

Video: life hacks

21st Century Skills Collaboration: getting involved in projects

Key Competences  Digital competence,  Sense of initiative and entrepreneurship,  Maths, science and technology

Useful language from the units 7A computing nouns, computing verbs, technology collocations, 7C computer instructions, sequencing words, 7E phrasal verbs, 7G features of gadgets, 8D *will*, 9A furniture and household items, parts of a home, 9B and 9D present perfect (affirmative, negative and interrogative)

STEP 1: UNDERSTAND THE TASK Work in pairs. Read the task. What are you going to do?

TASK

life hack (n) a piece of advice or a good solution to a problem

Here are three of our favourite life hacks for sports:

Put a teabag in each of your trainers after sport and your trainers won't be smelly because the teabag takes away the smell.

Top athletes drink a lot of water, but most of us don't drink enough. Use a pen to mark times of the day on your water bottle so that you remember to drink enough water through the day.

At any important moment in a sports match, like when you're going to shoot a basketball, make your left hand into a fist. This activates your brain to focus better. Lots of famous sports stars do this.

Do you like our life hacks? We want you to share yours! Think of your favourite tricks and advice, and then record a short video about them. We'll upload them to our site where our viewers can vote for their favourite tips. The winners will get prizes! What are you waiting for?

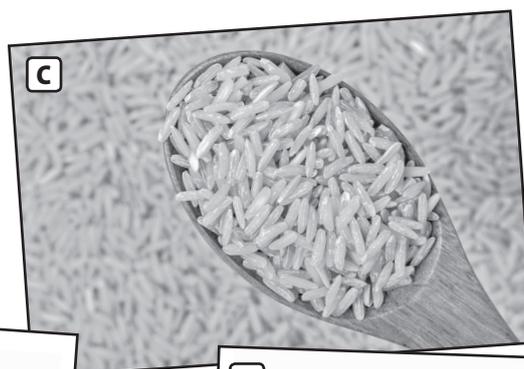
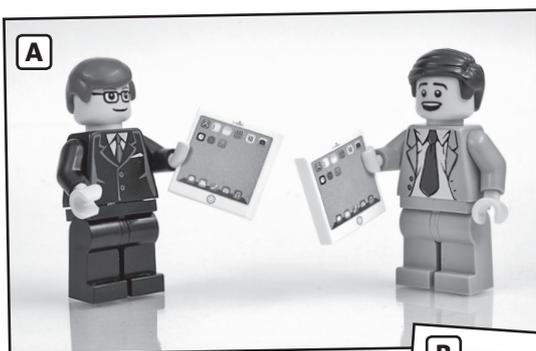
STEP 2: ANALYSE Look at the photos. How can these items help you with technology problems?

Discuss in a small group.

Read the scripts of four videos. Match each video with the correct photo.

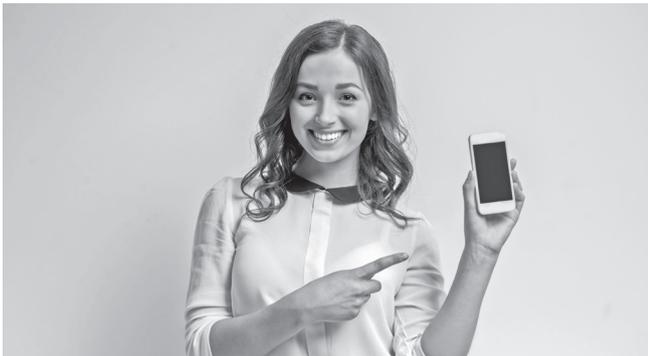
Which life hack is most useful? Order them 1–4 (4 is the most useful). Does your partner agree?

Read the scripts again. Which words do they use to sequence their advice? Underline them.



Video 1

Oh no! Your mum was right – the back pocket of your jeans is a stupid place to keep your mobile. But it's too late, and your phone has just splashed into the toilet! What are you going to do? Well, you have to be quick. To start off with, get it out of the water fast. Don't press any buttons! Then remove the case. After that, take a bag of rice from the cupboard and fill a bowl or cup. Put your phone in it so the rice covers it. Then you wait. The dry rice will slowly take the water out of your phone. Just don't turn your phone on until you know it's totally dry. And remember – you should never put your phone in your back pocket!

**Video 2**

Your phone is almost out of charge! Quick, where's the cable? It's fallen on the floor – isn't that annoying? Take our advice and save time with a Lego figure. That's crazy! Oh no, it isn't. You stick the figure to your desk and then you'll see that the figure's hand is the perfect size to hold your cable for you. It will never fall on the floor again.

Video 3

You've found a lot of old batteries and you need some for a game. How do you know if they're good or bad? Here's a quick way to know if they are 'dead' or not. Hold a battery vertically about 20 cm above a table. Now, just drop it. If it gives one small bounce and falls over, it is good to use. If it bounces a lot more, it is dead or not very good. Easy, isn't it?

Video 4

My friends have all got better phones than me, but I have a great trick for when you want to listen to music and your speaker isn't very good. First of all, go to the kitchen and find the biggest glass you can. Then you simply put on your favourite song, turn up the volume and put your phone in the glass. You'll find your music is much louder than usual. But just remember – the glass must be empty!

STEP 3: PREPARE Life hacks give you advice about common problems, how to make your life better or easier and quick ways to do things so you can save time. Work in a group and write a list of good ideas you have for life hacks. These topics may help your planning:

- hobbies and sport
- clothes and appearance
- health and lifestyle
- technology
- your school day
- studying and homework
- your school bag / equipment
- your room
- travelling around

Choose one of the life hacks in the list. This will be your video. In pairs, discuss these questions:

- What items do you need to demonstrate your life hack?
- Do you need a surface (table, floor)?
- Whose phone are you going to use? Does it have enough free memory? Will you need a cable to transfer your video to the teacher's computer?
- Who is going to be the director? Who is going to be the speaker?
- Do you need another person to help you with filming?
- How are you going to make it good quality? Think about background, sound, lighting, keeping the phone straight, using effects.

STEP 4: CREATE Work with your partner to create your video script. Use the key phrases to sequence your advice. Practise for your video, and when you are ready, record it. Remember your discussion in Step 3 so you can make it good quality.

KEY PHRASES

- First of all, ...
- To start off with, ...
- Secondly, ...
- After that, ...
- Now, ...
- Next, ...
- Then, ...
- Finally, ...

STEP 5: PRESENT AND DECIDE Present your video to the class. Watch and listen to the other life hack videos. Choose your favourite idea and tell the class why you like it.

STEP 6: SELF-EVALUATION Copy the statements into your notebook and score yourself from 1–4.

- a I can think critically about good ideas to help people with their lives.
- b I can give advice and sequence it logically.
- c I can create a video in English to post online.
- d I can give a personal response to other people's ideas.

4 very well

3 well

2 needs practice

1 not very well

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PROJECT SUMMARY

- **21st Century Skills:** Collaboration: getting involved in projects
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- **Useful language from the units:** 7A computing nouns, computing verbs, technology collocations, 7C computer instructions, sequencing words, 7E phrasal verbs, 7G features of gadgets, 8D *will*, 9A furniture and household items, parts of a home, 9B and 9D present perfect (affirmative, negative and interrogative)

WARM-UP EXERCISE

To help students engage with the topic, write the following questions on the board for students to talk about. You may need to help them with vocabulary. *How often do you waste time looking for your phone, keys, or school books? Do you have any good ideas or systems for making your life easier or more organised?*

STEP 1 UNDERSTAND THE TASK

- Draw students' attention to the title *life hacks* and the dictionary definition. You could find a suitable translation into their first language if appropriate. It's a good idea to also pre-teach the words *trick*, *advice* and *tip* before they read on.
- Ask students to read the task. Check their understanding of the vocabulary used. There's some new vocabulary you may need to pre-teach: *teabag*, *trainers*, *smell(y)*, *athlete*, *(not) enough*, *fist*, *prize*.
- Put students in pairs to discuss what they are going to do. Check understanding carefully by asking some questions, e.g. *What do you need to make? Who is it for? Can you win a prize?*
- Encourage them to give their opinions about the three life hacks in the task.
- There are many life hack videos on the internet on sites such as YouTube. If you have time to look and find a suitable one, you could show it in class as a good example.

ANSWER

We are going to make a short video about life hacks for the website viewers. We can win a prize.

STEP 2 ANALYSE

- This step is about technology, so with a weaker group it would be good to brainstorm vocabulary around the topic. They could turn to page 74 in the Student's Book as a reminder, but will also need words about mobile phones (*case*, *cable*) which you can elicit from the class.
- Focus students' attention on the photos. Elicit what they can see and help with vocabulary: *a Lego figure*, *a glass*, *some rice*, *a table*. Tell them that these things can be used to help

with four different technology problems and put them in groups to brainstorm ideas. If they have difficulty thinking of anything, you can write prompts on the board: *cable*, *speaker*, *mobile*, *battery*, *wet*, *loud*.

- After a few minutes, ask them to read the video scripts and match each to the correct photo. Elicit the answers and ask if any of them had got the right answers in their discussions before.
- Take time to go through any unknown vocabulary such as *back pocket*, *out of charge*, *vertically*, *bounce*, *empty*.
- Ask students to decide individually which life hack is most useful and order them 1–4 (where 4 is the most useful). Then put them in pairs to compare and discuss their ranking.
- Finally focus their attention on sequencing and ask them to find sequencing words in the video scripts. When they have finished, direct them to the key phrases in Step 4 to show the kinds of words they should have found. (These are from page 77 of the Student's Book.)

ANSWERS

A video 2 B video 4 C video 1 D video 3

STEP 3 PREPARE

- There are two parts to this stage: 1 Thinking about the topic and content of their video; 2 Thinking about how to make the video.
- Put students in groups. Ask them to read the instruction and check they know it's a brainstorm. Monitor carefully and praise their ideas. Encourage the use of dictionaries, but also help them with finding the vocabulary they need to explain themselves.
- If necessary prompt them with ideas. Here are some examples:
 - Pack your school bag the night before so you are totally ready when you're half-asleep in the morning.
 - Colour the top edge of each school exercise book with a different highlighter so you can find them quickly in your school bag.
 - Attach your keys with a long string inside your bag so you never lose them.
 - Hang your clothes in the bathroom while you have a shower so you don't need to iron them.
- When they have a list of ideas, put students in pairs and ask them to choose one idea to make a video of. Monitor to ensure they don't all choose the same.
- They now move on to thinking about how they are going to video their life hack. Unless your school has audio-visual equipment, they will need to use mobile phones for Step 4 and it is important that they plan how to use them for best effect. This is also when they decide on the objects, props and equipment they will need and take responsibility for finding it. Go through the questions together before they start discussing to ensure they understand all the vocabulary.

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- Monitor their discussions and make sure they are planning these practical aspects well by discussing the questions thoroughly.

 This is a highly creative project, and the extent depends largely on time available. Students could include drawings or animation, use filters and other effects, transfer their videos to computer to edit, embed images from the internet, or add pop-up script if they have the knowledge and if you can give them sufficient time and access to IT resources.

STEP 4 CREATE

- In their pairs, students write the script for the video. Encourage them to sequence their hack well using the key phrases.
- Students can write the script to be delivered by both of them together as a pair or separately, dividing lines between them. To write a good script, remind them that they need to think about the sequence of actions, how the video will look and how they're going to film it.
- Students should practise several times before recording. Help them with any pronunciation problems. Tell them to speak slowly and clearly.
- Before they record, make sure there is enough memory on the mobile phone and that the light source is behind the camera.

 Allow time for several 'takes' as students will probably make mistakes, start laughing, etc. Keep the class working together by giving time limits – it needs to be fun, but also productive.

- When the videos are finished, back them up to your computer. You can do Step 5 by projecting the videos onto the IWB, or if this is not available, students can show each other on their phones (but it is a good idea to have another backup in any case).

STEP 5 PRESENT AND DECIDE

- Students can work in groups or as a whole class. Each pair plays their video. With a weaker group, the students may benefit from seeing the videos more than once. You could also have an 'any questions' stage after each video where the other students can ask the video-makers for any necessary clarification.
- As they watch and listen to each other's life hacks, they could make notes or just remember which ones they like and why. For extra guidance, you could draw two columns on the board for them to copy into their books, with the titles *life hack* and *video quality*.
- Conduct feedback from the class about their favourite life hack videos in terms of content and in terms of video quality, including the English used, paying particular attention to sequencers.
- You could also elicit discussion about what problems they encountered doing this project and how they overcame them. Critical thinking about this can help with future projects which use the same kinds of skills.
- As an optional extra task, ask students to try out one of the life hacks in their daily life and report back on it in a later lesson.

STEP 6 SELF-EVALUATION

- Ask students to copy statements a–d. Then they decide individually how well they can do each thing. Point out that number 4 is very positive and number 1 is the least positive.
- You can also use the key competences evaluation rubric to evaluate how well students have done in the key competences associated with this project.
- You could then conduct a class discussion on what the students found easy and difficult about doing the project, and what they might do differently if they did the project again.

KEY COMPETENCE	4 EXCELLENT	3 GOOD	2 ADEQUATE	1 NEEDS IMPROVEMENT
 Digital competence In step 3, the student demonstrates digital awareness in the discussion of video content, planning the video and in the actual filming. In step 4, the student demonstrates a confident use of digital devices in the recording and creation of the video. In step 5, the student shows competency and confidence when giving the presentation to the rest of the class.				
 Sense of initiative and entrepreneurship In step 2, the student participates in the ranking activity by offering opinions about which life hack is the most useful. In step 3, the student is proactive in suggesting creative ideas for life hacks and in developing ideas for the video. In step 4, the student demonstrates decision-making and negotiation skills and an ability to manage the time allocated in order to be prepared for the presentation in step 5.				
 Mathematics, science and technology In step 1, the student shows an interest in, and understanding of, the scientific basis of the life hacks. In step 2, the student is able to reflect on the use of items and the relationship between the photos and the video scripts. In steps 3 and 4, the student demonstrates further understanding of mathematics, science and technology in the development of the life hacks, and in the creation of the accompanying script which supports the concept with factual explanations.				