

Session 17 Transcript: Shelly Karstens

- Hi my name is Shelly Karstens, and I'm a Library Media Specialist in lovely Green Bay, Wisconsin. And thanks for coming to my session of Going Mini with Green Screen. I'm gonna demonstrate how I used the mini green screen with the second graders during their poetry unit. So the standards we were looking at besides the poetry ones and the common core, we were looking at the drama and the speaking standards. Now some of you might have seen huge walls painted green. For this, with the second graders, because I only have one green screen, and I was seeing three classes of second graders, we just didn't have the space or the time to do each one individually, so we did it with a mini green screen. These mini green screens are great because you can use them, and you can have more than one group recording at the same time which is awesome especially when you have quite a few students to record and you wanna get them done in a timely manner. So some things you're going to need. What I did was I went to a pizza place, one of our local pizza places, and I went in and asked for four large pizza boxes. Now they also asked me what kind of pizza I wanted, and I said, "None." I just wanted the empty boxes, and I told 'em it was for a school project that we were doing. And they gladly gave me the four boxes. On the inside of the box then, I painted it the green color. I also went to another establishment that has green straws, and I asked them for a couple of green straws to use for our project, and they were very happy to help out with that also. You might be wondering what the green straws are doing. We're gonna get to that in just a moment. Another thing I've done is ordered some green opera gloves. Then the program thinks that the green in the opera gloves is also part of the green that way their hand doesn't show up when they're working with their puppets and their drawing. There are different apps and websites that you can use for the green screen. There's do ink, which is an iOS app. There is iMovie, which is an app plus it can be on the Mac computers, and there's also WeVideo which is web-based and Touch Cast, which is also web-based. Please check with your tech department. They might have one that they would prefer you use, or you might have one in your district that is already purchased for you and that you can use. Another thing I would suggest purchasing is a good microphone. Now what we use is just a lapel mike, and we just clip it to the kid's shirts, and it seems to do a really good job of filtering out all the background noise. I know other people have had excellent luck with Snowball mikes and other kinds of mikes. We don't have those, so we just have the lapel mikes and those work beautifully. But I know other people would prefer, so it's whatever you really prefer and whatever works well in your situation. So while the students are in the library for their poetry unit, they will write a poem. And they have two choices on how they would like to do their final presentation. They can make an object, either themselves or what their poem is about. And then we do a really cool thing is we tape this to a green straw, told you it'd be coming in, and then they use the pizza boxes to record their video. So the second option is, they can perform the poem, and they can be inside a poetry book. So they design the cover and then we put green paper inside and then when we record it we also then record the student performing the poem and usually they like to add the motions. A tree grew. And so it looks like, when you open up the book, that they're actually inside the book performing the poem. So I had both sets of students

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practice with their poems. The ones with, that were going to use the objects, practiced with their sticks, so if their person was going to leap with joy or run away or shake with terror. The ones who were doing the motions I also had them practice so they knew, and then I was scared and I couldn't see, and I searched everywhere. So that they were used to doing the motions when they were reciting their poem. Couple of things we talked about with the students, both groups of students, was were they speaking clearly, could we understand them? Did they need to speed up in certain places? Did they need to slow down in certain places? Were they just talking too fast, and no one could understand them because they were talking too fast? We also talked about did they need to emphasize any words? Did they need to be quiet in some spots? We talked about how their poem felt, what emotions were going with their poem. Were they supposed to be scared, so they needed a scared voice or a sad voice. I paired the students up, so they practiced in front of another student and that student was also going to be their recording buddy because one would be recording while the other one was performing. And then they'd switch places and then the other one would record, the other person performing. So I'm sure some of you are wondering how this recording is going to look in your classroom. When I have the second graders in the library, I set up two corners with the pizza boxes and the mini green screens. In each corner there is a lapel mike connected to an iPad and then they record it using the iPad. I send the buddies that I have already put together, they've already practiced together, they both know each other's poems, and so they go off into the corner, and they record each other's poems. A helpful hint to always give them is to make sure they know where the camera is on the iPad, if you're using the iPads to record. Everybody likes to think that the camera is like straight on, and it's not. It is in the corner, so I always have to remind them to move it over, so we get the green screen in the center. In the other two corners, I also have two iPads and a lapel mike for each one. That is for those who are doing motions with their poem. They are buddied up also, so one will perform while the other records and then they will flip flop. And then when they are done, then I will send another group over there to do that. Now there is one thing that we talk about before the students make their objects or before we perform and record their performance, and we talk about what a green screen is. And we talk about how the program, when it sees green, will automatically make it turn black and then we can put the other picture on top of it. This means that when students are writing their poems and thinking about what objects they are going to use with the pizza box green screen. If they're doing a poem about a tree, we talk about how this green is going to turn black, and it will not look like a tree anymore. So we talk about what else they can draw, or a different poem that they can use that doesn't have green in it. With the students that are performing, we talk about how they shouldn't wear green on that day because it will turn their shirt black or you'll be able to see through them which some of the second graders are really excited about. But then we talk about how it doesn't really go with their poem that they are performing. So I always remind them, "Hey you're performing your poem on Tuesday, "don't wear green." After we recorded the videos, then I shared them with the teacher, and the teacher showed them to the whole class. Some teachers also shared them with the parents. If I

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were doing this with older students, fourth and fifth graders, I would definitely have them add the title of their poem to the recording and even credits at the end. Coming up, you will see my example of the mini green screen using the little person and then also the mini green screen with a poem.

- [Sally as Female Character] I love snow days. Snow days are the best. When you think you have to get up for school, you get to sleep in extra, extra long, and mom always makes me hot chocolate on snow days. I love snow days.

- Jovie, the dog. Jovie walks, and she runs, and she begs for treats, and she sleeps a lot. I love my Jovie. She's the cutest. I am so excited for you to start using green screen with your students. When I started using green screen, I was just amazed at how creative my students were. But not only that, but the leadership that came out of this, how students were helping the other students and giving them helpful tips and tricks and showing them how to do different things with their green screen. I was amazed at that and really excited.