

**Lights, Camera, Literacy!**  
**High School Edition**  
**Lesson Plan #6**

**Topics:**  
Journal Writing  
PSA Productions  
Film Continuity  
Rough Cut Critiques

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will work with their production teams to film and edit their PSA's.  
Students will watch and critique each other's films.

**Materials:**

Journals  
LCD projector or Promethean Board  
Chart paper and Post-its or Promethean Board  
Video Cameras w/ SD Cards & Tri-Pods  
Computers with Editing Software  
Teacher Thumb Drive

**HANDOUTS:** PSA Rubric  
Peer Review Feedback Form

**New Vocabulary:** Continuity Editing, Jump Cut

## Sequence of Events:

### I. Journal Writing (15)

Prompt: **What were some of the challenges in your PSA Pre-Production process?**

### II. In-Production (60)

1. Explain to students that, just like in the real world, they will be limited in the amount of time they have to film. In other words, they are on a tight schedule. Remind students to use production time wisely and to work effectively as a team. There is simply no time for messing around.
2. Pass out cameras and tripods and give students 60 minutes to complete their filming. Students should import their footage into their computer by the end of the class period.

### III. Post-Production (90)

1. Introduce the concept of **CONTINUITY EDITING**: a style of editing that attempts to make the action on screen appear in sequence in a realistic and believable manner. [Watch the following scene from the film, HUSH.](#) This is a good example of continuity editing.

Also, tell students they should avoid **JUMP CUTS** in their editing. A jump cut is an abrupt transition that makes the subject suddenly appear to jump from one spot to another. They should avoid any jump cuts in editing as it disrupts the smooth continuity of the sequences.

Review the meaning of jump cuts by watching the following short video on Vimeo, [Understanding Jump Cuts.](#)

2. Project the PSA Rubric on the overhead and review with students. Point out the directions on the bottom of the rubric

explaining how to correctly cite any CC Licensed music or sound effects they are using in their productions.

3. Students work in groups to edit their PSA's.

#### **IV. Round Robin Peer Review Session (30)**

1. Explain to students they will be writing group feedback for each of the rough cuts produced. Each group should have enough blank feedback forms so they have one for each film.
2. Pass out the Peer Review Feedback Form and review with students. They will use this handout to participate in a peer review session.

#### **HANDOUT: Peer Review Feedback Form**

Peer Review is the process by which students evaluate the work of their peers and offer constructive feedback.

3. Explain to students they will be writing group feedback for each of their rough cuts produced using the Peer Review Feedback Forms. Each group should have enough blank feedback forms so they have one for each film. Students simply state things they like about each film and any possible improvements. **All comments must be respectful.**
4. Each group should have their rough cut loaded on their computer. Groups will rotate from computer to computer watching each film and completing the Peer Review Feedback Form as a group. Allow students 10 minutes at each station to watch each rough cut and write down their comments. At the end of this activity collect the sets of completed feedback forms from each group.
5. Hand out the completed forms to each group so they can review their peers' comments.

6. Lead a class discussion with students sharing their thoughts about the rough cuts they watched. What did they like? What did they notice that needs work? Was this a worthwhile activity to watch each other's films? How is the feedback from others helpful?

**V. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What have you learned about the importance of collaboration on your PSA production?**

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.

