

Science Film on the Fly!



A Mobile Video Challenge

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For Teachers Eyes Only

This project is not just about technology integration in the classroom. The hidden agenda is to help students attain the ability to apply classroom learning to everyday life – real world application. If students can't see the face value in why they should know something or how it impacts them, why should they care? Taking textbook information and making it come alive through a video project like this one, will help students bridge the gap between curriculum and real world application.

Challenge them to apply the knowledge to their world and their life – ***that's the big payoff that this project aims to accomplish.***

As the saying goes, “X marks the spot” to here’s to hoping you are at the right location. Being able to use context clues and navigate to a particular location in an unfamiliar environment is no easy task. Congratulations on making it this far!

You are charged with the responsibility of reporting about both abiotic and biotic factors that exist at your particular location. Feel free to call upon your expertise and curriculum to enhance the videocast you are about to produce.

Here are some helpful tips we’d like to suggest in order for you to reach success:

1. Start the video by introducing each member of your group. Have each person step in front of the camera and state:
 - a. First name
 - b. Current position and school

“Hi, I’m Corey. I am a seventh grade comprehensive science teacher at Coleman Middle School”

2. Next, set the scene for your viewers by describing the location where you are standing – get specific!
 - a. Florida
 - i. Tampa Bay
 1. South Tampa
 - a. Coleman Middle School
 - i. Parking lot, baseball field, classroom, etc.

Feel free to add scientific information such as Northern or Southern Hemisphere, ecosystem/ climatic zone, season, time of day with relation to the Sun

“We’re standing at an assigned location found in Florida. Located in the Northern Hemisphere, Florida lies in the sub-tropical zone. As part of the southwest region of Florida, our current location, Tampa Bay, is very unique as it contains several marine ecosystems from coral reefs, sea grass beds, mangrove forests, and estuaries. It truly is a beautiful place to live - which brings us to why we’re here in South Tampa at Coleman Middle School. Taking a look around at our surroundings in this parking lot, you wouldn’t think much of it, but this is where our story begins on this June/July day at high noon. The Sun is directly above us and boy is it a hot one today!”

3. Finally, describe as much detail about the location you were assigned. Identify abiotic and biotic factors by having each member of your group talk in front of the camera about a factor. Don't just talk about a factor to your audience, show them! Get up close to objects and use your hands/fingers to direct your audience's attention to something specific.

Remember these key points:

- **Planning is key!** Consider your surroundings. Find things to talk about and decide who will talk/present for that factor.
- Each person is a key player in the group's success. **NO STANDING AROUND. NO HIDING BEHIND THE CAMERA.** Each person must get in front of the camera and deliver information.
- **Practice your script/part several times** like it was the final take before you actually begin to film
- You must create your video in one seamless shot. Feel free to take multiple takes, but your final submission must be one video – **there will be no editing!**
- Remember the camera is rolling so if you mess up, roll with it, correct yourself if needed and keep going. **We all make mistakes.**
- Have a high level of energy and enthusiasm. Humans are wired to observe things that are high action, high impact, and high energy. **Captivate your audience's attention.**

| Team Member | Abiotic / Biotic? | Location of Object | Object Details / Talking Points |
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