BLUEPRINT
TEACHER TRAINING
MOVET

INTRODUCTION

This second (and definite) version of the Blueprint for the Teacher Training *Language Teaching through Movie Making* in the context of the MOVET project (co-financed by the European Commission, Leonardo da Vinci TOI) aims to provide 18 hours of teacher training for language teachers.

This teacher training should be considered an 'appetizer' to get to know the movie-making method, its theoretical background and its practical aspects. As with any other method, the participating teachers will further master the method by trying it out for themselves, after having acquired the main principles during this teacher training.

If necessary, instructors can decide to organize additional "follow-up" seminars, in order to offer a more in-depth or practical approach to the movie-making method (depending on the needs of the participants). For instance, instructors could choose to elaborate (even more) upon the didactic approach to language teaching through movie making by discussing specific teaching methods, different target groups (ages, levels), vocational contexts and detailed example lesson plans.

Alternatively, for teachers who were not familiar with video camera materials and editing software before, it might be useful to offer a follow-up seminar on how to efficiently use a video camera and the editing programme.

Organizing "follow-up" seminars might be a good idea to give teachers who were not familiar with movie making before attending the teacher training the chance to build their confidence and train their competences, in order to be able to lead a course and guide language students along the movie making.

Duration 18 hours

Location needed: A classroom equipped with beamer and computers (or, alternatively, the participants could be asked to bring their laptops to the course)

Materials needed:

- Example Plot
- Example Script
- PowerPoint presentations with theory and instructions (to be downloaded from the MOVET website www.movetproject.eu)
- Video camera
- Basic editing programme (see the MOVET Handbook for recommendations)

Useful tips:

- Make sure your participants fill out and send you the pre-training questionnaire before planning the course (this will allow you to check how much prior knowledge and (technical) experience the participants have; you will thus be able to adjust your schedule, if necessary);
- Give out the Movie Making handbook at the beginning of the course, that way it is easier for the participants to take in the material. In between the classes, they can have a look at the manual at home;
- Make sure the computers you're using at your school are fully equipped (editing programme) and working. This will save you a lot of time avoiding unnecessary problems.

PART I (6 hours)

Materials needed

- Computer
- Beamer
- PowerPoint (1)
- Example plot
- Example script

Activities & Instructions

- Introduction to the course.

  Briefly explain the course objectives, go over the different steps and introduce your course schedule.

  [PowerPoint 1]

  How to create a movie? Schedule of the course. (Short slides with main ideas/big picture)

- Divide the class in groups of two or three, and ask the groups to think about a movie idea;

- Ask each group to present their idea for a (short) movie plot (not a full script but an idea for a movie);

- Write down on the board all the ideas they came up with;

- Make each teacher vote for their two favourite ideas;

- The plot that wins the vote will eventually be used;

- Working together, the teachers have to develop this idea into a plot (not a detailed script) which is like a summary of the movie. At this point we know how many characters we have, the setting, etc.;

> *TIP: It might be a good idea to give the teachers an example of a plot. That way it will be easier for them to understand exactly what they should do, and what the final plot should look like.*

- The teachers have to create as many characters as there are participants in the training;

- One teacher is given the task to write down the plot on a computer, while everyone is brainstorming;

- The instructor then has to print out the plot so everyone knows exactly what's going on in the story (this will prove to be useful when they'll develop the plot into a script);

- At this point the teachers have to decide how to divide the plot into different scenes;

- The instructor has to write down the scenes on the blackboard;

- The instructor assigns the scenes to the teachers but <u>in a random way</u> (so no-one has to write two scenes in a row);

- The teachers start to develop their assigned scenes, writing the dialogues, setting, attributes, character of person, etc (using computer);

> *TIP: The instructor can bring an example of a script so the teachers get an idea of the layout, what a script looks like, how to mark and highlight thoughts, everything that happens in the background, mood of a person, outfit, tone of voice, etc.*

- At the end of this process all together the teachers and the instructor will read all the scenes from the first to the last, in order to make sure everything goes smoothly and is linked to each other in a correct way;

- It's important to find a nice title that can catch the attention of the audience. This should be done at the end of the script-writing;

- The instructor prints out the script and gives it to the teacher;

- Next, the teachers have to choose and decide on who's going to play who. (if it's difficult to agree on the roles, the instructor can decide to have a vote);

- Everyone has to memorize their own lines;

- In class, each teacher is going to read his part trying to get into his/her character (changing the voice, the attitude, gestures, etc.);

- After the teachers wrote the script the instructor can ask them to point out some grammatical topics which could be introduced or further explained using the script. For example: simple present, past perfect, or "how to ask something in a formal way?", etc.

- At the end of the day: Ask the teachers to think about the different steps and more in particular, what they think they could teach when writing the script. *[They write down their ideas on pieces of paper and ask them to present their ideas in part II of the training]*

PART II (6 hours)

Materials needed

- Computer
- Beamer
- PowerPoint (2), (3) and (4)
- Video camera
- Movie Maker programme installed on computer

Activities & Instructions

- Start part II by asking the teachers for their ideas: "What can you teach when writing the script with your students?"

- Next, show the PowerPoint (2) explaining what to teach during each step of the movie making method.

PowerPoint [2]

Summary of "How to make a movie with your students step by step"

(memorization, pronuncia, paralinguistic aspects)

- Acting out: by Part II the teachers should have already <u>memorized</u> their own lines, which they will act out (without camera this time).

- After that, the instructor introduces several basic techniques to use the video camera (different types of shots, camera movements, etc.)

PowerPoint [3]

Technical Aspects: Using the video camera

- Next, the teachers will have a go at it themselves and try to shoot a couple of scenes, using the new techniques they've just learned. At this point, each group will shoot a couple of scenes of the script they wrote the previous day.

- The shooting is followed by a screening of the scenes shot by the teachers, while they give details on the new techniques they just applied.

- Next, the instructor introduces the Movie Maker editing programme and goes over the basic skills needed to edit a video.

PowerPoint [4]

Technical Aspects: Editing

- Teachers get the chance to edit the scenes they shot with Movie maker, experimenting with the features just explained in class.

- At the end of the day, the teachers should be told to think about a subject related to their chosen vocational context (they will work on this subject in Part III of the training).

PART III (6 hours)

8

Materials needed

- Computer
- Beamer
- Video camera
- Movie Maker programme installed on computer
- PowerPoint (5)

Activities & Instructions

- The instructor divides the teachers in groups of two or three.

- The teachers have to write down a plot in a specific – previously established – vocational context. It's important to tell them how much time they have to finish the task. (more or less 1H30)

- Afterwards, the teachers will be aked to explain to the other teachers the plot they came up with and what they can teach through this story (vocabulary, grammar, etc) (more or less 10 min/each group)

- Afterwards, teachers receive feedback and suggestions from the class to develop, change or get new ideas to improve their approach to vocational language teaching.

- At the end of part III, all teachers will receive their Certificates and evaluation questionnaires.

Appendix 1: 3 Day Teacher Training Schedule

Day/Time	Monday 10th	Tuesday 11th	Wednesday 12th
10:00 –11:40	Welcome! Course Info and Orientation Introductions, Presentation of the school and MOVET project, Warm-ups	Focusing on language using the movie making method	Movie making in vocational context (1)
11:40-11:55	Break	Break	Break

11:55 – 13:35	Writing a movie plot **Materials needed: laptop**	How to use a video camera? In practice: shooting scenes	Movie making in vocational context (2): presentations and feedback
13:35-15:00	Lunch Break	Lunch Break	Lunch Break

Day/Time	Monday 10th	Tuesday 11th	Wednesday 12th
15:00 – 16:40	Writing a movie script Review "How to make a movie with your students step by step"	How to use an editing programme? In practice: using Movie Maker to edit a short movie.	Teachers will receive their Handbook, Blueprint, Certificates and evaluation questionnaires.

Appendix 2: 5 Day Teacher Training Schedule

Day/Time	Day 1	Day 2	Day 3	Day 4	Day 5
14:00 – 15-40	Welcome! - Course Info and Orientation - Introductions, Presentation of the school and MOVET project, Warm-ups	- Writing a movie script - Review "How to make a movie with your students step by step"	- How to use a video camera? - In practice: shooting scenes	- How to use an editing programme? - In practice: using Movie Maker to edit a short movie.	Movie making in vocational context (1)
15:40 – 15:50	**Break**	**Break**	**Break**	**Break**	**Break**
15:50 – 16:40	- Writing a movie plot **Materials needed: laptop**	Focusing on language using the movie making method	In practice: shooting scenes	In practice: using Movie Maker to edit a short movie.	Movie making in vocational context (2): presentations and feedback Teachers will receive their Handbook, Certificates and evaluation questionnaires.