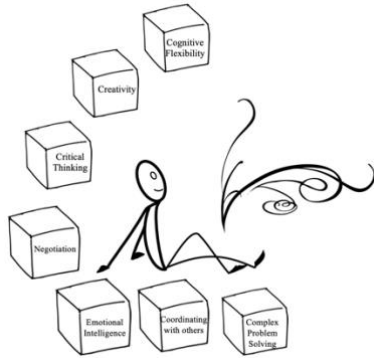


Scaffolding Videos and Text with Mini-Books (Secondary)



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theory behind the scaffold...

Scaffolding videos is essential. Many teachers use videos to introduce new material but forget that we need to introduce key academic language, concepts, connections beforehand, just as if we were about to begin speaking.

Many of us use the pause button as a scaffold. Ahhhh!!!! Now, you don't have to admit it to anyone, but if you fall into this category, find the remote this very second and HIDE IT!!! *Don't* fall into that trap! Stopping and starting a video to ask students questions about the past 2-3 minutes, is not only ineffective, but also incredibly frustrating for them! Would you like going to the cinema just to have the movie projectionist stop it every few minutes to explain something about the making of the movie or its underlying message? Of course not. During the movie, we want to sit back and enjoy it, soak in the poetry of movement, images and transitions, and then talk about it over with friends on our way home (or ask the movie projectionist questions before we leave!)

We can treat videos in the classroom like a Star Trek mission: *exploring strange new worlds*, and reduce the *strange* (unknown) aspect of them by introducing academic language, concepts, narration, images, before we say the magic words *engage* (for non-Star Trek fans, this would be like pushing 'play' to begin the video)...through....scaffolding!

Scaffolding videos means that we reduce the possibility of our students experiencing [cognitive overload](#), and furthermore, the techniques can be a lot of fun – like this one! You can choose images, concepts, key academic language, or all of them. This scaffold is similar to one you may have already tried ([Information Wheels](#) - chunking information so that only a part of it shows in any given aperture), but much simpler to prepare.

The example we give here promotes critical thinking, discernment, empathy, multi-culturalism and interdisciplinary elements through the - still - controversial 'take the knee' protest and the subsequent differing reactions.



It includes verbalization, which is one practice effective teachers model on a daily basis. When we think aloud, we model the thinking process for our students. Thinking-aloud strategies (verbalisation) encourage students to learn to linguistically formulate what they are thinking, and so more effectively problem solve. Verbalisation of their thinking helps them to discern what may be valuable in their thought processes and what may be leading them astray when looking for solutions. By thinking aloud, students *learn how to learn* and this activity promotes this type of practice.

You'll quickly see how you can use the scaffold for virtually any video you choose for your classes at any levels (Pre-School, Primary, Secondary and University). The students will become engaged immediately, and later, when they begin the unit, they will quickly realise how much knowledge they have already assimilated from having participated in the activity. See what you think!

step by step:

- Using the transcript from the video you have chosen, divide (chunk) the information into 5-10 parts.
- Use each of the chunks you've chosen for a mini-book. Prepare the [mini-book](#) in the following manner:
 - Make four copies of each chunk and put them into text blocks.
 - In each textbox, eliminate 1 word, phrase or term from each sentence – a different one in each sentence of each of the textboxes. (See example below.)

We have to _____ Kaepernick credit. First of all, at the first game he sat during the anthem. Then it occurred to him that maybe _____ seemed contemptuous. Kneeling can be an act of _____ and an act of respect. Kaepernick has, whether people know it or not, raised and/or donated millions and millions of dollars to _____ causes. He's walking the walk. He's involved in the _____.

Part of what's happened is that sports and _____ and the flag have been conflated to such an extent that people can't _____ out any nuance. No one ever honours schoolteachers or _____ workers at football games. Only military _____ Patriotism comes in many _____ forms. In his own way Colin Kaepernick, however imperfectly, is doing a patriotic thing, and so _____ are some of these other players.

Trump _____ to say that "They're ruining the NFL. There's not enough hitting. They're _____ the game." You wonder how many _____ people who believe that statement have, themselves, been hit in the head. The science is clear, and the more it becomes clear that _____ and brain trauma are linked, it doesn't matter how much you like the game, they are linked, and to deny that is to live in a _____ world.

We have to give Kaepernick _____. First of all, at the first game he sat during the anthem. Then it occurred to him that maybe sitting seemed contemptuous. _____ to him that maybe sitting seemed contemptuous. _____ can be an act of grace and an act of respect. Kaepernick has, whether people know it or not, raised and/or _____ millions and millions of dollars to worthy causes. He's walking the walk. He's _____ in the community.

Part of what's happened is that _____ and patriotism and the flag have been conflated to such an extent that people _____ separate out any nuance. No one ever honours _____ or social workers at football games. Only _____ heroes. Patriotism comes in many forms. In his own way Colin Kaepernick, however _____, is doing a patriotic thing, and so too are some of these other players.

Trump went on to say that "They're _____ the NFL. There's not enough _____, They're 'sissifying' the game." You _____ how many times people who believe that statement have, themselves, been hit in the head. The science is _____, and the more it becomes clear that football and brain trauma are _____, it doesn't matter how much you like the game, they are linked, and to _____ that is to live in a fantasy world.

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- Place the four textboxes on an A4 piece of paper – two of them upside down (see example below).



- [Fold the mini-books](#) - or let the students fold them. ([See this video for a visual explanation.](#)) (You can also make a 2-sided Mini-Book. See how [here.](#))
- Give each pair of students a mini-book, and they work together to verbalise what they see on each page of the mini-book and predict what they think is appropriate to fill in the missing information.
 - When they've predicted the majority of the missing information, they then they look at the three other pages to confirm what is missing and whether their predictions were accurate or not. (We avoid using the word 'correct' and instead use 'accurate'. We want to distance ourselves from creating an environment in which there are only 'correct' or 'incorrect' answers.) (See [video](#) as an example of a possible verbalisation.)
 - Show the [video](#).
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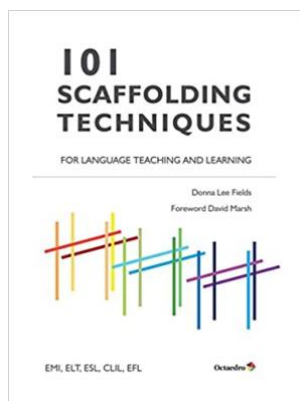
9. *Formative assessment:* Show strategic clips of the video and students answer the questions you've prepared beforehand. You can download the [transcript of the video](#) to help. Here are possible questions you can ask:

- What do the interviewers *not* ask Bob Costas that might have changed his answers?
- What did Bob Costas *not* address that might have changed the direction of the interview?
- How might a person who was against the 'take a knee' protest have answered the interviewers' questions?
- What questions would you have liked to have asked Bob Costas or the interviewers?
- What legal issues might Bob Costas be ignoring?
- What would have happened if... ?
- Do you wonder why...
- Do you think there is a correlation between...
- How do you see the difference between...
- Is there a reason why...
- Did you expect...
- Based on...how do you infer...
- Is this similar to...

10. *Reflection:* Students write 150-250 words on the controversy and the differences in how it has been interpreted - first in the United States, and now how it is being used internationally. Possible websites for students to research the issue:

- [Option 1](#)
- [Option 2](#)
- [Option 3](#)

Find more scaffolds here:



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