Lesson Support for Stage 5: Video Walkthrough

Approx. Duration: 2+hrs

Learning Objectives:	▪ Create a screen recording and voiceover walk-through of their 'Tourist Information Centre' ▪ Present information using accurate and purposeful language
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Language, Literacy and Communication** - Expressing ourselves through languages is key to communication ▪ **Science and Technology**- Being curious and searching for answers is essential to understanding and predicting phenomena ▪ **Expressive Arts** - Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. Creative process - Communication includes performing, presenting, sharing, exhibiting and producing with consideration of the audience
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Literacy, Oracy** - knowledge to adapt their language for audience and purpose and provides purposeful opportunities for building confidence ▪ **DCF** ○ **Interacting and Collaborating:** Communication / Collaboration / Storing and sharing ○ **Producing:** Planning, sourcing and searching / Creating digital content / Evaluating and improving digital content

Introduction / Starter

Ask the learners to watch a 5min Minecraft: Education Edition video walkthrough of the Hour of Code world.

Discuss the purpose and features of a video walk-through:

- What makes a good walk- through?
- What makes the video engaging?
- What elements do you want to include?

Learner Activities	Differentiation	Achievement outcomes
Step one		
Explain to learners that the video walkthrough is a short screen capture (approx. 2 minutes), with audio, that allows them to take viewers through different areas of their Minecraft build. Ask learners to choose the features which they think a visitor would like to learn about. List the features and draft the information they would like to share. Ask learners to plan a route through their building which includes all of the features they wish to share.	Teacher input as required.	▪ Plan created for the walk-through including all the elements the learners want to include and aspects of the build and information sharing to demonstrate

Assessment Opportunities

- How well do the learners make plans?
- What strategies do they use and how did they come to decisions?

Step two		
Direct the learners to use the information from Step one to create a script for their video walkthrough. Encourage learners to rehearse their script before recording their walkthrough. Learners should consider pace, clarity and volume of narration, expression, amount of information and time spent at each feature.	Teacher input as required.	▪ Script developed to support the support their video walkthrough ▪ Several rehearsals of the walkthrough completed

Assessment Opportunities

- How effective is the script?
- Have learners included all the interesting or unique features in their script?

Step three

Ask learners to use Flipgrid Screen Recording to record the walkthrough and watch it back to evaluate. Encourage learners to re-record if not happy with their first attempt. They could consider adding some text to section the video.	Teacher input as required.	▪ Video recording completed and downloaded to a central location for sharing

Assessment Opportunities

- How creative is the walk-through?
- How many different features of Flipgrid did you use and why?

Plenary

Ask the learners the questions below:

- What have you learned during this project?
- What skills have you developed?
- If completing a similar project in future, what would you do differently and why?

Key Vocabulary:

- Narration
- Walkthrough
- Pace
- Script
- Screen Recording

Resources / Supporting files:

- Minecraft: Education Edition
- Example walkthrough video
- Flipgrid