

## Project Based Learning Breaks- Teacher Guide

**Introduction:** The teacher guidebook is a valuable resource designed to assist educators in effectively implementing the curriculum and maximizing student learning outcomes. This guide provides step-by-step instructions on how to make the best use of the teacher guidebook to support your teaching efforts. Follow the instructions below to get started:

1. Familiarize Yourself with the Structure:
2. Review the Essential Questions
3. Read the Lesson Plans:
4. Identify Key Resources
  - When possible, video links should be played through the presentation, otherwise the direct link will navigate you to YouTube (which ads will play in some cases).
5. Customize and Adapt
  - Based on student needs, adjust any content to support understanding of the curriculum. (i.e.- Lessons can be conducted in whole group discussion vs. small group breakout, etc.)

PBL Break 1	Lesson	Length
	<a href="#">Film Kit Introduction</a>	7 Days
PBL Break 2	Lesson	Length
	<a href="#">Documentary &amp; Reflection Week</a>	5 Days
PBL Break 3	Lesson	Length
	<a href="#">Gearing Up For Semester II</a>	8 Days
PBL Break 4	Lesson	Length
	<a href="#">Executing Team Project</a>	20+ Days
PBL Break- Final	Lesson	Length
	<a href="#">Capstone Showcase</a>	7 Days

# Film Kit Introduction

## Film Kit- Day 1

- (10 min) Instructor presents students with “Film Kit Video Lesson” by Darion and Coles. Instructor presents students with [Film Kit Protocols](#) and rules regarding the use of Film Kit equipment based on School and CWK regulations.
- (15m) Instructors supply production groups with Film Kits Protocols document to guide them in assembling the kits. If time allows, instructors allocate 5 minutes for production groups to freely record videos and take selfies with the film kits. However, it is important to note that any recorded content must be deleted before disassembly. Production groups then refer to the Protocols document, which provides guidance on properly disassembling the film kits and packing them back into their cases.

## Film Kit- Day 2

- (10m) Instructors introduce production groups to the [Film Kit Practice Activity](#), outlining the mandated areas available for use and limits on time.
- (5m) Instructors present students with the Film Kit Practice Activity. Students review the document and brainstorm the footage they will capture in the following days.
- (10m) Production groups brainstorm interview and B-roll footage to capture.

## Film Kit- Day 3

- (5m) Production groups assemble film kit.
- (15m)
  - Group A: Instructors supervise production groups who are tasked with filming shots as part of the Film Kit Practice Activity.
  - Group B: Students view Documentary ([follow the Documentary Viewing with Activity Guidelines](#)).
- (5m) Production groups disassemble film kit and properly pack into case.

## Film Kit- Day 4

- (5m) Production groups assemble film kit.
- (15m)
  - Group A: Instructors supervise production groups who are tasked with filming shots as part of the Film Kit Practice Activity.
  - Group B: Students view Documentary ([follow the Documentary Viewing with Activity Guidelines](#)).
- (5m) Production groups disassemble film kit and properly pack into case.

## Film Kit- Day 5

- (5m) Production groups assemble film kit.
- (15m)
  - Group B: Instructors supervise production groups who are tasked with filming shots as part of the Film Kit Practice Activity.
  - Group B: Students view Documentary ([follow the Documentary Viewing with Activity Guidelines](#)).
- (5m) Production groups disassemble film kit and properly pack into case.

## Film Kit- Day 6

- (5m) Production groups assemble film kit.
- (15m)

- Group B: Instructors supervise production groups who are tasked with filming shots as part of the Film Kit Practice Activity.
- Group B: Students view Documentary ([follow the Documentary Viewing with Activity Guidelines](#)).
- (5m) Production groups disassemble film kit and properly pack into case.

#### Film Kit- Day 7

- (10m) Students turn in their completed shots.
- (15m) Instructor facilitates class discussion as each group presents their shots and reflects on the filmmaking process related to their own projects using the [Film Kit Practice Activity Reflection](#).

## Documentary & Reflection Week

### Documentary & Reflection Week- Day 1

- (5m) Instructors provide students with [Documentary Viewing Guide](#) which tasks students with noting creative, technical, and emotional shifts as they watch a documentary. Instructors explain the grading rubric attached to the viewing guides.
- (15m) The instructor presents students with the [Short Documentary](#) of the day.
- (5m) The instructor facilitates brief class discussion regarding immediate student reactions and thoughts concerning short documentary.

### Documentary & Reflection Week- Day 2

- (10m) Instructor breaks class into their production groups. Production groups share responses from [Documentary Viewing Guide](#).
- (15m) Instructors provide production groups with [Documentary Assessment](#) which tasks students with assessing the creative, technical, and emotional aspects of the documentary based on provided criteria.

### Documentary & Reflection Week- Day 3

- (5m) Instructors provide students with [Documentary Viewing Guide](#) which tasks students with noting creative, technical, and emotional shifts as they watch a documentary. Instructors explain the grading rubric attached to the viewing guides.
- (15m) The instructor presents students with the [Short Documentary](#) of the day.
- (5m) The instructor facilitates brief class discussion regarding immediate student reactions and thoughts concerning short documentary.

### Documentary & Reflection Week- Day 4

- (10m) The instructor forms production groups and has them share their responses from the [Documentary Viewing Guide](#).
- (15m) Instructors supply production groups with the [Documentary Assessment](#) to evaluate the creative, technical, and emotional elements of the documentary using predefined criteria.

### Documentary & Reflection Week- Day 5

- (5m) Instructors divide the class into production groups and introduce the [Documentary Re-development](#) practice activity. Students will collaborate to restructure the documentaries they recently watched.
- (15m) Production groups will use the [Documentary Assessment](#) documents they created to complete the Documentary Re-development practice activity for one of the two documentaries viewed in class.
- (5m) Instructors lead a short class discussion about the choices made by the production groups during the Documentary Re-development practice activity.

## Gearing Up For Semester II

### Gearing Up For Semester II- Day 1

## Jeopardy

- [PDF – Jeopardy Key](#)

To review core concepts of pre-production and story development before entering production, production groups will participate in a game of Jeopardy. Production groups will compete to achieve the highest score. Upon completion, the winning team should receive a prize (candy, school merchandise, etc.)

### Jeopardy Instructions:

1. Navigate to [How Are The Children Jeopardy](#)
2. Designate teams based on the number of production groups and assign team names.
3. At the Jeopardy Home Screen, Click on a category and number amount to find the Question.
4. Students must give the answer in the form of a question. The teacher may want to set a time limit for answering the question.
5. To see if a student or group is correct, click the spacebar for the answer. If correct, use the + symbol on the assigned team to award their points.
6. Click Esc to get back to the Home Screen.
7. Play until time runs out or all questions are answered.
8. Award the Winners.

## Gearing Up For Semester II- Day 2

## Jeopardy

- [PDF – Jeopardy Key](#)

To review core concepts of pre-production and story development before entering production, production groups will participate in a game of Jeopardy. Production groups will compete to achieve the highest score. Upon completion, the winning team should receive a prize (candy, school merchandise, etc.)

### Jeopardy Instructions:

9. Navigate to [How Are The Children Jeopardy](#)
10. Designate teams based on the number of production groups and assign team names.
11. At the Jeopardy Home Screen, Click on a category and number amount to find the Question.
12. Students must give the answer in the form of a question. The teacher may want to set a time limit for answering the question.
13. To see if a student or group is correct, click the spacebar for the answer. If correct, use the + symbol on the assigned team to award their points.
14. Click Esc to get back to the Home Screen.
15. Play until time runs out or all questions are answered.
16. Award the Winners.

## Gearing Up For Semester II- Day 3

## QnA

Allow students the first 10 minutes of class to pose any questions about content covered in Storytelling/Development and Pre-Production.

Personal Quote Inspiration

Ask students to think about a quote that they resonate with. The quote could be from a celebrity, movie, show, family member, or friend. Allow students 5 minutes to think of their quote and write it down, also writing what the quote means to them.

Next, allow 5 minutes for students to connect how the quote relates to what they hope to accomplish in the process of creating their short documentary with their production group. Allow another 5 minutes for production groups to briefly share their personal quotes and how they hope to incorporate the sentiments in the work done with the group.

#### **Gearing Up For Semester II- Day 4**

##### **Filming Guidelines (15m)**

Present students with the “Filming Guidelines” document. Inform the students that these are the guidelines they must follow in completing their short documentaries. The purpose of the guidelines is to provide students with a framework that would enable them to produce a complete and compelling story that abides by the principles of storytelling.

Allow students (10m) independent time to read through the Filming Guidelines and pose questions.

##### [Filming Guidelines](#)

##### **Marvin - Short Documentary (10m)**

Present to Students: To place the Filming Guidelines in the context of a short documentary like the ones you can make, you will now view the short documentary “Marvin”, which features Marvin, a high-schooler who reflects on the bullying and harassment he experienced based on his sexual orientation.

Upon first viewing “Marvin”, try to understand the story and the characters that exist within it. In the next session, you will rewatch “Marvin” with the intent of identifying the Filming Guidelines as they appear in the short documentary.

Watch “Marvin” - Short Documentary

##### [Marvin - Short Documentary](#)

If there is time after viewing, allow students to reflect on “Marvin” by responding to the following prompts as a class:

1. Who is/are the main character of the short documentary?
2. What is the central message of the short documentary? How can you tell?
3. What did you notice about the music in this short documentary? What role did it play?
4. What was the turning point of the documentary? What changed?

#### **Gearing Up For Semester II- Day 5**

Present students with the “Filming Guidelines in Action” sheet. Inform students they will now rewatch “Marvin” with the intent of identifying the Filming Guidelines as they appear in the short documentary. Allow students to break up into production groups and provide a couple minutes for them to review the sheet. Inform students they will have time following the viewing to respond to the prompts.

##### [Filming Guidelines in Action](#)

##### **Rewatch “Marvin” - Short Documentary**

## [Marvin - Short Documentary](#)

Allow students 10 minutes to complete the Filming Guidelines in Action worksheet. Allow productions groups to share their responses with the class for brief class discussion.

### **Gearing Up For Semester II- Day 6**

#### **Filming Protocols (15m)**

Present to Students: The Filming Protocol documents are a set of creative development, production planning, and editing documents that will assist your production group in keeping track of the story within your short documentary through the pre-production, production, and post-production stages.

Provide production groups with the “Filming Protocols”. As students review the documents, provide the following explanation for each of the worksheets included. Allow students to ask questions if needed.

#### [Filming Protocols](#)

#### [Dev. Plan. Edit Documents](#)

#### **Filming Protocols Documents Explained**

##### **Pre-Production**

1. Story Arc
  - a. The Story Arc sheet is a creative development document that tasks students with creating the title, logline, and synopsis of their film, breaking the arc of the story into 3 acts. Students should leave this document with a strong vision of the short documentary they intend to produce.
2. StoryBoards
  - a. Storyboards are a filmmaking device in which the filmmaker sketches out shots they hope to create during the production process. Shots can range from interview set-ups, B-Roll, or other stylistic shots.
3. Shot List
  - a. The Shot List tasks students with planning out the primary and secondary footage they aim to achieve in production. This document will serve as a guide on shoot days students should utilize to track coverage.
4. Pre-Interview
  - a. The Pre-Interview is an exercise that tasks students with envisioning interview subjects and strong questions to ask.

##### **Production**

5. Interview Prep
  - a. The interview Prep page is a sheet for students to create (8) interview questions and/or prompts which will be directed towards their selected interview subject. This document should be utilized during the interview process.
6. Daily Production Report (Call Sheet + Story Log)
  - a. The Daily Production Report is a document students will utilize to prepare for the shoot day and to assess the shoot day at wrap. This document will be referenced to track coverage achieved during shoot days and crew involved during filming.
    - i. Location Release Form
    - ii. Talent Release Form

## **Post-Production**

7. Story Arc (Revisit)
  - a. The Story Arc (Revisit) tasks students with updating their Story Arc sheet based on the captured interviews and footage achieved during production. Students should use this as an opportunity to reflect and address shifts in central message prior to editing period.
8. Editor's Journal
  1. The Editor's Journal is a document students will utilize to track the progression of their short documentary in post-production through at least (2) cuts, (1) rough cut, and (1) final cut. Editors will be required to have (1) viewer from the intended audience provide reflections on The Rough Cut.eir short documentary over the course of a rough cut and fine cut.

### **Friends Make a Difference - Short Documentary (10m)**

Present to Students: To place the Filming Protocols in the context of a short documentary like the ones you will make, view the short documentary, "Friends Make a Difference" which features Ambra, a teenager that relies on the positive influences of her peers and family to guide her towards success. Upon first viewing, try to understand the story and the characters within it. Upon second viewing, you will identify how the Filming Protocols were utilized to create the short documentary.

Watch "Friends Make a Difference" - Short Documentary

#### [Friends Make a Difference - Short Documentary](#)

If there is time after viewing, allow students to reflect on "Friends Make a Difference" by responding to the following prompts as a class:

1. Who is/are the main characters of this short documentary?
2. What is the central message of the short documentary? How can you tell?
3. How did the narrative of the short documentary progress over the course of a few minutes? Point out the beginning, middle, and end.
4. How was B-Roll, Voiceover, Music, Graphics, etc. used to enhance the primary footage?

### **Gearing Up For Semester II- Day 7**

#### **Filming Protocols in Action**

Present to Students: To better understand how the Filming Protocols can be utilized to guide you through the storytelling process, you will rewatch "Friends Make a Difference". As a production group, attempt to respond to the following prompts which reflect the questions you will answer as you complete the Filming Protocols for your short documentary.

Provide production groups with the "Filming Protocols in Action" worksheet. Allow students to briefly review the questions before playing "Friends Make a Difference". Inform students they will have time following the viewing to complete their "Film Protocols in Action" worksheet.

#### [Filming Protocols in Action](#)

Rewatch "Friends Make a Difference"

#### [Friends Make a Difference - Short Documentary](#)

Allow students 10 minutes to complete the “Filming Protocols in Action” worksheet. Allow productions groups to share their responses with the class for brief class discussion.

### Gearing Up For Semester II- Day 8

#### **“Ideal Documentary” Exercise**

##### ***Visualization + Steps for Success***

Present to Students: The Production phase of the filmmaking process is where your story will come together in front of your eyes as you conduct interviews, capture footage, and acquire materials for post-production. To create the best version of your film once you are in production, it is important to have a solid understanding of what you can achieve in production and what goes into getting to that end goal. Now it is time to utilize the skills and techniques you have learned to envision your ideal documentary based on the story you are telling. What does your story look like? What mood has been created? How are viewers guided through the narrative? For example, an aspect of your ideal documentary may be an interview from a high-level expert within your community. Take 10 minutes in production groups to consider the elements of your ideal documentary if everything in production went perfectly.


- Students work for 10 minutes in Production Groups

Present: Now that you have developed a few characteristics of your ideal documentary, isolate 2-3 of your favorite aspects and think of them now as representing goals. Take another 10 minutes to develop Steps for Success to achieve the 3 goals for your ideal documentary, taking into consideration potential backup plans. For example, if your goal is to gain an interview with a high-level expert in your community, one step may be to reach out to them early to reserve their time while another step may be to have a backup interview secured in case your ideal interviewee is unavailable!






- Students work in Production Groups for 10 minutes.

Present: Now, with a little production planning, you are ready to enter production with your ideal documentary at the front of your mind. Challenge yourself over the course of production and see how close you can get to your vision. Through the process you will find that some aspects of your ideal documentary will be lost, but the version of your story that is meant to be shared with the world, will come out shining! Do not hesitate to pivot and discover the best version of your story that exists within what you have captured in production. Alongside the technical skills and storytelling knowledge you have acquired, you will end up with a short documentary to be proud of.

## Executing Team Project

- This PBL break will take approximately 20 days. This is where each team will have a full week to film their project. When students are not filming they will have independent SEL activities to complete among their team.
- **The following resources were made for teachers:**
  -  [Group Project Schedule- Teacher Master Schedule.pdf](#)
    - This is the group schedule designed for four teams. If you have more than four teams, you can extend out the schedule if necessary.



- Assign each team a number so they know their schedule
-  SEL Playlist- Master List.pdf
  - This contains 15 SEL group activities that cover each Social Emotional Learning Competency. Each lesson is designed to be completed in the individual class period
-  Team 1.pdf
-  Team 2.pdf
-  Team 3.pdf
-  Team 4.pdf
  - Each file above can be given to each individual in their assigned Team # so they can complete the SEL activities when they are not filming or editing.

## Capstone Showcase

### Capstone Showcase- Day 1

#### Purpose & Overview

- Welcome to the Capstone Showcase! It's a time for introspection and celebration of the student journey as filmmakers. Each student will get their own moment to reflect on personal growth, discoveries, and the role they played in their production group. Students will then come together to reflect on their roles, strengths, and challenges as a production team, using their film protocols they completed through filming as a reference. In preparation for their own documentary screening to classmates, production groups will review adherence to filming guidelines, evaluating, 'Did we follow the guidelines?' The Capstone Showcase includes presenting these documentaries to classmates, followed by Q&A panels for reflection. By week's end, students gain insights into individual and group performance, efficiency, and the documentary's impact. Other groups assess each film, leading to a final discussion to identify the top project.

#### Unit Overview

- Day 1- Individual Self-Reflection
- Day 2- Production Group Reflection
- Day 3- Documentary Assessment
- Day 4 - 6- Screening + Panel
- Day 7- Class Selection of Documentary for Submission to CWK Network

#### Individual Reflection

- Walk the class through the Mindfulness Activity. Present students with the Individual Reflection sheet and allow students 15 minutes to complete the provided prompts. For the remainder of the class period, allow student time to Turn and Talk with a partner from another production group to share their reflections from the Mindfulness Activity and anything they would like to share from their individual reflection.
- Reflect on the quote provided in the Mindfulness Activity.
- Take 15 minutes to respond to the prompts on the Individual Reflection sheet which explore your experience as a documentary filmmaker. After, share your takeaway from the Mindfulness Activity and any individual reflections you would like to share with a classmate from another production group.

### Capstone Showcase- Day 2

#### Group Reflection

- Break the class into production groups. Present students with the Production Group Reflection Sheet. Allow production groups during the class period to utilize the Production Group Reflection Sheet in tandem with their Filming Protocols to respond to the provided prompts.

- As a production group, review your Filming Protocols and respond to the prompts provided in the [Production Group Reflection Activity](#). Take note of your responses.

### Capstone Showcase- Day 3

#### Production Group Self Assessment

- Break students in production groups. Present them with the Documentary Assessment sheet. Allow production groups the class period to complete the sheet based on the edited short documentary they created.
- As a production group, complete the [Documentary Assessment](#) based on your own short documentary. Remain as objective as possible and think critically on the quality of work presented within the final edited sequence.

### Capstone Showcase- Day 4-6

#### Screening & Panel

- Break the class into production groups. Allow each production group the opportunity to screen their short documentary to class and allow 10 minutes afterward for a brief panel discussion. Production group members must introduce themselves and their role in the group. Students are allowed to provide feedback and prompt storytelling and production relevant questions to the production group. The assessment forms, if not completed digitally, should be kept in production crew folders within each classroom, so groups can readily access the following day and for final submission decisions. \*Note this activity takes 2 or 3 days.

#### Presenting Group

- As a production group, screen your short documentary to your classmates. Each production group member must introduce themselves and their role in the production. Following your film, take 10 minutes to conduct a brief panel discussion, taking feedback and questions from other production groups. As classmates provide feedback and ask questions, respond by referencing your individual and group reflections.

#### Viewing Groups

- As a production group, complete the [Screening Documentary Assessment](#) for each documentary viewed in class. During the brief panel discussion, be active participants, asking questions and giving respectful and relevant feedback on each film. After the panel has concluded, complete one Screening Documentary Assessment as a production group. One production crew member must be responsible for keeping these forms if not completed digitally.

### Capstone Showcase- Day 7

#### Class Documentary Selection Process:

1. Production Groups review their [Screening Documentary Assessments](#) completed after each screening on the previous days.
2. Groups discuss the final scores assigned, weigh other considerations if needed and select ONE film for submission to the teacher as their selection. Clearly mark the assessment in the area indicated that this is your final choice.
3. When the final selection has been determined by each group (approximately 10-15 minute activity), the teacher will ask each group to share their final selection with the class, giving a brief rationale of why this film was selected (allow one minute per group)

The teacher should tally the final selections on the board or chart paper as they are given. If a clear “winner” is known, the selection process will be complete and that is the video the teacher should submit to CWK. If a clear “winner” is not decided, then the teacher may choose to have a class vote or the teacher may make the final selection. The teacher gets all final approval for any selected video.

- [Teacher Protocol for Uploading Student Films](#)

