

# You too Can Be a YouTube Star



When you are teaching something to someone, the details are very important. If you leave certain details out, the learner will not be able to do what you are asking them to learn. This applies to everything from tying your shoes to repairing a computer. In this project, you must choose something you feel as though you are an expert on and could teach to others. Then you must break this down into steps and go through each one to ensure that the person understands what he or she is learning.

Depth and Complexity icon:  
Details

Product: You are going to make a YouTube video. The main goal of this video is to teach whoever is watching it the details of how to do what you are showing them. For example, if you are showing them how to cook a dish, do you have all of the steps and details needed for someone to follow your directions and be able to cook the dish themselves.

Skills:

- Research
- Analysis
- Moviemaking
- Video editing
- Reflection

Calendar:

Introduce icon and discuss how you must use detail to teach something		Students will watch video on how to juggle then research other videos, identifying the use or lack of use of detail	What makes a good lesson?	
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Brainstorm lesson		Work on lesson	Work on lesson	
Shoot video of lesson		Shoot video of lesson/edit	Shoot video of lesson/edit	
Finalize video and upload		Watch student videos and reflect	Watch student videos and reflect	

Lesson One  
Detail

Introduce the icon



Give students the following prompt:

What do you think of when you hear the word detail?

Just as important as using detail, is when you don't. Leaving out a detail can make all of the difference in the world.

Have students identify the missing detail:

- You bake the cookies for 10 minutes  
At what temperature
- You go down the hallway and turn to get to your class  
Which way do you turn
- The answer is 17  
What was the question
- The most important aspect is your understanding of the riboflavin  
What is riboflavin
- Can you get that for me?  
What am I getting

When we are teaching something, we have to include all of the steps. If we leave any out, students might not know how to do it

Example from everyday life

- Brushing your teeth

Have students list all of the steps one would need to learn how to brush their teeth, numbering them

Go over their list and look for details that are left out. Some might include:

1. Getting the toothbrush
2. Hold the toothbrush by the handle, away from the bristles
3. Putting water on the brush
4. Opening the toothpaste
5. Squeezing eyebrow length of toothpaste onto the bristles
6. Putting cap back on the toothpaste
7. Opening mouth and brushing the bristles across teeth, starting with the back top, working all of the way around, then moving to the bottom
8. Occasionally spitting toothpaste out and not swallowing
9. Brush teeth for 2 minutes
10. Rinse off toothbrush
11. Rinse mouth with water
12. Spit out water
13. Wipe your mouth on a towel
14. Put toothbrush and toothpaste away

Lesson Two  
Teaching using detail

Show the video of teaching juggling <https://www.youtube.com/watch?v=7gSQKbV0mE&t=878s>

What do you notice about the video?

Possible answers

- Broken down into steps
- Each step is described in detail
- Show what materials will be needed
- Demonstrates each step
- That guy sure is ugly
- Gave time to figure things out

Find some videos that teach something and answer this question: are there any details left out that would be helpful?

Example video (how to do a backflip)

[https://www.youtube.com/watch?v=ltho8\\_PzC2U](https://www.youtube.com/watch?v=ltho8_PzC2U)

Essential question: After watching this video, would you feel comfortable attempting a backflip

Reflection questions:

- What was the video about?
- Was everything explained in enough detail?
- Do you think it had all of the details you needed to be able to do this yourself?
- What do you think was left out that would be helpful?
- How comfortable would you be trying this yourself?

### Lesson Three

#### What makes a good lesson?

Explain what each one of these steps means. You can ask students for help in the details of what this would look like

1. What are the learning objectives?
2. What materials will be needed to accomplish it?
3. What background knowledge must one possess if any?
4. Explanation of the various steps one at a time and in detail.
5. Give time to practice for themselves.
6. Final thoughts, summary, or reflection on what was learned

Planning your lesson

Name \_\_\_\_\_

Topic (what are you teaching) \_\_\_\_\_

What materials people will need \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What steps would you need to go through in order for someone to learn this? Think of it like a recipe. If you skip steps in a recipe it doesn't turn out like you would like it to. What steps does someone who knows nothing about this have to take? (create as many steps as you think you need).

1.

2.

3.

4.

5.



6.

7.

8.

9.

10.

FEEL FREE TO ADD ADDITIONAL STEPS IF YOU NEED THEM.

Are there steps in between these steps that have to be considered? For example, if you are teaching someone how to brush their teeth, you cannot just say put the toothpaste on the toothbrush. Where do they put it and how do they do this? How do they know when they have done it correctly? Go back to your steps and see if there are additional steps in between that need to be taken. Assume the viewer knows nothing.

Example steps:

Topic: Learning to juggle

Materials: three tennis balls, space to juggle

Step #1: Throw one ball up in the air a little above your head and catch it with the same hand. Repeat this until you become comfortable with it. Make sure you keep your eye on the ball.

Step #2: Take that one ball and throw it up, catching it in your opposite hand. Be sure to control the ball and throw it just above your head. Repeat until you become comfortable with it.

Step #3: Take two balls, holding one in each hand. Throw one of the balls up, followed soon after by the other ball, both at the same height. The balls should cross one another and be caught in the opposite hand. Repeat this until you are comfortable with it.

Step #4: Now add a third ball. Hold two balls in one hand and the single ball in the other. Throw one of the balls from the hand holding two and catch it in the other hand. Then throw that ball with the other hand, catching it in the other hand as well, going back and forth between the hands with the same ball. Work on making sure each ball is thrown at the same height. Keep throwing it back and forth to each hand, always throwing with the hand that has two balls. Practice until you get the hang of it.

Step #5: Continuing with three balls. Start with the hand with the two balls and throw one of the balls up. A second later, throw the ball in the lone hand up in a crossing motion like you did in step #2, following soon after with the last remaining ball. When all three balls have been thrown catch them in the opposite hand. Continue to do this until you become comfortable with throwing the balls in the air without hitting one another as well as catching them.

Step #6: Now instead of stopping, you will continue to catch and throw balls. Starting with the hand with two balls, throw it up, followed by the second ball, followed by the third. Each time you catch one of the balls, throw it up immediately, ready to catch the next ball to come. This will be like one continuous motion, catching balls and throwing them across one another so that they do not hit one another.

## Lesson Four – Shooting video

You can use your phone, computer, or if you have a camera to film your lesson.

Some tips when you are filming:

- Try to find a quiet space
- Frame yourself appropriately on the screen
- Make sure you can see what you are trying to demonstrate
- Be sure you can hear what is being said clearly
- Have someone act as your camera person and in turn, help them with theirs
- Shoot more footage than you will need
- Make sure that you get it right, not that you get it done
- Do you include all of the steps/detail that you need to

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## Lesson Five – Editing on WeVideo

Here is a video on how to do basic editing on WeVideo

## Lesson Six – Reflection on video lesson

As a class we will watch the videos of others. Consider the following questions:

- Which of the videos do you think did a really good job of teaching? What about it was effective?
- What do you wish you could have included in your video to have made it better?
- How does detail make a difference in your understanding of a lesson?

	Video	Organization of Lesson	Attention to Detail
Excellent	<ul style="list-style-type: none"> <li>• The picture of the video is clear and easy to see what is being taught/demonstrated</li> <li>• The sound of the video is loud enough so that it is easy to hear and understand what is being said.</li> <li>• The production of the video is professional looking with appropriate titles and effects.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is introduced clearly, providing a context for exactly what the viewer will be learning and the outcomes expected.</li> <li>• The topic being taught on the video is broken into clear parts identified by transition words.</li> <li>• The conclusion wraps up the lesson in a satisfying way, providing the viewer with confidence that they too can do this.</li> </ul>	<ul style="list-style-type: none"> <li>• The steps all lead into one another, giving the viewer a clear picture of how this all fits together.</li> <li>• When a step is explained, it is done in lots of detail so that the viewer can clearly understand what to do in order to complete the task.</li> <li>• Materials, visuals, or demonstrations are used to show how someone would put this step into action.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• The picture of the video is clear and easy to see what is being taught/demonstrated most of the time but there are an instance or two where the quality is poor</li> <li>• The sound of the video is loud enough so that it is easy to hear and understand what is being said most of the time but there are parts where it is inaudible or difficult to hear.</li> <li>• The production of the video is competent with no clear distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson provides a general context for what the viewer will be learning and the outcomes expected but it is not as clear as it could be.</li> <li>• The topic being taught on the video is broken into parts identified by transition words but there seems to be some steps skipped in order to get a complete understanding.</li> <li>• The conclusion wraps up the lesson, but does not provide the viewer with confidence that they too can do this.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the steps lead into one another, giving the viewer a clear picture of how this all fits together, but there is some confusion with a couple of them.</li> <li>• When a step is explained, it is done with a little detail, but not enough to give the viewer a clear idea of what to do in order to complete the task.</li> <li>• Materials, visuals, or demonstrations are used in places to show how someone would put this step into action but there are some steps where they would be helpful.</li> </ul>
Needs improvement	<ul style="list-style-type: none"> <li>• The picture of the video is often un</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is not introduced very well,</li> </ul>	<ul style="list-style-type: none"> <li>• The steps do not lead into one another, and</li> </ul>

	<p>clear and not easy to see what is being taught/demonstrated</p> <ul style="list-style-type: none"><li>• The sound of the video is often not loud enough to hear, making it difficult to understand what is being said.</li><li>• The production of the video is of low quality, distracting from the lesson which is supposed to be taught.</li></ul>	<p>failing to provide a context for exactly what the viewer will be learning and the outcomes expected.</p> <ul style="list-style-type: none"><li>• The topic being taught on the video is not broken into clear parts making it difficult to follow and comprehend.</li><li>• The conclusion is either not present or does not wrap up the lesson, leaving the viewer more confused than confident.</li></ul>	<p>this jumping around causes confusion for how this all fits together.</p> <ul style="list-style-type: none"><li>• When a step is explained, it is done without much detail leaving the viewer with many questions as to how to complete the task.</li><li>• Materials, visuals, or demonstrations are not used or do not show how someone would put this step into action, are just there for show.</li></ul>
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