

Day 1: Viewing Event, Sharing

Break students into 4 groups (5 if the class size is especially large). Each group will have a pair of VR goggles, iPad and phone, and a computer for viewing 360 video footage. Students will have a notebook/paper and pens for taking notes during viewing.

Priming Discussion (*audio record*): Before beginning viewing, probe students about how they imagine life as a secondary school student in the US.

- What comes to mind when you think about the United States? California?
- What do you imagine is similar/different between teenagers here in India and in California/US?
- Do you watch any American television or movies, or listen to American music?
- What are you most excited/nervous about in connecting with students from another country and culture?

Viewing (*make observations, film?*): Students will experience watching the California videos on different devices.

When viewing, students should take notes and focus on:

1. Write down 3 things that look familiar that you see in the video
2. Write down 3 things that look unfamiliar that you see in the video
3. Write down 3 questions for the California students about their videos
4. What was different about watching the video on the iPad compared to the headset?
5. What did you learn about SF culture?
6. What did you learn about the California school?
7. What did you notice about the students and the people?

Recap and Planning (*record*): Return to small group discussion circle. Ask students to share something from their notes. Encourage students to connect those findings to their own lives.

Write 4 lines: Ask students to think about one place, or activity, or object they would want to represent in their videos (focus selections). Students should write 3-4 sentences describing the their focus selection, what it represents in their life, and why it would be important for distant others to understand/see.

Debrief: based on what we did today, does the lesson plan still work for days 2-4?, should we add back write4change activities?, what interview questions should we ask (day 3)?

Day 2: Shoot #1 and Storyboarding

Priming Discussion: In their groups, students will share their focus selection from the day before, and consider connections between their choices. Students will also brainstorm how they might represent their focus selections in 360 video or other means.

Shoot #1: Select three connected focus selections to shoot (make sure it is feasible in the timeframe to shoot). Students may take multiple shots to represent focus selections. Students should take turns taking on different roles: (shots should be about 2-3 minutes

- Director runs the phone
- Camera person sets up and runs the camera
- Audio person collects sound samples
- Scene photographer uses iPad photos of important things in the scene
- Scriptwriter takes notes on what's present in the scene of importance.

Group Presentations: While footage is saved, groups will present what they shot using their notes and photographs. They should describe:

- Why did we choose these focus selections?
- What is being represented in each scene?
- What might be confusing/interesting for distant viewers?

Review Footage (record): In their groups, students will review the footage from their shoot #1 (like they did with the California footage). Students should take notes:

- What is interesting about the 360 experience in representing space?
- What is lost in the video from the actual place?
- What will the California students think about the videos and the places being represented?

Reflect and Plan: Students share out their notes in the group. Then, based on the three shots and other ideas from the focus selections, students will begin to brainstorm how to create a narrative of different scenes and focus selections to tell a story about their lives to the California students.

Students will work together in their groups storyboarding the shots they will need to tell their narrative. See **STORYBOARD TEMPLATE**

Students should focus on the sequence of the shots, what they want to represent in each shot. They may include a 'character' that moves through each scene, or other ways to connect shots and tell their narrative. They should also make notes for each scene for voiceover.

Day 3: Shoot #2, editing and scriptwriting

Priming Discussion (record): In their groups, students will review storyboards and plan their shoot #2.

Shoot #2: Students should take turns taking on different roles:

- Director runs the phone
- Camera person sets up and runs the camera
- Audio person collects sound samples
- Scene photographer uses iPad photos of important things in the scene
- Scriptwriter takes notes on what's present in the scene of importance

Group Presentations (*record with ipad?*): While footage is saved, groups will present what they shot using their notes and photographs. They should describe:

- Describe the overall narrative
- Describe the connections between shots
- What was the experience like shooting in 360 video?

Editing and Scriptwriting: Students will choose the shot scenes they want to write about for their voiceover. Students will rotate opportunities to learn editing in pairs while others work on their scene script.

Synthesize scripts: The group will come back together with their script scenes and merge them into a single script. When merging the script scenes, students should consider:

- What parts of the script might be confusing or surprising to the California students?
- Reiterate key themes, symbols- What does the narrative say about their culture and worldview?
- What other kinds of digital artifacts (images, texts, youtube videos) could they create to complement their videos?

Record and edit: Students will continue rotating in pairs working on edits while others record their voice over pieces.

Day 4: Final Viewing and Circle Videos

Will go to school early in the morning and hold a one day workshop in the afternoon with the high school group.

Priming Discussion: Students will review final version of the video in their groups and prepare to present it to the class.

Group Presentation: Each group will present their final video concept to the class, focus on:

- Share excerpts from the script
- Share their favorite shots and most challenging scenes
- What would they improve about their video?

Film Screening: Students will watch each other's videos on the VR headsets, computers, and tablets/phones. Students should take notes about similarities and differences

360 Circle Shot: Students will find a favorite place at school, and sit in a circle around the camera (3-4 feet away). Students will go around the circle (in order or in some coordinated fashion) and share something about themselves and a question for the California students.

Research Plan

Data collection procedures:

- Field Notes (should we each have a group and remain with that group throughout?)
- Surveys (write4change (pre) and our own (post))
- Informal / semi-formal interviews
- Filming & voice recording (presentations, group discussions)
- Collecting artifacts beyond the videos themselves?

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- Ensure that students have completed the 2 surveys Devanshi translated
- Present consent forms to students and have them sign (if not already done) Focus on cultural perceptions and biases
- Interview a few students about their self-concept as a storyteller? Dig deeper into perceptions about Bwk & write4change audience?

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Day 3: Shoot #2, editing and scriptwriting

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