Didactic scenario
WHY ARE PLANTS GREEN?

Topic: Why are plants green?
Age group: young learners
Language level: CEFR level A1, A2+ (elementary and above)
Time: 45-50 minutes
Language skills, structures: vocabulary related to explaining, presenting scientific experiments, speaking, writing
Life skills targeted: critical and creative thinking, collaboration, problem-solving
Aims: Why should I use this lesson plan with my learners?
Aims of the lesson:

- to develop problem-solving skills for daily life scenarios
- to enhance critical and creative thinking
- to develop digital media literacy
- to give meaningful practice in speaking and writing

Short description:

This is a didactic scenario I designed around a student-produced science video *Show your favourite experiment*! Learners predict the topic of the video based on some screenshots, watch the video, fill in a video observation worksheet based on a media and language checklist, turn into language detectives to identify language structures related to explaining and presenting experiments, write comments and hashtags after watching the video, engage in a critical reading activity, write a short catchy video introduction, discuss the importance of a storyboard before filming, rewrite the storyboard. Finally, they reflect on the lesson and are encouraged to create their own video to show and explain their favourite experiment.

I.　　Pre-viewing guiding questions

Step 1. Before watching the video created by a learner, ask your students to think about the following questions. Give learners time to discuss each question in pairs.

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

(5 min.)

II.　　While-viewing tasks: video observation worksheet

Step 2. Give learners the media checklist and ask them to look at the list of generic features of a good video. While watching the video, their task is to tick the features they identify.

(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-pixellated photos
- ☐ use of transitions, visual effects to keep the audience engaged
- ☐ captions
- ☐ credits

Step 3. Tell learners that they are going to watch the video again. Explain that this time they need to pay more attention as they become **language detectives**! Their mission is to identify and take notes of what type of vocabulary sets are used in this video. They fill in task 3 from the student worksheet.

(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
- ....
- ....
- ....…..
- ....

-

III.   **Tasks after viewing the student-produced video**

Step 4. Ask learners to share their reactions after watching the video and encourage them to write a short comment.

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

Tell learners that now is their turn to be creative and write hashtags for the video they have just watched! Ask them to imagine they are social media experts and want to promote this video to a large audience. Remind your learners to extract the most relevant keywords that can promote the video.

Examples:

#science, #experimentvideo, #whyareplantsgreen, #photosynthesis, #chlorophill
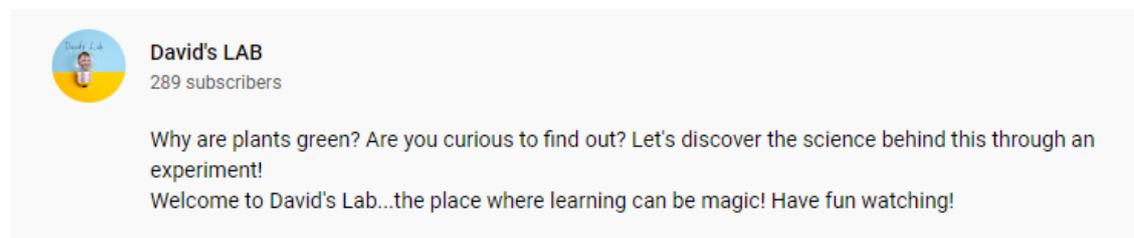
(5-6 min.)

Step 5. Elicit from learners some ideas and strategies to promote a video. Explain that content creators write a short catchy introduction so the viewers will be convinced to watch it.

Ask learners to read David's intro for his video and discuss in pairs if they find it convincing. Encourage them to step into the shoes of **a social media expert**. Their 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!

Step 6. Elicit from learners if they know what is the role of a video storyboard. Explain that a storyboard provides information about what your video will look like before you start filming. Tell learners that they have the chance to see an example of a storyboard and read the story behind David's video.

Step 7. **Think-pair-share**. Encourage learners to discuss the following questions (in pairs or small groups):

Is it useful to write the story of the video before you decide to start filming? Why? Why not?

Do you think the video would have been better or worse without a storyboard?

Which elements from the media checklist do you think are essential if you want to create an interesting video?

 (5-7 min. for tasks 6 and 7)

Step 8. Encourage your learners to think like a **scriptwriter**, the person responsible for writing the video storyboard. Their challenge is to rewrite the script of this video to

make it even more interesting. They can add/ change the scenario, but hav topic. (10-12 min.)

Reflection time (5 min.)

Reflect on the lesson.

Give your learners time to reflect on the lesson. You can give these questions as **Socrative exit tickets** and allow them to use their phones to answer them.

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

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?

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

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

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

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

Resources:

https://acttoinspire.com/why-are-plants-green-free-storyboard-template-pdf/
https://www.youtube.com/watch?v=cA4EEhGQ1Wc&t=13s

Video storyboard example
Video storyboard template
Student worksheet
Student-produced video Why are plants green?