

## Didactic scenario WHY ARE PLANTS GREEN?



**Teacher:** Stroia Armanda

**School subject:** English

**Educational level:** lower-secondary, Vth grade

**School:** Avram Iancu School

**Topic:** Why are plants green?

**Age group:** young learners

**Language level:** CEFR level A1, A2+ (elementary and above)

**Time:** 45-50 minutes

**Language skills,** structures: vocabulary related to explaining, presenting scientific experiments, speaking, writing

**Life skills targeted:** critical and creative thinking, collaboration, problem-solving

**Aims:** Why should I use this lesson plan with my learners?

**Aims of the lesson:**

- to develop problem-solving skills for daily life scenarios
- to enhance critical and creative thinking
- to develop digital media literacy
- to give meaningful practice in speaking and writing

### Short description:

This is a didactic scenario I designed around a student-produced video *Show your favourite experiment!* Learners predict the topic of the video based on some screenshots, watch the video, fill in a video observation worksheet based on a media and language checklist, turn into language detectives to identify language structures related to explaining and presenting experiments, write comments and hashtags after watching the video, engage in a critical reading activity, write a short catchy video introduction, discuss the importance of a storyboard before filming, rewrite the storyboard. Finally, they reflect on the lesson and are encouraged to create their own video to show and explain their favourite experiment.

## I. Pre-viewing guiding questions



**Task 1.** Before watching the video created by a learner from another class, think about the following questions (5 min.):

1. What type of video genre do you enjoy watching the most?
2. Based on the following screenshots from the video, can you predict the topic and the type of video?



## II. While-viewing tasks: video observation worksheet



**Task 2.** Look at the list of generic features of a good video. How many can you identify in this video? You can tick the ones you identify while watching the video or simply take notes. (2-3 min.)

face-to-camera

use of free copyright photos or from personal archive

appropriate soundtrack

use of different shots, and camera angles to provide variety

voice-over

non-pixelated photos

use of transitions, visual effects to keep the audience engaged

captions

credits



**Task 3.** Watch the video carefully again. This time you are a **language detective!** Try to identify and take notes of what type of vocabulary sets are used in this video. (5-6 min.)

**Examples of phrases to link ideas:**

- First, you will need...
- The next step is...
- For example, ...
- So,...
- As a result,...
- Finally,...

**Examples from the video:**

- Well, let's find out...
- For the experiment, you will need ...
- .....
- .....
- .....
- .....

**Examples of science-related vocabulary:**

- photosynthesis
- chlorophyll
- .....
- .....
- .....
- .....

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**III. After-viewing the student-produced video tasks**



**Task 4.** Did you enjoy the video? Write a comment to show your reaction.

Now it is your turn to be creative and write hashtags for the video you have just watched! Imagine you are a social media expert and want to promote this video to a large audience. Remember to extract the most relevant keywords that can promote the video. (5-6 min.)

Examples:

#science, #experimentvideo, #whyareplantsgreen, #photosynthesis, #chlorophyll



**Task 5.** To promote a video, content creators write a short catchy introduction so the viewers will be convinced to watch it. Read David's intro for his video. Do you find it convincing? You are a social media expert now. Your challenge is to improve the video introduction so that many people want to watch it. (5-6 min.)



David's LAB  
289 subscribers

Why are plants green? Are you curious to find out? Let's discover the science behind this through an experiment!

Welcome to David's Lab...the place where learning can be magic! Have fun watching!



**Task 6.** (Think-pair-share) You have the chance to read the story behind David's video, the so-called **storyboard**. Do you think it is useful to write the story of the video before you decide to start filming? Why? Why not?



**Task 7.** In pairs, you can discuss which elements from the media checklist do you think are essential if you want to create an interesting video? (5-7 min.)



**Task 8.** You are now the new **scriptwriter**, the person responsible for writing the video storyboard. Your challenge is to rewrite the storyboard of this video to make it even more interesting. (10-12 min.)

**Reflection time** (5 min.)



**Reflect** on the lesson.

What task did you enjoy the most from today's lesson?

How did the video make you feel? Why? What elements from the video created this effect?



What questions would you like to ask David about his video?

What new vocabulary can you use to explain why are plants green?

Do you feel now inspired to create a video to capture your favourite experiment?

Resources:

<https://acttoinspire.com/why-are-plants-green-free-storyboard-template-pdf/>  
<https://www.youtube.com/watch?v=cA4EEhGQ1Wc&t=13s>

Video storyboard example

Video storyboard template