



Session 15 “The power of moving pictures”

INTRODUCTION (10 MIN)

Positioning: Personal film and video preferences

Activity	<ul style="list-style-type: none"> Positioning “Genres” (DW Akademie MIL Guidebook, English Edition p. 139) 	10 ”
Objective	<ul style="list-style-type: none"> Students get an energetic start into the day, laugh and have fun Students reflect on their own video and film preferences Students argue, compare, and accept differences in video and film preferences 	
Steps	<ul style="list-style-type: none"> 1” Mark a line across the classroom floor where one end stands for “one” and the other end for “ten.” 2” Explain you will make statements and students have to position themselves along the line according to how they feel about the statement, ranging from “one” for “I do not agree” to “ten” for “I agree completely”, and the middle for “I somewhat agree” Statements could include: <ul style="list-style-type: none"> —I like to watch movies on television/in a movie theater/on the Internet —I like to watch videos for entertainment —When I watch a sad film or a video, I get sad and sometimes cry 	



	<p>—I have had nightmares after watching a scary / horror film</p> <p>—It's better to watch documentary films than scripted and acted movies</p> <p>—I like the comedy/mystery/romance/horror/science fiction/action/drama/ documentary genre</p> <ul style="list-style-type: none"> • 5" After students have taken up their positions, ask a few why they positioned themselves in a particular spot and why they agree or disagree with your statement • 2" Then discuss the role of viewers, who ultimately decide whether a film, TV broadcast or Internet video is a hit or a flop
Material	<ul style="list-style-type: none"> • String or tape to mark a line on the classroom floor
Notes	

BODY (75 MIN)

Trainee Centered: Personal film and video profile

Activity	<ul style="list-style-type: none"> • Individual work / pair work 	20
Objective	<ul style="list-style-type: none"> • Students reflect on their own video and film experiences and preferences • Students exchange, compare and accept differences in video and film preferences 	”



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> • Students dive deeper into the forms and content video can take on
Steps	<ul style="list-style-type: none"> • 10" Explain that millions of films, TV shows and Internet videos exist around the world. Not everyone likes everything. Ask the students to reflect individually, which ones have impressed them so much that they still remember them well? And why? Ask them to write down their reflections in the worksheet "Video profile of..." (DW Akademie's MIL Guidebook, English edition p. 140) They don't have to fill in all the blanks but should just write down the memories that stand out • 5" When the time is up, ask them to compare their results with their neighbor. They should discuss in particular what made them laugh or cry during a movie, what shocked or impressed them so much that it changed their life • They can also add things to their profiles that develop from these discussions with their neighbors • 5" Collect the video profiles and display them for everyone to see
Material	<ul style="list-style-type: none"> • Worksheet "Video profile of..." (DW Akademie MIL Guidebook, English edition p. 140)
Notes	



Trainer Centered: Guided discussion The power of film and video

Activity	<ul style="list-style-type: none"> Guided discussion (DW Akademie MIL Guidebook, English edition p. 139) 	15 ”
Objective	<ul style="list-style-type: none"> Students identify the characteristics of video Students examine the effects film or video have on individuals and groups 	
Steps	<ul style="list-style-type: none"> 15” Once the students have looked at the video profiles from the previous exercise, start a discussion and write key points on a flipchart paper: <ul style="list-style-type: none"> —How easy or difficult was it to fill out the video profile on your own? —How did your trip down memory lane change once you started talking with the person next to you? —What category were most of your examples from: movies, TV shows, or Internet videos? Why? —What can be shocking about movies, TV shows or Internet videos? How closely do the shocking bits resemble reality? —How can a movie, TV show or Internet video have such an impact that it changes something in the viewers’ lives, emotions, or outlooks, even though all they do is watch passively? What makes movies, TV shows and videos so powerful? —Can you think of examples where a movie, TV show or Internet video changed the perspectives or even the lives of a wider audience and not just those of an individual? What were the changes? 	



MEDIA AND INFORMATION LITERACY

Material	<ul style="list-style-type: none"> • DW Akademie MIL Guidebook (English edition, English edition p. 139 and p 133 – 135 for background) • Flipchart • Markers
Notes	

Trainer Centered: Presentation / Guided discussion Introduction to video editing app

Activity	<ul style="list-style-type: none"> • Presentation / Guided discussion 	15 ”
Objective	<ul style="list-style-type: none"> • Students know available video editing apps and evaluate their strengths and weaknesses • Students memorize key features of video editing apps 	
Steps	<ul style="list-style-type: none"> • 5” Ask students who are already familiar with video editing apps and ask them to describe what they like or dislike about the app they use for editing. Explain that you will just use one app in the classroom to avoid confusion. You’ll be using the app that’s suitable for most phones in the classroom (either IOS or Android). Make sure everyone has downloaded the app and that it works.. If you will use VivaVideo or Kinemaster in the MIL Club, hand out the respective guidelines (DW Akademie MIL Guidebook, English edition, p 155 -161) • If you decide to use a different video editing app, summarize the key steps for your students in a hand-out 	



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> ● 10" Walk the students through the key steps from uploading the raw material to downloading the finished video. You may want to explain that it's a good idea to first make a rough cut, and then fine-tune the details of recorded video material
Material	<ul style="list-style-type: none"> ● Guidelines for video editing apps, e.g., DW Akademie MIL Guidebook, English edition, p 155 -161 ● Possibly a PowerPoint presentation detailing the key steps of video editing ● Flipchart ● Markers
Notes	

Create: Active Media Work **Basic video editing**

Activity	<ul style="list-style-type: none"> ● Pair work: recording and editing video 	25 "
Objective	<ul style="list-style-type: none"> ● Students create videos and practice editing with an editing app 	
Steps	<ul style="list-style-type: none"> ● 5" Explain the exercise: Students form pairs (or groups) and use their smartphones to record three or four short video clips. Each of these clips should be a close-up, or detailed, and roughly five seconds long – not more than ten seconds. Combined, these clips should be like a riddle: what is it that we're seeing? What is going on here? The students should not zoom or pan the camera while recording 	



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	<ul style="list-style-type: none"> • 15" Ask the students to upload their material to the editing app and try out its features. They should trim their clips, play around with color adjustment and filters, add a title and possibly narration • 5" Ask each pair of students to get together with another pair. They should show each other their edited work, guess the subject, and give feedback. Remind them that feedback always starts with something positive, focuses on things that can be changed, and is precise and specific
Material	<ul style="list-style-type: none"> • Guidelines for video editing apps, e.g., DW Akademie MIL Guidebook, English edition, p 155 -161 • Smartphones
Notes	

CONCLUSION (5 MIN)

Open questions, Summary & Conclusion or Energizer "Genre game"

Activity	<ul style="list-style-type: none"> • Discussion / Reflection or energizer "Genre game" 	05 "
Objective	<ul style="list-style-type: none"> • Students clarify open questions, cool down and / or play an energizer 	
Steps	<ul style="list-style-type: none"> • 5" After all the groups have discussed their videos, the students reflect on the production process, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear 	



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	<ul style="list-style-type: none"> • If you have additional time, play the energizer “Genre game” (DW Akademie MIL Guidebook, English edition p. 138): • Divide trainees into several groups and have each group pick a slip of paper with a film genre written on it. These genres could include comedy, drama, action, science fiction, romance, horror, thriller, or detective stories • Each group then prepares a brief scene that corresponds to the genre without naming it • Have groups act out their scenes as the others try to guess the genre • Every time a group gives the right answer, it gets a point. The group with the most points wins • Once the game is over, you could discuss the characteristics of the various film genres with the students if you still have time
Material	<ul style="list-style-type: none"> • Slips of paper naming different film genres (e.g., comedy, drama, action, science fiction, romance, horror, thriller, or detective stories)
Notes	

ASSESSMENT

- Attendance
- Participation in discussions and group work
- Result of active media work (content, creativity) ...