

Main Idea 3:

Culture is learned and Shared

CONTRIBUTING QUESTIONS



Core Question: “Who or what influences the cultural views we hold?” (for the majority of students)



Structured Question: “How do our family and the mass media shape who we are?” (for those students who require help and support)



Extended Question: “How and why are people’s views on culture similar and different from their parents?” (for gifted and high achieving students)

BACKGROUND INFORMATION FOR TEACHERS

Culture is not inherited biologically. There is no such thing as cultural instinct. The choices you make when demonstrating your culture are learned behaviours (unlike certain unlearned physiological behaviours such as blinking). How we dress, cut our hair, eat, wear ornaments, sing or shake hands are behaviours we learn culturally. Such behaviour is not something demonstrated by one person alone. Customs, beliefs, traditions and values are adopted and shared by groups of people. While the following learning experiences for this main idea do not separate the core/structured/extended questions identified above, teachers are encouraged to provide opportunity for students to address these issues. This could be done as a homework task or through group work in class.

REFERENCES

- ‘The Mega Movie Making Guide For Kids’: <http://coolspotters.com/articles/the-mega-movie-making-guide-for-kids>
- ‘Make a ... One-minute Movie’: <http://www.bbc.co.uk/films/oneminutemovies/howto/>
- Cultural Behaviour: <http://www2.pacific.edu/sis/culture/File/sec1-2-1ht1.htm>
- How to Storyboard: <http://www.youtube.com/watch?v=e-yel83fN6s>
- How to Make Storyboards: <http://www.youtube.com/watch?v=KfBsmY2dP40>

Main Idea 3: 'Culture is learned and Shared'

Learning Experiences

Learning Experiences	Resources
<p>1. Drama: 'Judge and Jury': A cooperative learning strategy where students argue a case in the setting of a court. Two students prepare and present opposing cases with a third acting as judge. Topic: 'Children should look after their parents when they get to old age'.</p> <p>2. Family Traditions: One of the special things about a family is the opportunity to pass on life experiences to children and grandchildren. For homework, have children ask parents (and possibly grandparents) about things that they learned from their parents. Answers might be: a craft, a skill, the love of a particular sport; or it might be a human quality such as honesty, modesty, integrity etc. Additionally, have students list what they have learned or been taught by their parents. Present the results as a mind map with 'Family Traditions' in the centre or 3 mind maps with grandparents, parents and the student at the centre.</p> <p>3. Alphabet Stories: To introduce students to the process of film making, students will work in groups to produce a short film about a letter of the alphabet. See instructions on page 46.</p> <p>4. Group Task 2 – Video Project: Students work in groups to create a video of no longer than 5 minutes. Video topics will relate to an aspect of culture. This activity will take several weeks to complete with some of the work possibly done beyond school hours and on weekends.</p> <p>Detailed instructions for this activity and templates for scripting and storyboarding follow.</p>	<p>'Judge and Jury' – teacher instructions (p45)</p> <p>Video Cameras (with HD capabilities) – one per group Alphabet Stories – teacher instructions (p46) Video Project – teacher instructions (pp47-48) Video Group Project Summary (pp49-50)</p> <p>Storyboard Template 1 (p51) Storyboard Example 1 (p52) Storyboard Template 2 (p53)</p> <p>ChildFund Connect Resource Page: http://www.childfundconnect.org/resources</p>

Assessment

- Observation of student involvement in drama activity.
- Written responses from parent surveys and written work produced.
- Student/group self-assessment including peer assessment (pp56-57).
- Quality of films produced and observation of ability of students to work collaboratively in groups (anecdotal records).
- Use Video Project Assessment rubric (p58) to evaluate completed videos.



Judge and Jury

Aim: To investigate the cultural concept of family responsibility through the cooperative learning strategy 'Judge and Jury'.

Time required: 1 session (60 mins).

You will need: Appropriate classroom space as described below.



INSTRUCTIONS:

- Assign numbers to students: 1, 2 or 3.
- The number 1s are to present a 90-second argument FOR the topic. The number 2s are to present a 90-second argument AGAINST the topic and the 3s are to decide on the result and announce their verdict (Prosecution/Defence/Judge and Jury).
- Announce the topic: 'Children should look after their parents when they get to old age'.
- Provide preparation time. Put your 1s into groups of 3-4. Do the same for your 2s and 3s. Provide 10 minutes for teams to prepare their case, either for or against the topic. The 3s should also meet to decide on how they will decide. What will be their criteria? (Is it number of or strength of arguments?) Judges to be referred to as 'Your Honour'.
- You will need to allocate courtroom space. You will have 2 or 3 courtrooms.
- Teacher to time-keep. Allow 90 seconds for defence (1s) to present case. Allow judges to discuss/take notes. Repeat for prosecution.
- Students listen as each set of judges announces their decision. "After listening to both sides of this case and the evidence presented, we find in favour of the..."
- You might then have particular arguments repeated for the rest of the class to hear. A general discussion will follow.
- At this point, relate the activity to the cultural groups being studied. Refer back to the role-playing at the beginning of the unit (Immersion Day) and that many grandparents live with children/grandchildren. Discuss the benefits of having grandparents living at home.
- Survey your class to see how many grandparents live at home or nearby.



TEACHING TIPS:

- Explain that good debaters can argue both sides of an argument so it should not matter which side they are asked to argue.
- Individual white boards are useful for judges and debaters when they are in groups forming arguments.
- The judges will have less to do so you might spend time with them. They might rehearse the wording for their decision.

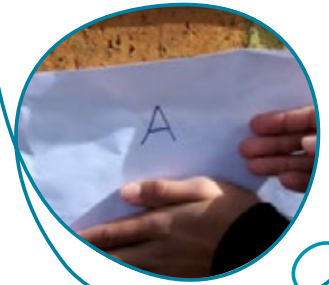


Alphabet Stories

Aim: To introduce students to the process of film making before commencing Group Task 2.

Time required: 2 sessions (2 x 30 mins).

You will need: Pocket cameras (1 per group), laptop/PC, projector, copies of storyboard sheet (pp51,53)



INSTRUCTIONS:

- Explain activity to students. Each group will be given a letter of the alphabet. Their task is to make a movie about their letter. Groups begin by brainstorming ideas starting with that letter. A storyboard should then be created which organises and sequences ideas (shots). Groups should then use their storyboard to make their movie.
- Discuss the storyboard sheet and explain how it should be used (see example, p52).
- View a sample Alphabet Story ('The Letter A') which can be found in the Resources section of the ChildFund Connect website: <http://www.childfundconnect.org/resources>
- Break into groups (3-4 per group).
- Distribute cameras and storyboard sheets to each group.
- Each group brainstorms ideas.
- Groups storyboard ideas.
- Groups then film from their storyboards.
- Upload films to the laptop/PC between lessons.
- Show videos back to class and discuss content and technical issues that arise.



TEACHER TIPS

- Break into groups (3-4 per group).
- Distribute cameras and storyboard sheets to each group.
- Before groups begin filming, discuss camera techniques. Watch 'Using Video to Tell Your Story': <http://www.childfundconnect.org/content/using-video-tell-your-story>
- Organise lessons either side of lunch or at the end of day and beginning of next day to allow time to transfer films.
- As each film will be made up of several shots, create folders by group name to organise clips.
- Look for issues concerning lighting (they must avoid shooting towards a light source), camera stability, clipped shots, speaking too quickly or not clearly, too much panning or zooming.
- Explain that zooming is unnecessary.



Group Task 2: Video Project

Aim: To create a short film (3-5 mins) about an aspect of culture identified in class. (Those schools partnered with another school overseas will send them through ChildFund Connect to partner schools. If classes are working independently of ChildFund Connect, completed films are to be promoted and viewed within the school.)

Time required: Several sessions spread over 3 to 6 weeks.

You will need: Video cameras (HD) or iPads, Video Group Project Summary (pp49-50), Storyboard templates (pp51,53), Parental Permission, Group Self-Assessment sheets (pp54-56).



INSTRUCTIONS:

Step 1: Form your groups

- Tell students that cooperation is imperative and that students who cannot work in this way will be removed from groups and assigned individual tasks.
- Discuss roles: Unless students have specific skills, roles should be rotated from the earlier activity so that everyone gets a go. Roles: group leader who reports back to the class, an organiser who keeps track of things such as sheets, meeting dates etc, scriptwriters/storyboarders, an editor who ensures all on-screen spelling is correct, camera persons and film editor (if you are editing your own films).

Step 2: Select topic

- Discuss possible topics for videos. They will be aspects of culture identified in previous lessons. They may even be the same topics as for the photo stories.
- View examples of previous work. See ChildFund Connect Resources: <http://www.childfundconnect.org/resources>
- Discuss that the purpose of the video is to inform students living in a different culture about how we live.
- Have groups report back to class with their chosen topic. Encourage variety. If two or more groups want the same topic, they must have a different approach. For example, one might be a narrative while the other is a documentary.
- Once topics are selected, ask students to complete the Video Group Project Summary (pp49-50). This includes a synopsis of the proposed film.

Step 3: Script and storyboard

- Groups are now ready to begin scripting. There are 2 sample scripting/storyboarding templates included (pp51,53). Re-examine the sample storyboard (p52). Make sure students understand the purpose and value of a storyboard. While it seems like unnecessary effort, it is essential. It allows you to brainstorm and organise your ideas before you start. It is your plan. It tells you what shots to film. It provides the order of your shots which you will need when editing.
- Photocopy desired templates and distribute. Remind students to number scenes. Visuals can be stick figures or descriptions. Circulate between groups giving support. They will possibly have trouble starting but once they do they will be fine. Remind them that there must be enough detail for anyone to pick up their storyboard and know what is going on.
- At the end of the session, have each group report progress back to class.



Step 4: Film tips and camera technique

- Before groups begin filming, review good and bad practice. Watch 'Using Video to Tell Your Story': <http://www.childfundconnect.org/content/using-video-tell-your-story>
- Review children's films on ChildFund Connect: <http://www.childfundconnect.org/resources>
- Stress the issues of camera stability (use of tripod), not filming towards a light source (eg window), remembering to count to 3 after 'record' is pressed before you start and at the end before you press 'stop'.

Step 5: Action!

- By now groups should be planning their 'shoot' sessions and preparing necessary requirements. Remind students that consent must be obtained from all who are filmed.
- Ensure that cameras can film in HD and that this setting is selected prior to filming.
- In many cases filming will be done off site when you are not around. In this case your job will be to have regular contact with group leaders to check on progress. Make sure groups swap phone numbers for keeping in touch. Setting up a Wiki or using sites like Edmodo are a good way for teams to collaborate from home.
- Have sharing sessions where students give progress reports to their classmates.

Step 6: Editing

- Groups edit their videos using iMovie (for Mac computers or iPads) or Movie Maker (for PCs). This software can be downloaded from the Apple store (Mac) or through DET for Movie Maker.
- Ensure groups use copyright free music if they would like to upload them to a public website such as the school website, blog or YouTube. See Teacher Tips for a list of copyright free music links.
- As films are finished, view them and give groups constructive feedback. Ask for re-editing if there are spelling mistakes, on-screen information required for clarity, very poor editing that might be improved etc.
- The final video should be rendered/exported in high definition (.mov or .mpeg formats are best).

Step 7: Self-assessment

- At the completion of films, have each group complete a self-assessment of their group's performance (pp54-56).

✓ TEACHER TIPS

- **Parent letter:** It is useful to send a letter home to parents explaining the project and letting them know that much of the work may be done at home. Invite parents to assist with group tasks (when you are not around). Desirably, have a parent with each group. Find out if cameras and video-editing software are available.
- **Establish a timeline:** Desirably, the majority of filming will take place before the end of a term. It can also be completed during the holidays.
- **Award badges:** During the course of the group task, the ChildFund Connect website allows you to award points for progress being made and the contribution and effort of individual students. Points should be awarded in 100 point lots. Categories are: Achievement, Cooperation, Creativity, Initiative and Research. Within each category, there are three levels: bronze, silver and gold. 100 points would give a bronze badge in that category. A further 100 points would mean silver and a third 100 points would mean gold.
- Copyright-free music websites:
 - <http://freemusicarchive.org/>
 - <http://soundbible.com/>
 - <http://www.jamendo.com/en/>
 - <http://www.podsafeaudio.com/>
 NB: Ensure groups have this information prior to editing.



Video Group Project Summary

VIDEO TEAM #: _____ MEMBERS: _____

SUPPORT PARENT: _____

Topic: _____

Film Title: _____

RESPONSIBILITIES

If role is to be shared, write 'shared'.

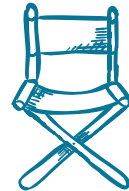
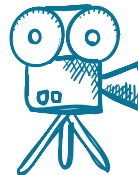
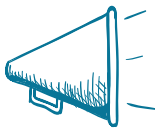
Organiser: _____

Leader: _____

Script/Storyboard: _____

Camera: _____

Editing: _____



EQUIPMENT & FILMING/EDITING DETAILS

Camera: _____ Personal/School? _____

Editing software: _____ PC/Mac? _____

Filming locations: _____

Where will editing take place? _____

When will filming commence? _____




Video Group Project Summary

VIDEO STYLE (DOCUMENTARY, NARRATIVE ETC): _____

STORY: _____

ARRANGEMENTS: _____





Video Storyboard #1

COUNTRY _____ GROUP _____ TOPIC _____

Scene No.	Scene Description/Drawings (Clear description of who/where/how)	Shot (Zoom/Pan/2 shot)	Audio (Clear description of what is being said/music/effects)
1			
2			
3			
4			
5			



Video Storyboard #1

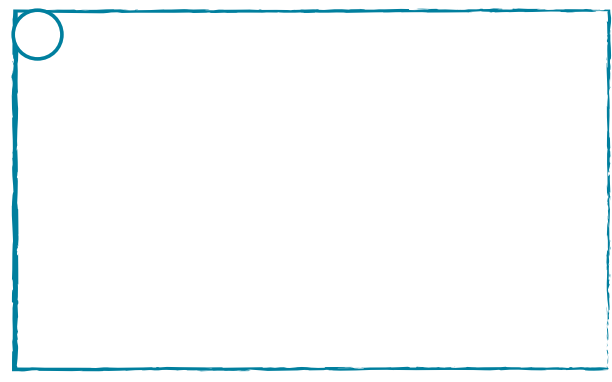
COUNTRY _____ GROUP _____ TOPIC _____

Scene No.	Scene Description/Drawings (Clear description of who/where/how)	Shot (Zoom/Pan/2 shot)	Audio (Clear description of what is being said/music/effects)
1	Classroom: Teacher (Mr T) sitting at table reading. Students at desks working. Clock to show 2:59 pm	Cu of clock Pull back to wide shot of class working Tripod	Mr T: "It's almost bell time so please clear off your desks and get ready for home... and Tua, clean up your mess!"
2	Cut from scene 1 to class laughing. Big mess to be seen on and around Tua's desk. One or two students point at the mess!	Wide shot, showing Tua on one side	Class laughing
3	Cut to Tua sitting at his desk, beginning to pick things up	Cu	Tua: All right, all right, it's not that funny! (Bell rings)
4	Pan of Mr T walking from desk to front of room	M	Mr T: "OK, stand please. Looking for the neatest table to go first!" Sounds of furniture moving as people stand at desks.
5	Tua standing at clean desk smiling. Wide shot of class	Dissolve to M of Tua and then pull out to wide shot of class	Silence
6	Wide shot from back of room showing Mr T and class. Mr T walks to stand near Tua. After dialogue, Tua walks out. Scene to finish on an empty door frame	Wide shot panning to Mr T as he walks to Tua; 2 shot pulling back to wide shot as Tua walks out	Mr T after walking to Tua: "Tua, you are a star! I knew you could do it." Tua: "Not a problem, Mr T! See you tomorrow!" Sounds of class groaning!



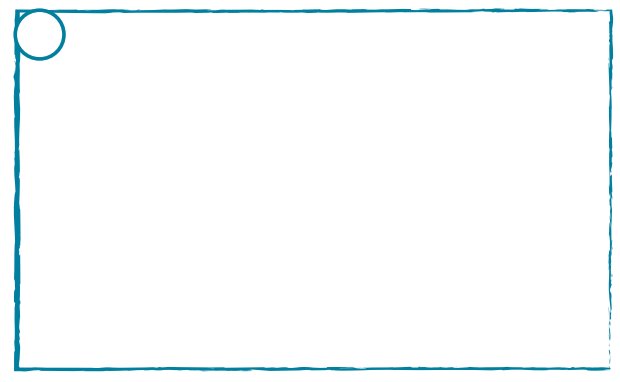
Video Storyboard #2

GROUP _____ MOVIE TITLE _____



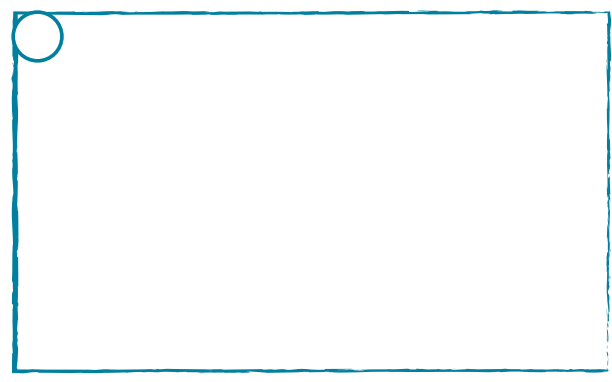
A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the first storyboard panel.



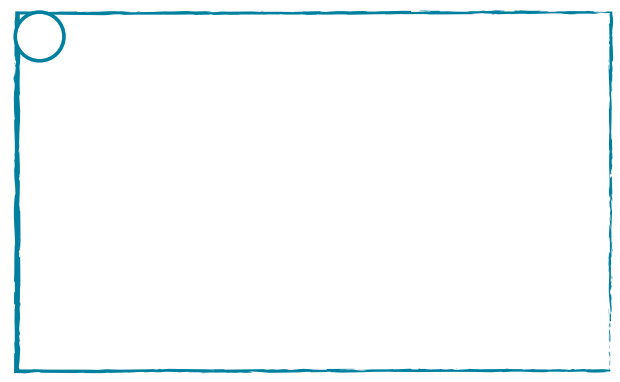
A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the second storyboard panel.



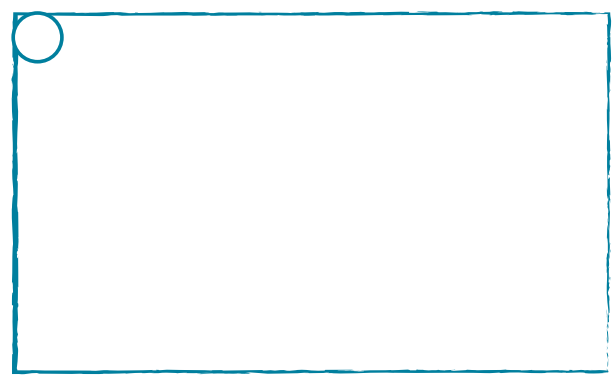
A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the third storyboard panel.



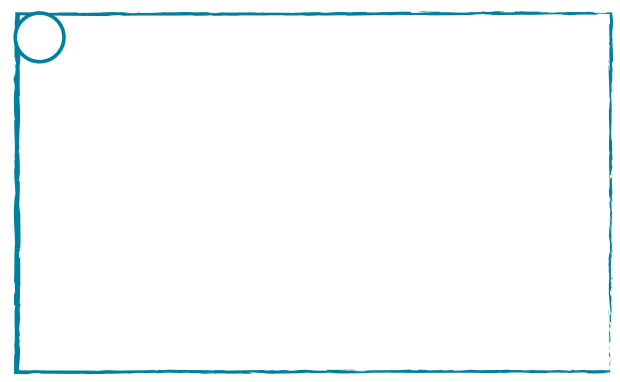
A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the fourth storyboard panel.



A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the fifth storyboard panel.



A rectangular box with a small circle in the top-left corner, intended for drawing a scene from a video.

Three horizontal lines for writing notes below the sixth storyboard panel.



Video Project: Self-Assessment

MY NAME _____ OTHER GROUP MEMBERS _____

PROJECT TITLE _____

This form is where you explain your role and contribution to the film you have made. Please read each statement and check the box accordingly. You will not have done everything but, hopefully, you have made a meaningful contribution within your group.

No.	Film Making	Yes/No/A little
1	I created a script and/or storyboard for my project which put our ideas into sequence.	
2	I used the camera to film parts of our project. I understand the basic operation of the camera.	
3	I acted in the film.	
4	I directed the film.	
5	I imported the video clips from the camera onto the computer.	
6	I edited the film (using timeline and trimming/splitting clips as required).	
7	I applied transition effects between clips (eg dissolves).	
8	I added titles/credits/voice-over/background music.	

GROUP WORK

How would you rate your group's ability to cooperate and work together as team?

Excellent
 Good
 Fair
 Unsatisfactory

Any arguments?

Y / N

Anyone too bossy?

Y / N

Did everyone contribute as best they could?

Y / N

Did you do your share of the work?

Y / N

COMMENTS: _____



Video Project: Self-Assessment

PROJECT SPECIFICATIONS

Film title _____

Duration _____

Camera used _____

PC or Mac _____

Editing software used _____

Background music used _____ Copyright free / Origin _____

QUALITY OF OUR FILM

The best things about our film

The weaknesses in our film

MY OVERALL OPINION

Write down what you liked and disliked about this project

What I liked _____

What I disliked _____

IF THERE WAS A NEXT TIME

If you had the chance to make your film all over again, what would you do differently?



Video Project: Assessment Rubric

Video Group# _____ Group Members: _____

Video Title _____ Duration _____ Score _____ /30

For each of the following, you have been awarded a score of 1 to 3. A score of 3 represents work and effort of an outstanding standard. A score of 2 is for work and effort which is satisfactory, while a score of 1 means that work and effort are below what was expected.

No.	CRITERIA	1	2	3
1	Group Work: Group worked cohesively and any issues were dealt with appropriately. There was equitable sharing of tasks.			
2	Topic Choice: Topic choice was appropriate to the task and purpose for making the video.			
3	Message: There is a clear message in the video which is evident to the viewer.			
4	Detail: Content is varied and of sufficient depth to communicate the desired message. Length of video is appropriate.			
5	Engagement: Video is interesting and engaging.			
6	Planning: Storyboard provided a practical summary of audio requirements and desired camera shots.			
7	Camera Work: Shots clearly focused and well framed. Camera steady and shot choice varied and appropriate.			
8	Sound & Lighting: Scenes are appropriately lit (not too dark or light). Sound is clear and audible.			
9	Editing: Video moves smoothly from shot to shot. Transitions are appropriate and titling is correct and effective.			
10	Copyright: There are no issues with illegal use of accompanying music or graphics.			

COMMENTS
