

DOGS ON YOUTUBE



About this activity

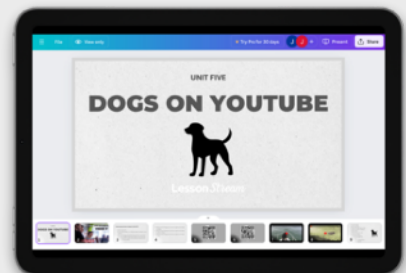
In this activity, students become the videotellers

- ▶ **Language level:** A2 upwards
- ▶ **Age of learner:** Upper primary, teenagers and adults
- ▶ **Duration of activity:** 45 minutes
- ▶ **Activities:** Creating a videotelling script; telling a story from video
- ▶ **Topics:** Dogs on YouTube and TikTok
- ▶ **Aims:** Language for conversational storytelling

For this activity, you will need:

- **Two YouTube videos** (see below)
- **A Canva slideshow** which includes two QR codes and links to the videos (Scan or click on the QR code).

Students will need access to mobile devices (phones or tablet computers). If possible you can also ask them to bring in headphones.



The videos


This activity uses two short YouTube videos featuring dogs jumping into water. In the first video, a German shepherd named Maverick jumps from a boat into the sea to join a pod of dolphins. In the second video, a spaniel named Digby runs into a pond to chase some ducks.

Before you start

In this activity, students will be divided into two groups: Group A and Group B. Group A students will describe the first video, and Group B students will describe the second video. Before doing so, each student will work with their assigned video to create their own videotelling script.

Before starting, it is highly recommended that you do the "Fenton!" activity. This activity features another dog video and includes a model script that will be very helpful for your students (see below).

Example videotelling script



FENTON!

Use this handout to create similar scripts for other videos. The script is on the left and the notes on the right provide information about the different things to think about:

- The introduction
- The setup
- The action
- Visual imagery
- Interpretation
- Ending

The script

Notes

“ This is a well-known viral video from 2011. It's titled, "Jesus Christ in Richmond Park". It's an incident caught on camera by someone who was standing in the middle of the park filming some deer.

Picture this:
It's a sunny evening.
Long shadows on the green grass.
Directly in front of us, there are about six or seven deer.
Some standing, some sitting, all chewing.
Behind them, quite far away from us ...
There's a small road that cuts through the park.

And then we hear the voice of a man:
A desperate man.
We can't see him -- he's out of the shot.
But we can hear him shouting:
"Fenton!"
"Fenton!"
The deer seem a bit uncomfortable.
The man's voice gets louder.
"Fentooooo!"
"Fentooooo!"

This first part is an **introduction**. It provides basic information about the video including its title, type and the year it went viral.

This is the **setup**. It describes the scene at the start of the video. It gives information about the opening shot, the location and the things that are happening before the action. Note that it mentions "the small road that cuts through the park" -- a detail that will become important later in the story.

The **action** starts here. The script builds tension (excitement) by mentioning the shouting, the stampede, the dog and finally the desperate owner. This follows the same order as the events in the video.

FENTON! JAMIE KEDDIE, 2024

5

The person filming the video turns around to see what's going on.
And what we see is a stampede of about 60 or 70 deer.
Running past us.
Completely out of control.

The stampede gets bigger and bigger as more deer join it.
And as they move away from us into the distance, you can just see a tiny black shape running behind them.
It's a dog ...
And it's creating all this chaos.
It's chasing the deer across the park.
And then across the road.
Cars have to stop to let them pass.

And finally, the desperate man comes into the shot:
The dog owner.
Running after his disobedient black Labrador.
Shouting its name:
"Fenton!"
"Jesus Christ, nei!"
"Fenton!"

This became the most famous viral video of 2011 in the United Kingdom.
A lot of people thought it was funny.
But other people disagreed and thought that it was cruel because the deer were terrified.

The video led to a search for the dog and its owner, a debate on deer welfare and a rise in popularity for Fenton as a name, not just for dogs but also for human babies!

This part of the script contains a lot of **visual imagery**. This means that the words allow the listener to vividly (clearly) imagine the video for themselves and create images in their minds. To achieve this, we have to choose our words very carefully.

If we want to keep our listeners' attention, we have to make it easy for them to visualise. Do you remember the "small road that cuts through the park" mentioned in the setup? Well, this is where it comes into the story. The repetition helps the listener make a connection with something already familiar, making it easier to visualise the scene without introducing new information.

This part of the script offers an **interpretation** -- two common reactions to the video.

Listeners need to know when the story is finished. In this script, the **ending** is a mention of the video's cultural legacy (the affect that it had on people and society). Alternatively, you could choose to end with your interpretation (see above) and share your personal thoughts about the video.



Scan or click the code to see the video

FENTON! JAMIE KEDDIE, 2024

Part one: Setting things up

1. Divide students into two groups and give each group a name: the first group will be called the "Mavericks", and the second group will be called the "Digbys."
2. Tell students the following:

“ I have two videos for you.
They are short videos and they have a number of things in common.
I am going to give the first video to the "Mavericks" and the second video to the "Digbys".
Any questions so far?
You are going to access the videos by scanning QR codes.
So you need your phones or tablet computers.
Take them out now and turn the volume right down!

3. Continue with the instructions:



Digbys – put down your phones and cross your arms.

Mavericks – let me see your phones.

Don't forget that the volume should be down.

Mavericks – this is your video. Please scan the code but don't watch the video yet.

Display the first QR code
included in the accompanying
Canva slideshow



Mavericks – did you all access your video?

OK, Digbys – it's your turn.

Is your volume down?

This is your video. Please scan the code but don't watch the video yet.

Display the second QR code
included in the accompanying
Canva slideshow



Does everyone have their video?

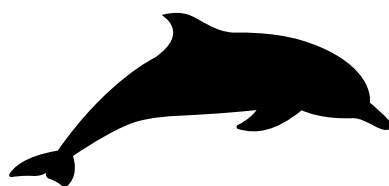
Now, watch your video two or three times but do not show it to the other group.

Pay attention to what happens in your video.

Tip: It might be distracting for students if, while viewing their assigned video, they can hear audio from other students' devices. To minimise this problem, consider doing the following:

- Ask students to view the videos with earphones or headphones.
- If earphones or headphones are not available, ask students to view the videos with low volume.

Please note that for both videos, the audio reveals very little information about the story. Therefore, it will not ruin the activity if "Maverick" students hear the "Digby" video or vice versa.



Part two: What do they have in common?

1. Put students in AB pairs (i.e. "Maverick" students should be paired with "Digby" students.)
2. Tell students the following:

“ As I said before, these videos have some things in common.
 In your pairs, you're going to take turns asking each other questions to find ..
 Three things the videos have in common.
 Three things that are different about the videos.
 But you can only answer yes or no to your partner's questions.
 Does that make sense?

Tips:

- Circulate between pairs and make sure everyone understands the task. Alternatively, you can call everyone back after a minute or two to find out if anyone has identified any of the similarities or differences. Then let students get back to the task.
- The following question starters will be useful for your students:

In your video, is there ...?
 Does your video feature/involve ...?

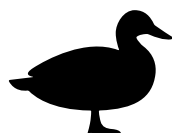
3. Find out what students discovered and provide language feedback when necessary.

Some similarities

- Both videos feature dogs.
- In both videos, the dogs jump into water.
- In both videos, there are other animals involved.
- In both videos, the owners shout at the dogs.
- In both videos, the dogs shake themselves dry.

Some differences

- Maverick is a German shepherd. It is more difficult to identify Digby's breed but it might be a spaniel.
- Maverick went into the water on purpose. Digby did it by accident.
- Maverick jumped into the sea from a boat. Digby ran into a pond in park.
- Maverick wanted to join a pod of dolphins. Digby wanted to chase some ducks.
- Maverick got pulled back into the boat. Digby crawled out of the pond without help.



Part three: Videotelling

1. Tell students the following:

“ You are going to take turns to tell the stories of the videos.
 In other words, you are going to describe what happens, from start to finish.
 Before you start, spend a few minutes thinking about how you will do this.
 For example, think of a good starting line.
 Think about how you will set up the action.
 Think about what information to include and what not to include.
 Think carefully about specific words you will use to describe images in the video.
 Any questions?

2. **Preparation:** Let students plan their stories by making notes or writing a more detailed script of what they want to say.

3. **Storytelling:** In the same pairs as before, ask students to tell each other their stories.

4. **Feedback:** After each student has told their story, the partners should provide feedback.

5. **Reflection and changes:** Students should go back to their notes or scripts and make changes according to the feedback they received as well as their own reflection.

6. Ask students to change partners and tell their stories a second time. Repeat this process at least three times.

7. Ask for a few volunteers to tell their stories to the rest of the class. The table below offers some feedback ideas.

Maverick	Digby
How did students describe the dog's emotional state before it jumped into the sea?	The surface of the pond is covered with green weeds (duckweed), which Digby apparently mistook for grass. How well did students describe this?
Did students consider why the dog jumped into the sea? For example, perhaps it wanted to be a dolphin?	How well did students describe the image of the soaking dog pulling itself out of the pond?
How did students describe the image of the soaking dog being dragged back onto the boat?	Did students mention the rebuke Digby got from his owner? ("That'll teach you.")
Did students mention the laughter as well as the rebuke Maverick got from his owner? ("You deserve to get bitten on the ass by a dolphin?")	Did students refer to the funny title of the video? ("Digby learns about grass").