

And We're Rolling! With Green Screen Video Production

Digital Storytelling with Green Screen

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Grade Level	8th Grade	**Time Frame**	1-8 class period(s)
Subject	English/Language Arts	**Duration**	200 minutes

Essential Question

What makes good storytelling for an audience?

Summary

Through digital storytelling, students will create projects that showcase creativity, teamwork, and writing across the curriculum. This lesson engages teachers in using a green screen, the Do Ink app, and a movie editing application like iMovie to transport them to the world of students reporting on projects like morning announcements to historical reports to book reviews. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

Snapshot

Engage

Participants will create an abstract or concrete visual of the "best part" of their school as a warm-up for digital storytelling.

Explore

Participants will explore the digital storytelling process and then brainstorm the beginnings of their own digital storytelling storyboard.

Explain

Participants will collect photos and video related to their chosen digital storytelling topic to import into a green screen project. A scavenger hunt of the green screen app, Do Ink, will be done collaboratively.

Extend

Participants can extend their green screen projects by importing them them into iMovie for additional transitions and production effects.

Evaluate

Participants will share their collaboration and production to the whole group. For student productions, the evaluation and sharing process will differ depending on the theme chosen.

Attachments

- Do Ink Scavenger Hunt—And We're Rolling - Spanish.docx
- Do Ink Scavenger Hunt—And We're Rolling - Spanish.pdf
- Do Ink Scavenger Hunt—And We're Rolling.docx
- Do Ink Scavenger Hunt—And We're Rolling.pdf
- Lesson Slides—And We're Rolling.pptx
- Mapping a Story with Prewriting—And We're Rolling - Spanish.docx
- Mapping a Story with Prewriting—And We're Rolling - Spanish.pdf
- Mapping a Story with Prewriting—And We're Rolling.docx
- Mapping a Story with Prewriting—And We're Rolling.pdf
- Sample Green Screen Production Schedule—And We're Rolling - Spanish.docx
- Sample Green Screen Production Schedule—And We're Rolling - Spanish.pdf
- Sample Green Screen Production Schedule—And We're Rolling.docx
- Sample Green Screen Production Schedule—And We're Rolling.pdf

Materials

- Green Screen (bought or made)
- Do Ink app
- iMovie
- iPad
- Computer
- WiFi or Internet access
- Pencil or pen
- Lesson Slides (attached)
- Do Ink Scavenger Hunt (attached; one per student)
- Mapping a Story with Prewriting (attached; one per student)
- Sample Green Screen Production Schedule (attached; optional)

Engage

Technology Note: Green Screens

This lesson relies on the use of a green screen, iPad, and the Do Ink green screen app. There are many options for green screens in the classroom. For example, you may choose to purchase one, create one out of a green tablecloth, set a SmartBoard background to bright green, make mini green screens out of pizza boxes, or use green paint or cloth to cover smaller objects.

Use the attached **Lesson Slides** to follow along with the lesson. Begin by displaying **slide 3,** which shows the following question: *"What is the best part of your school?"* Consider having students draw their answers on paper or using a Web 2.0 tool like AutoDraw (this is linked on the slide). You can also ask students to write out an answer instead.

Teacher's Note: Suggested Questions

Depending on the season, the unit being studied, or the current topic of discussion, this question can be modified to a number of themes (i.e. "What was the scariest part of Edward's trip home?" or "What does a book fair need?"

When students have responded to the prompt either through writing or drawing, ask volunteers to share what they've come up with.

Optional Modification For Distance Learning

If using a platform like Seesaw or Google Classroom, these responses can be uploaded into a class journal and loaded into the classroom's main board as examples. Download all attachments to use this lesson in Google Classroom.

Sample Student Responses

If student responses to the question "What is the best part of your school?" vary enough, write them down on a large piece of paper, whiteboard space, or similar place displayed where the class can see. Sample responses might include teachers, friends, pizza on Fridays, the playground, the book fair, Mr. Smith's funny jokes, etc. How can responses like this help with creating content for morning announcements? What is needed is a process for digital storytelling.

Display **slide 4** and share the essential question with your students: *What makes good storytelling for an audience?*

Display **slide 5** and share the lesson's learning objectives with students: After this lesson, we will be able to 1) create projects that showcase creativity, teamwork, and writing across the curriculum, and 2) use a green screen and the Do Ink app to report on a project.

Explore

Transition to **slide 6,** and ask students what they think digital storytelling is and how they can integrate it into their work. Allow them time to discuss with an Elbow Partner before sharing out with the class.

Move to **slide 7** and share with your students the steps in the digital storytelling process. Students should follow these steps, whether creating morning announcements or other productions:

1. Select a topic.
2. Research the content.
3. Write the script or create a storyboard.
4. Collect images and videos that enhance and tell the story wanting to be told.
5. Import and arrange the images (using tech tools like Do Ink and iMovie).
6. Insert narration, audio, and/or music.
7. Select the way that this story can be shared and who it will be shared with.

Display **slide 8** and inform your students that, in addition to understanding the digital storytelling process, a strong topic must also be chosen. This topic should be one that captivates the attention of the creator (students) and the audience (other students, parents, etc.). These topics can range from the best part of school to classroom routines to historical figures. Topics may also be part of a larger project, like proposing a solution to a real-world school problem.

Pass out a copy of the attached **Mapping a Story With Prewriting** template to each student. This handout asks students the following questions: *What is going to happen in your digital story? Who will need to be involved? Where will it take place?*

Display **slide 9** and have your students partner up. Students should use their handouts to establish their digital storytelling topic, as well as the steps needed to outline a plan for their production. Consider integrating the Storyboarding strategy and allowing students to illustrate each step needed for their outline.

Once students have chosen their topics and understand the process needed to produce their digital stories, invite students to begin working with Green Screen By Do Ink app. The following activity is an engaging way to keep students active as they collect the material needed for their green screen production.

Teacher's Note: Production Practice

Consider this first round of collecting and composing material for a green screen production to be practice. Unless students are already confident and capable of using the Do Ink app and adhering to a storyboard in the same they would an essay outline, it is best to try a practice round before addressing a topic that will be standards- and/or curriculum-based. For example, as students first work through the below scavenger hunt with the Do Ink app, you may have them produce a video about their favorite part of school. Then, once students have gained confidence with the Do Ink app, you may have them produce a second video about a historical figure, a real-world problem, or another standards and/or curriculum-based topic.

Guide students through the following steps. Students should:

1. Find a partner and establish a topic.
2. Create a quick 30-second video with a partner in front of their green screen.
3. Take a few pictures that symbolize their topic. Some pictures should be in front of a green screen, and some without.
4. Get creative and have fun! Students should remember to use the events brainstormed on their storyboards to stick to their outline.

Give students time to take their pictures—at least 20 minutes. Depending on the space available, they might leave the classroom to collect images in a different setting.

Optional Modification For Distance Learning

If students are working remotely, they may use a platform like Google Classroom or Seesaw to collaborate. This way, students can take their photos separately and share the photos in a communal space. Then, partners can experiment with Do Ink on their separate devices using the photos they took.

Explain

Once students have returned from collecting their image content for their green screen video, invite them to work with their partners to get familiarized with the Do Ink app. Display **slide 10** and inform your students that they will be completing a scavenger hunt to identify and explore key features in the Do Ink application. Make sure students download the Green Screen by Do Ink app to their devices before they begin. Pass out a copy of the attached **Do Ink Scavenger Hunt** handout. Give students the following directions:

- With your partner, use the provided checklist to identify and explore key features of the application.
- Make sure to ask questions along the way!
- As you work through the list, upload the videos and pictures you took into Do Ink.

As students work through the list, they should create their Do Ink videos step-by-step.

Teacher's Note: Timing

Keep in mind that it will take some time for students to learn how to use this application. Depending on the depth of the topic, students' grade level, and the experience they have with using iPads and the Do Ink app, this lesson may take more or less time than anticipated. Below is a sample eight-day schedule:

Day One	Day Two	Day Three	Day Four
Choose topic, choose partners' roles, and start basic research.	Continue basic research, find facts, start storyboards, begin the script.	Continue with storyboards and begin brainstorming what images and narration elements will be needed.	Complete storyboards, begin compiling images and videos, and begin writing narration script.
Day Five	**Day Six**	**Day Seven**	**Day Eight**
Add images and videos, record narration, begin editing in the Do Ink app.	Continue editing images, video, and narration in the app.	Apply final edits, add backgrounds, add music and sounds, add titles, and add transitions.	Revise and share.

Sample Eight-Day Schedule for Green Screen Video Production

Extend

It is possible and effective for your students to create and produce a green screen video using only the Do Ink app. However, to take it a step further and broaden your students' production abilities, consider having student import their Do Ink files into iMovie (on iPads) and add more sophisticated narration, transitions, and effects. Display **slide 11** and share the steps for students to follow if using iMovie. Students should do the following:

1. Open iMovie.
2. Choose "New Project."
3. Import their media from Do Ink into iMovie.
4. Record a script, using their storyboard template as an outline and guide.
5. Add effects and background sound.
6. Export to their camera roll to share it with an audience.
7. Ask questions as needed.

If using iMovie, be aware of the following:

- If a student erases a picture from their iPad's camera roll, it will also disappear from their iMovie. The iMovie must be saved to their camera roll to avoid losing material.
- YouTube videos cannot be used.
- It is much easier for students to collect their videos and pictures before creating their iMovie.

Evaluate

Display **slide 12** and invite students to show and explain their collaboration and digital storytelling production. Depending on the initial theme for this project (morning announcements, book reports, historical figures), the evaluation process will vary.

Teacher's Note: Evaluation Process

For example, if students created digital storytelling pieces over historical figures, consider putting on a "living museum" show where students dress up as their characters and make their green screen videos available via QR code during their presentations. If students created content for morning announcements, the whole class may need to work together to figure out ways to compile each piece of storytelling for a cohesive school report.

Resources

- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Storyboarding. Strategies. https://learn.k20center.ou.edu/strategy/79
- K20 Center. (n.d.). Seesaw. Tech Tools. https://learn.k20center.ou.edu/tech-tool/671
- K20 Center. (n.d.). Google Classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Green Screen By Do Ink. Tech Tools. https://learn.k20center.ou.edu/tech-tool/632
- K20 Center. (n.d.). iMovie. Tech Tools. https://learn.k20center.ou.edu/tech-tool/636