

## Lesson 1.2: What Makes A Good Video Report?

### Subjects

Journalism, Language Arts, Social Studies

### Estimated Time

One 45-minute class period

### Grade Level

Upper Elementary, Middle and High School

### Materials

Copies of Worksheets [1.2 A](#) and [B](#) for every student

### Overview

Students will learn about components that make up a good video report and how to provide feedback effectively.

### Warm Up Activity

*What makes a story interesting?*

Pose the question “What makes a video interesting to you?” List student answers on the board and encourage them to provide answers with depth and examples from their personal experiences.

### Main Activity

*Modeling Good Reports*

Show students a short [compelling video story](#) and then return to your original list and make any additions or subtractions the students decide on as a class.

Handout copies of [Worksheet 1.2 A](#) and [Worksheet 1.2 B](#) to students and go through the different criteria that makes a story of good quality and point of similarities between their earlier answers on the board. Using the handouts, explain what makes a video good from a viewer’s perspective (Worksheet 1.2 A) and from the producer’s perspective (Worksheet 1.2 B).

Then ask students to come up with ideas about how to give good feedback on a video report without being too easy or too hard on the team that created it. Explain to students the concept of providing “warm” (i.e. Positive and helpful) and “cool” (i.e. Critical, yet constructive) feedback during critiques. What terms might they use for “warm” feedback, what about for “cool”? Write them on the board and encourage students to write them down on their own papers for future use.

Play another [video report](#) for the class and ask students to use [Worksheet 1.2 A](#) to guide their evaluation of the piece and to keep in mind that helpful feedback is in terms of “warm” and “cool” rather than “good” or “bad”

Then as a class have students share their answers and get feedback from their classmates about answers that are volunteered.

## Standards

**ISTE: Media Concepts, 4.0** Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment

### Common Core Standards:

#### Reading for Informational Text

**CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

#### Speaking and Listening

**CCSS.ELA-Literacy.SL.7.1 and 8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.9-10.1 and 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.