

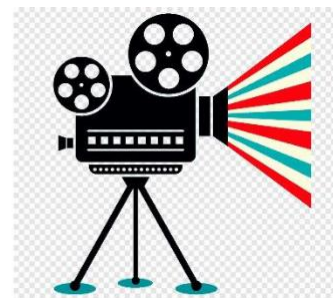
# Scientix STEAM Partnership Lesson Plans



**Project Title:** *‘Digital Film Media and STREAMS Outdoor Spaces to foster Wellbeing, Biodiversity and Sustainability.*

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*Our Lady of Lourdes National School.* <http://ourladyoflourdesns.ie/>



As part of Scientix STEAM Partnership, we planned a series of lessons, which concluded with pupils becoming facilitators and teaching younger classes about what they had learnt to cascade and scaffold learning throughout the school. These lessons took place in OUR Lady of Lourdes NS, Dublin 8 and are created under CC BY attribution.




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# Scientix STEAM Partnership Lesson Plans

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| <b>Lesson 1</b>               |   |
|-------------------------------|---|
| <b>Resources</b>              | <ul style="list-style-type: none"> <li>• Whiteboard images of devices which were used to take photos.</li> <li>• 6 Samsung mobile phones.</li> </ul>    |
| <b>Cross curricular links</b> | <ul style="list-style-type: none"> <li>• Oral language<sup>1</sup></li> <li>• History - devices past and present<sup>2</sup></li> <li>• SPHE - Getting permission to take and use images of people<sup>3</sup></li> <li>• Digital media - Developing technology skills<sup>4</sup></li> </ul> |
| <b>Learning Objectives</b>    | <p>To identify images, how to collect them and how to take photos and assess quality of shots.</p> <p>To learn different types of shots such as close ups, etc., and portrait v landscape shots.</p>  |

1

[https://www.researchgate.net/publication/318257775\\_Enhancing\\_Oral\\_Communication\\_Skills\\_Using\\_Mobile\\_Phones\\_Among\\_Undergraduate\\_English\\_Language\\_Learners\\_in\\_Malaysia](https://www.researchgate.net/publication/318257775_Enhancing_Oral_Communication_Skills_Using_Mobile_Phones_Among_Undergraduate_English_Language_Learners_in_Malaysia)

[2 https://hub.tmlt.org/tmlt-blog/communication-gadgets-then-and-now](https://hub.tmlt.org/tmlt-blog/communication-gadgets-then-and-now)

[3 https://www.authorlearningcenter.com/marketing/social-media/w/general/7385/how-to-legally-use-photos-in-your-social-media-and-online-marketing](https://www.authorlearningcenter.com/marketing/social-media/w/general/7385/how-to-legally-use-photos-in-your-social-media-and-online-marketing)

[4 https://www.zippia.com/advice/technology-skills/](https://www.zippia.com/advice/technology-skills/)



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|  |   |
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| <b>Activity</b>  | <ol style="list-style-type: none"> <li>1. Discussing images of devices used to capture images.</li> <li>2. Discuss memories and use of images both personally and more generally in the world.</li> <li>3. Discuss use of images, digital safety and asking for permission to take and use photos.</li> <li>4. Pupils to take photos that can go into a time capsule to tell someone in the future about our school.</li> <li>5. Pupils independently go around school taking images that are important to their school day.</li> <li>6. Pupils to share images and discuss why they took them.</li> <li>7. Pupils to learn how to save images onto the phone and the school's, secure google drive.</li> </ol> |
| <p>Pupils to think about the images taken, and the order, and specific 'time capsule' folder in which to store the images, for the following week's session.</p> |   |
| <b>Lesson 2</b>  |   |
| <b>Resources</b>   | <ul style="list-style-type: none"> <li>• 6 Samsung mobile phones.</li> <li>• Kinemaster Editing software for mobile phones<sup>5</sup></li> <li>• Collection of photos that can be use to sequence a story<sup>6</sup></li> </ul>   |
| <b>Cross curricular links</b>  | <ul style="list-style-type: none"> <li>• Oral language</li> <li>• Story boarding<sup>7</sup></li> <li>• SPHE - Getting permission to take and use images of people. Digital safety.</li> <li>• Digital media - Developing editing skills and knowledge about digital media<sup>8</sup></li> </ul>   |
| <b>Learning Objective</b>  | To use previous week's photographs to tell a story about our school for our time capsule 'folder'.  |
| <b>Activity</b>  | <ol style="list-style-type: none"> <li>1. Pupils to re-join previous week's groups.</li> </ol>  |

<sup>5</sup> <https://www.youtube.com/watch?v=x5ENlwUAhLo>

<sup>6</sup> <https://www.youtube.com/watch?v=xwTh1rE1NP4>

<sup>7</sup> <https://www.youtube.com/watch?v=JpT74FUOTuM>

<sup>8</sup> <https://www.barnardos.ie/media/1496/chidlren-and-technology.pdf>



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|---|---|
|   | <ol style="list-style-type: none"> <li>Pupils to select the best photos that show life in our school and discuss what order they should go in to start telling digital stories.</li> <li>Demonstrate how <i>Kinemaster</i> works to the class and get each group to place chosen photos on a timeline.</li> <li>Teach pupils how to edit order and save video.</li> <li>Demonstrate how to add music, narration and titles, credits within the app.</li> <li>Pupils to add the above to their videos.</li> <li>Discuss the reasons for credits and copyright, and why they are important.</li> <li>Pupils to save videos to shared google drive.</li> </ol> |
| <p>The following day the class watch the videos and use 3 stars and a wish to evaluate them<sup>9</sup>. Remind pupils that the main focus of the activity is in developing digital skills.</p> |   |
| <h3 style="color: red;">Lesson 3</h3>   |   |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>Storyboards paper<sup>10</sup></li> <li>6 Samsung mobile phones.</li> <li>Photo storyboard pre-prepared</li> </ul>   |
| <b>Cross curricular links</b>   | <ul style="list-style-type: none"> <li>Oral language</li> <li>Story writing<sup>11</sup></li> <li>SPHE - Getting permission to take and use images of people.</li> <li>Digital media - Developing technology skills</li> <li>Drama skills<sup>12</sup></li> </ul>   |
| <b>Learning Objectives</b>  | <p>To use photos that can be used to make a short film as a storyboard for future writing.</p> <p>To learn different types of shots, and use variation for effect.</p>  |
| <b>Activity</b>   | <ol style="list-style-type: none"> <li>Show photo storyboard with no sound or writing. Pupils discuss what is happening in the story.</li> <li>Ask pupils in groups to identify the setting, the beginning and middle and end of the story. Discuss how</li> </ol>  |

<sup>9</sup> <https://www.twinkl.ie/resource/three-stars-and-a-wish-goal-setting-activity-sheet-au-l-2548648>

<sup>10</sup> <https://www.studiobinder.com/blog/downloads/storyboard-paper/>

<sup>11</sup> <https://www.imagineforest.com/blog/how-to-write-a-story/>

<sup>12</sup> <https://www.childdrama.com/lessons.html>



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|   |   |
|---|---|
|   | <p>the story could end differently, and what photo(s) could or would change it.</p> <ol style="list-style-type: none"> <li>Pupils to design storyboards on paper and discuss and draw which would go in each 'slot'.</li> <li>Pupils to act out scenes and take photos.</li> <li>Photos to be added to video and add sound and dialogue.</li> <li>Pupils to share videos.</li> <li>Following day, pupils to use storyboards made for creative narrative writing<sup>13</sup></li> </ol> |
| Pupils to share writing, and to discuss how the film making process shaped their ideas. |   |

| <b>Lesson 4</b>               |   |
|-------------------------------|---|
| <b>Resources</b>              | <ul style="list-style-type: none"> <li>Greenscreen<sup>14</sup></li> <li>6 Samsung mobile phones.</li> <li>Copyright free video clips of space shuttle launch<sup>15</sup></li> </ul>   |
| <b>Cross curricular links</b> | <ul style="list-style-type: none"> <li>Oral language - presentation skills,</li> <li>Copyright skills<sup>16</sup></li> <li>Digital media and links to possibility of using green screens to make fake news - SPHE<sup>17</sup></li> <li>Drama</li> </ul>                                     |
| <b>Learning Objectives</b>    | <p>To make a news report using a Greenscreen</p> <p>To add credits</p> <p>To understand the term fake news</p> <p>To understand copyright and where to get copyright free images.</p>   |
| <b>Activity</b>               | <ol style="list-style-type: none"> <li>Show pupils video of the space shuttle launch.</li> <li>Show them the greenscreen and explain how it work and explore more options.</li> <li>Ask groups to practice acting out presentation.</li> <li>Film acting in front of green screen.</li> </ol> |

<sup>13</sup> <https://literacyideas.com/narrative-writing-for-kids/>

<sup>14</sup> <https://www.youtube.com/watch?v=5lIAZoHmW20>

<sup>15</sup> <https://www.videvo.net/stock-video-footage/space-shuttle/>

<sup>16</sup> <https://www.common sense.org/education/articles/the-right-stuff-teaching-kids-about-copyright>

<sup>17</sup> <https://www.twinkl.ie/teaching-wiki/fake-news>



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|   |   |
|---|---|
|   | <p>5. Teach pupils how to use <b>Kinemaster</b> to make videos with Greenscreen.</p> <p>6. Add credits,</p> |
| <p>Pupils to have a 'NASA', film show, created by them in the school hall with the principal and other students. Evaluate the process and where they would like to take the video making project next. <i>See below at the end of the page links.</i></p> |   |

After these lessons, third class ( 8/9 years old) taught the first 3 lessons to Junior infants (4/5 years old) and the Fifth class pupils (10/11 years old) taught all skills to 4<sup>th</sup> class (9/10 years old). We will continue scaffolding these skills throughout the school this year.



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### **2 Links to MP4 of students ;**

<https://drive.google.com/file/d/10LShZZaB5qX9JBu1UoDS2Lte4zlO2Klx/view?ts=63a17225>

<https://drive.google.com/file/d/199Ke6FcVSqmsgaAnFC7YoFxnYBz8TvRi/view?ts=63a171df>



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