

REWIND

LABS

Michigan Learning Channel
A Public Media Partnership

Media Activity Deck

MichiganLearning.org/LABS





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LABS

Welcome to the MLC LABS media activity deck!

LABS is a program from the Michigan Learning channel, where **our goal is to get teachers collaborating around using media** in K-12 classrooms statewide.

This resource is a springboard into this work. Each card has a prompt to help your students engage with media - either by **viewing** and reflecting, discussing, and responding, or by **producing**. Use the prompts to guide your lesson-planning or share them directly with students. The activities can be adapted across content areas and can be used within a class period as a lesson or even a brief warm-up or across multiple periods as a more in-depth project.

However you choose to use this deck, we want to hear from you! Share what you're practicing with us and other MLC LABS teachers so that we can grow together.



Sharing Student Media Projects

MLC LABS is a place to exchange ideas and resources, but also a place to highlight and celebrate student creators around our state!

We want to facilitate partnerships across MLC LABS classrooms so students can share their projects directly with other students and offer feedback, support, and deeper learning.

We also want to showcase projects on YouTube, social media, and our broadcast channel, so don't forget to share student-created content directly through the form on the LABS landing page.

Always get student and family consent to share their work!

Visit michiganlearning.org/LABS for more support, ways to share, and printable resources.

VIEWING

Use the **viewing** cards to facilitate watching and responding to film and video content. The prompts are designed for film and media content, but many prompts will be useful for text based and photographic content as well.

Each card includes a brief prompt and sometimes additional ideas for creative engagement or extension. How you use the prompt in your classroom (i.e. inviting students to write, discuss, draw, etc.) is completely up to you and what works in your space.

As always, stay in touch so that we can showcase how you are using these cards in your classroom!

PRODUCING

Use the **producing** cards to invite students to create their own media, either as part of a larger project or as a short and informal opportunity.

Each card features a prompt with some ideas for application or further development. Depending on how you use the prompt, you may need to develop rubrics and assessments and support students with additional instruction and resources (we can help!).

If you're using the prompts as brief activities, give yourself permission to just offer the prompt and see what students do!

As always, be in touch - we would love to collaborate and support you as you develop larger projects and we will be excited to showcase any student work - small or large - through our platforms.

VIEWING

🔍 **Analyze tone/mood** ✕

Write about or discuss the ways that tone and/or mood are conveyed in the film. How do these elements impact viewers?

VIEWING

🔍 **Analyze message**



Think about the message of the film or video, and then examine different elements that contribute to this message (narration, imagery, music/sounds, pacing, etc.)
What is the film trying to tell us?



VIEWING

Analyze purpose



Think about the purpose of the film or video, and then examine different elements that contribute to this purpose (narration, imagery, music/sounds, pacing, etc.) How is the creator trying to impact audiences?



VIEWING

🔍 *Analyze characterization* ✕

How was characterization used in the film?

Directors and producers often think of many elements as "characters", think critically about the ways "character" was developed in a person, setting, object, or idea.



VIEWING

Analyze setting



What role did setting play in the film?

For narrative film, how does the time and place impact what happens?

In documentary, how does the setting connect with or impact the content?

How would a different setting change the film?



VIEWING

🔍 **Identify process**



Think critically about the steps needed to take to make the film or video. What needed to be planned before they filmed the video, what steps needed to happen during filming, and what aspects had to take place after filming - such as editing.



VIEWING

Evaluate budget



Think critically about the budget and funding needed to produce the film or video. How are film projects paid for, and why? Research cost and rates and evaluate the investment and profit/impact for the project.



VIEWING

🔍 ***Assess accessibility*** ✕

Look at the film through an accessibility lens - are there captions? What are the color levels and lighting like?

Go deeper - research federal guidelines and expectations and evaluate the film for different audiences.

VIEWING

Evaluate representation

Evaluate how the film or video operates from a diversity and inclusion perspective. Use research to guide your inquiry around who is seen in the film, what biases and stereotypes exist, and how the film does or does not impact inclusion and justice.

VIEWING

Evaluate representation

Research to identify who was a part of the film's production, from planning and funding to producing, editing, and sharing.

Was the production team diverse? Were diverse viewpoints considered and uplifted during writing and advertising?

VIEWING

🔍 *Analyze an interview*



Analyze and critique an interview -
what was done well? What could
have been better?

What was the goal of the
interviewer? Did they achieve their
goal?

How does the way the interview was
filmed impact the interview? Whose
point-of-view is presented by the
camera?



VIEWING

Prepare a panel



Imagine you need to assemble a panel to discuss the film in front of an audience. Who would you include on your panel, and why?

What kinds or expertise or credentials would impact the viewing? What questions would guide discussion or provoke deeper thought in response to the film?



VIEWING

Listen closely



Listen deeply to the sounds and musical elements of the film or video. How do these elements contribute to how the film impacts viewers?

What would happen if the audio were different? Research the musical artists and composers, or develop a companion soundtrack for listening that will impact reflection around the theme or purpose of the project.



VIEWING

Choose clips



Choose clips from the film or video to cite as evidence or support for a research project you are working on, or as content to repurpose or remix into a creative project.

Why did you chose these specific clips and what they offer to your work?



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VIEWING

Identify literary elements ×

Identifying literary or rhetorical elements such as symbolism, repetition, or irony. Cite specific examples and think about how these elements impact purpose and reception of the film.



VIEWING

Q Try a different point of view ×

View the film through the perspective of someone else. How might the meaning of the film change if your perspective was different?

How would the film be different if it was told through the eyes of a different character?



VIEWING

Analyze pacing



Identify the major plot points or moments of transition in the film or video. How do these transitions impact the mood or purpose of the film? Does the film utilize the beginning-middle-end structure? Is it effective for the propose of the film? effective for the identified purpose.



VIEWING

🔍 *Write a summary*



Write a two sentence summary for the film - maybe imagine you're writing a headline for your review. What elements are the most important to convey to your reader in describing the film?



VIEWING

Write a review



Write a critical review of the film for a popular publication like the New York Times.

Write a review of the film from the perspective of the film's protagonist. Now write a review from the perspective of the antagonist. How does their perspective change the events of the film?



PRODUCING

Interview a friend



Work with a classmate to generate a list of question to help someone openly and speak deeply about a topic of your choosing. Record an interview with your classmate using your camera. Review the interview. Did the questions prompt meaningful discussion? What questions would help the interview to go deeper?



PRODUCING

Tell a story



Create a short documentary about a historical event. Include background, timeline, and details that connect to what you are studying in class.

Use visuals and voice over or deliver the documentary as an engaging speech.



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PRODUCING

Record a science documentary ×

Research an environmental issue or showcase an ecosystem in your local community.

How can you use images and sound (narration, sound effects, natural sound, music) to document your topic and have an impact?



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PRODUCING

🔍 ***Advocate for change***



Produce a video exposing a social or environmental issue and examining what can be done for positive change. How can you use logic and persuasion to help craft a story that drives change in the viewer?



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PRODUCING

Host a film festival



Work with a small group of classmates to organize and host a short film festival for your class.

Think critically about how films work together, what messages they send to the attendees, and how they facilitate discussion and reflection as a part of the live or virtual event.



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PRODUCING

 ***Translate a video***



Translate a video to another language. How does translation impact the film? What is the best way to translate the film, subtitles, dubbing, or remaking? What are the advantages and disadvantages of each method?



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PRODUCING

🔍 **Budget for new production** ✕

Create a budget and treatment for a project. Pick your medium - animation, documentary, live debate, feature length narrative, - and research how to budget for its production. Once you have a budget how do you pitch it to funders and make it happen?



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PRODUCING

Pitch the next blockbuster

Craft a proposal for a new movie about a subject you are studying in class. It could be a novel adaptation, an explainer video, or maybe a biopic. Think critically about all components - production, casting, script writing, set, marketing. Would your classmates buy a ticket to your movie? Why or why not?



PRODUCING

Interview a historical figure

Work with a classmate to create an interview about a historical figure from your class. One partner will be the historical figure, the other the host. Generate a list of questions that will help contextualize the historical figure. Use research to answer the questions just as your historical figure would. Record your interview using your camera or present it live in front of the class. How might visual clue help support the context of your interview?



PRODUCING

Record a read-aloud



Record a read-aloud of a picture book to be shared with a younger grade of students. How can you make the read-aloud engaging for the audience? What elements might help translate key images, characters, and settings of the book from the page to the screen?



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PRODUCING



Record a live experiment



Record a live experiment with a small group of classmates. Think through what you'll need to not only perform the experiment but record it. What materials do you need? Do you need a specific space? What is the best way to capture the results of the experiment? Once the experiment is recorded how can editing and post production help showcase the experiment and the results?



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PRODUCING

Create a training video



Produce a training video with a small group of classmates. How can you use images and sound to help instruct the viewer on how to do something? What materials will you need to complete the project? How do you make sure that the viewer gets all of the required details and processes? Once your video is complete, show it to a classmate and see if they learn the skill!



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PRODUCING

Host a cooking show



Record a five minute video about how to cook your favorite dish or recipe.

Think critically about how you can show the process in 5 minutes. How can your props, set, script, and editing and effects help you tell your cooking story in five minutes? Once your video is done show it to your class and have a potluck!



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PRODUCING

Produce a local feature story ×

Profile a local business, restaurant, or organization and share their story. What is important tell the story of your subject - history, challenges and success, unique personalities or characters, community impact? How can you use images and sound to represent your subject in the best way?



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PRODUCING

Q Share some lesser-known history ×

Make a video about an urban legend, weird historical event, random fun fact, infamous person, or cool subculture. Use interviews, music, images, sounds, editing and effects to help bring these lesser known things to the light!



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PRODUCING

Record an unboxing video



Record "unboxing" style videos about a subject from your class. How might you use the "unboxing" format to communicate a topic from your class? What materials, stories, fact and figures, details, and events do you need to "unbox."



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PRODUCING

Host a virtual tour



Produce a virtual tour of your school, place in your community, or homes.

Map your route through the space, what are important stops to make?

What makes this space unique and interesting? Are there good stories to tell as you walk through the space?

How do you make the video compelling? How would music, sound, editing and effects help make the tour engaging?



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PRODUCING

Practice with green screens ×

Use a green screen (or make your own) to record a weather report. How does the green screen effect help with communicating the weather? Why is this the industry standard? What other ways can you use the green screen to help communicate your ideas? Can you use it to help a speech, or interview?



PRODUCING

Practice whiteboard animation ×

Use whiteboard animation to summarize a topic from your class. Record a real whiteboard animation using your camera or use an online program to generate your animation. What drawings help communicate your topic? How does zooming, scrolling, erasing and editing help to tell the story of your subject? What kinds of stories become more powerful to tell through animation?



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PRODUCING

Record a performance



Record a performance of your talent. Using your camera, record yourself reading a poem, performing music or dance, or giving a speech related to your class. How does the record differ from the live performance? How can you use the qualities of video recording to enhance the performance? Can music, sound, editing, or effects be used to help take the performance to the next level?



PRODUCING

Broadcast from the campaign trail

Record a speech from the point of view of a political candidate in your area. How can you translate their viewpoint on the issues to talking points for a speech? How can you use the video medium to make your candidate appear down-to-earth, authoritative, intelligent, or qualified. How does the way you deliver information, or the words you choose to say, impact the way your message is received?



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PRODUCING

Record a dedication



Record a dedication to a local monument. Research the monument. Why was it erected? Who funded it? Who is it for? Use these details to write a dedication speech for the monument and then record a video.



PRODUCING

Record an exhibit guide



Design a museum exhibit related to your class study and record an audio guide to go along with it. What objects, and information need to be in the exhibit to communicate your topic? How can you use audio to help elevate or deepen understanding of the topic?



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PRODUCING

Record a podcast



Record a podcast about a topic from your class in the style of your favorite podcast. How can you tell a story from your class in the podcast format? What are the popular podcast genres and which would be best to communicate your topic? How can you use only audio (voice over, interview, discussion, sound effects, recording effects) to help tell your story?



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PRODUCING

Produce a promo



Record a 30 second video or audio promotion, or advertisement, for an event or object you are excited about. Research the event or object and think critically about the best way to present it to your audience. Research who the target audience is and craft your message to that audience. How can the elements of your medium (video or audio) be used to best sell your event or object?



PRODUCING

Practice social content creation ×

Create a video for social media about a character from a recent reading in class. How might this character communicate who they are via social media? What would they think of social media? What topics are important to this character, and how do they want to communicate that to the world?



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RESOURCES

Tips for watching film or video:

- Watch the film or video all the way through with no discussion or interruptions and record initial responses.
- Watch the film or video more than once with a different focus each time.
- Offer students specific things to look for during a particular viewing.
- Be aware of the film's context (where and when it was produced, who played a role, what the intended purpose is).
- Balance time for individual reflection, pair and small group dialogue, and large group discussion after viewing.
- Watch "around" the film - watch other projects from the same director or organization and watch other projects that examine the content from a different perspective.

RESOURCES

Tips for producing film or video:

- Don't be afraid to let students lead - many of them already create content and are just looking to be seen and celebrated.
- Don't get too hung up on content looking polished - learning still happened!
- Do your research to find great equipment, but recognize that smartphones, ordinary lamps, and natural backdrops can do a lot!
- Watch several different kinds of videos to get a sense for style and technique.
- Spend time planning so that you don't have to spend as much time recording or editing.
- Think about audience and what will be engaging and impactful.
- Lighting, sound, placement - learn the vocabulary of production and check all of your boxes before turning on the camera or the microphone.

RESOURCES

Tools for basic video creation:

- Canva (canva.com)
- Adobe Express (adobe.com/express/create/video)
- Flip (info.flip.com)
- WeVideo (wevideo.com)
- Vimeo Create (vimeo.com/create)
- Animoto (animoto.com)
- Loom (loom.com/education)
- Screencastify (screencastify.com)
- Screencast-o-matic (screencast-o-matic.com)
- Green Screen by Do Ink (iOS app)
- iMovie (iOS app)
- Explain Everything (iOS app)

RESOURCES

Tools for basic podcast creation:

- Soundtrap EDU (soundtrap.com/edu)
- Anchor FM (anchor.fm)
- Audacity (audacityteam.org)
- Synth (gosynth.com)
- Squadcast (squadcast.fm)
- GarageBand (iOS app)

RESOURCES

For more media and learning:

- MLC LABS (michiganlearning.org/labs)
- StoryMaker (story-maker.org)
- KQED Learn (learn.kqed.org)
- NPR Student Podcast Challenge
- Common Sense Education (commonsensemedia.org)
- Edutopia (edutopia.org)
- ISTE (iste.org)
- PBS Learning Media
- pbs.org

RESOURCES

For publishing and sharing:

- Youtube
- Soundcloud
- Anchor
- Vimeo
- iTunes
- Spotify
- Flip
- Social media

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