

"Kind of Like an Octopus"

Creating Instructional Content for YouTube

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Grade Level	9th – 12th Grade	**Time Frame**	60 minutes
Subject	English/Language Arts	**Duration**	3-4 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 HIVE source collection board 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. 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 about what they find intriguing about them.

Explore

Students explore a HIVE board 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 difference between content creators and influencers.

Extend

Students create their own how-to video with a script.

Evaluate

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

Standards

Oklahoma Academic Standards for English Language Arts (Grade 11)

11.1.W.1: Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
11.5.W.3: Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.
11.7.W.1: Students will design and develop multimodal content for a variety of purposes.

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)
- Internet-connected devices: Chromebooks, iPads, or smartphones
- Pencils or pens
- Printer paper
- Padcasters (recommended)

30 minutes

Engage

Display **slide 2** as students take their seats. Ask them to have a conversation with a partner about what they typically watch on YouTube. If they don't watch YouTube, discuss the content they watch on TikTok, Twitch, or Instagram.

Display **slide 3**. Introduce students to the Quick Write strategy and let them know they will have 2 minutes to complete the activity. 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 attached **Quick Write** handout to each student. Start the timer on the slide and have students complete the Quick Write activity.

Display **slide 4** and introduce the lesson. Move to **slide 5**-**6** and share the Essential Question and the Learning Objectives.

20 minutes

Explore

Display **slide 7**. Prompt students to access the YouTube Content Creator Gallery HIVE board by visiting the link or scanning the QR code. 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 two- or three-day lesson.

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 this activity, consider having students sit or stand at their seats to show their choice.

After students are done viewing the HIVE sources, display **slide 8** and introduce the Magnetic Statement instructional strategy. Inform students that you will display 5 different sets of YouTube video characteristics. They need to decide which characteristic attracts them more and move to the side of the room that represents their choice before moving on to the next slide. Display **slides 9-13**. 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.

30 minutes

Explain

Display **slide 14** and introduce the students to Marques Brownlee. Inform students that they will be reading "Content Creator v Influencer" and to follow the instructions on the slide. 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 15**. 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 on the slide starts the podcast at the 8:52 mark and stops at the 11:26 mark.

Once the class has listened to the podcast, display **slide 16** 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 Content Creator handout. Once they have finished writing their thoughts, discuss any common threads.

Then display **slide 17** and have students read the quote on the slide. Point out the title of the lesson and the connection with the quote. Tell students they might want to keep this in mind as they will be creating their own YouTube videos later in the lesson.

Move to **slide 18** and introduce the CUS and Discuss instructional strategy to the students. Have students flip over their Content Creator handout. Inform students they will be reading the "Content Creator v Influencer" article and follow the instructions on the slide. As they read, they will complete the following:

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

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. After students have finished, inform them that they will be creating "content creator"-styled videos for their project and *not* influencer-styled videos.

30 minutes

Extend

Teacher's Note: Timing

The Extend part of the lesson may take 1-2 class periods, depending on the length of students' videos.

Teacher's Note: Using CapCut

If students need directions on how to set up an account for CapCut, unhide **slide 20.**

Divide students into groups of 2-4 using your preferred method. Display **slide 19** and read through the instructions with the students. Remind them that they are creating a How-To Video. Instruct students to discuss their plan first as a group (selecting a topic, picking who will be filming, who will be in front of the camera, etc.) and create the script before recording the video.

They need to plan on creating a video that is 3-5 minutes long. Provide students with paper, if needed. Give students time to write their script 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!

25 minutes

Evaluate

Teacher's Note: Activity Prep

Use this forced copy Google Form link to create your own copy. This will allow you to collect all the information needed. Make sure you allow students to submit more than one form. You will also need to create a Bit.ly and/or QR code for **slide 21**. If you would prefer to use paper copies, see the attached **How-to Video Review** handout.

Display **slide 21**. Inform students that they will now get to view and evaluate the videos created by other groups. Share the How-to Video Review Google Form with the class or use the alternative **How-to Video Review** handout. Once all students have the form loaded on their devices, open another tab to 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.). 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.). *YouTube content creator gallery.* HIVE. https://hive.k20center.ou.edu/boards/31
- Patel, N. (2021, January 22). *The business of influence with MKBHD*. The Verge. Retrieved August 24, 2022, from https://www.theverge.com/22231657/mkbhd-marques-brownlee-interview-youtube-creator-influencer-decoder