



## Instructional Video Design Worksheet

One worksheet per video. If creating a micro-video series, use one worksheet for each video in the series.

**Title of Video and Topic:**

Micro-video Series 
  Tutorial 
  Training 
  Screencast 
  Presentation/Lecture

**Grade or Target Age Group Level:** School Administration / School Board

**Video Duration** (*Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes*): 3:40

**FCCLA Integration** (*National Programs, Competitive Events, Meetings/Events, if applicable*): Competitive Events

**Video Learning Objective(s):** The learning objective of my video is to inform school administrations on the importance of school and community gardens, while also giving our audience facts about aeroponic and regular gardens.

**National Family and Consumer Sciences Standards (or others as appropriate):**

- 3.7.2. Use seasonal foods to support local economies and help reduce carbon footprints.
- 3.7.3. Plan a food garden.
- 3.7.4. Identify the role of local producers, food distributors and current farm practices to support sustainable agriculture
- 3.7.5. Explain research findings on current and emerging trends in the food industry

**Career Readiness Practices (Select all that apply):**

- |  |  |
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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Act as a responsible and contributing citizen and employee</li> <li><input type="checkbox"/> Apply appropriate academic and technical skills</li> <li><input type="checkbox"/> Attend to personal health and financial well-being</li> <li><input type="checkbox"/> Communicate clearly and effectively and with reason</li> <li><input checked="" type="checkbox"/> Consider the environmental, social and economic impacts of decisions</li> <li><input checked="" type="checkbox"/> Demonstrate creativity and innovation</li> <li><input checked="" type="checkbox"/> Employ valid and reliable research strategies</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them</li> <li><input type="checkbox"/> Model integrity, ethical leadership and effective management</li> <li><input type="checkbox"/> Plan education and career paths aligned to personal goals</li> <li><input checked="" type="checkbox"/> Use technology to enhance productivity</li> <li><input type="checkbox"/> Work productively in teams while using cultural global competence</li> </ul> |
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**Materials Needed to Create Video:** Our main materials that would be involved with making this project are several phones, CapCut video editing software, ring lights, microphones, cameras, outdoor school garden, tower garden (Aeroponic Garden), FCCLA jackets, TV/presentation equipment, and the FCS classroom/school.

**Instructional Strategies:** The Instructional Strategies utilized in our video project, "Garden To Table" are mobile presentation, visual display, and auditory instruction. The mobile presentation aspect is used because the viewers are able to watch our video off of a mobile/handheld device. Our video also contains visual display and auditory instruction because there are words that are on the screen that go along with what we are saying, we are instructing on the benefits of a garden.

**Key Topic/Step 1: Outdoor Garden**

**Timeframe: 00:03-00:59**

**Storyboard/Scripting (media/images/notes):**

Grant and Aradhya are shown cleaning up their garden when they talk about the main plot, (School administrations expanding gardens), their targeted audience, and they talk about creating a video to inform school administrations and the communities on the importance of gardens.

**Key Topic/Step 2: Speaking about the importance of Gardens**

**Timeframe: 01:00-2:37**

**Storyboard/Scripting: (media/images/notes):**. Grant and Aradhya talk about all of the benefits of a garden. (Reducing a carbon footprint, keeping students involved, and improve overall community health)

**Key Topic/Step 3: Tower Garden**

**Timeframe: 2:38-3:38**

**Storyboard/Scripting (media/images/notes):** Grant and Aradhya talk about the tower garden (an alternative to a regular raised bed garden.) while also encouraging students to get involved with asking administrations to implement gardens.

**Summary/Ending** (summary of key learning, next steps for viewer, and call to action for viewer): Advocating for gardens for your school could work better than you might think. If you educate the school board / administration on why they are a good thing to have, they might just fund and allow it. School gardens reduce a carbon footprint, get students involved, and improve overall community health.

(This is the scripted part of our call to action for viewers and how they need to educate their school administration)

**Application or Assessment of Learning:** We are seeking to garner support and educate the community on the necessity to expand existing schools gardens and to encourage schools that do not have gardens, to get one.

**Source** (If Applicable: cite any published or copyrighted materials used in this video):

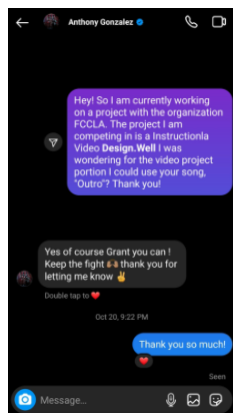
M83. "Outro". *Spotify*

<https://open.spotify.com/track/2QVmiA93GVhWNTWQctyY1K?si=6ca3db25bfbb45cf>

Labrinth. "All for Us" *Spotify*

<https://open.spotify.com/track/0dSXFik5FccucA4wo3ZVpe?si=2bbbdd5b25444b13>

**Additional Notes: M83 Music Permissions**



**Labrinth Music Permissions**

