

"Kind of Like an Octopus" (World Language Version)

Designing YouTube Content Using World Languages

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Grade Level	9th – 12th Grade	**Time Frame**	240 minutes
Course	World Language	**Duration**	4-5 class periods

Essential Question

How do content creators communicate through engaging videos? How can you use your language skills to teach others a new skill?

Summary

Students discuss their favorite content creators on YouTube. They explore different content creators on a Wakelet and consider what it is about the video that makes it intriguing. Students learn from a YouTube content creator that creating YouTube videos is "kind of like an octopus"—you need a lot of hands to complete many tasks at once. Using their World Language skills, students work in groups to make a script and a how-to video in the style of a YouTube "content creator." Students then evaluate the videos made by their peers through Google Forms.

Snapshot

Engage

Students discuss their favorite YouTube content creators and complete a Quick Write in the World Language of the course about what they find intriguing about them. Advanced courses complete an Elevator Speech about whom they enjoy watching and why.

Explore

Students explore a Wakelet of YouTube content creators and focus on what it is that they look for when watching YouTube videos.

Explain

Students listen to a clip from a podcast interview of a YouTube content creator and discover the most significant point of the clip. They also read an article about the differences between content creators and influencers.

Extend

Students create their own how-to YouTube video with a script in the World Language of the course.

Evaluate

Students watch and review one another's videos with a provided Google Form.

Standards

Oklahoma Academic Standards (High School)

1: Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
1.3: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Attachments

- Content Creator—Kind of Like an Octopus - Spanish.docx
- Content Creator—Kind of Like an Octopus - Spanish.pdf
- Content Creator—Kind of Like an Octopus.docx
- Content Creator—Kind of Like an Octopus.pdf
- How-to Video Review—Kind of Like an Octopus - Spanish.docx
- How-to Video Review—Kind of Like an Octopus - Spanish.pdf
- How-to Video Review—Kind of Like an Octopus.docx
- How-to Video Review—Kind of Like an Octopus.pdf
- Lesson Slides—Kind of Like an Octopus.pptx
- Quick Write—Kind of Like an Octopus - Spanish.docx
- Quick Write—Kind of Like an Octopus - Spanish.pdf
- Quick Write—Kind of Like an Octopus.docx
- Quick Write—Kind of Like an Octopus.pdf

Materials

- Lesson Slides (attached)
- Quick Write handout (one per student, attached)
- Content Creator handout (one per student, attached, print 2-sided)
- How-to Video Review handout (optional, attached)
- Internet-connected devices: Chromebooks, iPads, or smartphones
- Pencils or pens
- Printer paper
- Notebook paper
- Padcaster (recommended)

10 minutes

Engage

Teacher's Note: Entry-Level and Intermediate Students

For an entry-level World Language class, this step can be done in English. For an intermediate class, have students complete this in the World Language they are studying.

Levels 1 & 2 Language Classes:

Display **slide 2**. As students take their seats, instruct them to have a one-minute conversation with their Elbow Partner about what they typically watch on YouTube. If they do not watch YouTube, discuss content they watch on TikTok, Twitch, or Instagram.

Display **slide 3**. Introduce the students to the Quick Write instructional strategy. Tell students they will have 2 minutes to complete the **Quick Write handout**. This should be completed in the World Language of the course for an Intermediate class.

They will answer the following questions:

- Who is your favorite content creator?
- Are they on YouTube, or are they on TikTok, Twitch, or Instagram?
- What separates them from other creators?
- Do you follow other creators in the same "genre" of content?

Pass out the Quick Write handout to each student. Start the timer on the slide and have students complete the Quick Write activity.

Display **slides 5-7** introducing the Lesson Title, Essential Questions, and Lesson Objective.

Teacher's Note: Advanced Students

If you are using this lesson in an advanced language class, before teaching the lesson open the slides, remove **slide 3** and then unhide **slide 4.** Add the language of the course to **slide 4**.

Levels 3 & 4 Language Classes:

Display **slide 2**. As students take their seats, instruct them to have a one-minute conversation with their Elbow Partner about what they typically watch on YouTube. If they do not watch YouTube, discuss content they watch on TikTok, Twitch, or Instagram.

Display **slide 4**. Introduce the Elevator Speech instructional strategy. Inform students they will create a 30-second speech about whom they enjoy watching and why. Have students complete the Elevator Speech activity on notebook paper and follow the instructions on the slide. This should be completed in the World Language of the course. After students complete their speeches, have students pair up and take turns sharing their Elevator Speech. Once all groups are finished, select a few volunteers to share their speech with the class.

Display slides **5-7** introducing the Lesson Title, Essential Questions, and Lesson Objective.

20 minutes

Explore

Display **slide 8**. Share with the students that they will be using Wakelet to view a YouTube Content Creator Gallery. Share the bit.ly and QR code with the students (both are located on the slide). Encourage students to watch the videos that interest them the most and discuss with their peers why they like or dislike different videos.

Teacher's Note: Timing

Each clip has been trimmed to seven minutes or less, how much time you provide the students is up to your class schedule and whether or not this is a four- or five-day lesson.

After students are done viewing the Wakelet, display **slide 9**. Explain the Magnetic Statements instructional strategy to your class. Inform students that you will display 5 different sets of YouTube video characteristics. The students need to decide which characteristic is most intriguing to them and move to that side of the room. Display **slides 10-14**. On each slide, read the two characteristics and have students move to the side of the room that represents their choice. Give students a few moments to discuss why they made their choice before moving on to the next slide.

Teacher's Note: Magnetic Statements

In this activity, students move to one side of the room or the other. If you do not have space in your room for the movement part of the activity, consider having students sit or stand at their seats to show their choice. For advanced classes, the share-out portion of the activity should be spoken in the World Language of the course.

30 minutes

Explain

Display **slide 15** and introduce the students to Marques Brownlee. Pass out the **Content Creator** handout to each student. Provide the students time to read the paragraph at the top about Marques Brownlee.

After students have finished reading about Marques Brownlee, display **slide 16**. Play this clip for students to listen to as a class.

Teacher's Note: Podcast

This is the link to the full podcast if you want to share it in class or with students: "The Business of Influence With MKBHD." The clip of the slide starts the podcast at the 8:52 mark and stops at the 11:26 mark.

Display **slide 17** and introduce the Point of Most Significance (POMS) instructional strategy to the class. Have each student fill out the POMS section at the bottom of the handout. Once they have finished writing their thoughts, discuss any common threads.

Teacher's Note: Language

For advanced classes, students can complete the writing and/or discussion component of the POMS strategy in the World Language of the course.

Display **slide 18** and have students read the quote. Point out to the students the lesson title and the connection with the quote. Tell students they might want to keep this in mind as they will create their own YouTube videos later in the lesson.

Display **slide 19**. Explain the CUS and Discuss instructional strategy. Have students flip over their Content Creator handout. Inform students they will be reading the "Content Creator v Influencer" article and following the instructions on the slide. As they read, they will complete the following:

- Circle any new words.
- Star the main ideas.
- Underline the details that support details.

As students read or once they are finished, encourage them to discuss with a partner what they are marking on the article and what they are learning about content creators and influencers.

Before moving to the Extend, ensure students know that they should be creating "content creator"- styled videos for their project and *not* influencer-styled videos.

120 minutes

Extend

Teacher's Note: Timing

The Extend part of the lesson may take 1-2 class periods, depending on the length of your students' videos. We recommend for lower-level language courses limiting the videos to two minutes in length and five minutes videos for upper-level language courses. Adjust the time frame on **slide 20** prior to presenting.

Teacher's Note: Using CapCut

If students need directions on how to set up an account for CapCut unhide **slide 21.**

Divide students into groups of 2-4 using your preferred method. Display **slide 20** and read through the instructions with the students. Instruct students to discuss their plan as a group first (e.g. selecting topic for the how-to, picking who will be filming, and who will be in front of the camera, etc.) and then create the script before recording the video.

Provide students with paper if needed. Give students time to write their scripts and record their videos, using their phones or some other recording device. After they have completed filming, direct them to CapCut to edit their videos. Once all students have finished editing their videos, have them publish it to YouTube or export and upload to Google Drive. Students can also select "Share as presentation" to create a shareable web link. (If the students use YouTube, make sure they publish as "unlisted.") Once the video is published, ask them to send you the link to the video.

Tech Integration: CapCut

CapCut is free video editing software (like iMovie or Adobe Premiere) that operates in your web browser or via the iPad app. CapCut has a variety of stock music, video clips, animations, stickers, and templates that students can use with their videos.

1. Click "Create New" in the left-hand panel.
2. Click "Blank Canvas" or select a video ratio best suited for a chosen publication platform.
3. Select the large plus-sign button to import videos or drag and drop them into the video editor. Continue uploading any media (video, audio, images, etc.) you want to include in your video.
4. Place your video clips, and any additional media into the timeline.
5. Arrange videos in sequential order, add effects, trim videos, and have fun editing your video!

60 minutes

Evaluate

Teacher's Note: Activity Prep

Use this forced copy Google Form link to create your own copy. After copying the form to your Google Drive, use Bit.ly to shorten the URL and/or make a QR code for your students, so they can easily access the form. Be sure to enter it on **slide 22** prior to starting this part of the lesson. If you would prefer to use paper copies, see the attached **How-to Video Review** handout.

Display **slide 22**. Inform students that they will now get to view and evaluate the videos created by other groups. Share the How-to Video Reviewer Google Form with the class or use the alternative **How-to Video Review** handout. Once all students have the form loaded on their devices, in another tab showcase the student videos on the projector in the classroom.

Resources

- K20 Center. (n.d.). CapCut. Tech tools. https://learn.k20center.ou.edu/tech-tool/5026
- K20 Center. (n.d.). CUS and Discuss. Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Elevator Speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (n.d.). Magnetic Statements. Strategies. https://learn.k20center.ou.edu/strategy/166
- K20 Center. (n.d.). POMS. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center. (n.d.). Quick Write. Strategies. https://learn.k20center.ou.edu/strategy/1127
- K20 Center. (n.d.). Wakelet. Tech tools. https://learn.k20center.ou.edu/tech-tool/2180
- Patel, N. (2021, January 22). *The business of influence with MKBHD*. The Verge. https://www.theverge.com/22231657/mkbhd-marques-brownlee-interview-youtube-creator-influencer-decoder