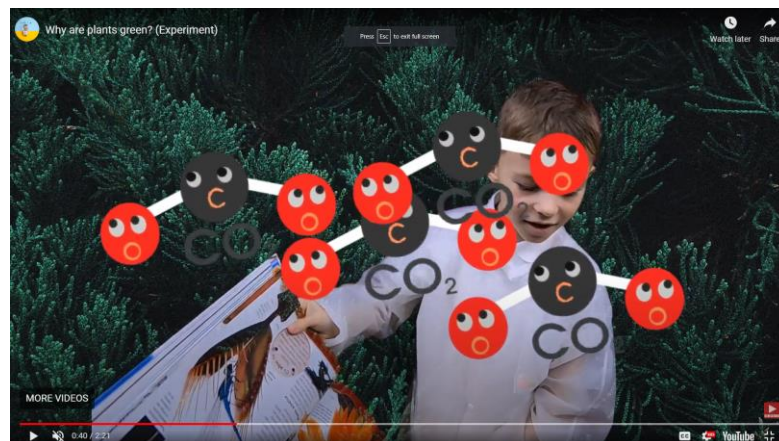


WHY ARE PLANTS GREEN?

Task 1. Before watching the video created by a learner from another class, think about the following questions (5 min.):

1. What type of video genre do you enjoy watching the most?
2. Based on the following screenshots from the video, can you predict the topic and the type of video?





Task 2. Look at the list of generic features of a good video. How many can you identify in this video? You can tick the ones you identify while watching the video or simply take notes. (2-3 min.)

- face-to-camera
- use of free copyright photos or from personal archive
- appropriate soundtrack
- use of different shots, and camera angles to provide variety
- voice-over
- non-pixelated photos
- use of transitions, visual effects to keep the audience engaged
- captions
- credits



Task 3. Watch the video carefully again. This time you are a **language detective!** Try to identify and take notes of what type of vocabulary sets are used in this video. (5-6 min.)

Examples of phrases to link ideas:

- First, you will need...
- The next step is...
- For example, ...
- So,...
- As a result,...
- Finally,...

Examples from the video:

- Well, let's find out...
- For the experiment, you will need ...
-
-
-
-

Examples of science-related vocabulary:

- photosynthesis
- chlorophyll
-
-
-
-
-



Task 4. Did you enjoy the video? Write a comment to show your reaction.

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Now it is your turn to be creative and write hashtags for the video you have just watched! Imagine you are a **social media expert** and want to promote this video to a large audience. Remember to extract the most relevant keywords that can promote the video. (5-6 min.)

Examples:

#science, #experimentvideo, #whyareplantsgreen, #photosynthesis, #chlorophyll

My hashtags to promote the video:.....

.....



Task 5. To promote a video, content creators write a short catchy introduction so the viewers will be convinced to watch it. Read David's intro for his video. Do you find it convincing? You are a social media expert now. Your challenge is to improve the video introduction so that many people want to watch it. (5-6 min.)

David's LAB

289 subscribers

Why are plants green? Are you curious to find out? Let's discover the science behind this through an experiment!
 Welcome to David's Lab...the place where learning can be magic! Have fun watching!

.....



Task 6. (Think-pair-share) You have the chance to read the story behind David's video, the so-called **storyboard**. Is it useful to write the story of the video before you decide to start filming? Why? Why not?



Task 7. In pairs, you can discuss which elements from the media checklist do you think are essential if you want to create an interesting video? (5-7 min.)



Task 8. You are now the new **scriptwriter**, the person responsible for writing the video storyboard. Your challenge is to rewrite the storyboard of this video to make it even more interesting. (10-12 min.). Use the storyboard template.



Reflect on the lesson.

Which task did you enjoy the most from today's lesson?

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How did the video make you feel? Why? What elements from the video created this effect?

.....

.....

What questions would you like to ask David about his video?

.....

.....

What new vocabulary can you use to explain why are plants green?

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Do you feel now inspired to create a video to capture your favourite experiment?

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