

# Producing an “engaging” video for Instagram or TikTok

*Thierry Soubrié, e-lang citizen team*

## Teacher Sheet

### Task

Your students will be given the following task.

You are particularly concerned about a social issue based on values that are important to you (gender inequality, for example) and want to share your point of view with as wide an audience as possible.

To do this, you will create a short video that you will post on Instagram or TikTok. The popularity of these social networks around the world will ensure that your message reaches the largest possible audience! The challenge here is to use a social network which is primarily intended to entertain, in order to disseminate a message on an important issue.

### Websites

TikTok <https://www.tiktok.com/>. TikTok is an online video sharing social network.

Instagram: <https://www.instagram.com/>. Instagram is a photo and video sharing social network.

Samples of videos created by learners from the Alliance française de Saint Domingue about gender inequalities (please note that these videos are in French):

- at home, before going out at night: [https://www.instagram.com/p/CMUfmDMDSjN/?utm\\_source=ig\\_web\\_copy\\_link;](https://www.instagram.com/p/CMUfmDMDSjN/?utm_source=ig_web_copy_link;)
- during a job interview: [https://www.instagram.com/p/CMCrWzNDNS-/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CMCrWzNDNS-/?utm_source=ig_web_copy_link).

You can also access another example of a learner-produced video below:

- <https://youtu.be/5g6lV1nXyl> (in Spanish).

### CEFR level - For B1 level and above

The main purpose of this task is to use the codes of a very popular personal genre (short format, humour, background music, emoji, text inserts, etc.) to convey an engaged opinion on a topic related to fundamental rights.

The themes can be suggested by the teacher (linked to themes previously discussed in class) or chosen by learners. In any case, it must be a topic that appeals to learners as individuals and is meaningful to them. The chosen topic should also be wide enough to accommodate the creation of several videos (e.g. the issue of gender inequality can be approached differently depending on whether it is considered at work, at home, at school, in a job interview, etc.).

## Objectives

### Digital citizenship and literacy

	Dimensions addressed	Possible specific objectives
Digital citizenship	Ethical and responsible	Become personally involved in a topic that affects fundamental rights.
Technological literacy		Know how to use video editing software.
Meaning-making literacy	Media literacy	Understand and use the rules and codes of a video genre belonging to popular culture.
Meaning-making literacy	Multimodal literacy	Produce a short, powerful and quirky video which combines music, written and oral text and emojis.

### Main language activity

- Written production: creating the synopsis of the video.
- Oral production: creating the video.

### Plurilingual aspects

It is possible to add a step where learners must first find videos on Instagram or TikTok that deal with key issues, such as gender inequality or human rights. In this case, the videos could be in different languages, and it would be up to the learners to present and, if necessary, translate them for their peers.

### Possible steps

- Ask learners about their digital practices: how much time do they spend on social media each day? Which social networks do they prefer? Are they more consumers or creators of content? If they create content, what type(s) of production are they? Have they ever posted their own videos on TikTok or Instagram? If so, on what topics? Etc.

- Organise a brainstorming session about videos on these social networks: “what do you think are their benefits and limits?”. To ensure everyone's points of view is captured, it is possible to organise a “world café” (or any other group activity). The results can be collated using, for example, Canva (<https://www.canva.com>) or Mindmeister (<https://www.mindmeister.com/>).
- Suggest that learners make videos that will take full advantage of the benefits they have listed (e.g. large audience, short formats, originality of productions, etc.) and avoid the limits they have identified (risk of addiction, use of personal data, trivial content, etc.). It is important to make it clear that these videos will be published on their account, so that they speak for themselves and create a message that is aimed at their regular subscribers. It will always be possible at the end of the task to suggest to those who are more reluctant that they publish their video on another platform (the school's Instagram or TikTok account, for instance).
- If necessary, list the characteristic features of this type of video. Even if learners are familiar with these social networks (depending on their age), it can be interesting for them to agree on a few main principles which characterise the videos. It can be, for example, the style, the length, the tone, the audience, etc. This is an opportunity to establish a link between, on the one hand, the personal knowledge and practices of learners and, on the other hand, certain aspects specific to school culture, such as analysis, synthesis and formalisation. There may also be time for information and debate on the chosen topic.
- In groups, prepare a storyboard in the form of a table: on each line, include the textual, visual and auditory elements corresponding to the different parts of the video. Think about the dialogue (if applicable), the different on-screen inserts, the background music and the actors' performance!
- Depending on the selected themes, the teacher might need to work on the language input that the learners need, in particular some new vocabulary. The script could be proof-read by the teacher and/or peers so that learners can improve their work.
- Produce the video (filming and editing). Depending on the audience (more or less familiar with this type of work), the teacher might have to help learners get to grips with video editing software (which could be, for example, the one available on the chosen platform). Make sure that learners, especially if they are experienced in producing content on social networks, take sufficient time to reflect.
- Specific work may be carried out on the aesthetic aspects of the video. This can happen in conjunction with a teacher from another discipline (Arts or IT for example). The multimodal dimension of this type of production requires work not only on the language, but on all aspects of the video.
- Post the videos on the learners' Instagram or TikTok page. If they do not wish to publish on their own account, the videos could be distributed internally or on the institutional accounts.
- Plan some time for reflection on the activity. What have learners gained from this work on gender inequality? Have their views on Instagram and on social networks in general changed?

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## Student Sheet

### Task

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## Objectives

### Digital Citizenship and Literacy

While completing this task, you can:

- reflect on your own use of social media: weigh up their advantages and limitations;
- think about a way to create videos to raise awareness of a theme that is important to you using the codes specific to TikTok or Instagram;
- become aware of some of the rules of social media and draw them up;
- act as a digital citizen.

### Plurilingual aspects

You could look for videos similar to the one you are about to create. This search could be carried out in different languages.

## Hints

### Keep in mind who you are addressing

This task is quite ambitious in that you have to make a video on a serious, important subject, while respecting the style of videos generally posted on TikTok and Instagram. Keep in mind that the aim is to raise awareness and create support.

It is also important to remember that you should not be the focus of the video. Unlike many videos on social media, it is not a matter of showing off, but of stepping aside for the benefit of a cause you are defending.

### Work on the language-related aspects

The language component comes into play mainly before the video is produced, if you decide to create it with several people. But the scripting of the video should not be underestimated. Since the format is short, you need catchy phrases and punchlines. Your writing needs to be both sharp and rhythmic.

## For you to think about

While completing this task, you can reflect on the following:

- What did you learn while completing this task?
- Have your views on Instagram and on social media in general (benefits and limitations) changed?
- Is the video you have created fundamentally different from other videos you usually post?
- Do you think that the image you give of yourself in this video changes compared to the image you give in other publications? If so, what changes?