



Teacher Pack



Collection: Story Starters
Course: Create a Photostory
Year Level: F-2
Lessons: 7 x 45 Minutes



Overview

Create a Photostory presents students with a comprehensive, creative and engaging process to develop imaginative multi-modal texts.

Specifically, students use and create photographs to structure and sequence their visual, oral and written stories. Through the lesson series students of diverse abilities can plan, draft, publish, present and reflect on their narratives. To prepare, locate cameras/devices and determine the publishing approach (digital/printed) that will suit your classroom.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Create a Photostory Overview webpage.

Course: Create a Photostory

Lesson One: Learning and Doing

Learning Area: English

Strands: Language

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447).
- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430).

Learning Focus:

- Students will explore how visual representations can communicate a simple story to an audience.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Photo analysis and selection Watch the Introduction to Photostory video. Divide the class into pairs and provide each pair with two copies of the My First Photostory activity sheet and the Spotty Bear and Kylie Kitten photo sheet. Students analyse each photo carefully to work out what is being represented. Students are to decide which photo is their favourite and discuss it with their partner. • Students should give at least two justifications for their choice of favourite photo. • Emphasise that everyone will have different favourites and reasons for choosing them. • Ask pairs to report back to the group.	Relevant ARTS:LIVE resources • Introduction to Photostory video • Make Your Own Photostory video • My First Photostory activity sheet • Spotty Bear and Kylie Kitten photo sheet. Additional resources required • space for students to spread out photos • pencils • paper • glue.
5 minutes	Identify Ask students to identify the three photos used in the video: • Spotty Bear and Kylie Kitten in bed • Spotty Bear and Kylie Kitten find a magic wand • Spotty Bear and Kylie Kitten on the swing.	

10 minutes

Organise

Students stick the photos on one of their activity sheets. They need to place the photos in order above the corresponding headings.

Students should then complete the questions underneath the headings.

- What is happening in this photo?
- What do you like most about this photo?

15 minutes

Share in pairs

Encourage students to tell their partner the story that they imagine through the photos:

- Point to each photo as they tell the story.
- Try to think of a slightly different story from their partner.

Try to imagine what they don't see in the photos. Use prompt questions such as:

- What is the name of the park where Spotty Bear and Kylie Kitten are walking?
- What did Spotty Bear and Kylie Kitten do before they went on the swing?
- Where do Spotty Bear and Kylie Kitten live?

Point out to students that what they are doing is a form of oral storytelling.

Course: Create a Photostory

Lesson Two: A New Story

Learning Area: English

Strands: Language

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453).

Learning Focus:

- Students decide on a specific order for a series of images and use these as a stimuli for their story telling.
- Students experiment with narrative sequencing using visual images.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Adapt, consolidate and reflect Encourage students to create a new story about Spotty Bear and Kylie Kitten by using three different photos. Ask students to repeat steps five and six on their second copy of the activity sheet. Ask a number of pairs to share their story with the class. Lead the class in reflection. - Which story was your favourite and why? - What type of ending did you make? For example, sad, happy, magical, etc. - Which photo did they use to make the ending feel this way?	Relevant ARTS:LIVE resources - Introduction to Photostory video - My First Photostory activity sheet - Spotty Bear and Kylie Kitten photo sheet. Additional resources required - space for students to spread out photos - pencils - paper - glue.
25 minutes	Rearranging the photos Introduce the concept of rearranging the photos to make a different version of the story. - Students can cut out the three photos and headings on their activity sheets and experiment with putting the photos in different orders to see how the story changes. - Students can simply rearrange their photos on the top of their desk, or stick them onto a new sheet of paper. Emphasise that this is called rearranging the photo order. Provide students with more photos to make their stories longer and more complex. For example, if you gave them the sequence of nine, this will make three photos for the beginning, three photos for the middle and three photos for the end.	

Course: Create a Photostory

Lesson Three: Pre-production

Learning Area: English

Strands: Literacy, Literature

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661).
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586).

Learning Focus:

- Students learn how to make their own photostory.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Planning This lesson introduces students to the basic skill set required to conceptualise and design their photostory. Watch the Make Your Own Photostory video and distribute copies of the Plan Your Photostory activity sheet. Ask students to start planning their photostory. Discuss the importance of this stage so that students can learn organisational skills, emphasising that planning in the pre-production phase will help ensure the production and post-production phases go smoothly.	Relevant ARTS:LIVE resources • Make Your Own Photostory video • Plan Your Photostory activity sheet. Additional resources required • toys or other objects to be used as characters or props.
15 minutes	Character building Ask students to think about the two characters they would like to include in their story. They should choose two toys, or objects to use as characters. Encourage students to fill in their characters' names and ages on page one of their activity sheet, and then draw a picture of what they look like.	Preparation • Supply a selection of toys and props for students to use. • If students wish to bring props from home, the planning phase will need to be done in advance to give students time to source these materials and bring them in before the production phase.

10 minutes

Story structure

Explain that now they have decided on their characters, they need to develop a simple story with a beginning, middle and end. Students should:

- Think about and write down what happens in the beginning, middle and end of their story.
- Draw a picture of what they want to happen in each of the boxes underneath. This will help them visualise what needs to be shown in their photos.
- Look at the story of Spotty Bear and Kylie Kitten for inspiration.

If students are finding this challenging, suggest they simply change the characters and keep a similar narrative structure to the Spotty Bear and Kylie Kitten story.

5 minutes

Discussion

Ask students to think about the location, or setting, that they need for each photo (e.g. the classroom or the playground).

- Ask them to think of locations both inside and outside.
- There is potential in this activity to incorporate an incursion in school grounds or excursion in the local community for location scouting (thus extending the duration of the activity and the range of options available to the students).

Prompt students to think about the props they will need and respond to the questions on their activity sheet. For example, if they need a chair they need to write the word 'chair' or draw one.

Course: Create a Photostory

Lesson Four: Production

Learning Area: The Arts

Strands: Media Arts

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055).

Learning Focus:

- Students learn how to take effective photos with a digital camera to use in their photostory.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Setting up and using the checklist Now that planning or pre-production is complete, explain to students that the next step is the production phase, where they actually create their photostory. Students need to gather all the toys, props and cameras they require. As they gather each item, students can tick them off on their checklist. Ask students to prepare the cameras and encourage them to practise framing their image and to taking some sample photos. See the notes below to decide what type of camera/device they will use.	Relevant ARTS:LIVE resources - Make Your Own Photostory video - Plan Your Photostory activity sheet. Additional resources required - toys or other objects to be used as characters or props - cameras/devices for taking photos - computers with photo software (e.g. PowerPoint).
30 minutes	The photo shoot When students are ready to take their photos, ask them to: - Move to the location of their shoot and arrange their toys or props. - Experiment with how close the camera needs to be to the props – they can move closer or further away to get more or less into the photo. This is called the ‘photo frame’. - Hold the camera straight and steady and take a photo. After they take each photo, encourage students to tick off the task on their checklist. This will help keep them focused and on track and will remind them of the process in the future. Assist students to upload the photos onto the computer or complete this outside of class time, depending upon class size, time constraints, etc.	Preparation - Supply a selection of toys and props for students to use. - If students wish to bring props from home, the planning phase will need to be done in advance to give students time to source these materials and bring them in before the production phase.

The next step is for students to create their own photo stories. How they do this will depend on the resources that you have available and the proficiency your students have with computers.

There are many options including:

- Show students how to import their photo's into a computer program like Microsoft Word or PowerPoint.
- Load a simple photo story app onto a device like an iPad and show students the steps they need to follow.
- Complete the task as a group, sharing students' images on a large screen.
- Print all the photos and have students their photos onto their activity sheet.

Course: Create a Photostory

Lesson Five: Presentation

Learning Area: The Arts, English

Strands: Media Arts, Literature, Literacy

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056).
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584).
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586).
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661).

Learning Focus:

- Students create a simple story with a beginning, middle and end, then present their photo stories in digital or printed form.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
35 minutes	Class feedback Once students have created their photostory (electronically or using hard copies), they can share their stories with the group. Discuss how this is like a very simple short film. For further impact view the presentations on a large screen or projector allowing students time to take in the images as each story evolves.	Relevant ARTS:LIVE resources • Plan Your Photostory activity sheet. Additional resources required • technology to share students' photo stories.
10 minutes	Discussion After each viewing, prompt a class discussion about the class's interpretation of the story. Questions to discuss could be: • What was this story about? • Who were the characters in this story? • What happened in the beginning? • What happened in the middle? • What happened in the end? • Did everyone imagine the story in the same way? Reflection Ask students to respond to the reflection questions at the end of their activity sheet.	

Course: Create a Photostory

Lesson Six: Make a Picture Storybook One

Learning Area: The Arts

Strands: Media Arts

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661).

Learning Focus:

- Students will complete their storybooks by adding text.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Let's begin Provide students with some blank A4 paper or an exercise book. If using loose sheets of paper, there needs to be enough for one per photo with two extra sheets for the front and back covers. The paper can be stapled together before or after attaching the photos. Ask students to arrange their photos on their desk or floor in the order that they want to tell their stories. Once students have finalised the order of their pages, ask them to paste or tape these photos into their hand-made books, leaving the first page blank for a front cover. Students should number each page of their book. Before they write anything under each photo on the blank page, encourage students to plan what they will write and prepare a draft in their workbooks or on scrap paper.	Additional resources required • completed photo stories with each photo printed • exercise books or A4 paper • stapler • glue sticks or tape • ruler • scissors • coloured pencils.
25 minutes	Adding the text When students have completed their planning, they are to rule some lines on the page and write the text for their story. If students want to add speech bubbles to the photos, these can be written on separate pieces of paper, then cut out and stuck down. Encourage students to design a colourful front cover in order to complete their storybooks. Ensure they include a title for the book and their name on the cover.	

A way of focusing their attention on this task could be to ask the following:

- How can we choose a few words to capture what this story is about?
- How can we make the story interesting and encourage others to read it by using a title?

Variation

This activity can also be completed in a word processing program and presented digitally.

Course: Create a Photostory

Lesson Seven: Make a Picture Storybook Two

Learning Area: The Arts

Strands: Media Arts

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671).
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651).
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586).

Learning Focus:

- Students write a short blurb for the back cover of their storybooks that summarises their completed book.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
45 minutes	Write a blurb To offer more of a writing challenge, students can write a short blurb that summarises their story on the back cover of their storybook. To reflect on their learning, students prepare questions to ask a friend or the class about their interpretation of each other's story. They could use the 'Let's reflect' questions on the last page of the Plan Your Photostory activity sheet as a guide. They could draft and ask questions such as: • What were the names of my characters? • What did my characters do in my story? • What sort of ending did my story have? Students write and reply to these questions in a journal and could also draw pictures of these characters.	Relevant ARTS:LIVE resources • Plan Your Photostory activity sheet. Additional resources required • completed photostories with each photo printed • exercise books or sheets of A4 paper • stapler • glue sticks or tape • ruler • scissors • coloured pencils.