

# Become a Content Creator: Classroom Lesson Plan

## Lesson Topic:

Become a Content Creator

## Lesson Objective:

Students will be able to describe the job of a content creator and apply their own skills to the creation of a piece of content.

## Materials:

- Writing utensils
- Blank paper
- Whiteboard or overhead
- Chart paper
- Projector or other method to watch the video
- Content creation materials such as iPads, smart phones, or another method to take photos and/or videos; paint, markers, or other art supplies; etc.

## Advanced Preparation:

- Preview the [video](#) before sharing it with your students [1:58].
- Divide the chart paper into three columns and title it "Content Creators".

## Warm-up Activity:

1. Ask, "Who has listened to a song today? Seen an advertisement such as a billboard by the road or commercial? Read a post on social media?"
2. Allow students to raise their hands to indicate which pieces of content they have seen or heard today.
3. Explain that each of these are types of content that have been created by a content creator.
4. Ask, "What other types of content can you think of?"
5. Allow students to turn and talk to a partner. Then, call the class together to share students' ideas.
6. Label the first column on the chart paper "Content Types" and use student ideas and discussion to create a list of the types of content that a content creator creates.
7. Ask, "Where do you see content in your life?"
8. Direct students to turn and talk to a partner. Then, call the class together to share students' ideas.
9. Label the middle column on the chart paper "Content Platforms" and use student ideas and discussion to create a list of the places that content creators might use to publish or display their content.
10. Finally, ask, "What are some job titles of people that create content"?
11. Direct students to look at the types of content and content platforms to help them connect the information to specific job titles. Allow students to discuss their ideas with a partner.
12. Bring the class back together and fill in any job titles that students mention. *Note that at this point students may struggle to name more than a few content creation job titles.*

13. Tell students that they will be working to add additional information to the chart paper after the video.

### **View the Video: "Become a Content Creator"**

1. Tell students they will be watching the video titled, "Become a Content Creator".
2. Explain that the video shows role models describing the roles and responsibilities of a career in content creation.
3. View the video together and have students listen for any information that is not already listed on the "Content Creators" chart paper.
4. View the video again; this time, invite students to formulate questions or comments about the ideas discussed in the video. Students should be prepared to discuss these after viewing the video.

### **Video Follow-up:**

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Ask, "What new types of content, content platforms, or content creator job titles did you hear in the video?"
3. Add any new information to the "Content Creators" chart paper.
4. Using the information on the chart paper, work with students to come to a class definition of the term "content creator". (For example, "A content creator is someone who creates entertaining or educational material to publish or post.")
5. Divide students into partners or small groups.



6. Explain that each pair or group will practice being a content creator by creating one piece of content. Each group can choose any type of content they are interested in from the "content type" column on the "Content Creators" chart paper.
7. Provide students with content creation materials, as needed, based on the content types selected. Circulate to assist with the content creation process.
8. As students finish creating their piece of content, they should take a silent gallery walk around the room to admire the content pieces of other groups.
9. Student work can be published or displayed if desired.
10. Close the lesson by encouraging students to speak with family and friends at home about the job tasks and responsibilities of being a content creator.

### Extension Activities:

1. Encourage students to try creating other types of content.  
Students can then be asked to self-reflect on the various content types and creation strategies to select their personal favorites.
2. Direct students to keep a “Content Creation” journal. Students should make notes of content as they come across it in their day-to-day life. Ultimately, this data can be applied to other subjects. Imagine creating charts or graphs in mathematics, analyzing or reflecting on the data trends in language arts, and more!
3. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore the career path of a content creator.

### Related Questions to Explore:

- What does a content creator do?
- What responsibilities do you think a content creator has? Why?
- What types of content would be most interesting to create? Least interesting? Why?
- Why do you think content creators need to be true to themselves? What might happen if a content creator wasn't authentic when creating content?
- How have content platforms changed over time? Why?



## Ideas for Future Lessons/Activities Related to Content Creation:

1. Artificial Intelligence: How AI is Changing the Game of Content Creation
2. From the Printing Press to TikTok: How Have Content Platforms Changed Over Time?
3. Educational vs. Entertaining: Can Content Be Both?
4. Songs, Stories, and Videos: Trying Out Different Forms of Content Creation
5. Literature-Based Learning: Analyzing Content Creators' Work
6. Who Am I? Identifying and Applying Your Personal Strengths
7. Cultural Connection: How Does a Content Creator's Background or Life Experience Impact the Content They Create?
8. Community Interviews: Learning About Content Creation from the Source