

# VIDEO POSTERS

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Teachers and students will learn to create and use video posters to enhance curriculum and instruction and to raise important community issues.

## Invitation for learning

Children, teachers, and parents enjoy making posters. When available, use large sheets of drawing paper, asking student teams to choose a theme, identify an audience, and plan their poster in detail, including text captions.

The finished posters are video recorded as lessons, with a presenter pointing to and describing the elements within the poster. The camera operator records close-ups of the elements as they are described. These videos are purposeful, educational, fun to watch, and often of community television broadcast quality.

## Directions

Working in teams of 5-7, learners will produce video poster lessons. Teams will:

1. Identify an audience and a lesson to be illustrated. A teacher may work with the entire class to brainstorm or map elements for a poster.
2. Create the poster using flipchart-sized paper oriented in landscape view. First draw in pencil, and then add color using markers, crayons, or watercolors covering the paper with 15 or more details and captions. The entire team participates: some draw, others add color, others write the captions. Give the poster a title and list the authors' names in the lower right corner.
3. Choose spokespersons and rehearse the presentation. Spokespersons are to name the team members, give the date and place, introduce the topic, point to and describe the poster elements, provide a summary or conclusion, and acknowledge and thank those involved.
4. Assign technical roles:
  - *Poster holders.* Two poster holders stand behind the poster and each hold a top corner of the poster without blocking any content.
  - *Audio manager.* The audio manager sits next to camera and wears headphones to monitor for clear audio.
  - *Camera operator.* The camera operator stands next to the camera, frames headshots of the speaker, and slow zooms to the poster for close-ups of the picture elements, following the speaker's finger as a guide.
5. Position the camera-on-tripod 3-4 feet from the poster and record the presentation.

6. Record “reflection” interviews with the team members about making the poster: how each person contributed, what they hope people will learn from it, anything they forgot to say during taping, expressions of thanks to the team. Edit the interviews in *iMovie* (maing titles for the team members’ names) and add them to the end of the video. These interviews may best be conducted by the teacher.
7. Using camera-to-VCR editing, copy the video to a VHS tape to be packaged with the poster.
8. Display the poster next to the television monitor when the video is played – pausing the video, as appropriate, to engage the audience in dialogue and interactive learning.

### **Classroom applications**

Poster making, poster presentations, and oral reports are a natural part of many Pacific island classrooms. These activities allow students to explore many roles, including planner, artist, and teacher. Posters are different from paintings or pictures that students typically create. In this activity, children draw details and add text captions so that they have specific things to talk about and describe during their presentation. The posters serve as a point-by-point stimulus for the presentation, with the presenter pointing to each element on the poster and talking about it. This allows for filming videos that are rich with magnified details, using the zoom feature on the camera.

### **Stretching our imaginations: Dare to dream**

Children’s posters can provide compelling visuals for video lessons, especially if they are well conceived and rich in detail. Teachers can use student posters to produce their own video lessons. Both in Ebeye and Kosrae, teachers have created video posters using their students’ artwork. In Ebeye, a 4th grade teacher acted as the presenter for his students’ posters, pointing to their drawings and speaking.

Video posters lend themselves to community television. They are easy to produce and do not require computer-based editing. They share important themes and topics for parents and families to discuss at home. In Majuro, for example, access to community television is as simple as delivering a VHS tape to the station manager. Airtime is plentiful, and the voices of teachers and students are valued for broadcast.