

# Kevin Ladell, Social Studies Teacher

## Sun Prairie West High School, Sun Prairie Area School District

### #7 Student Made Media

<p>What grade level, content area (or other educational purpose), topic, and standards do the lesson plan and submitted examples of student-created-media address? How is the lesson organized and what strategies are employed to promote learning? What form(s) of media did your students create as part of this learning experience? Why did you choose to have students create media to demonstrate their learning of this topic/standard? In addition, please provide any additional context related to your students, classroom, or teaching that will assist assessors in scoring your submissions.</p>	<p>Students are 10th, 11th, and 12th graders in Sports Psychology. My goal is to prepare students to make a video about being a Student/Athlete at Sun Prairie West. We are a brand new high school and are developing a culture here. I want students to use terms that we have learned and use them to tell a story through video. I created an instructional video for their project. I wanted them to be able to come back to the video if they needed clarification while they are away from school. I had the students watch it in class and then uploaded it to google classroom so they could access it whenever they needed to.</p>
<p>Submit a unit of instruction with clear learning objectives and requirements for student work that leads to media created by students as the evidence of learning. This may be presented as a lesson, a series of lessons, or a unit plan.</p> <p>Submit two examples of student media that clearly indicate student learning of the lesson objectives.</p>	<p><b>Objective:</b> Students will use digital storytelling to share their understanding of topics discussed in AP Psychology.</p> <p><a href="#">Detailed lesson plan below</a></p> <p><a href="#">Student example</a></p>
<p>Provide a reflection on the creation and implementation of the instructional unit, the experience leading students in media-based instruction, the quality of outputs and student learning produced as a result, and thoughts about how to improve the experience in the future.</p>	<p>This was a fun process to go through. The students were excited to tell their stories in creative ways. The students had to do a lot of their recording outside of class because the topic was all about their sport. This made it difficult to help them with the shots they were getting. They also did not want to interrupt their practice/game to record so that was difficult. Most of the projects turned out well, they could have used some fine tuning and editing but I also wanted to stand back and let them use what they had learned. Next time I would like to be more deliberate on the interviewing and editing processes. I want the students to know that the specific choices they make can have an impact on their project.</p>

Objective: Create a video that shows what you learned in class this semester through the sports culture here at Sun Prairie West High School (groups of 4)

**EQ?: What does it mean to be a Sun Prairie West Wolf Student-Athlete?**

How does psychology play a role in this?  
What is a unique story that you can tell about Sun Prairie West Athletics?

**Resources:**

- [Project Planning Guide](#)
- [B - Roll and Storyboard](#)
- [Instructional Slides - Adapted from PBS Cohort Media Slides](#)

**Topics:**

- Sports culture
- Motivation/Emotion
- Being a fan (conformity, in-group, out-group)
- Behavior (reinforcement, superstitions)
- Goals
- Leadership
- Internal/External Locus of Control
- Team culture

**What is the story that you want to tell?**

Write your interview questions here:

1. Ask questions that get your subject to elaborate
2. Look to get an emotional/passionate response
3. Make sure your questions/answers help tell your story

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**Be sure to include:**

Complete?	Requirement	1 point	2 points	3 points	4 points
	<b>5 connections to psychology</b>	0-1 terms used, not used correctly	1-2 terms used correctly	2-4 terms used correctly	5 terms used correctly
	<b>A-roll: Interview</b>	Interview is not focused and does not tell a story	Interview is present but could be more focused	Interview tells the story of sports here at SP West.	Interview tells a <b>unique story</b> about sports here at SP West.
	<b>B-roll: footage to tell your story</b>	Footage is not present or relevant	Footage is present but needs more focus	Footage is present and thought out.	Creative footage is integral to the telling of the story
	<b>Text - this should support the images on your video</b>	Text is not used at all	Text is used too much or too little and it distracts from the story	Text is used effectively and supports storytelling	Text is used intentionally in a unique way to help support the storytelling

Complete?	Requirement	1 point	2 points	3 points	4 points
	<b>5 connections to psychology</b>	0-1 terms used, not used correctly	1-2 terms used correctly	2-4 terms used correctly	5 terms used correctly
	<b>Music/sound - should not be copyrighted and should focus on the mood of your scenes.</b>	Music/audio is copyrighted and/or distracts from the story being told	Music/audio is used but without a real purpose	Music/audio is used to support the story being told	Music/audio is used intentionally in a unique way to support storytelling