

Analysis Of Video "Duck And Cover" in WAR AND MILITARISM

Purpose:

- To encourage learners to reflect on what they have seen from the Duck and Cover video and to synthesize these learnings.
- To help teachers recognize what students have learned and to use this as the basis for future lessons on related topics.

Steps:

1. *Ask students to determine the core idea of their learning after watching Duck and Cover.*
2. *Write a headline.* In pairs or individually, students write a headline which captures the most important idea that they have after watching this video.
3. *Share the thinking.* In groups, students not only share their headlines, but explain their reasoning. This is not a competition for best headline, but an opportunity to hear different perspectives. Students may choose to improve their headlines following this sharing.
4. *Invite further sharing.* Create a collection of headlines. With the class, group them into themes.

Tips:

- Steer students away from headlines which merely state the topic, such as, "In the 1950's Duck and Cover educated students about the dangers of radiation caused by a nuclear bomb".
- Also steer them away from titles which are clever and catchy, such as "Your turtle is cooked", but which do not reveal the topic or the essential learning.
- If presented with a headline that is hard to understand, it may be useful to ask for "words behind the headline" and then demonstrate how this knowledge can be used to create a better headline.

Source: Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*. San Francisco: Jossey-Bass.