

Daniel Bell

Lesson Plan for LD Students - 180° Rule

4/15/08

EDTE 629: Teaching Students with LD & ED

L. Lawrence Riccio, EdD

NEEDS ASSESSMENT

The School

The Chelsea School is a middle and high school for students with language based learning disabilities. The students are of average or above-average intelligence, but most read and/or write below grade level.

Program

The class that this lesson will be administered in is a Television Production 1 class, which is the first of two Video Production classes that Chelsea offers. The class is part of the Technology Department at Chelsea. The program that the class is part of is the Media Productions program which also includes Music Production.

Students

The students in the class that I will be administering this lesson are in grades 10 through 12. There are seven total students. All but two are reading below grade level. All but one, a senior, are writing below grade level. There are two females and five males in the class. Six are African-American, one is Caucasian. All the students are of a lower to average middle class socioeconomic status. Four of the students are from Washington, DC and the rest are from Montgomery and Anne Arundel counties. All students are native English speakers; all speak at an above average level of English proficiency. All students have transferred to Chelsea from public schools in DC or MD at various ages. One student has just recently transferred in and is new to the class.

Special Learning Needs: General

All students are at various levels and degrees of LD, all have various reading and writing deficits. So far, the whole class has benefited most from having directions broken down into small steps. The students respond best to having information given both orally and visually, and then hands-on reinforcement of any given information is key.

Learning Needs: Language Development

All of these students are below grade levels in both reading and writing except the Caucasian senior, who is on level. In this class in particular, with the exception of the new student, the reading levels are not significantly low (most are two or three levels lower than grade). It is the writing (particularly spelling) where the deficits largely lie.

Learning Needs: Language Functions

These students are more or less on the right level in order to describe, inform, and clarify, but in terms of more complex skills of analyzing, informing, debating, and justifying, they do need to develop their language skills. For example, with this class in particular, we often debate relevant production issues and though they have many insightful things to say, they have a hard time specifically justifying themselves or making analogies to explain their point. More often than not, I get a “I feel that just *because*” kind of answer.

Learning Needs: Learning Strategies

Metacognition is the largest area of need. This class works well as a socio-affective group/team, and cognitively they grasp concepts fairly quickly, but in terms of reflection of their work and what they can do to improve on subsequent work, they need more strategies to enhance this skill.

Learning Needs: Content Area Knowledge

This lesson is appropriate for their grade levels, especially when considering that Chelsea is college preparatory institution because, though I gear the material for high school, I often pull from a college-level curriculum. This is possible because Chelsea has more leeway with MD and DC being a non-public school.

Implications of Lesson

This lesson will meet the learning needs of the discussed students because, first, it adheres to multiple learning styles. There are several types of instruction here (visual, oral, tactile, spatial) and the very nature of production is ideal for learning disabled students because though it does require a certain amount of basic literacy, it requires more practical hands-on skills that LD students thrive with. Production also helps to teach and enforce other skills outside of literacy including organizational skills and metacognitive skills in that it is largely project-based, which requires practical organization to complete. Also, when reviewing one's work, the student must be metacognitive about their project so that they can improve on the next one. This lesson will meet the required content area instruction because it deals with a specific production technique that effective productions cannot do without while also enhancing the above mentioned skills.

LESSON PLAN – THE 180° RULE

LESSON OVERVIEW

Subject Area: Video Production

Grade Level: 9-12

Lesson Topic: The 180° Rule

Content Standard Addressed: Student will be able to demonstrate knowledge of industry terminology and basic equipment used in the A/V Technology Career Pathway (Maryland Standard 2.0.4).

Lesson Rationale: Up to this point, the students have been producing videos that utilize a handful of new techniques at a time. They have completed each assignment successfully and have proven their capability with the production techniques up to this point, so now is the appropriate time for their next major technique and subsequent project. This is also an ideal lesson for LD students because it appeals to several different learning styles including visual, tactile, spatial, and logical/mathematical and it only requires a minimal amount of grade-level literacy, while still supporting literacy skills.

Lesson Purpose: To introduce the 180° principle into the student's production repertoire so that they may produce more effective and professional videos.

Lesson Objectives: The student will be able to...

- Demonstrate basic operation and maintenance of video equipment.
- Effectively implement the 180° Rule by producing short videos that utilize the technique.

Lesson Outcomes: After this lesson the student will be able to effectively orient their audience with the characters onscreen in their videos by using the 180° Rule.

Duration: 3 45-minute class sessions.

Materials Required: Video production equipment, projector, video/film examples, 180° handouts (attached), script handouts (attached), the homework handouts (attached), whiteboard, video editing equipment and software, and a computer with the internet.

Advance Set-Up: I will need to make copies of the handouts, have the video production equipment ready for use, have the video/film examples ready to be shown, and have the projector warmed up and ready.

ANTICIPATORY SET

Lesson Purpose/Objective: The student will be able to effectively demonstrate the 180° Rule by producing short videos that utilize the technique so that they may produce more effective and professional videos.

Scaffolding: This lesson builds on past lessons in that the students have been working on the basics of video production; they've used the cameras, edited, and have intuitively oriented their audience with their characters on screen. Now we get into the specifics of how this is actually done and why it is important.

Why Worthwhile: This kind of production knowledge will help them produce videos in a professional way that will outdo any of the amateur videos they see on YouTube. It also teaches and enforces important skills like organization, spatial orientation, and working as a team, which are especially vital to LD students.

INSTRUCTIONS

1. I will explain the basic premise of the 180° Rule: when you have two or more people interacting on screen, you must draw an imaginary line through the center of each pair of actors and can then only shoot on one side of the line or the other. If you don't, it will visually disorient the audience, such as it could seem that one character is carrying on a conversation with himself on both sides of the screen or two characters are speaking to one another's backs. I will utilize the whiteboard to illustrate my point.
2. I will then show the students several examples of the 180° Rule from both film and television using the projector. I will show examples of two people talking and then three, and so on.
3. I will then present two examples of the disorientation of breaking the 180° Rule. One from Bruce Lee's "Enter the Dragon" and one from an instructional YouTube video (<http://youtube.com/watch?v=HdyuqmCW14&feature=related>).

GUIDED PRACTICE

1. As one group, we will pick two actors, two camera operators, and a sound person (the remaining students will watch from the monitors) and we will make our own 180° line between the actors.
2. Then we will move the actors and create a new line.
3. Then we will add an actor and create lines between all three.
4. Then we will intentionally break the rule to make sure that everyone sees the difference when the rule isn't followed.
5. All students will be rotate through each role so that they may each have a chance to experience the production from each role. I will be walking the students through and monitoring this process.

INDEPENDENT PRACTICE

1. The students will then be given handout #1, which is a bird's eye view of two actors speaking (attached). They will have to draw a 180° line and show where the camera must be placed to make sure the audience is correctly visually orientated with the characters.

ASSESSMENT

1. The students will break into groups of at least three (two or more actors and a camera operator) and, using the given script/handout #2 (attached), they must shoot the scene however they see fit as long as they successfully visually orient the rest of the class (their audience) using the 180° Rule.
2. The student teams will edit their videos.

CLOSURE

1. As a class, we will watch each team's video and decide whether or not they successfully followed the 180° Rule.
2. Then I will wrap-up by reviewing the rule and explaining how it relates to the next lesson, which is the rule of thirds (diving the screen up into thirds and making sure all objects are shot on a third). These lessons relate because once you know how to visually orient your audience, you must compose your shots in a visually pleasing way so your audience *wants* to watch what you've oriented them with.

ACCOMMODATION

1. For the LD students, this lesson will not require much accommodation because it does not require much reading or writing. However, I can scribe for handout #1 for any student that needs it. I will both read all directions out loud and have them written on the board in a step-by-step manner. I will also make sure to repeat the directions more than once to make sure I accommodate the slower processing LD students.
2. I will also have the script loaded into Kurzweil to accommodate the LD students who may not be able to read it.
3. In terms of the homework, for any student that has difficulty writing, I will scribe for them as long as they can explain to me what I am looking for.
4. For the rest of the inclusion classroom, I will make sure I have enough space for any physically disabled students to navigate.
5. The lesson is tactile, visual, and auditory in nature, which will accommodate any students that have a deficiency in any one of those areas by playing to their other strengths.

HOMEWORK

1. Handout #3 (attached). At home, the student will have to notice an example of the 180° Rule in their critical viewing of a TV show or movie, tell me about it, tell me what show or film it came from, and tell me why it is important in the scene they saw. Due the next class period.

VIDEOTAPE EXPLANATION

The video segment of this project is divided into four sections that mirror the sections of the lesson listed above. The video is an overall summation of the lesson from beginning to end, instead of a 10-minute portion of just one part of the lesson.

Part one is the instructional portion where I explain the “Visual Orientation” technique that the lesson encompasses, which is the 180° Rule. I utilize the whiteboard and encourage student participation to do this. In this portion I explain that the overall idea of the lesson and why the lesson is important is that we, as producers of media, have to visually orient our audience with what they are seeing onscreen, and thus make our shots that we edit together make sense to our audience. To do this we have to draw an imaginary line between two or more characters on screen and then make sure we shoot on one side of the line or the other.

Part two is the independent practice, which I actually ended up doing before the guided practice as I had originally planned. In this portion, the students fill out handout #1, which also serves as a paper-based pre-assessment to make sure the students understand the concept of the lesson.

Part three is the guided practice of the lesson that I ended up doing after the independent practice because I realized while doing the lesson that we could use our 180° Rule worksheets to help us compose shots for the guided practice. In this portion, the students split up into different production roles: two become the subjects on camera, one takes the camera, and the rest watch the camera person’s work in our monitors. I help direct the students through this portion to prepare them for the assessment. The students cycle through the roles until each have had a chance to use the camera.

Part four is the assessment portion where the students split up into two teams (one on camera, two acting, and, in one team, one on sound) and they produce their own scene of dialogue from a given script (handout #2). I videotaped their progress on this. The final part of the assessment, the editing and review of the student's adherence to the 180° Rule was not able to be videotaped, but I mention that this did occur and that the students did quite well once assessed.

REFLECTION

As noted above, several portions of my lesson did not go exactly as planned (as they rarely do!). First of all, as I was conducting the lesson, I realized that the guided practice portion would be a bit too vague for my LD students, so I switched that with the independent practice portion, which then gave us something concrete to work off of as we set up our shots. This worked out much better than I think it would have originally because, as I've learned from experience, LD students most often need concrete, step-by-step instructions to complete school work, especially large, abstract projects. Also, I did not end up conducting the guided practice portion as I had originally planned above. We did not end up spending as much time establishing new 180° Rules with each group, and then breaking them, as I had intended. I realized almost immediately (as can be seen on the video) that asking my LD students to stand in one place for an extended amount of time was somewhat futile and also that the students grasped the concept much more quickly than I had initially assessed that they would, so I did not spend as much on this portion as I had intended.

Next, upon reviewing myself on video, I see now more than ever that I tend to over-talk and often ask the "wrong" types of questions. I do like how I encouraged student participation, but I see that I could have done this a lot more, especially in my instructional portion of the lesson. And I tended to ask the students if this "makes sense" or if "they are getting this," which is just foolish now that I look at it because what teenager, especially an LD one, would actually admit to not getting something in front of their classmates? I need to *not* do that and I also need to ask higher-level questions that really get at the students' understanding.

I did like the assessment portion of the lesson, though afterwards I realized that I needed to make the instructions much more concrete, step-by-step, and specific because one of the groups rushed through the project in about 10 minutes and announced that they were done, when they clearly were not. I realized that this was not because they didn't *want* to do quality work; it was because it wasn't clear what needed to be done. Once I clarified, they worked much harder.

What I would (and I did, as I taught this to my other periods) change about the lesson is, as I mentioned, making *everything* much more specific and step-by-step, especially the project portions. I would also not assume that my students understand my explanation just because I ask them if they do, and I would utilize more higher-level thinking questions. Working with LD students, as with any students, is a learning experience every single day, but nothing can more critical to one's teaching, as I discovered by completing this project, than watching one's self on an objective camera. I should start videotaping my lessons all of the time!

Handout #1

NAME:

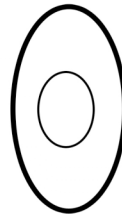
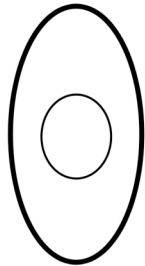
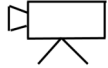
DATE:

SHOW ME THE 180° LINE!

**Television Production 1
Mr. Bell**

DIRECTIONS: Below is the bird's eye view of two actors speaking to one another.

1. Draw me 180° line between the two actors.
2. Draw TWO cameras to show where each actor should be shot to make sure that it appears that they are facing one another and speaking to one another. Draw your cameras like this:



Handout #1

NAME:

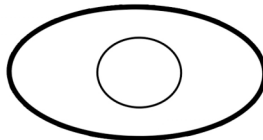
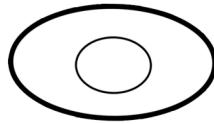
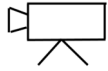
DATE:

SHOW ME THE 180° LINE!

**Television Production 1
Mr. Bell**

DIRECTIONS: Below is the bird's eye view of two actors speaking to one another.

3. Draw me 180° line between the two actors.
4. Draw TWO cameras to show where each actor should be shot to make sure that it appears that they are facing one another and speaking to one another. Draw your cameras like this:



Handout #1

NAME:

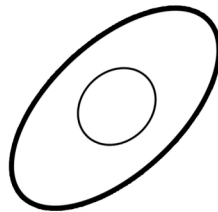
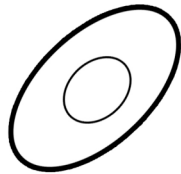
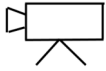
DATE:

SHOW ME THE 180° LINE!

**Television Production 1
Mr. Bell**

DIRECTIONS: Below is the bird's eye view of two actors speaking to one another.

5. Draw me 180° line between the two actors.
6. Draw TWO cameras to show where each actor should be shot to make sure that it appears that they are facing one another and speaking to one another. Draw your cameras like this:



Handout #2

Int. Kaufman House – Day

CHARLIE KAUFMAN enters.

DONALD (O.S.)
Charles, is that you?

CHARLIE
Yes.

DONALD KAUFMAN walks up to Charlie.

DONALD
Did you eat lunch?

CHARLIE
Um...

DONALD
I had that shrimp cocktail in the
fridge. Was it yours? I hope not.
I couldn't remember so I ate it.

CHARLIE
(re: Donald rubbing back)
What's with you?

DONALD
My back. Hey Charles, you'll be
glad, I have a plan to get me out
of your house, pronto.

CHARLIE
A job is a plan. Is your plan a
job?

DONALD
Drum roll please! I'm going to be
a writer, like you! I just need
five hundred bucks to get started.

CHARLES
Let me think. Um...

Charles raises his hand to SLAP his brother.

Handout #3

NAME:

DATE:

180° RULE HOMEWORK

**Television Production 1
Mr. Bell**

DIRECTIONS: Go home and watch something. Anything! (Well, most anything.) Watch a TV show or a movie and tell me about a scene that uses the 180° Rule. Tell me what happens in the scene, how many people the 180° rule is used between, and why it is important in that scene.