**What about you - What is your Story?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title: What about you?** | **Year Level: Year 5-6** | **Duration of Lessons: 45 minutes** | **Digital Technology Curriculum** |
| **Lesson** | **Teaching Sequence** | **Resources** | **Teacher Notes** |
| Lesson 1 | Introduce students to the unit through a class discussion of prior knowledge and explore different ways a person can tell a story – written, verbally or digitally? What are digital stories? Why do we use them instead of writing the story?  Teacher displays an example digital story and explains to students how images and scripted narrations along with transitions and sounds are used to tell a story.  As a class discuss the elements of a digital story (e.g. images, music, narration, transitions and the purpose of the story). Display the completed mind map in the classroom for future reference. Discuss why some elements will make the digital narrative more engaging.  Teacher will introduce upcoming tasks and explain to students they will be taking the role of a digital designer in order to plan and complete their own individual digital story. | Butcher Paper  Marker  Interactive whiteboard  Internet Access  Digital Story - **“**My Digital Story” | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners throughout activities  -Provide clear and explicit instruction to begin activities  -Use questions to confirm understanding  Teacher Roles:  -Use questioning and whole class discussion to obtain student level of understanding  -The teacher is to record student ideas for display  -Encourage students to ask questions when necessary  -Observe students contribution and participation in whole class and paired discussion activities.  -Ensure students are actively working and engaged in activities  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Reinforce classroom respect and behavioural expectations  -Ensure interactive whiteboard and internet is working  -Prepare link for example digital story |
| Lesson 2 | Start the lesson with a video in order to engage students and activate prior learning – The 7 elements of Digital Storytelling.  Review the purpose and elements of a digital story. Ask students to consider how a digital story may make the audience feel. Discuss how images and the choice of narration and sounds can express emotion or ideas.  Review the example digital story to highlight how choices within the design and planning process can position an audience. Ask students how they believe the digital story could have been more interesting or effective in portraying the intended ideas.  Introduce students to storyboarding – Display a story board using the interactive whiteboard. Ask students to explain the importance of planning and sequencing each action and event when creating a digital story. Emphasise storyboarding as allowing the creator to plan everything that will be included and in the correct sequence in order to engage the audience and focus on the purpose of their digital story. Explain to students all elements including image, transition, audio, timings and narration.  Using the storyboard worksheet students will complete a story board plan for the example digital story ensuring they include all elements used. Provide exemplar on the interactive whiteboard for students to view if necessary.  In partners, ask students to brainstorm ideas for a digital story that would be appropriate to share with fellow classmates.  Explain to students they will be creating a digital story on a life event they have experienced. As a whole class, ask students to share some life events which could make an emotive digital story in which an audience could engage with. Students should continue to brainstorm ideas to ensure they have possibilities for next lesson. | Interactive whiteboard  Internet Access  YouTube – The 7 elements of Digital Storytelling  Interactive whiteboard  Internet Access  Digital Story – “My Digital Story”  Storyboard plan template | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners throughout activities  -Provide clear and explicit instruction to begin activities  -Use questions to confirm understanding  Teacher Roles:  -Teacher is to confirm understanding through discussion and questioning  -The teacher is to use the interactive whiteboard to demonstrate ideas  -Encourage students to ask questions when necessary  -Observe students contribution and participation in whole class and paired discussion activities.  -Ensure students are actively working and engaged in activities  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Ensure students follow the behavioural expectations of the class  -Ensure interactive whiteboard and internet is working  -Prepare link for example digital story |
| Lesson 3 | As a warm up activity students will take time to reflect and complete a journal response on a recent life event they have experienced. Within the journal response students should include emotions they felt during this experience and other people that were present at that time.  To begin planning their individual digital story, introduce students to the importance of creating a script. Emphasise the importance of using narration in order to capture the attention of the audience using emotion. Explain the importance of using adjectives and adverbs when planning appropriate narration. Explicitly model an example on the board for students to acknowledge how language can evoke meaning of words.  Ensure students understand the importance of verbal and nonverbal elements within their digital story. Encourage students to include appropriate pauses, volume and expression within their narrative expression. Ask students to discuss with their pairs, how a pause or shouting voice can alter the audiences view of the digital story. | Journal  Interactive whiteboard  Markers | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners throughout activities  -Provide clear and explicit instruction to begin activities  -Use questions to confirm understanding  Teacher Roles:  -Teacher is to walk around to assess students’ progress and address any issues students may be experiencing  -The teacher is to use the interactive whiteboard to demonstrate solutions for common issues.  -Encourage students to ask questions when necessary  -Observe students contribution and participation in whole class and paired discussion activities.  -Ensure students are actively working on individual work  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Ensure students follow the behavioural expectations of the class  -Ensure each child has a journal  -Have interactive whiteboard on |
| Lesson 4 | Within this lesson students will begin the planning and drafting process of their own digital story. Students will brainstorm several ideas for a digital story and display these in a mind map. Provide students time to discuss their chosen idea and life event with their partner. Encourage collaborative learning and feedback as students discuss how they can improve their chosen ideas and identify the vital elements needed for their digital story to be successful.  Once students have decided on their life event, students will complete a script and storyboard for their digital story including all necessary elements they plan to include.  Ask students to start from the beginning and review their plan to ensure the sequence of events makes sense and the elements used reflect the purpose of the text and the emotions being evoked.  As a whole class, ask a number of students to share and explain their plan and the reasons why they have chosen to use the language, transitions, images and narration. | Interactive whiteboard  Markers  Script template  Storyboard Template | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners with planning and event creation.  Teacher Roles:  -Teacher is to walk around to assess students’ progress and address any issues students may be experiencing  -The teacher is to use the interactive whiteboard to demonstrate solutions for common issues.  -Encourage students to ask questions when necessary  -Observe students contribution and participation in whole class and paired discussion activities.  -Ensure students are actively working on individual work  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Ensure students follow the behavioural expectations of the class  -Prepare and photography correct number of storyboard and script template sheets |
| Lesson 5 | Within the computer lab introduce students to the variety of software which allows digital stories to be created. Provide students time to investigate and utilise the different features which allow them to record narration, insert chosen music and sequence images in the correct order.  Once students feel comfortable in simple processes including inserting images, music and narration as well as changing transitions ask students to source and sequence their chosen images within the software. By following and repeating the steps to insert an image.  Frequently encourage students to save their work (Prior knowledge) as they work through each stage of their digital story.  Students will then move onto recording and inserting the narration. Remind students to reflect on the importance of using certain language and expression to express the emotion. Ensure students understand the use of verbal and non-verbal communication in order to portray their life event.  To conclude ask students to save their work and look back on how their creation is coming along. Is there anything they need to change? Is their work portraying the emotions they felt during this experience? Encourage collaborative communication through partner reflection. In pairs students can discuss ways to improve the digital story and raise questions | Computer Lab  Internet Access | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners with planning and event creation.  Teacher Roles:  -Teacher is to walk around to assess students’ progress and address any issues students may be experiencing  -The teacher is to use the interactive whiteboard to demonstrate solutions for common issues.  -Encourage students to ask questions when necessary  -Ensure students are actively working on individual work  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Ensure students use the internet appropriately and follow internet safety and school rules when using technologies  -Ensure students follow the behavioural expectations of the class  -Respect all school property including computers and software  -Ensure there is adequate computers, internet access and each students can appropriately log on  -Ensure all necessary software is installed  -Ensure each students has their developed plan when working |
| Lesson 6 | Students will continue to work on the creation of digital stories.  Ensure students have their script and storyboard with them during the completion of the digital story.  Once images and narration has been added within the software program students will begin adding;  - special effects  - transitions  -music and audio  Students will continue to perfect their digital story by introducing appropriate timings during transitions and ensuring it makes sense and the purpose of their digital story is being portrayed to the audience.  Encourage students to take their time reviewing and editing their work as necessary. Edit and revise draft digital story. Ask students to view the criteria sheet during the drafting phase. Allow students to ask questions and provide explicit modelling of software when necessary.  Reinforce the importance of saving their work frequently. | Computer Lab  Internet Access | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners with planning and event creation.  Teacher Roles:  -Teacher is to walk around to assess students’ progress and address any issues students may be experiencing  -The teacher is to use the interactive whiteboard to demonstrate solutions for common issues.  -Encourage students to ask questions when necessary  -Observe students contribution and participation in whole class and paired discussion activities.  -Ensure students are actively working on individual work  -When pairing students, pair together lower-level and higher-level students.  Preparation/Safety:  -Ensure students use the internet appropriately and follow internet safety and school rules when using technologies  -Ensure students follow the behavioural expectations of the class  -Respect all school property including computers and software  -Ensure there is adequate computers, internet access and each students can appropriately log on  -Ensure all necessary software is installed |
| Lesson 7 | As a class, students will individually present their completed digital story. Encourage students to think about the elements used and their effectiveness in portraying the individual’s life event.  Students will complete a reflection and evaluation of their own work. Encourage students to discover what they believe of successful and elements they believe could have been more effective.  To conclude, as a whole class have students express how they felt about the program and the positives and negatives issues they experiences when completing their digital narrative. | Interactive whiteboard  Evaluation/Reflection sheet | Differentiation:  -Provide ongoing support for students experiencing difficulty  -Assist low level literacy learners with planning and event creation.  -Use questioning to identify level of understanding  Teacher Roles:  -Observe students contribution and participation in whole class and paired discussion activities  -Encourage students to reflect on their individual work and the software used  Preparation/Safety:  -Ensure students follow the behavioural expectations of the class |

n