1. Vivian Molina: School Counselor, Beacon High School

   By using what I learned in the workshop, I hope to be able to connect better with my students. As a counselor, I feel it’s important to know the lingo students use as well as what’s important to them. Clearly, blogs and videos are important to teens.


   I hope to create videos with my photo and design students. I am interested in creating my own videos. I would like to use [videos] for instructional purposes.

3. Rebecca Gorla: Physics Teacher, Stuyvesant High School

   I plan to use the information I learned in this workshop to make videos of physics demos to show to my classes. I also plan to make videos of lab introductions to be used in my and other physics classes.

   I may attempt to allow my students to collaborate with the Stuyvesant film class students to make videos about physics topics.

   I may also make videos of demos and download them on my Stuyvesant website.

4. Steve O’Malley: Chemistry Teacher, Stuyvesant High School

   Now that I’ve taken the video technology workshop at BMCC, I envision my students making their own movies to be used in my class.

   The kids can create safety-training videos and produce laboratory instruction guides that would be written by and star students from the class.

   The students can also post their creations on the internet so that others in the class can have easy access to the productions.

5. Barbara Litt: English, Drama & Public Speaking Teacher, Lincoln High School

   (1) Process Writing: Write instructions for some simple activity, like, how to peel an apple. Videotape the activity with emphasis on the thing getting done in a sequence.

   (2) Challenges in camera work, meaning, how to use the camera to tell a story. A group of students, 5 – 6, are given a shot list: Point of View, Medium Shot, Over the Shoulder Shot. The group has to shoot a sequence of film using each of the above shots at least once. A maximum of 12 shots can be used. What must be written is the dialogue in each shot and the order of the shots. [I teach storyboarding using a comic script; I teach script writing using a scene from a movie and the script. These are readily available.]

   (3) On-the-Scene Reporter: In this activity the group re-creates a news story. Depending upon the objective of the teacher, this can be done with a historical event, like the bombing of Pearl Harbor or the announcement of the Nobel Prize for Peace, or one the group creates, like an
accident in an amusement park. The idea for the group is to shoot the news story, interviewing eye witnesses, experts, family members, people affected by the event, etc.

(4) **Short Films**: In these films there has to be story elements: Who are you [characterization]? Where are you [setting]? What do you want [objective]? What is keeping you from getting what you want [obstacles]? How is the problem resolved [resolution]? A problem, conflict, obstacles to a solution, and resolution. In other words, dramatic structure. Students can do anything in this assignment from commercials to machines that can talk to a short sequence of dialogue from a short story.

(5) **Interviews** on topics of interest around the school. Like tattoos.

(6) **Cultural biographies**: Students explore their ethnic heritage using online materials and footage of them in their worlds. Who am I and how does my ethnic background define who I am?

(7) **Trials taken from literature**: “Of Mice and Men” and “Crime and Punishment” are two actual trials I have worked on with students.

(8) **Mirroring**: This is fun for students. Students learn how to mirror. The camera is used to record the students’ mirroring. Students are told in advance to prepare a simple activity, like, washing a car or making a peanut butter and jelly sandwich. This is videotaped. This can also be used for mirroring speech, which is also fun.

(9) **Interviews**: of a character in literature or an author or a poet.

(10) **Film Study**: This year? “Crash”. This was an excellent film to use in the classroom.