

Sample Video Pre-Edit Script

Topic:

“Discussion Strategies for Teaching the Information Skills of Comparing and Contrasting”

***Note:** This video features LMS Sharon O’Connell from Skaneateles, NY. The voiceovers were written by the S.O.S. Media Department. If you do not have S.O.S. do your post-production, you will most likely be recording your own voiceovers after you have written your script. In pencil, you can note the time code for the video shots that go with your audio. A pre-edit script is for your convenience in editing your final product. You do not have to submit your pre-edit plan with your video when you send it to S.O.S.*

VIDEO	AUDIO
<p>FADE UP ON TITLE: “LEADING DISCUSSIONS” (<i>“fade up” means a gradual fade into the first shot from black</i>)</p> <p>DISSOLVE TO INTERVIEW / GIRL IN PINK SHIRT (CHILD #1) (<i>a “dissolve” is a gradual overlapping of the previous shot into the current shot until the current shot is the only one visible on screen</i>)</p> <p>CUT TO GIRL IN WHITE (CHILD #2) (<i>a “cut” is an abrupt change from one shot to the next with no transition</i>)</p> <p>CUT TO JOSH (CHILD #3)</p> <p>CUT TO TOM (CHILD #4)</p> <p>DISSOLVE TO VIDEO RECAP W/O AUDIO:</p> <p>CHILD #1 (VID ONLY): TEXT “EXPANDS”</p> <p>CHILD #2 (VID ONLY): TEXT “LISTENS”</p> <p>CHILD #3 (VID ONLY): TEXT “ACCEPTS”</p> <p>CHILD #4 (VID ONLY): TEXT “SUPPORTS”</p> <p>HOLD ON CHILD #4 FOR CONTINUATION OF VO #1 (<i>“VO” is an abbreviation for “Voiceover”</i>)</p> <p>TEXT ON SCREEN: “DISCUSSION METHOD” OVER STILL FRAME OF GROUP SHOT (<i>A “Still or Freeze Frame” is one that is frozen from a section of video, thus no movement</i>)</p> <p>TEXT ON SCREEN: “ OR INSTRUCTIONAL CONVERSATIONS” UNDER ABOVE</p> <p>TEXT ON SCREEN: “CASE STUDY APPROACH” OVER STILL FRAME FEATURING MELISSA AND SHARON</p>	<p><u>MUSIC:</u> UP FULL AND UNDER</p> <p><u>CHILD #1:</u> “She expands on ideas that the kids have.”</p> <p><u>CHILD #2:</u> “She listens to me.”</p> <p><u>CHILD #3:</u> “She likes to have other ideas from the kids point of view.”</p> <p><u>CHILD #4:</u> She makes it nice and safe for everybody.”</p> <p><u>VOICEOVER #1:</u></p> <p>Expands . . .</p> <p>Listens . . .</p> <p>Accepts . . .</p> <p>Supports . . .</p> <p>These are just a few of the things an educator accomplishes during a successful discussion.</p> <p>Many educators find that using the discussion method or what some refer to as “instructional conversations” help promote learning. This video utilizes a case study approach to present some tips for leading successful discussions.</p>

<p>DISSOLVE TO WIDE SHOT OF SHARON IN LMC WITH STUDENTS</p> <p>SHARON WIDE FROM BEGINNING OF SESSION</p>	<p>The library media specialist begins her discussion session by preparing students in advance for the task at hand and providing some ground rules that will help them achieve the goals of their project.</p> <p><u>SHARON:</u> [INTRODUCES CONSUMER REPORTS PROJECT]</p>
<p>CU (<i>abbreviation for "Close-up"</i>) OF CONSUMER REPORTS MAGAZINE</p> <p>TEXT ON SCREEN: "CHOICE INCREASES RELEVANCE"</p> <p>TEXT ON SCREEN: "INCREASES INTERACTION" "MOTIVATES CONTINUED LEARNING" [IN SECOND COLOR]</p> <p>ON-CAMERA INTERVIEW WITH CD GIRL</p> <p>WIDE SHOT SHOWING SEATING ARRANGEMENT</p> <p>TEXT ON SCREEN: "FACE TO FACE SEATING" AND "STIMULATES DISCUSSION" IN OPEN AREAS OF FRAME</p> <p>TEXT ON SCREEN: "DISCUSSION TRIGGERS"</p> <p>MS (<i>MS is an abbreviation for "medium shot" which shows the head and body as opposed to a CU or "close-up" which shows only the head and shoulders</i>) SHARON LEANING IN TO STUDENTS WITH QUESTION</p> <p>TEXT ON SCREEN: "WAIT TIME 3 – 5 SECONDS"</p>	<p><u>VOICEOVER #2:</u> The consumer reports project is an ideal one in which to teach the information skills of contrasting and comparing. By giving the students a choice of <i>what</i> to explore, <i>relevance</i> is increased. Choosing a discussion topic of relevance to students accomplishes two things: 1) increases interaction between the educator and students, and 2) helps to motivate continued learning on the topic because students can apply what they learn in real life. This student clearly found the consumer reports project meaningful. . .</p> <p><u>GIRL:</u> "I liked the consumer reports project because it gave me a chance to look at CD players and see how much different ones cost, and...if I wanted to buy one."</p> <p><u>VOICEOVER #3:</u> Let's return to the actual discussion. One discussion enhancer that this educator employs is the seating arrangement. Using face-to-face seating helps to stimulate discussion. A circle arrangement, if possible, would be even better.</p> <p>She uses "discussion triggers" such as questions and common experiences to engage students. Using inline skates as the example for comparing and contrasting, she builds on their prior knowledge and understanding....</p> <p><u>SHARON:</u> "I thought I would use the example of inline skates. Have you ever used or wanted to use them?" [Child reacts positively]</p> <p><u>VOICEOVER #4:</u> She is careful to use enough "wait time" to get thoughtful responses from students – at least 3 to 5 seconds which is a lot longer than you think . . . Watch and count . . .</p>

<p>SHARON ASKS QUESTION</p> <p>TEXT ON SCREEN: “1 – 2 – 3!”</p> <p>FREEZE FRAME AFTER 3RD COUNT</p> <p>HOLD ON ABOVE</p> <p>TEXT ON SCREEN: “FACILITATES, GUIDES, REMAINS NEUTRAL, KEEPS DISCUSSION MOVING FORWARD”</p> <p>WIDE SHOT WITH RATINGS PAGE</p> <p>TEXT ON SCREEN: “DIRECT TEACHING” IN LOWER THIRD OF FRAME SHARON POINTS TO RATINGS PAGE</p> <p>TEXT ON SCREEN: “PERIODICALLY SUMMARIZE”</p> <p>CU BOY WITH CHECKERED SHIRT AND RED TEE LISTENING TO DISCUSSION</p> <p>DISSOLVE TO ON-CAMERA INTERVIEW OF THE SAME BOY AS ABOVE</p> <p>WIDE ON DISCUSSION CUT TO SHOT OF JOSH PASSING AROUND BUYING GUIDES</p> <p>DISSOLVE TO SEVERAL SHOTS OF STUDENTS PULLING MAGAZINES, READING, ETC.</p> <p>FADE TO BLACK</p>	<p><u>SHARON</u>: [Asks question]</p> <p><u>VOICEOVER #5</u>: [COUNTS DURING THE WAIT TIME] 1 – 2 – 3!</p> <p>[FREEZE FRAME ON SHARON....]</p> <p>That seemed longer, didn't it? However, it does give students the time they need to process the question and generate better responses.</p> <p>She plays the role of facilitator, guiding the discussion, remaining neutral, and keeping the discussion moving forward. However, she also uses <i>direct teaching</i> when she needs to provide the students with a necessary skill to accomplish their project.</p> <p><u>SHARON</u>: [Shows students the way products are compared and how to evaluate different features]</p> <p><u>VOICEOVER #6</u>: It is also helpful to <i>periodically summarize</i> key discussion points along the way.</p> <p><u>VOICEOVER #7</u>: Creating a supportive, non-threatening environment is also conducive to leading positive instructional conversations. In the case of this library media center, the overall atmosphere keeps students coming back on a regular basis.</p> <p><u>BOY</u>: “I like coming to the library because it's a nice place. I can always come up here and read by myself or with a couple of friends [START FADE OUT]. She makes it really nice in here...”</p> <p><u>VOICEOVER #8</u>: Leading successful discussions takes practice. In this scenario, the reward is seeing motivated students anxious to use what they learned in the discussion mode in a project with a real-life application.</p> <p><u>MUSIC</u>: UP FULL (:06) FOR CLOSE OF VIDEO AS STUDENTS START EXPLORING TOPICS. THEN FADE MUSIC UNDER AND OUT.</p>
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