creya

Unit 2

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👁 OVERVIEW

In this unit, students will be exposed to narrative, storytelling and movie making. They will learn about story elements, scripting, and storyboarding, all of which are the fundamentals of movie making, by making short movies showing cause and effect, short movies showing a chain of events, and short movies of different genres.

Students will also learn about the various roles and functions of the crew involved in movie making. They will also use an editing software to refine their movies, and add titles, credits, transitions and effects to them.

SESSIONS IN THE UNIT

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
Project 1	Project 2		Project 3	Challenge 1		Challenge 2		Capstone	

✔ GROUP ROLES

Project Manager	Material Manager	Executor
• Giving other members their responsibilities and making sure they follow them. The responsibilities are: » Researcher: In charge of researching for the relevant information » Director: In charge of directing how the film is made and the people involved in the making of the film » Script Writer: In charge of writing the final script » Storyboard in-charge: In charge of drawing the storyboard » Camera person: In charge of shooting the action » Actors: Act in front of the camera • Making sure that each member of the group is engaged in the project/challenge/capstone • Keeping a check on time • Contacting the coach/other groups • Representing his/her group • Filling in for an absent member	• Collecting and replacing the cameras, memory cards and transfer wires • Turning the computers on and off • Saving any digital file to the correct group folder • Collecting, distributing and returning the Course Books and Log Books • Making sure that there is enough stationery for the group • Keeping an eye on the materials, making sure nothing gets damaged or misplaced	• Making sure that the instructions are correctly followed • In charge of the quality of the artifact produced • Making sure that everyone in the team gets to edit in Movie Maker

✦ CHECKLIST

Task	P1	P2	P3	C1	C2	CP
Check if the photo/video/audio software is installed and running						
Check folders on all computers for each section and group for students to save their work in (Refer to the Data Organization document in Creya Teachers Resource CD)						
Check if all cameras/audio recorders are in working condition						
Check if the battery chargers are available and working						
Charge Camera/Audio recorder batteries						
Empty memory cards						
Check the headphones						
Check the data transfer/USB cables						
Be ready with a back up plan in case there is a power cut						

DAILY GENERAL CHECKLIST

Task	P1	P2	P3	C1	C2	CP
Before Class						
Review Unit						
Review Lesson plan and the Coach Resources						
Collect/arrange Student Resources specified in the lesson plan						
Check the Creya Teacher Resources CD for any Coach and Student Resources						
Check stationery supplies (Papers, pencils, erasers, sharpeners, trays, etc.)						
Check the constructibles before class begins (Check the constructible specific list)						
Determine team sizes based upon sizes of each class prior to activities. Team sizes need to be flexibly worked. (Check the Roles and Responsibilities for Primary Grades/ for Higher Grades document)						
Get class lists from the school so you will have the names of the students prior to their coming to the class						
Check and turn the Projectors on before the class begins						
Check the video/audio files that need to be displayed to the class						
Check if there are enough speakers for the computers in the class						
Check if the student names and group nos. have been entered into the rubric sheet						
Check and plan for the observation of rubric outcomes during the unit						
During Class						
Check if the group roles have been allocated/shifted for the activity						
Check if all groups have the required constructibles						
Check if the groups have returned all constructibles to their respective bins after the activity						
After Class						
Check if the outcomes have been measured in the rubric sheet for the activity						
Collect and store Log books, Course books						
Ready the classroom for the following session						
Review lesson plans for the following day						
Charge the laptops and batteries daily (for digital cameras, video cameras, and Engineering batteries).						

Outcome No.	Outcome Name	Outcome Description
1.1	Analyzing information: data, ideas, or concepts	Interprets information accurately, appropriately and in-depth in familiar and new contexts.
1.2	Analytical Thinking: Applying formulas, procedures, principles, or themes	Applies appropriately and accurately in familiar contexts
2.2	Creative Thinking: Originality in ideation	Generates clever, unique or unusual ideas relevant to the context.
3.1	Problem Solving: Define the problem	Constructs a problem statement with evidence of relevant contextual factors.
3.3	Problem Solving: Evaluate outcomes	Reviews results relative to the problem defined with considerations of need for further work.
4.1	Communication: Asking Questions	Uses relevant key words to ask probing and effective questions.
4.2	Communication: Explaining	Speaks in easy to understand terms. Clearly elaborates details.
4.3	Communication: Convincing	Viewpoints are well organized and reasonably clear.
4.4	Communication: Facilitating Discussion and Discussion Participation	Offers appropriate comments which are thoughtful and responds respectfully to others' remarks.
4.5	Communication: Non - Verbal Communication	Uses a few non-verbal methods to communicate with others including Gestures, Facial Expressions, Eye contact and para-linguistics
5.1	Collaboration: Contribution to team	Always provides useful ideas when participating in the group and in class discussion.
5.2	Collaboration: Attitude	Always has a positive attitude about the task. Never is publicly critical of the project or the work of others.
6.1	Workplace Skills: Task Focus	Stays focused on the task and what needs to be done.
6.2	Workplace Skills: Time Management	Always uses time well throughout the project to ensure things get done on time.
7.1	Research: Access needed information	Uses appropriate search strategies.
7.2	Research: Use information ethically	Understands the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
8.1	Digital Literacy: Management	Effectively uses digital tools to successfully complete the task(s).
8.2V	Digital Literacy: Digital Video - Story board	The storyboard shows the video presentation structure with numbered thumbnail sketches of each shot.
8.3V	Digital Literacy: Digital Video - Video Editing	The video is edited throughout with only quality shots remaining. Transitions are used. Good pacing and timing
9.1	Journaling: Understanding of Concept	Demonstrates, in writing, understanding of the concept.
9.2	Journaling: Mechanics	Uses complete sentences.
9.3	Journaling: Spelling and Grammar	Most entries have proper spelling and grammar.

PROJECT 1 | **THE HIDDEN LIFE OF THINGS | SESSION 1**

🎄 IN THIS PROJECT	🌧 CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will film a scene with objects being characters. They will be introduced to the process of script writing.	Visual representation of events Camera angles and movements Roles and functions in the television/movie industry Different perspectives Script writing for movies Basics of movie making	Student resources: • Video – Annoying Orange	You're all set! 😊

🚲 DELIVERY

| SET
5 m | Show Video – Annoying Orange to the class.

Ask: What did you just see? (Expect answers like fruits talking, non living things talking etc)

Ask: Can you imagine what things around you would say if they had a voice and could talk?

Explain: Tell the students that the hardest thing for all of us is to understand the perspective of others. That is the reason why misunderstanding happens among people. If we can look at things from others' point of view, we will be able to understand the reason behind their thoughts/ideas. | INTRODUCTION
10 m | The introduction can be designed using the information available in the Course Book Background and the Coach Resources.

Ensure that students are introduced to the following major aspects:

Basics of movie making

Frame, shot, scene, sequence

Elements of Script writing |

⏳ ADDITIONAL REFLECTION QUESTIONS

These questions can be asked throughout the session:

- Was there an idea you had today that you couldn't record in class? Why couldn't you record it?

- Why is understanding the perspective of others important?

- How does a storyboard help a director while shooting a movie?

		COACH ACTION	STUDENT ACTION	🕐 (Mins)
Explain		Today, you will film a scene with objects, not people, as the characters.	Start Project 1	5
		Allocate group roles: Project Manager, Material Manager, Executor. *Distribute the Course Books and Log Books to the Material Managers.*		
Instruct		• Project Managers should assign responsibilities in the group.	Assign Responsibilities	
		• Material Managers should collect the materials for the Project. The others can read the vocabulary terms and the background for the Project.	Collect Materials	
		• Students should start Project 1.		
		• Students should keep in mind while writing their scripts that their final video should be 20-30 seconds long.		
Observe		Observe throughout the session if each member in the teams is contributing to the activity and working towards completion of the project. **5.1**		
Instruct		Students should read steps 1 to 3 and answer Q1 in their Log Books.	Brainstorm and select best ideas	10 - 15
Observe		• Are students from each group coming up with unique and original objects? **2.2** Has any group chosen the object/objects whose function can be used to give it humorous dialogue? (Originality can be seen in the type of object as well as in what the object is made to say).	Answer Q1	
		• Are the students able to choose workable ideas that can be easily recorded by camera? **1.2**		
Instruct		Students should read steps 4 and 5; discuss with their group members and come up with the beginning, middle and end of the story and write the script for their scene in Q2,Q3 in their Log books.	Write Script	
			Answer Q2, Q3	
Observe		• Do the students show an understanding of the elements of a script? Do their scripts have a well defined beginning, middle and end? **1.2**		
		• Does the script have elements such as scene heading, action, character and dialogue? **1.2**		10 - 15
		• Did the students come up with humorous, witty or unique dialogs for the objects in their script? **2.2**		
		Note: If students are having trouble generating ideas, give them some examples such as: A pencil can say 'I'm sharper than you are' to an eraser, and the eraser can reply saying 'but I'm the one who cleans up your mistakes'.		
Instruct		• Students should read and follow steps 6 through 9 of the course book. They must answer Q4 in their Log books.	Assign Roles	5
		• Project manager should assign the roles described in step 7.	Rehearse	
Observe		Are the students thinking of creative ideas to represent the inanimate objects in the video? (This can also be measured during the recording stage or after they upload the videos) **2.2**	Answer Q4	

Instruct	• Material Managers should collect video equipment • Students should read and follow steps 10 through 13 of the course book. • Students should clear the camera memory cards. *Note: If the class is too noisy, a few groups can leave the class (if permitted by the coach) and record their movies outside.*	Collect Video Equipment Record and upload files Clear memory card	20 - 30
Observe	• Are the students holding the camera straight and steady? Are the students keeping in mind the camera angles and movements? **8.1** • Are they able to frame their shot properly? Does their location have good lighting? **8.1** • Are they uploading the correct files and taking care not to delete the required files? **8.1**		
Instruct	Students should return the camera equipment and answer Q5 in their Log books.	Answer Q5	5
Observe	Are the students able to clearly articulate which part of shooting a continuous shot? Is each student giving a unique answer?		
Observe	Material Managers should return materials to their respective places	Return Materials	2
Closure	**Ask the students to think about the roles in movie production. Ask them what they would like to be if they had a chance to participate in a movie production.**		**3**

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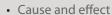
PROJECT 2 | **CAUSE AND EFFECT** | SESSIONS 2 & 3

🏔 IN THIS PROJECT	🌧 CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will create a short film that tells a story which contains a "Cause and Effect". In the process, they will learn about the basics of story-board and will improve their script writing skills.	• Cause and effect • Converting a story into a script • Storyboarding • Camera angles • Camera movements • Roles and functions in the television/movie industry	Review the Course Book Background and the Coach Resources provided. Student Resources: Short story – Time is Valuable	• 1 - Crew Roles and Departments • 2 - Roles in filmmaking-production team • 3 - Understanding the use of scripts • 4 - How to write a script • 5 - Storyboard

🚲 DELIVERY

SET 5 m 🕐	*Read out the* Short story – Time *is Valuable to the class. You can alternatively have a student read out the story to the class.* **Ask**: Why would Anthony always postpone things? (Because he was very Lazy) **Ask:** Why did the prize become useless to him? (Because he did not collect it on time) **Explain:** The answers to the above questions are nothing but 'causes' in the story, which created an 'effect'. Cause and effect in a story is a sequence that shows something someone does or something that happened and then what the effects are from that. When something happens that cases another reaction that is cause and effect. No story can exist without a cause and an effect. **Ask:** Each group should name one cause and effect situation in a movie they saw recently.	**INTRODUCTION** 5 m 🕐	The introduction can be designed using the information available in the Course Book Background and the Coach Resources. Ensure that students are introduced to the following major aspects: Cause and Effect Elements of script writing Components of a Storyboard

⌛ ADDITIONAL REFLECTION QUESTIONS

These questions can be asked throughout the session:

- Can a story exist without a cause and effect?
- Why are script and story board important in movie making?
- Does thinking about cause and effect in our day to day activities make us understand things better? How?
- How important do you think team work is when it comes to making a good movie?

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 2			
Explain	In this project, you will be writing the script, drawing the storyboard and shooting a small movie with a cause and effect situation. At the end of today's session, all groups must be ready with a script and a storyboard. *Shift group roles.* *Distribute the Course Books and Log Books to the Material Managers.*	Start Project 2 Assign Responsibilities Collect Materials	5
Instruct	• Project Manager should assign responsibilities to the group. • Material Managers should collect the materials for the Project. The others can read the vocabulary terms and the background for the Project. • Students should start Project 2. • Students should know that their final cause and effect video should be 1 - 2 minutes long.		
Observe	Observe throughout the session if each member in the teams is contributing to the activity and working towards completion of the project. **5.1**		
Instruct	• Students should read through and follow steps 1 to 5. • Students should answer Q1 and Q2 in their Log books.	Answer Q1, Q2 in Log Book	10 - 15
Observe	• Are students from each group coming up with unique and original stories? (Originality can be seen in the type and depth of story) **2.2** • Are the students able to choose workable ideas that can be easily recorded by camera? **1.2** • Is the cause and effect concept well defined in the stories? Are they able to differentiate between the cause and effect in their stories?**1.2** • Is each member contributing his/her ideas in group? **5.1**		
Instruct	• Students should read and follow steps 6 & 7. • Students should write the Scripts in the blank sheets of paper provided.	Write script.	20 - 25
Observe	Do the students show an understanding of the elements of a script? Do their scripts have a well defined beginning, middle and end? Does the script have elements such as scene heading, action, character and dialogue? **1.2**		
Instruct	• Students should read and follow Steps 8,9 &10. • Project Manager should assign roles and responsibilities. • Students must answer Q3 and Q4 in their Log Books.	Create Storyboard Answer Q3, Q4	20 - 30
Observe	• Do the students understand the difference between a shot and a scene? **1.2** • Are the students listing out shots in each panel of the storyboard? Are they giving an apt description of the shots? Are they mentioning the camera angles and movements? **8.2 V** • Is the beginning, middle and end clearly visualized in the storyboard? • Are they mentioning a location change or character in the storyboard? • Is each member participating in the activity? **5.1**		
Instruct	Material Managers must return materials to their respective places	Return Materials	5

✋ ACTIVITY

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 3			
Explain / Instruct / Observe	In this session, you will use your scripts and storyboards from the previous session to film a short movie. *Distribute Course Books, Log Books and Video Recording Equipment to the Material Managers.* • Project Manager should assign responsibilities to the group. • Material Managers should collect materials including Video Equipment. • Students must review their scripts and storyboards from the previous session. Observe throughout the session, is every group keeping an eye on the time? Are group members distributing their workload based on the time available? **6.2**	Start Session 3 Assign Responsibilities Collect Materials and Video Recording Equipment	5
Instruct / Observe	• Students must read and follow steps 11 through 13. • Students should rehearse their scripts, review storyboards and start recording. *Note: If the class is too noisy, a few groups can leave the class (if permitted by the school) and record their movies outside.* • Are the students keeping in mind the camera angles and movements? Are the students holding the camera straight and able to frame their shots properly? Are they using multiple camera angles and shots wherever appropriate? **8.1** • Are the students remaining faithful to their storyboard and scripts? **1.2**	Rehearse Record	20 - 30
Instruct / Observe	• Students should save their files into their group folders. • Students must delete unnecessary files from their computers. They should then clear their memory cards. • Material managers should return Video Recording equipment. Are they uploading the correct files and taking care not to delete the required files? **8.1**	Upload Clear Memory card Return Video Recording equipment	10
Instruct / Observe	• Students should edit their movies, by following steps 14 to 22. • Students should export the final movie file in the appropriate folders. • Are the students using the proper editing tools on Movie Maker to edit their movies? Are they comfortable working with the components of the software? **8.1** • Are they adding titles and credits in their film acknowledging every member? **5.1** • Have the students come up with an interesting and creative title for their movie? • Is the final video well edited? Is the transition from one shot to another smooth? Are there transition effects being used? Have all the mistakes been edited out? **8.3V**	Edit movie Export movie Review movie	25 - 35
Instruct	Students should answer Q5 in their Log Books.	Answer Q5	5
Instruct	Material Managers should return materials to their respective places.	Return materials.	2
Closure	**Ask the students to name one thing they liked doing the most in this project.**		**3**

PROJECT 3 | **HOW DID I DO?** | SESSION 4

🏔 IN THIS PROJECT	☔ CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will present their work to their peers for feedback and critique. They will gain an understanding on how exchanging effective feedback can help them improve their future work.	• Peer evaluation • Importance of feedback • How to give effective feedback	Ensure that the speakers in the classroom are in working condition. Have a USB flash drive to collect the presentations from the students. Student Resources • Video - Good Feedback	• 1 - Good Feedback • 2 - Peer Review Concepts • 3 - Giving good feedback to teachers.

🚲 DELIVERY

SET 4 m 🕐	*Show:* Video- Good Feedback *to the class.* *Pause the video at 1.07 and 1.21 allow the students to answer the questions asked in the video.*	**INTRODUCTION** 6 m 🕐	The introduction can be designed using the information available in the Course Book Background and the Coach Resources. Ensure that students are introduced to the following major aspects: • Importance of feedback sessions • Giving feedback in a positive manner

✋ ACTIVITY

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Explain	Today, you will get a chance to share your work from your two projects with the rest of the class for feedback. This session will help you improve on the things you could do better for the following challenges and capstone. *Shift group roles.* *Distribute the Course Books and Log Books to the material managers.* *If time is a constraint, divide the groups such that half of them present the work they have done on Project 1 and half the groups present their work from Project 2.* *Connect your computer to the projector and connect speakers to have the presentations projected. Allot the order in which each group should present and Circulate a USB flash drive to gather the presentation files from each group.*	Start Project 3 Assign responsibilities Collect Materials Ensure presentation is ready for projection	5
Instruct	• Project managers should assign responsibilities in the group. The project managers should make an effort to work with his or her group and divide the presentation such that each member gets to contribute equally. • Material Manager should collect the materials for the Project. • Material Managers should ensure that their presentations are uploaded and available for presentations. • Students should start Project 3.		
Instruct	• Groups should start their presentations for Project 1 or Project 2 when called upon. • Students are encouraged to engage the listeners by asking questions and facilitating inquiry. *The time given for each group will be a call taken by the coach depending on the number of groups and the remaining time available.*	Start/View Presentation	40 - 60
Observe	• When a group is presenting, the other students must listen attentively and note the following observations in order to give their feedback: • What were the aspects about the presentation that they liked? • What were the aspects about the presentation that could have been improved upon or changed? • Are there any other general questions regarding the presentation or its content? *Students in each group can take turns to read out their observations, questions and comments while giving feedback.*	Receive/Give Feedback	
Observe	The presenting group: • Are the viewpoints of the presenting group clear and organized? **4.3** • Are the students speaking in easy to understand terms? **4.2** • Do the students offer appropriate responses in a respectful manner to any questions posed to them? **4.4** • Is the presenter using non-verbal communication techniques during his presentation? **4.5** The audience: • Do the students offer appropriate comments in a respectful manner to the presenter? **4.4** • While commenting on the presentation, is the student using appropriate non-verbal communication techniques? **4.5** • Are the students asking relevant questions with appropriate key words.? **4.1**		
Instruct	Student should answer all the questions in the Log Books. *Explore the option of sending the Log Books home with the students in case there is a shortage of time.*	Answer questions in Log Book	8
Instruct	Material managers should return materials to their respective places.	Return Materials	5
	Closure: Ask each group to share one good aspect that they have learnt from this session.		**2**

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CHALLENGE 1 | SESSIONS 5 & 6

⛰ IN THIS CHALLENGE	☁ CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will understand about and create a movies that has a chain of events. They will shoot two scenes such that in one scene an event is the cause, and in the other scene the same event is the effect of another cause. They will then use movie editing software to combine the two scenes into a short movie.	• Cause and effect • Narrative • Converting a story into script • Visual representation of events • Storyboarding • Understanding of shot and scene • Editing	Student Resources: • Ensure that each student group has access to a Storyboard Template.	You're all set ! 😊

🚲 DELIVERY

SET	The Chain of Events story about Sir Isaac Newton from the challenge statement can be used as the set.	INTRODUCTION	Move on to the activity
🕐 8 m		🕐 0 m	

⏳ ADDITIONAL REFLECTION QUESTIONS

These questions can be asked throughout the challenge:

- Can you think of a situation in your life that was caused by a chain of events?

- Can you give examples of a negative cause having a positive effect in your life?

	COACH ACTION	STUDENT ACTION	(Mins)
Session 5			
Explain / Instruct	In this challenge, you will be making a movie showing a chain of events. For this session, you will complete the script and story board for the challenge. *Shift group roles.* *Distribute the Course Books, Log Books and Storyboard Templates to the Material Managers.* • Project Manager should assign responsibilities • Material Managers should collect materials. • Students should read the challenge statement. • Students should attempt the challenge using the framework of design thinking that is provided in the Log books. They should be reminded that each step in the design phase should be completed and the relevant journal questions answered before proceeding to the next phase. • Students should keep in mind while writing the script that the final video should be 1-2 minutes long.	Start Session 5 Read the Challenge Statement Collect materials Start Challenge 1	5
Ask	*Visit each group as they are reading the challenge statement.* Explain the problem statement in your own words. (Each group should understand that they have to pick an event and record two scenes - one in which the event is the effect of some cause, and one in which the event causes another effect. They will then have to combine the two scenes into a short movie using a movie editing software.)	Read and explain Challenge Statement	5
Instruct / Observe	Students should answer Q1, Q2 and Q3 in the Log Books. • Is each member in the group contributing ideas? Is each one of them participating in the discussion and are they mutually agreeing on one idea? **5.1** • Has any student group come up with a clever and original title? **2.2** • Are students coming up with mundane cause and effect situations or are they thinking out of the box and coming up with original and creative ideas? Are they coming up with unique titles for their movies? **2.2**	Ideate	10
Instruct / Observe	Students should answer Q4 and Q5 in the Log Books. • Are students applying what they have learned about script format and script writing while writing their scripts? **1.2** • Do the scripts have well defined beginning, middle and end? Do they show a proper understanding of the cause and effect situations in their 'Chain of events'? **1.2**	Prototype (Script)	15 - 20
Instruct / Observe	• Students should answer Q6 in the Log Books. • Students should use the Storyboard template provided to sketch their storyboards. • Does each scene have a storyboard? **1.2** • Are camera angles and shots mentioned in the storyboard? Are there panels with descriptions of each scene in the storyboards of both the movies? **8.2V**	Prototype (Storyboard)	20 - 30
Observe	Students should finalize their scripts and storyboards and assign responsibilities to each group member for the next session, where they record and edit the movie.	Assign responsibilities: Camera person, Actors, Editor	5
Instruct	Material Managers should return materials to their respective places.	Return materials.	5

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 6			
Explain	Today you will use the script and storyboard that you created in the previous session to record and edit your movies.	Start Session 6	10
	Distribute Course Books, Log Books and Camera equipment to Material Managers. *Distribute the Course Books and Log Books to the Material Managers.* *Distribute video equipment to the Material Managers.*	Review your Log Book answers for the previous session.	
Instruct	• Material Managers should collect materials.	Collect Materials	
	• Review roles and responsibilities that have been assigned in the previous session.		
Observe	Observe throughout the session, is every group keeping an eye on the time and distributing their workloads accordingly? **6.2**		
Instruct	Students must first practice before they record their scenes.	Prototype (Build/ Create/Execute)	20 - 30
	If the class is too noisy, a few groups can leave the class (if permitted by the school) and record their scenes outside.		
Observe	• Are the groups comfortable with the camera? Are all the shots properly framed? Is the camera movement steady? **8.1**		
	• Are they following the script and storyboard while recording the movie? **1.2**		
Instruct	• Each group should upload their files into their computers and clear the memory cards. The material managers must return the camera equipment before the group starts editing.	Prototype (Build/ Create/Execute) contd..	25 - 35
	• Students should answer Q7 in their Log Books once they are done editing their files.	Upload	
Observe	• Are the groups comfortable with uploading their videos into the appropriate folders in their computers? **8.1**	Return camera equipment	
	• Are the groups comfortable with the editing software or do they keep asking the coach for assistance? **8.1**	Edit Video	
	• Is the final video well edited? Is the transition from one shot to another smooth? Is the transition from the first movie to the other smooth? Are there transition effects being used? Have all the mistakes been edited out? **8.3V**	Answer Q7 in Log Book	
	• Is the final video showing the chain of events? **1.2**		
	• In Q7, are the students able to point out all the major features of the editing software that they used to edit their movies? **8.1**		
Instruct	Students should answer Q8 and Q9 in their Log Books.	Evaluate	10
Observe	• Are the students able to identify areas where their work needs improvement? Do they have an idea on how to rectify those? **3.3**	Reflect	
	• Are the students able to analyze the challenges and difficulties that they faced while ideating, shooting or editing their videos. Are they explaining them in a logical and clear way with ideas on how to overcome them? **1.1**		
Instruct	Students should give feedback on the prototypes made by each group.	Give feedback on prototypes	5
	Help the students share their final output with the class.	Share output with class	
Instruct	Material Managers should return materials to their respective places.	Return materials.	5
Closure	**Ask each group to think of their favorite movie, and describe the chain of events in that movie.**		2

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CHALLENGE 2 | SESSIONS 7 & 8

🚀 IN THIS CHALLENGE	🌧 CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will be introduced to 'Genres'. Each group will make their own short movie in a genre they choose. They will understand how a movie script and direction differs based on its genre.	• Genres • Properties of different genres • Converting a story into script • Storyboarding • Video Editing	Student resources: • Video – Action Scene • Video – Comedy Scene • Video – Horror Scene	1 - Genres of Movies 2 - Different Movie Genres

🚲 DELIVERY

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Show Video - Action Scene, Video - Comedy Scene *and* Video - Horror Scene *to the class.*

Ask: How are the three scenes different from each other? (Students should be able to explain that one is an action scene, one is a comedy scene, and one is a horror scene.)

Explain: Here, action, comedy and horror are called GENRES.

Ask: Can you describe how each scene is different from the other? (Expect answers like 'Action scenes are loud and fast and bright', 'Comedy scenes rely on dialogue/expression/body language', 'horror scenes are dark, quiet, and have sudden movements and sounds).

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<td>INTRODUCTION

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🕐</td>
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The introduction can be designed using the information available in the Coach Resources.

Ensure that students are introduced to the following major aspects:

- Different movie genres and their characteristics.

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⧗ ADDITIONAL REFLECTION QUESTIONS

These questions can be asked throughout the challenge:

- How will background music and costumes differ based on the genre?

- Which genre do you like in movies? Why?

- Are there genres that are uniquely Indian? Do you think there are movies from other countries which have songs in them?

- Can Indian movies be classified as 'musicals'?

✋ ACTIVITY

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 7			
Explain	In this challenge, each group will choose a genre and make a short movie. *Shift group roles.* *Distribute the Course Books and Log Books to the Material Managers.*	Start Challenge 2	5
Instruct	• Project Manager should assign responsibilities • Material Managers should collect materials. • Students should read the challenge statement. • Students should attempt the challenge using the framework of design thinking that is provided in the Log books. They should be reminded that each step in the design phase should be completed and the relevant journal questions answered before proceeding to the next phase. • Students should know that their final movie should be 1 - 2 minutes long.		
Observe	Observe throughout the session if the students have a positive attitude about the task and are not publicly critical of the activity or the work of others. **5.2**		
Ask	*Visit each group as they are reading the challenge statement.* Explain the problem statement in your own words. (They should be able to say that they have to decide on a genre and make a movie which falls into the given genres)	Explain Challenge Statement	5
Instruct	• Students should answer Q1, Q2 and Q3 in their Log Books. • Students should answer Q10 in the Log Books in case they are performing any sort of research.	Ideate	10 - 20
Observe	• Do the students show an understanding of genres? Are they adapting their story ideas to the genre given to them? Are they choosing a title that suits the genre? **1.2** • Are their stories unique and original? **2.2** • Are the students using appropriate keywords and search strategies to access the information they need? **7.1**	Conduct Research Summarize Research Information Cite Research Sources	
Instruct	Students should answer Q4 and Q5 in their Log books.	Prototype (Script)	20 - 25
Observe	• While writing the script, is each group following what they learned about script writing in the previous classes? **1.2** • Is each group including those aspects which are specific to the genre given to them? (E.g. A group which has the action genre should have a lot of fast paced action in their script, or a group which has the horror genre should have silences, darkness and sudden movements in their script) **1.2** • Is there a well defined beginning, middle and end in the scripts? **1.2** • Are they keeping in mind the time limit while writing their scripts? **6.2**	Answer Q4 and Q5	
Instruct	Students should answer Q6 in the Log Books.	Prototype (Storyboard)	15 - 20
Observe	Are camera angles and shots mentioned in the storyboard? Are there panels with descriptions of each scene in the storyboard? **8.2V**	Answer Q6	
Instruct	Students should complete their scripts and storyboards and return their Course Books and Log Books.	Return books	5

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 8			
Explain **Instruct** **Observe**	In this session, you will record and edit your movies. *Distribute Course Books, Log Books and Cameras to the Material Managers.* • Project Manager should assign responsibilities • Material Managers should collect materials. • Students should review their scripts and storyboards from the previous session. Observe throughout the session, if every group keeping an eye on the time? Are group members distributing their workload based on the time available? **6.2**	Start Session 8 Review Scripts and Storyboard Collect Materials Assign Responsibilities	5
Instruct **Observe**	• Students should begin recording their movie. • Students should upload the files onto their computers. They should delete all unnecessary files from the computers and should clear the memory cards. *If the class is too noisy for all the groups to record at once, a few groups can leave the class (if permitted by the school) and record their reports outside.* • Are the groups comfortable with the camera? Are all the shots properly framed? Is the camera movement steady? **8.1** • Are they following the script and storyboard while recording the movie? **1.2** • Are the groups comfortable with uploading their videos into the appropriate folders in their computers? **8.1**	Prototype (Build/Create/Execute) Record & Upload Videos Clear Memory Cards	20 - 30
Instruct **Observe**	Material Managers should return their camera equipment before the groups begin editing the movie. • Are the groups comfortable with the editing software or do they keep asking the coach for assistance? **8.1** • Is the final video well edited? Is the transition from one shot to another smooth? Is the transition from the first movie to the other smooth? Are there transition effects being used? Have all the mistakes been edited out? **8.3V** *It may not be possible to observe all the groups while they are editing. The final video can also be seen later to assess the given outcome.*	Prototype (Build/Create/Execute) contd.. Edit	20 - 30
Instruct **Observe**	Students should answer Q7, Q8 and Q9 in their Log Books. • Are the students able to identify areas where their work needs improvement? Do they have an idea on how to rectify those? **3.3** • Are students able to clearly analyze and explain why they like a particular genre? **1.1**	Evaluate & Reflect	15
Instruct	Material Managers should return materials to their respective places.	Return materials.	5
Closure	**Ask each group to think of their favorite movie and name its genre.**		**5**

CAPSTONE | SESSIONS 9 & 10

🛶 IN THIS CAPSTONE	🌧 CONCEPTS COVERED	🍽 PREPARATION	💿 COACH RESOURCES
Students will choose characters from their favourite book or movie, and then make a movie featuring those characters. Students will learn how to work with already existing characters when placing them in new contexts.	• Converting a story into script • Character development • Storyboarding • Script Writing • Editing	You're all set ! 🙂	You're all set ! 🙂

🚲 DELIVERY

SET 5 m 🕐	**Ask:** Which is your favorite superhero movie? Which is your favorite book? **Ask:** Have you ever felt bad after your favorite movie got done? Have you ever felt that you would like to see your favorite book character in a movie? Did you ever want to change parts of the story in the book or movie? **Explain:** You've got a chance today to take those characters and make a movie of your own! Those movies that are made using characters and plots from books are called *adaptations*.	**INTRODUCTION** 0 m 🕐	Move on to the activity.

⧗ ADDITIONAL REFLECTION QUESTIONS

These questions can be asked throughout the capstone:

- Can you think of a movie
- After the whole unit, what do you think is the most difficult part of making a movie?
- How important do you think planning is when it comes to making a movie?

	COACH ACTION	STUDENT ACTION	🕐 (Mins)
Session 9			
Explain	In this capstone, you will be making a movie that is an adaptation of your favourite book or movie, with the same characters, but with a completely original story.	Start Capstone	5
Instruct	*Shift group roles.* *Distribute the Course Books and Log Books to the Material Managers.* • Project Managers must assign roles and responsibilities to the group members • Material Managers should collect materials. • Students should attempt the challenge using the framework of design thinking that is provided in the Log books. They should be reminded that each step in the design phase should be completed and the relevant journal questions answered before proceeding to the next phase. • Students should know that their final movie should be 1 - 2 minutes long. *In case audio recorders are available, it is advisable to use them to record the audio, so that there is better clarity in the audio. The audio can be imported into the movie editing software during the editing session.*	Assign responsibilities Collect Materials	
Observe	Observe throughout the session if students are staying focused on the task they have to finish. Are they focused on what needs to be done or are they getting distracted? **6.1**		
Instruct	Students should read the capstone statement and answer Q1 in their Log books.	Define Problem	5
Observe	In Q1, do the students understand the challenge statement. Do they understand that when they are using a character from a story or a movie, they should remain faithful to the character? (It would not do to just use a character's name and give the character a completely different personality. The students should be able to understand that the exercise is about how the character would behave when faced with a new situation). **3.1**	Define Scope of Problem	
Instruct	Students should answer Q2,Q3 andQ4 in the Log Books.	Ideate	20 - 30
Observe	• Are the students negotiating with each other and agreeing on a final story involving the characters? • Are they choosing books/movies which can be easily adapted by them? • Are the groups deciding on what aspects of the movie they want to change/adapt? **1.2** • Has each group decided on a creative title and story for their movie? **2.2**		
Instruct	Students should answer Q5 and Q6 in the Log Books.	Answer Q5 and Q6 in Log book	5
Observe	• While conducting research, are the students using appropriate research strategies like using the right keywords and using useful filters in the search engines? **7.1** • Are the students appropriately citing the sources of their information? **7.2**		
Instruct	Students should answer Q7, Q8, Q9 and Q10 in the Log Books.	Prototype (Script) Prototype (Storyboard)	25 - 35
Observe	• Are the students making a new and original story? **2.2** • Are the students being faithful to the characters' personality in their story? • Are the students using everything they've learnt in the unit when writing the script and storyboard? **1.2** • Are camera angles and shots mentioned in the storyboard? Are there panels with descriptions of each scene in the storyboard? **8.2V**		
Instruct	Material Managers should return the course books and log books	Return materials.	5

	COACH ACTION	STUDENT ACTION	(Mins)
Session 10			
Explain	In today's session you will record and edit your adaptations.	Start session 10	10
	Distribute Course Books, Log Books and Cameras to the Material Managers.		
Instruct	• Students should review their scripts and storyboards from the previous session.	Review scripts and storyboards	
	• Groups should review their scripts.		
	• Project Managers should assign responsibilities to the members as per the script.		
	• Material Managers should collect materials for the challenge.		
Observe	Observe throughout the session, if every group keeping an eye on the time? Are group members distributing their workload based on the time available? **6.2**		
Instruct	• Students should practice first and begin recording their movies.	Prototype (Build/ Create/Execute)	40-45
	• Students should upload the files into the relevant folders, delete all unnecessary files clear memory cards, and return cameras before editing.	Rehearse	
	• Students should edit their video files.	Record	
Observe	• During recording, are the students following everything that they have learnt from previous projects and challenges in the unit? (Look for things like: camera techniques, the way they talk in front of the camera, etc.)	Upload	
	• Are the groups comfortable with uploading their videos into the appropriate folders in their computers? **8.1**		
	• Is each group comfortable with the editing software? Are they using the information from the previous challenges when editing? **1.2**		
	• Is the editing smooth? Is one shot flowing into another smoothly? Are transitions being used? **8.3 V**		
	• In each group's video, is the introduction clear? Does it invoke interest in the topic?		
	If the class is too noisy for all the groups to record at once, a few groups can leave the class (if permitted by the school) and record their reports outside.		
Instruct	Students should answer Q11, Q12, Q13, Q14.	Evaluate & Reflect	10-20
Observe	• Are the students able to identify areas where their work needs improvement? Do they have an idea on how to rectify those? **3.3**		
	• Are the students able to analyze their work and come up with suggestions as to how they can improve on their time management. Are they including these observations while providing advice to the hypothetical new group that is going to attempt this challenge next? **1.1**		
Instruct	Material Managers should return their Course Books and Log Books.	Return books	5
Closure	**Ask the students if they ever have the opportunity to be a movie director, what kind of movies they would make.**		**5**