Lesson 6: Pre-Production & Production

Learning Outcomes

✦ Students will:
  ✧ Students will begin pre-production on their CIC project by developing a script, outline, or storyboard.
  ✧ Students will learn how to create a CIC project using CANVA.
     Students will produce a CIC project that aligns with the Judging Rubric that meets the Competition Criteria

Essential Questions

✦ How do we move from an idea to a finished product?
✦ What tools do you have at your disposal to help tell your story effectively?
✦ Reflect on when you began this process? What are some of the most significant things you've learned thus far?

Note to Teacher

✦ We recommended dedicating multiple class periods (4-5+) to this lesson to allow for extensive in-class, production work. Many students will also spend time working on projects at home or away from school. We encourage you to build some flexibility into the pre-production and production process. Some students find storyboards fun and essential, and for some, it's difficult, tedious, and unhelpful in producing a final product. Producing some kind of outline or script is essential for both assessment and quality communication, but the actual process itself may be something you leave up to your students.

✦ At CAVU, we recommend the use of Canva to produce a final product. Teachers have testified that this is the best, easiest and most affordable way for students to create dynamic, engaging CIC projects. The software is both user friendly, allows student collaboration and diverse enough in its offerings to meet the needs of most students. To register as a verified educator so that you and your students can use Canva for **FREE**, click here. Click here for a video tutorial on how to incorporate Canva for educators in your classroom.

✦ We have noticed that students struggle with completing projects, even if given the proper amount of lead time for developing the project. The causes are numerous, from lack of confidence, to challenges they face as the deadline looms. Please encourage your students to enter, even if they think they aren't going to 'win.' Their contributions are important.

✦ Be sure to check out the resources listed in the Dive Deeper section of this lesson for tips and tricks on how to create a great CIC project.

✦ **Review High-Scoring Projects from Previous Years** (20 minutes)
  ✧ Here are examples of past submissions that have done well in the competition in a variety of ways. Consider reviewing relevant videos for your classroom and discussing how and why you think they may have scored well in the competition. Use the CIC Judging Rubric to guide your discussion.
    ✦ Elementary School
      ✧ "Composting" (3:48) by Stephen, Amari, Anthony, Axel, & Bryce, 5th grade students at Roland Rodgers Elementary School in Galloway, NJ
      ✧ "Fashion Crisis" (3:35) by West, 5th grade student at Carlos Gilbert Elementary in Santa Fe, NM
      ✧ "Time Crunch for Lunch" (4:00) by 3rd grade students at Amy Biehl Community School in Santa Fe, NM
    ✦ Middle School
      ✧ "Creating Backyard Habitats" (4:00) by Adrian and Athena, 8th and 6th grade students at Albuquerque Academy in Albuquerque, NM
      ✧ "Rooftop Gardens" (2:43) by Vivian and Avery, 6th grade students at the Sage International School of Boise in Boise, ID
      ✧ "The Sound of a Better Planet" (3:01) by Madison, 8th grade student at Dock Street School for STEAM studies in New York City, NY
    ✦ High School
      ✧ "Your Lawn Sucks" (3:38) by Willa, 10th grade student at New Mexico School for the Arts in Santa Fe, NM
      ✧ "Lake Bogoria" by 9th, 11th & 12th grade students at Lake Bogoria Girls High School in Lorwok, Kenya
      ✧ "Sustainable Seafood" (3:47) by Eileen and Carmen, 10th-grade students at the Academy for Technology and the Classics in Santa Fe, NM
  ✧ Reiterate the end goal, which is to design a creative solution to a problem caused by climate change, and then communicate this idea in a short video (under 4 minutes). Good projects include the following:
    ✧ Creative and engaging storytelling with a beginning, middle, and end that effectively communicates the problem and the ensuing solution.
    ✧ Reputable and relevant data sources with proper citations.
    ✧ Strategies that are practical and replicable with potential to be implemented in your community.
    ✧ Good sound quality. The audience must be able to hear you and those you are interviewing. If students are having issues with sound, please suggest adding captions to the video.
    ✧ Engaging visuals that are both relevant and thought provoking.
    ✧ An inspiring message that motivates others into action. Good storytelling communicates people's experiences as they confront a problem or challenge, and eventually find a solution to that problem or challenge.

✦ **Pre-Production - Scripts and Storyboards** (10 minutes)
  ✧ Introduce commonly used pre-production tools to help students be organized. While it may be tempting to jump straight into production, ask students to take their time to develop the story that they want to tell.

- To write a script for their project, it is suggested that students use their Climate Action Plan from Lesson 5 as a guiding document. This will encapsulate what the students want to communicate and in what order. Students should start listing the arguments and/or messaging they might take and how they could communicate these things visually.
- Pre-Production Tools:
  - Formatting a Screenplay
  - Documentary Script Template
  - Creating a Storyboard - Template
- Using the students' Climate Action Plan from Lesson 5, have them organize their projects for video production using a storyboard. Using the storyboard template in the "Dive Deeper" section, students can create a sequence of sketches with direction and dialogue representing the shots or scenes for their video projects.
- Have students think about a timeline for their production.

- **Take a Test Drive with Canva** (30 Minutes)
  - Assuming you and your class have chosen to work with Canva, show one or both of these short tutorial videos to get started:
    - Canva Video Editor - COMPLETE tutorial for Beginners (16:33)
    - Canva App Video Editing Tutorial (8:42)
  - Try this activity to help students get acquainted with the software. This activity can be modified to work with any presentation or editing software.
    - Give students the one of the following prompts:
      - You have 15 minutes to make a 10-20 second video on Canva that...
        - Tells a quick story about a memory from your childhood
        - Highlight a favorite food and why it is your favorite
        - Explains the premise of your favorite movie or book
        - Create your own prompt!
    - The video must contain the following attributes:
      - At least 3 relevant and engaging visuals
      - Transitions between visuals
      - Recorded narration
      - Text on screen that emphasizes certain words or phrases
      - Music that might cause your audience to be influenced by the message you are trying to convey.
    - When 15 minutes are up, ask for student volunteers to share what they have made and the tools they chose to include for this activity.

- ✦ CCSS.ELA-LITERACY.CCRA.W.3
  - ✧ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- ✦ CCSS.ELA-LITERACY.W.8.1
  - ✧ Write arguments to support claims with clear reasons and relevant evidence.
- ✦ CCSS.ELA-LITERACY.W.8.1.A
  - ✧ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- ✦ CCSS.ELA-LITERACY.W.8.1.B
  - ✧ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- ✦ CCSS.ELA-LITERACY.W.8.1.C
  - ✧ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- ✦ CCSS.ELA-LITERACY.W.8.1.D
  - ✧ Establish and maintain a formal style.
- ✦ CCSS.ELA-LITERACY.W.8.1.E
  - ✧ Provide a concluding statement or section that follows from and supports the argument presented.
- ✦ CCSS.ELA-LITERACY.W.8.4
  - ✧ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ✦ CCSS.ELA-LITERACY.W.8.6
  - ✧ Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- ✦ CCSS.ELA-LITERACY.CCRA.SL.4
  - ✧ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ✦ CCSS.ELA-LITERACY.CCRA.SL.5
  - ✧ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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Dive Deeper Resources

- **Lights, Camera, Action! - Project Production Tips**
    - Now, your students will take everything they've learned in this curriculum and put it into action. So far, they've studied regional climate impacts, creative and innovative strategies, and how to tell an effective and engaging story using film or video as means for communication. Now they are ready to produce their projects.
    - Project pre-production and production will take some time and we recommend offering an additional 3-4 class periods to allow students to work on their projects. They may also choose to do some work outside of the classroom.
    - If students plan on interviewing someone for their project, please have them inform the interviewee that these recordings will be included in a video project that may be put on the internet. Please have all interviewees fill out a CAVU media release form. (attached)
    - If your students choose not to use Canva to create their CIC projects, here are some suggestions for other popular presentation software you may want to use with your students. Click on the links to watch the tutorial.
        - Capcut - Tutorial (7:42)
        - Clipchamp - Tutorial (9:15)
        - Photo Voice - Tutorial (8:00)
        - Prezi - Tutorial (15:10)
        - StoryJumper - Tutorial (19:29)
        - Doodly - Tutorial (24:35)
        - Powtoon - Tutorial (14:53)
    - If students are producing a film or video in a more traditional way, they can use the following resources put together by our partners at Explora to help CIC students produce their projects:
        - Filming Workshop by Explora (17:30)
    - Here are more recommendations for free, user-friendly editing software.
        - DaVinci Resolve - Tutorial (16:45) - Mobile Tutorial by Explora (10:08)
        - iMovie - Tutorial (23:06)
    - The Resource Library on the CIC website offers other resources that students can use while making their videos, like filmmaking techniques, using a smartphone to create their video, sources for royalty-free music, and free editing software.

✦ **Using your Video to Create Change in Your Community**
  ✧ Beyond CIC, what can students do with their finished CIC project? We encourage them to share their work with their community and through the various social outlets offered online (i.e. Youtube, Vimeo, Facebook, Tik Tok, etc). They can add their work as a link in emails they send to their peers, educators, elected officials, and other leaders in their community.
  ✧ They can also check out some other great programs and competitions where their climate change strategy can take on a new life:
    ✦ Colorado Environmental Film Festival
    ✦ FXB Climate Advocates
    ✦ Film Prize Junior
    ✦ Climate Science Olympiad
    ✦ One Earth Film Festival
    ✦ Native Indigenous Student Academy for Cinematic Arts
    ✦ GenSea-Online Community of Young Ocean Advocates
    ✦ Changemaker Challenge
    ✦ Wellfleet Youth Film Festival
    ✦ Reel Youth Film Festival
    ✦ Forest Stewards Guild
✦ Thank you for participating in the Climate Innovation Challenge! As you and your students prepare your submissions, please don't hesitate to contact us at cic@cavu.org if you have any questions or feedback.