



# How to build a storyteller:

Foster media literacy through classroom content creation

## PG 3 Intro to Media-Making

Why and how to teach media literacy through media-making

## PG 4 Best Practices for Media-Making Planning

Teach the responsibility of creating media and how to address media bias.

## PG 5 Media-Making Planning and Discussion Points

Lead students through a planning discussion for their media piece

## PG 6 The Media Production Process

5 Steps for every student content creator to follow

## PG 7 Printable Worksheet for Students!

***Map the Details: Planning what viewers will see and hear***

Using both audio and visual elements, students will consider each detail as they use this two column graphic organizer to address the assignment.

## PG 8 Printable Worksheet for Students!

***Tell Your Story: Guiding questions to create powerful media***

Students will work through the media literacy-infused questions as they begin making reasoned edit decisions to discover, create, manage and edit, share, and expand on their stories.

# 3 reasons why to coach student content creators through critical thought exercises before mediamaking lessons.

- 1 Students examine how they engage with media.** Teach students to stop, think, and evaluate their relationship with media and media's relationship with them.
- 2 Prime students for deconstructive inquiry.** The deliberate power shift when students move from the position of media consumer or user into the roles of writer, director, producer, editor, and gatekeeper — all in one — primes them for deconstructive inquiry that will inform how their content is shaped.
- 3 Students learn to interrogate the intended and potential impact of media.** Students incorporate diverse terms into their media practice and learn this as a necessary step of the media making process. As they think and talk through the shape of their content, students interrogate intended and potential impact from perspectives beyond their own points-of-view.

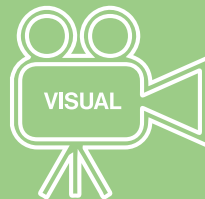
## How can teachers do this?

Every detail within a piece of media has the power to shift and enforce a story. Using both **audio** and **visual** elements, students will consider each detail as they begin to address the assignment. While sound guides the mood of the overall piece, everything on the screen can be enlisted as an element of story. Each frame must be given careful consideration for what it conveys on its own as well as how it contributes to the whole.

Emphasize with students: audiences react to what they feel so attention to detail is essential.



**Will students use voice over?  
Sound effects? Music?  
Silence?**



**Displays of character,  
lifestyles, locations,  
geography, to types of shots,  
style of lighting, use of text or  
visual effects**

### Map the Details:

Planning what viewers will see and hear



Student's Name

Project Title

Date

Video Statement (1 sentence): This video is about...



Video

What sort of images are needed to tell the story? Insert those descriptions in this column.

Align image with matching audio.

Sample image descriptions:

Text: Exploring My City...  
Clip: Families playing in the park.

Clip: Shots of downtown and festival activities

Text: 40% of Chicagoans travel out of the country for summer vacations



Audio

What sound elements are needed to tell the story? Insert those details in this column.

Align what we will hear with what screen.

Sample image descriptions:

Music: Summer Rock

VO: My neighborhood is a lot of fun out.

VO: Lots of festivals and events happen in the city too.

## Get this printable worksheet on page 7!

**Map the Details: Planning what viewers will see and hear**

Using both audio and visual elements, students will script in two-column format and consider each detail as they address the assignment. For extra credit, students can seek feedback from at least 3 different people before proceeding with the edit. As students create, they will test message effectiveness and timing.

# Teach the responsibility of creating media

Creating media comes with great responsibility. Students should be encouraged to think about the responsibility that comes with being a media maker, especially when they desire to reach wide audiences or anyone they do not personally know.

## How to address media bias

**It is important to settle how bias will be managed. Unconscious bias is an omnipresent factor in media creation so it is not a matter of if, but how, students should learn to acknowledge it.**

**Determine these assignment guidelines before assigning a lesson:**

- Will the assignment allow the communication of personal opinions and values?
- Will objective journalistic practices be required?

**The creative storyteller reserves the right to influence an audience. The journalist seeks to communicate truth without manipulation so audience members can make up their own minds.**

**Ask students to answer these questions before they begin:**

- Will your identity or beliefs be made visible by this piece?
- How do you want to be viewed by your association with this piece?





## Media-Making Planning and Discussion Points

After addressing questions around bias and assignment purpose, lead students through a planning discussion for their media piece.

## Students should answer:

Why am I creating  
this media content?

What is the message  
I want to convey?

What is my position  
with the truth of this  
message?

Who do I  
intend to  
reach  
with my  
message?

How do I encapsulate my message in  
just one word? And one sentence? Does  
everything I've included here serve  
these descriptors?

What do  
I want  
consumers  
of my  
content to  
feel after  
watching/  
hearing  
this?



## Best practices for mediamaking production

### Discover

Get Inspired! What visual elements, storytelling styles, or footage bins will you use?

### Create

Gather your materials for assembly. Record your audio, shoot your footage, start dropping your audio and visual elements into your storyboard.

### Manage & edit

Focus on the details. What elements of your story do you want to tweak? What effects can help create a more compelling experience for the viewer?

### Share

Spark interest by creating a message of impact. What are the next steps for the viewer of your media creation?

### Mediamaking 2.0

Don't stop now! What other stories are waiting for you to tell them?

#### Tell Your Story:

Guiding questions to create powerful media



Student's Name \_\_\_\_\_

#### Discover

1. Survey: Are there any visual references inspiring your story?
2. Survey: Storytelling styles you'd like to emulate?
3. Assess: Explore bins for available clip content to identify proper elements that adhere to your script and the audience you'd like to reach. What building blocks are already here? What building blocks will need to be created?

#### Create

1. Record any necessary voice tracks before you begin editing
2. Shoot any necessary footage before you begin editing
3. Select visual elements for story + drop into timeline
4. Select audio elements for story + drop into timeline

#### Manage & edit

1. Assemble all of the above to reflect script
2. Determine what's working and what needs to be modified
3. Add desired overlays and filters where appropriate for enhancement of story
4. Add text graphics, with consistent style and positioning (not too much on screen at once...be sure to read and digest)
5. Select proper transitions for desired story flow
6. Adjust levels
7. Assume role of consumer and preview as an objective audience member
8. Invite feedback from a select focus group of at least 3 diverse perspectives
9. Finalize, save and render

#### Share

1. Have you successfully conveyed what you want audiences to feel after viewing?

**Tips:** thoroughly add discover questions, efficient use of and resources, original content, different...

## Get this printable worksheet on page 8!

***Tell Your Story: Guiding questions to create powerful media***

Students will work through the media literacy-infused questions as they begin making reasoned edit decisions to discover, create, manage and edit, share, and expand on their stories.



## Map the Details:

Planning what viewers will see and hear

Student's Name

Project Title

Date

**Video Statement** (1 sentence): This video is about...



**Video**

What sort of images are needed to tell the story?  
Insert those descriptions in this column.

Align image with matching  
audio.

### Sample image descriptions:

*Text: Exploring My City...*

*Clip: Families playing in the park.*

*Clip: Shots of downtown and festival  
activities*

*Text: 40% of Chicagoans travel out of the country  
for summer vacations*



**Audio**

What sound elements are needed to tell this  
story? Insert those details in this column.

Align what we will hear with what we will see on  
screen.

### Sample image descriptions:

*Music: Summer Rock*

*VO: My neighborhood is a lot of fun when school's  
out.*

*VO: Lots of festivals and events happen in the city  
too.*



# Tell Your Story:

Guiding questions to create powerful media



Student's Name \_\_\_\_\_

## Discover

1. Survey: Are there any visual references inspiring your story?
2. Survey: Storytelling styles you'd like to emulate?
3. Assess: Explore bins for available clip content to identify proper elements that adhere to your script and the audience you'd like to reach. What building blocks are already here? What building blocks will need to be created?

**Tips:** thoroughly addressing the discover questions will set up efficient use of production time and resources. Consider how your original content will match or be differentiated from existing clips.

## Create

1. Record any necessary voice tracks before you begin editing
2. Shoot any necessary footage before you begin editing
3. Select visual elements for story + drop into timeline
4. Select audio elements for story + drop into timeline

## Manage & edit

1. Assemble all of the above to reflect script
2. Determine what's working and what needs to be modified
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7. Assume role of consumer and preview as an objective audience member
8. Invite feedback from a select focus group of at least 3 diverse perspectives
9. Finalize, save and render

## Share

1. Have you successfully conveyed what you want audiences to feel after viewing?
2. Where do viewers go from here? What do you want them to do after viewing?
3. Is there a clear call to action?
4. Create a hashtag that will help audiences share and start a conversation

## Mediamaking 2.0

1. Is there more to this story?
2. Will your message be updated at a certain point?
3. Can you tackle a brand new topic?
4. Can you research and create a piece about a subject you know nothing about?

**Tip:** LumieLabs updates and adds new content often so check back soon for new elements and inspiration.



**LumieLabs is Britannica's K-12 digital storytelling and video-creation platform that combines curriculum-relevant, project-based video lessons with rights-cleared multimedia assets to shape a new future for K-12 classroom learning.**

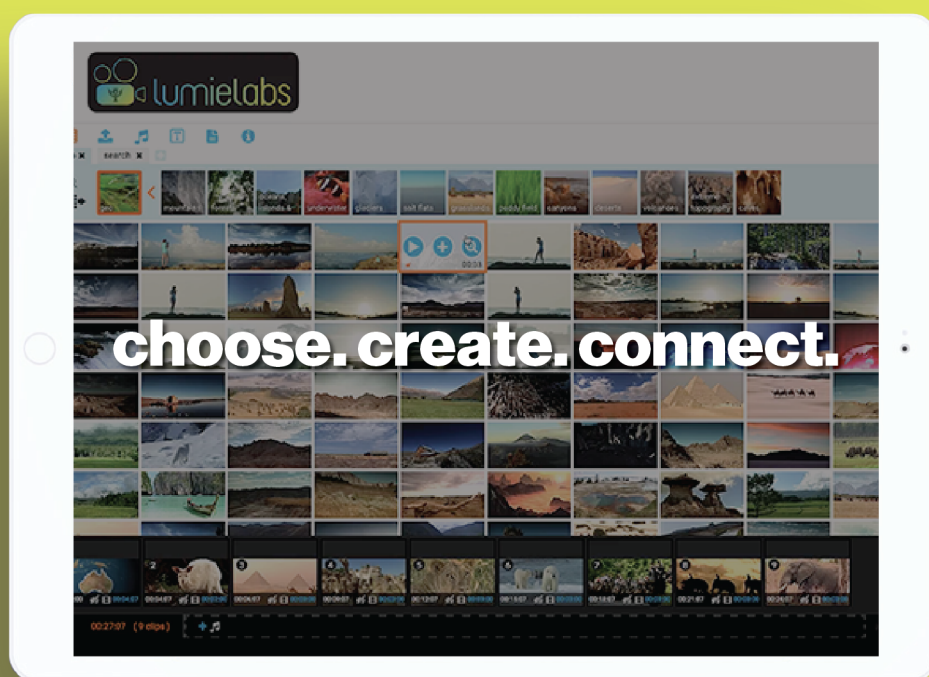
Using video creation and digital storytelling, educators can harness students' passions and natural engagement with media to meet subject-area learning objectives, assess students' mastery of content, promote voice and choice, and weave in practical skills that enable their futures.

Featuring millions of royalty-free clips, simple cloud-based editing, secure video hosting and sharing, and student assignment functionality, LumieLabs has been adopted by educational facilities, educators, and students across 10 countries.

## **Teachers believe video:**

Directly increases student motivation by **66%**.

Increases student engagement by **42%**.



# why video is critical in today's classroom

**The video revolution has happened. How do you leverage it for learning?** Designed to disrupt the status quo and shape a new future for classroom learning, LumieLabs harnesses students' natural engagement with video and brings curriculum-aligned digital storytelling projects into K-12 classrooms.

**1 minute  
of video  
is worth  
1.8 million  
words**

## MOTIVATED STUDENTS

Learning starts here.  
Motivated students are  
engaged students,  
ready to learn.

**82% of all  
Internet  
traffic  
will be video  
in 2021**

## LITERACY EVOLVED

Video creation transforms  
students from content  
consumers to content  
producers and gives them  
hands on experience with  
literacy concepts.

the avg teen  
watches  
**68 videos  
every day**

## EMPOWERED SCHOOLS

When students  
demonstrate their  
knowledge through video  
creation, educators gain a  
powerful tool for  
assessment.

**85% of teens  
use YouTube,  
making it the  
#1 social  
platform**

## ENGAGED CITIZENS

Video connects us to the  
rest of the world and  
delivers the ability to  
understand critical issues  
of local, national, and  
global importance.

**400 hrs  
of video are  
uploaded  
to YouTube  
every  
minute**



To learn more about scheduling, contact us:  
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