropriate industry terminology and industry-standard formats and techniques

- A1.7 collect and synthesize information from a variety of sources, including people with diverse perspectives and from various communities, such as First Nations, Métis, and Inuit, to inform their projects
- A2.1 use project management skills to develop a process to create a product and/or service
- A2.3 select materials and other resources based on their properties or characteristics, including sustainability, and justify their use in the creation of products and/or services
- A2.4 select, use, and maintain tools and equipment appropriately as part of creating products and/or delivering services
- A2.5 use a variety of industry-related documents to guide the creation of products and/or the delivery of services as part of their projects
- A3.5 communicate project-related challenges, performance analyses, and refinements for a specific audience, using appropriate formats and terminology

Strand B: Technological Development, Impacts, and Careers

- B1.2 analyze how the development and application of technologies are impacted by legal, ethical, social, economic, and environmental considerations
- B1.3 investigate and describe contributions to technological innovations made by Canadians, including women, and members of diverse groups and communities in Canada, including First Nations, Métis, and Inuit
- B3.1 explore a variety of roles, responsibilities, and opportunities related to current and emerging careers in technological fields, including a variety of broad-based technology areas, and the skilled trades
- B3.3 compare a variety of pathways leading to careers in technological fields and the skilled trades, including their structure and the educational and financial requirements for them