

showntell

Personal Video Reflections: How to do it



Steve Douglass

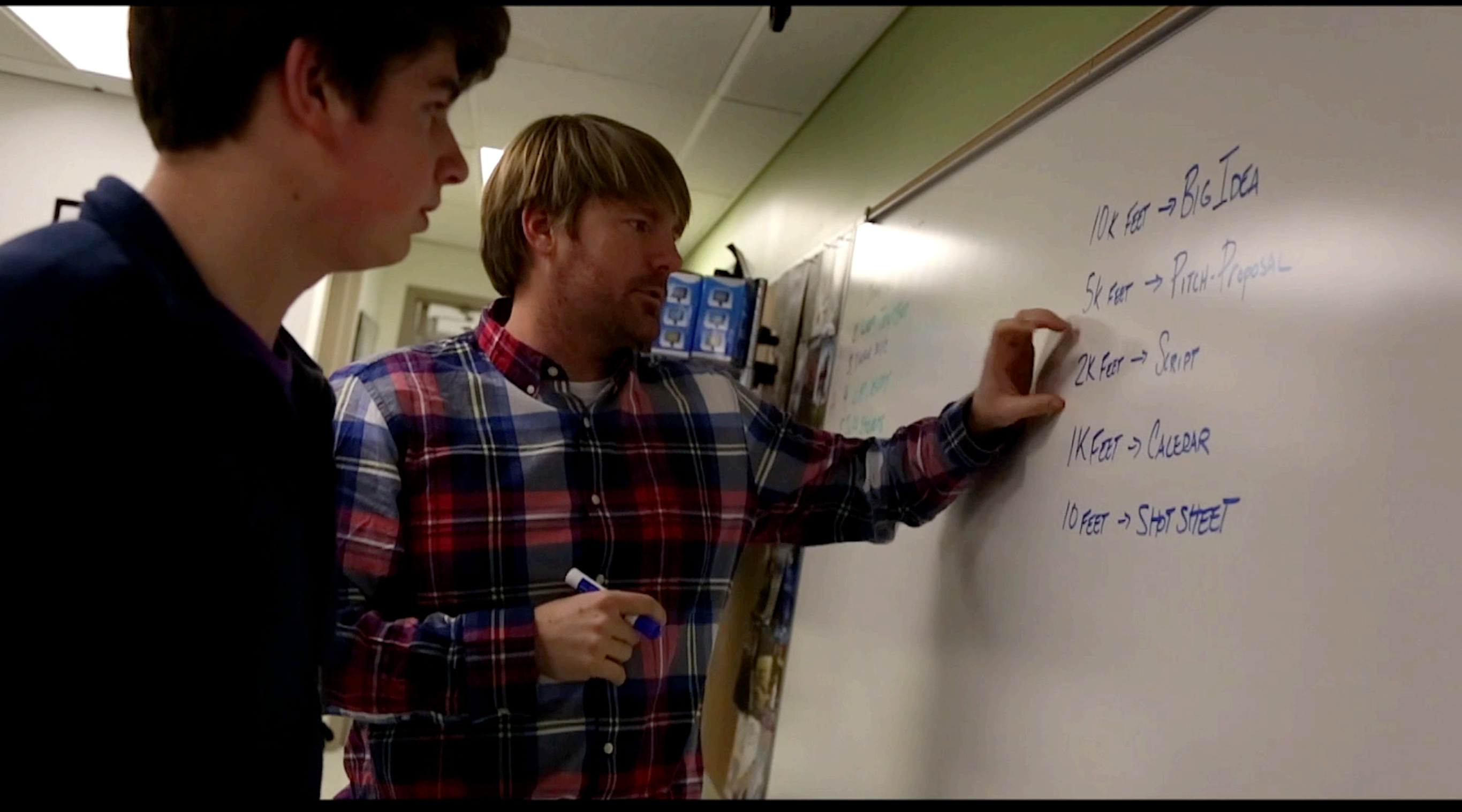
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How to build a showntell Personal Video Reflection



What stole the show at the Michigan Ave. Apple Store premier?



The student stories through showNtell

Step 1: Pre-Production

Bold your primary audience: Your Teachers, **Colleges**, School Peers, Friends, Parents, your Community, your generation, the younger generation, older generations, or the world

Explain Robotics to your audience

Ex. Robotics is a project-based class like Forest Park School that encourages critical thinking and collaboration in creating meaningful projects that make people think... Leader, builder, designer and coder

Project #1 Role: Coding

Ex. This semester we started off with

I learned... from Project #1

I learned that

Project #2 Leader

I learned from Project #2

Project #3

I learned

Conclusion: Reflect

Highlight your top

been great in challenging me to learn new skills
Helped me refine specific skills
Increased my critical thinking skills
helped me communicate in new and productive ways
Helped make me more self-aware
Taught me how to work collaboratively
Helped me understand how stories are structured and told

Step 2: Production

1. Read through your script 2-3 times to make sure you use words that you would really use
2. Read it OUT LOUD 2-3 times to make sure it sounds like how you talk in real life. Just like Margarita, Andrew and Lauren
3. Read through couple sections on your phone and try to make the script your own

Step 3: Post-Production

1. Use your script to create a iMovie Video
2. Import your audio, cut out the silences and you have a Rough Cut
3. Start adding video that matches your audio to the LFHS video
4. Add music that complements, but doesn't overpower (if you want)
5. Export it to Google Drive and share with Mr. Douglass for feedback before you submit it via Schoology

It's free

and easy

Step 1: Pre-Production

Bold your primary audience: Your Teachers, Colleges, School Peers, Friends, Parents, your Community, your generation, the younger generation, older generations, or the world

Explain the class to your audience

Ex. *AP Language and Composition at Lake Forest High School encourages students to become critical readers and writers so that their understanding of the English language can expand.*

Project, Idea or Process #1

Ex. This semester we started off with our first essay on Mitch Landrieu's removal of confederate essays. The paper was meant to establish an argument on whether Landrieu's decision to remove the monuments was justified or not.

I learned... from Project #1

This essay taught me how to create a quality defensible claim that can be used throughout my writing career. After two peer critiques from other friends in the class, I realized there were many integral parts such as quote integration and analysis that could be refined. On the paper I ended up getting an average grade that was considered all got an opportunity to do corrections I read up on the common mistakes.

Project #2

Our second project in the class was our writing workshop. This story whether it be a personal narrative or a fictional piece. I chose a dying man's journey to the afterlife. I included mythical and biblical world within the piece.

Takes students an average of 20 minutes
Built to get done quickly

Project #1 (Booster Store Social Media commercial)

Ex. This semester we began with a project with the LFHS Boosters to showcase a specific product in their store. If our video was selected and shown on their Instagram account then we could keep the product. I decided to pick the Johnie-O golf shirt because I thought it largely could sell itself!

I learned... from Project #1

I learned that it's not that easy and it doesn't work that way. My initial idea of a golf course shoot didn't work out, so I failed quickly and shot candid, comfortable shots around familiar local settings to give the vibe that the shirt is versatile and worth the investment. I received great feedback from the Booster parents and now I own a really nice polo.

Project #2 (Teacher Interview, Chapman Story or Lake Forest Recycling collaboration)

Step 2: Production

1. Read through your script 2-3 times to make sure you use words that you would really use
2. Read it OUT LOUD 2-3 times to make sure it sounds like how you talk in real life. Just like Margarita, Andrew and Lauren
3. Record the first couple sections into your phone 2-3 times and listen to it- don't worry you really don't sound like that- here's why

Step 3: Post-Production

1. Import your audio, cut out the pauses and you have a Rough Cut
2. Start adding video that matches your audio- link to LFHS video
3. Add music that complements, but doesn't distract (if you want)
4. Export it to Google Drive and share with Mr. Douglass for feedback before you submit it via Schoology

Email me now at:
stevedouglass@gmail.com

Re: showNtell script access



Side by side comparison

Explain New Media to your audience

New Media is a class all about learning how to manage huge projects, while teaching you some super important life lessons along the way. People will come in to this class to learn film, but they'll end up learning much more than that, like time management, collaboration skills all the way to simple storytelling skills.

Project #1 (Booster Store Social Media commercial)

Our first project this semester was a commercial for any product of our choice in the booster store, and if the parents liked it, they'd post it on the booster store instagram, along with us being able to keep the product. I chose to advertise the Lake Forest headband cause I felt most confident with my vision for that than any other product in the store. My experience with this project was bumpy, from a lack of direction to actors getting concussions

I learned... from Project #1

I'm not gonna lie, I had a pretty tough time with this project. I chose to create four different 15 second commercials showing different athletes wearing the headband. The only problem was... that requires four different actors. Using that many actors can bring lots of issues, as student actors, especially ones in a sport, can have a tendency to bail out... or get concussions. After a while, I realised I needed to pivot. On a whim, and with barely any prep time, I grabbed one of my good friends from the cross country team, plopped him in front of a green screen, and shot a plethora of light hearted footage of him just running around. It ended up being so dumb that it worked. I was really proud with how it turned out. I realised that sometimes, keeping things simple and light is the best solution.

Project #2 (Teacher Interview, Chapman Story or Lake Forest Recycling collaboration)

For the second project, I did the Chapman application story. The prompt required us to tell a story about someone making an important decision, without any dialogue. I knew right away that half the videos were going to be some romance video, so my first instinct was to get as far away from that as I could. Many good stories come from personal experience, so I instead decided to tell the story of the time I had to make a decision on whether to leave the Mormon church with my family, or stay with my faith.



[Click here for the video](#)

How did this look in a class?

Personal Video Reflection over the Last 2 Weeks of THE SEMESTER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>6</p> <p>Introduction Student Launch Video Good2Great: Student examples of what works Start your Script</p>	<p>7</p> <p>Draft through your script until it's yours (A good student example of making it their own)</p>	<p>8/9</p> <p>Refine and Draft through your script- Record your script using your phone (Voice Memo) or Chromebook (in WeVideo)</p>		<p>10</p> <p>Finalize your audio for a Rough Cut critique (free feedback from Mr. Douglass if you share it by Saturday night via Drive)</p>
<p>13</p> <p>Jump into editing Start by checking out video from Drive</p>	<p>14</p> <p>Add specific video and images to visually tell your story</p>	<p>15/16</p> <p>Draft through your video & Final export to Google Drive Send your Rough Draft to Mr. Douglass or bring it to New Media (272) for Feedback</p>		<p>17</p> <p>Watch in class to celebrate the great work</p>



Lauren's reflection

[Click here](#)

Please email me for thousands of other examples