Don't Laugh At Me
Video Project Process Paper

Brian Crosby
Teacher
Agnes Risley School
bcrosby@washoe.k12.nv.us

View the video at these web sites:

Agnes Risley School's web site: http://www.learningismessy.com

Apple Computer has video and lesson plan:

http://ali.apple.com/ali_sites/ali/exhibits/1000935/

The process that went into making our class video:

-We read aloud and discussed books about being different, outcasts, bullies and making mistakes:

      The New Kid By Katie Couric

      Crow Boy By Taro Yashima

      Chrysanthemum By Kevin Henkes

      Be A Perfect Person In Just Three Days by Stephan Manes

      The Rainbow Fish by

-Students in class complained about others calling them names, being mean – this took valuable class time to deal with.

-We had class meetings and discussions about our class culture – what kind of a class did we all want to be part of?

-We watched and discussed the "Don't Laugh At Me" – Operation Respect Video – Available for free from – http://www.dontlaugh.org/

-We wrote and discussed journals about books we read, scenes from the video, things others could make fun of us for, making our school a better community, problems that came up in class.

-After watching digital videos sixth graders at our school made last year, one student in our class asked if we could make a video of something – another thought we could do a better job of making the Don't Laugh At Me video and we started discussing that possibility.

-We decided to go for it. We started learning the song – because initially the plan was for us to record our class singing the song as well as acting it

out. I downloaded the parent release form from the WCSD web page and got a signed release for every student so we could put the finished video on the internet.

-We started analyzing each line from the song – discussing what the meaning or meanings were and sometimes acting them out in class. We learned what words from the song meant that we weren't sure of. Students shared experiences they had had in their own lives that were similar to a line in the song.

-We brainstormed how each line could be acted out – first as individuals and then as a whole class on large sheets of paper. Sometimes we had as many as ten ideas on how to act out one line from the song.

-At random each group was given one line from the song and the brainstorms the class had done for that line from the song. That group then had to work cooperatively to decide how they would act out the scene in our movie. We discussed how we would not be talking in the movie, so their acting had to portray the message that that line required.

-After students in a group came to agreement on how they would act the scene and who would play each part they had to storyboard the scene (using storyboard worksheets I downloaded from the internet).

-Students in each group acted out their scene in class and we critiqued each other's scenes.

-Each group scouted "locations" for their scene.

-As we were practicing singing the song one day a student wondered why we couldn't just use Peter Yarrow singing the song. I informed the class that that would be fine if we weren't hoping to put the video on the internet (which students were very excited about), but that otherwise we would be breaking copyright laws (which was another lesson and discussion). The class voted for me to at least ask for permission. I did and received a prompt answer, that yes we could, if Peter could see it first and give final permission.

-We went into production of the video. We shot scenes during recess, before school and during class time using our schools Canon digital video camera. I would edit each day what we had shot using our Apple iBook computers and

iMovie software, show it to the class the next day (this was key I think, because it kept their interest up, seeing scenes every few days) the class would critique it and suggest changes.

-3 weeks of shooting tape (not every day) and we were done. We did some editing here and there – and we were really done.

-During this time the class was also involved in our schools "Character Counts" program taught by our counseling staff, and our "FUN Friday – Respect Button program.

Nevada State Standards (we hit many more standards than these, but this is representative)

2.4.4   Use note taking, outlining, and summarizing to organize and understand information from text.

Content Standard 5.0: Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

6.4.1   Generate ideas for writing through discussions and individual activities such as brainstorming, clustering, *and listing*.

6.4.2   Organize ideas through activities that draw upon sequencing and classifying skills *such as listing, webbing, and mapping*.

4.4.6   Read and follow multi-step directions to complete a task.

10.4.1 Contribute to and listen attentively in conversations and group discussions.

9.4.3   Give organized presentations that demonstrate a clear viewpoint.

1.5.3   Create artworks using various media, techniques, and processes to communicate ideas.

2.5.4.   Select and use specific visual characteristics to communicate.

3.5.1A List consequences of harassment, fighting and intimidation. 3.5.1B Demonstrate anger management techniques.	
3.5.2 Demonstrate refusal skills and ways to seek assistance.	
4.5.2 Describe ways technology can influence health and chronic disease.	I/L 6.5.7 Share final drafts with a designated audience.
4.5.3 Analyze how stated and implied messages from media influence health behaviors.	