



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: K-8TH	
Video Duration (<i>Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes</i>): 2:32	
FCCLA Integration (<i>National Programs, Competitive Events, Meetings/Events, if applicable</i>): My video encourages creativity, problem-solving, and critical thinking skills that align with FCCLA's focus on career readiness and leadership development; It shows career connection skills and families first: childhood development.	
Video Learning Objective(s): By the end of the video, students will be able to identify and apply the steps of the design thinking process to solve an everyday problem. They will understand that they need to plan, test, and improve instead of guessing. This is demonstrated through the creation and testing of a paper airplane	
National Family and Consumer Sciences Standards (or others as appropriate): My video demonstrates the FCS standards for techniques to build positive collaborative relationships with children, 4.5.2 Demonstrate problem-solving skills with children. It also demonstrates professional practices and standards related to working with children, 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements, and 4.6.1 Utilize opportunities for continuing training and education	
Career Readiness Practices (Select all that apply):	
<ul style="list-style-type: none"> <input type="checkbox"/> Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> Apply appropriate academic and technical skills <input type="checkbox"/> Attend to personal health and financial well-being <input checked="" type="checkbox"/> Communicate clearly and effectively and with reason <input type="checkbox"/> Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity and innovation <input type="checkbox"/> Employ valid and reliable research strategies 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> Model integrity, ethical leadership and effective management <input type="checkbox"/> Plan education and career paths aligned to personal goals <input type="checkbox"/> Use technology to enhance productivity <input type="checkbox"/> Work productively in teams while using cultural global competence
Materials Needed to Create Video:	
<ul style="list-style-type: none"> ➤ regular-sized printer paper ➤ pens ➤ notebook ➤ my phone ➤ An iPad for editing 	

Instructional Strategies: I made a video modeling a hands-on teaching experience for children ages 5-16. This video is engaging and educational, teaching them how to use the creative design process with the use of paper airplanes.

Key Topic/Step 1: What steps are in the DTP
Timeframe: 30.6
Storyboard/Scripting (media/images/notes): Instructional Video Design-

Teach the “design thinking process” with paper planes(ages 5-16)

Steps of the design thinking process-

- 1. Define**
- 2. Brain storm**
- 3. Prototype**
- 4. Test and repeat**

Key Topic/Step 2: The brainstorming process
Timeframe: 29.3
Storyboard/Scripting: (media/images/notes):

Loosely followed scrip:

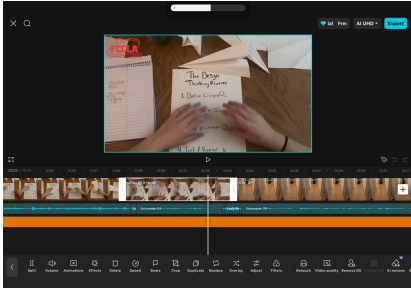
Hello! Today, we are learning about the design thinking process. This process has 4 steps: Define, brainstorm, Prototype, and lastly Test and repeat.

To demonstrate this I will be making paper airplanes

First, I need to define my problem: I want a paper airplane that can fly past my tape mark

Now I can brainstorm a paper airplane design. I want it to have big wings and a sharp tip

Now that this is done, I can make my prototype!



Key Topic/Step 3: The building/ testing process

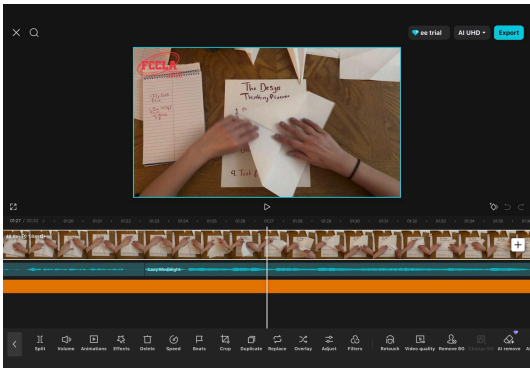
Timeframe: 53.5

Storyboard/Scripting (media/images/notes):

Script:

Now that my paper airplane is done, and I made it how I wanted it to be, I can test it!

test With the design thinking process I was able to make a paper airplane that completed the task how I wanted! Now it's your turn!



Summary/Ending (summary of key learning, next steps for viewer, and call to action for viewer):

My call to action and next steps for the viewer are that I want children to do something in their day-to-day life while using the design thinking process in all of its steps

The design thinking process helps turn ideas into better solutions. Use these steps the next time something doesn't work the way you want it to, and remember that testing and improving is part of learning

<p>Application or Assessment of Learning:</p> <p>My goal is to have kids remember the steps and strategies used during the design thinking process, in order to see its effects, I want kids to after getting to see the video I want the kids to try to use the process in class by making their own paper airplanes.</p>
<p>Source (If Applicable: cite any published or copyrighted materials used in this video): Nothing that was used was trademarked or copyright-protected</p>
<p>Additional Notes: I edited this video with CapCut, first recording all the different pieces on my cell phone and then putting it all together in one and doing a voiceover over top of everything. By doing this, I was able to have more creative freedom with how my video looked and sounded. This video was made for a STAR event with Sumner High School in Sumner, Washington.</p>
<p>Data resources-</p> <p>Who do I speak with:</p> <ul style="list-style-type: none">● Middle school CTE teachers● Elementary school CTE teachers● High school CTE teachers <p>How to gather data:</p> <ul style="list-style-type: none">● Have the teachers fill out forms/ give to students<ul style="list-style-type: none">○ Form the average number of students who know the process○ Students who know the D.T.P

