



Video Editing

This jigsaw-puzzle-like activity is a good intro to the basics of video editing.

Project Type: Digital Media

Age Group: 11+

Group/Individual: Individual or small group

Ideal # of Participants: Works best one-on-one with an individual participant, or in a small group if each student has a computer to work on

Lesson Plan Audience: Maker Mentor

Time: 1-2 hours

Hard Skills: Understanding how video editing works, getting familiar with a video editing software, practicing basic video editing skills

Soft Skills: Media literacy

Ideas for taking it further:

Once the participant has finished editing the clip together, encourage them to add visual or audio effects and see how they can change the meaning of the clip using these tools.

Difficulties/Tips:

This lesson plan doesn't give step by step instructions for using a particular editing software, but instead proposes an activity that can be used with any software when introducing the concept of editing to students. At Maker Jawn we predominantly work with iMovie for video editing. There are lots of guides available if you need to learn the technical basics of iMovie from sites like [wikiHow](https://www.wikihow.com/Use-iMovie) and [Apple](https://www.apple.com/learn/) (the software's manufacturer). If you need extra guidance, find out what version of iMovie you have (version number should be displayed when you open the program) and do an online search for how-tos for that specific version.

Materials:

Computer with video editing software



Preparation:

For this activity, the mentor creates a jigsaw puzzle video editing activity for the program participant. The preparation has to be done by the mentor before the video editing session with the student takes place

1. The activity will be most engaging if the participant is working with footage that they're excited about. Ask them what their favorite movie is and base the activity on a clip or trailer of that movie.
2. Find a clip or trailer for that movie on [youtube](https://www.youtube.com/). Trailers work well for learning about editing since they use so many cuts.
3. Download the clip using <http://keepvid.com/>.
4. Choose about 1 minute of the clip to work with. In an editing software of your choice, slice up the footage at each cut and reassemble it in a new order. The program participant's task will be to put the video back together in the "correct" order. To help them do this, you will also provide the original video as the example to work with. Here is an example of a [scrambled Transformers trailer clip](#) as well as the [original](#).

Steps:

1. Ask program participants if they know what "video editing" is. Talk about how when you film a movie, you don't film it all in order. Instead, the story is put together in the editing room when the editor takes all the footage, cuts out the mess-ups, and puts everything in the right order so that things make sense.
2. Ask program participants if they know what a "cut" is. Explain that a cut is when the editor switches from one clip of footage to another in a video. Watch the original "correct" trailer you'll be working with together and ask the participants to clap every time there is a cut to a new scene. You might have to take the lead at the start, but by the end of the trailer everyone should be able to tell when a cut happens and when to clap.
3. Introduce the activity. I found it helpful to refer to it as a video "jigsaw puzzle" because it gave the participants a reference they were familiar with for how the activity will work. Show the scrambled clip and say "your job will be to put it back in order!" Make sure to show the participant how to access and watch the original clip on the computer so they can refer to it whenever necessary.
4. Walk the participant through the process of opening the editing software and importing the scrambled clip. Show them where the basic tools are located and let them know about any keyboard shortcuts. In iMovie, the basic tools/functions they'll be using are "split clip" and dragging clip pieces into new locations in the timeline.
5. Once the video is back in order encourage the participant to mess around with the program and see what other stuff it can do. Once they've had a bit of time to explore, show them how to add different sound or visual effects, change colors, add titles, etc.

