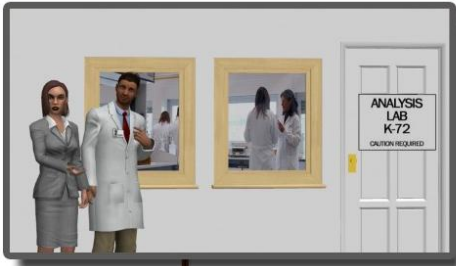


# Using animation in schools

A practical handbook for teachers



**Moviestorm Limited**  
[www.moviestorm.net](http://www.moviestorm.net)

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Permission is given to print out individual lesson pages for classroom use.

All we ask is that you don't amend it in any way, pass it off as your own, or sell it.



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# Introduction

Teachers today face a challenging task. The world is changing faster than ever before, and the needs of students are changing with them. Technology can clearly help, but too often it leaves students and teachers baffled if it's not used in the right way, or if it's forced on people without an understanding of why it's useful and how it can help.

This book takes a different approach - one focused on the needs of teachers in the classroom and their students. It's full of ideas and suggestions on how you can use animation as part of your educational methods. It's not a how-to book or a manual. Take what you want from it, adapt it to your own circumstances, and see what benefits animation can bring.

We present 59 ideas for specific animation projects you can do with your students, arranged by subject. For each, we have included suggestions for different approaches you could take and notes on how this is beneficial. In some cases, there are downloadable resources on the Moviestorm Web site.

Each idea is presented on a one or two pages so that you can easily print it out and give it to your students as a homework assignment or class project.

*The ideas in this book have been developed in association with members of the Moviestorm Education Academy, and are also based on suggestions from a number of educational resources on ways to use video as a learning tool.*

*They are intended for an international audience, and are not based on any particular educational system or curriculum. Teachers should use their own discretion when determining what is appropriate for their students.*

## How to use this book

This book is not intended as a ready-made solution for classroom use, due to the wide variation in educational systems, curricular requirements and teaching methods worldwide. It's a selection of ideas to get you thinking about how you could incorporate creating animation into your teaching, whatever subject you deal with.

Although the ideas have been framed in terms of specific subjects, they can easily be adapted to other subjects. For example, *The History Game*, a quiz show based on historical subjects, is a format that could be applied to anything from science to literature or citizenship.

You may require your students to start from scratch, or you may provide them with a template movie to work from. For example, if they are to create a news bulletin, you can give them a TV studio with a presenter and a screen. This allows them to concentrate on the aspects of the exercise that are specific to their coursework, rather than spending time designing sets and costumes. In many cases, Moviestorm provides appropriate downloadable templates or stock sets and characters that you can use.

# How does using animation help students?

Educational authorities and educational technologists worldwide are encouraging schools at all levels to incorporate video and multimedia into their teaching methods. This applies not just to media studies, drama and arts, but to other subjects as well. Research shows that there are clear benefits to students, both in school and subsequently as they develop their careers.

Video is now the preferred medium of communication for young people. The YouTube Generation relates better to video than to text or spoken presentation, and studies suggest that many of them retain information better when presented as video.



Learning to communicate with video is an important skill for young people to develop. It helps build their understanding of how media works, and enables them to build up a range of useful techniques. In creating a video presentation, they learn to combine spoken words, images, sound, music, text and narrative. For students who are shy about live presentation, video helps them develop their confidence in speaking since it provides a safe barrier between themselves and their audience. Creating video works well for both group and solo projects, which allows students to improve both their collaborative and teamwork skills.

Video is not intended to replace traditional forms of presentation such as writing, wallcharts, or spoken presentation. However, adding it into your teaching gives your students additional skills and benefits them in both the short and long term.

## Why animation rather than video?

Animation as a medium offers several advantages over creating live action videos.

It allows students to create scenes that would be impractical, dangerous or unaffordable in real life. Students have access to a large variety of sets, props and costumes, and are not limited by what the school can provide or what they can find at home.

Students do not need expensive film equipment such as cameras or lights. They can work in a variety of locations, including both home and the classroom, so do not require studio space.

Students working solo or in small groups can create large scenes without needing a large cast of actors.

Using a complete animation tool like Moviestorm removes the need for having several different software packages to handle the different parts of film-making.

## Integrating animation into your teaching

As noted above, animation is not intended to replace traditional teaching tools, but to complement and enhance them. Although video creation is something students will have fun with, especially if it's new to them, be wary of treating it as a reward. If you present it as something to be done when the "real" work is finished, there is a risk that students won't take it seriously, and the academic benefit will be reduced as a result.

Some teachers report that they get the best results when they don't require the students to make a video, but simply give them the option to submit their work in video format. For example, students may be learning about Marie Curie. Most will submit a written piece about her life, but an acceptable alternative might be a five-minute biographical documentary film.

Video assignments can be used to draw together a variety of previous work. For example, if students have previously done picture research for a topic, this can be incorporated into the video. Wallcharts or other diagrams they have created can also be brought in. Video is also a good way to present a variety of facts, either in dialog or as on-screen text. Effectively, the video assignment makes a good way to complete a topic and allow the student to demonstrate that they have fully understood it.

Video assignments can be given as solo or group projects, although some work better as one or the other. If students are creating pieces that require several actors, this provides an opportunity for them to collaborate on scriptwriting as well as voice recording. Students can also work together on the video production, with some focusing on directing, others providing camera work, and others dealing with sound and editing.

You can require students to work on video assignments in class, or you may allow them to work at home. Working at home has the advantage that students will not disturb each other when working on audio. However, it does require each student to have the necessary software and hardware, which may disadvantage some.

It is often useful to review video work in class. Students enjoy watching each others' work and commenting on it, and a group session can provide a good opportunity to discuss the issues raised.

Grading video work does present some issues. It is necessary to distinguish between the quality of the information in the video and the quality of the video production. While video production quality is clearly an issue for media-based courses, it is less important for other subjects. Issues such as sound quality may be due to the students' equipment, and they should not be penalized for this.

However, regardless of the medium your main criterion for assessing students' work is whether the information is presented clearly and logically. In the same way that written work uses punctuation, paragraphs and capitalization to structure words, video uses camerawork and editing as structure. Effectively, this is the "grammar" of film, and if students are presenting work in this format, they should be able to communicate with it. Video is intended to be understood by people who have no knowledge of how it is constructed, so although you may not feel qualified to assess the quality of the camerawork or editing from a technical point of view, you will find that you have an innate sense of whether you understand what the student is trying to get across and can assess it on that basis.

Although most of the ideas in this book are for things students can do, there is also a role for teacher-created video. Examples include videos made in a foreign language that students have to understand, or videos designed for literacy or numeracy. Teachers who incorporate video into their methodology generally report that students respond well to this, can work at their own pace, and are more engaged than they are with just spoken presentation and a whiteboard.

## Copyright and fair use

Some of the suggestions in this book involve students incorporating images, video or sound into their work. This naturally raises concerns about copyright issues. This can be a complex legal issue. The law varies from place to place, and different institutions have different policies on what is acceptable. Your immediate reaction may be to play it safe and forbid the use of any third party content. However, there are many legitimate ways to use third party content, and allowing students to do so will allow them much more creative freedom and versatility.

You should inform your students of any restrictions you want to place on their use of third party content. You should also ensure that they are aware of the potential implications of copyright infringement.

It is highly unlikely that a student or school would be prosecuted for using copyrighted material in a homework assignment or classroom project. If there is a claim of copyright infringement, the most likely outcome is that the rights holder will simply instruct the video creator to cease distributing the offending content (known as a Cease & Desist Order, or C&D). Some sites use automatic detection software that will identify copyrighted music or video, and will either notify the rights holder or delete the offending content immediately. Some rights holders are more vigilant and aggressive than others when it comes to protecting their interests. A claim of copyright infringement does not necessarily mean that the content has actually been used illegally, but it's generally easier to comply with a C&D than to fight it.

In general, as long as the student's work stays inside the school and is not published, there should be no problem. In most countries, for students to use excerpts from copyrighted work as part of an assignment within an educational context is generally considered fair use, and is therefore entirely within the law. However, uploading that assignment to a public forum such as YouTube or a school Web site may be considered questionable. Under no circumstances should you or the student attempt to use that for commercial purposes.

Using excerpts of copyrighted work as part of criticism of that work is generally permitted, as this is considered to be normal journalism. However, this does not extend to derivative or related works. For example, using an extract from a Britney Spears song as part of an analysis of her music would be considered fair use. Incorporating a photograph of her performing on stage would not necessarily be considered fair use, as the right to the photograph belongs to the photographer and it is not part of the music being critiqued.

Students should also be aware that rights exist in intellectual property such as characters and trademarks. Using Superman or Coca-Cola, for example, may be considered infringing, even if the student creates everything themselves. As with copyrighted content, there are permissible uses in these cases as well. Including the Coca-Cola logo in a piece about nutrition, for example, could be considered justifiable in context. Some rights holders do not object to so-called "fan fiction" using their characters, while others are more strict.

You should encourage your students to make use of copyright-free materials wherever possible. There are many sources of images and music that are in the public domain or have been made generally available through Creative Commons licensing. Content on Wikipedia, for example, is available for use.

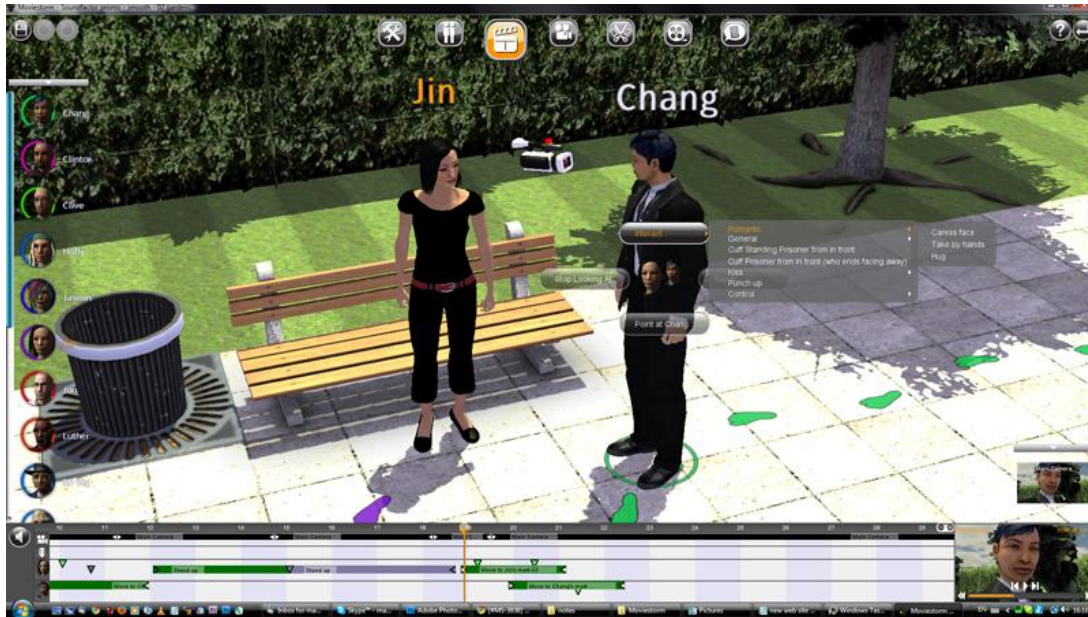
You should also encourage students to ask for permission to use copyrighted items. While large corporations are unlikely to reply, individuals are often more than happy to give permission to use music, artwork or personal photographs, especially for student projects. Of course, you must impress on the student that if the rights holder refuses permission, they must respect this.

You should also encourage students to credit their sources when using any third party content, regardless of the rights ownership or licensing, and even if used without permission. Under no circumstances should they pass off third party work as their own.

# What is Moviestorm?

Moviestorm is a 3D animation tool designed for rapid movie-making.

It's faster and easier than full animation tools such as Maya or Blender, and is more like a virtual movie studio than a traditional animation system. It uses an interface derived from video games, similar in many ways to *The Sims*, which will be immediately familiar to many students.



Its inbuilt tools cover all aspects of video creation; set-building, costuming, character creation, dialog recording, directing, filming, sound, editing, titles and credits, and final rendering. All the images in this book are from movies created entirely with Moviestorm; no other software was used.

Moviestorm is available in two editions designed specifically for educators and students:

- **Moviestorm Education** is a complete package including all Moviestorm features, a wide selection of ready-made models, sets, animations, props and template movies, plus video tutorials and manual.
- **Moviestorm Schools** is aimed at students under the age of 13. Content deemed inappropriate for younger students has been removed but all other features are still available.

Both editions of Moviestorm are available for Windows and Mac, and with a variety of licensing options to suit most educational establishments. Educational editions of Moviestorm are available at a substantial discount over the consumer or professional versions.

# Lesson ideas

## ENGLISH AND DRAMA

<b>Adjectives</b>	4+	Create simple videos that demonstrate adjectives.
<b>The Play's The Thing</b>	14+	Take a scene from a set play and present it in movie form.
<b>Poem</b>	14+	Create a film interpretation of a poem.
<b>Book Report</b>	12+	Review a book. Explain what it's about, and comment critically on it. If it's a classic book, explain why it's significant in literature.
<b>Meet the Character</b>	14+	Do a chat show style interview with a character from a book or play. Get the character to talk about their background, their motivations, and explain their actions
<b>Meet the Author</b>	14+	Create a short film about a famous author. Tell the story of their life, and explain why they and their books are significant.
<b>Buy This Book!</b>	14+	Create a commercial for a book, and try to persuade people to buy it.
<b>Myth</b>	8+	Create a short film based on a popular myth or legend, or write your own myth.
<b>Film Adaptation</b>	14+	Write a short story, or choose a set text. Then adapt it to a film.

## Assignment: Adjectives

Create simple videos that demonstrate adjectives.



*This video was created by Arion O'Neal Deochan, a teacher in Trinidad and uses Moviestorm footage as well as stills and text.*

### Suggested techniques

- Use both objects and text, in the style of *Sesame Street*, to help children build confidence with reading.
- Create videos which encourage question and answers to test comprehension: for example, have two doors marked "red" and "yellow", then have a red car drive into shot, pause the video, and ask which one it should go through now.

### For teachers: benefits to students

- Younger children react well to videos, and this is an entertaining way to get across basic descriptive words and reading skills.
- The same techniques can be used for any language.

### Suitability

- Best created by teachers
- English, literacy, foreign languages

## Assignment: The Play's The Thing

Take a scene from a set play and present it in movie form.



### Suggested techniques

- Film it as if on a stage, or else film it as if it were a movie, and compare the difference between the two approaches.
- Use modern dress if appropriate period dress is not supplied.
- Add in background music to add mood.

### For teachers: benefits to students

- This requires the students to examine a scene in depth, understand staging, and create an interpretation of the work. You can then build on this in class as they explain why they chose to present the work that way.
- It gets the students engaged, and requires them to stop thinking about drama in written form and think about it as performance.
- It helps develop an understanding of the differences between film and stage.
- Filming in animation allows them options that would not be possible on a classroom or school stage.
- Dramatic performance makes for a good group project.
- Voicing an animated version builds confidence in speaking without needing to do it in front of an audience or camera.

### Suitability

- Ages 14+
- Suitable for groups
- Drama, literature

## Assignment: Poem

Create a short film based on a poem.



*This still is from a film created by a team of six young film-makers in the North West of England as part of the innovative DMEX (Digital Media Exchange) programme. It is an animated interpretation of a poem by the recently appointed Poet Laureate, Carol Ann Duffy. The poem caused controversy and was withdrawn from the GCSE curriculum for its alleged glorification of knife crime.*

### Suggested techniques

- Have someone read the poem aloud.
- Tell the story of the poem in the film, using extracts from the poem on screen.

### For teachers: benefits to students

- This requires the students to examine the poem in depth and create an interpretation of the work. This allows the student to get a better understanding of the poem by taking it beyond the written word and into something visual and active. By allowing them a free interpretation, it allows them to react to the poem in their own way.
- You can then build on this in class as they explain why they chose to present the work that way.
- Voicing an animated version builds confidence in speaking without needing to do it in front of an audience or camera.

### Suitability

- Ages 14+
- Suitable for solo or group work
- Literature

## Assignment: Book Report

Create a short film about a book. Explain what it's about, and review it critically. If it's a classic book, explain why it's significant in literature.



### Suggested techniques

- Put extracts from the book as text on screen, or have them read aloud.
- Do an interview with the author, or have the author talk about the book.
- Do a group chat session with people talking about the book and why they liked it.
- Add in pictures of the author, and reconstructed scenes from the book.
- If the book has illustrations, use those on-screen.
- Use music and a good title sequence to set the mood.

### For teachers: benefits to students

- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 12+
- Suitable for groups or solo
- Literature

## Assignment: Meet the Character

Do a chat show style interview with a character from a book or play. Get the character to talk about their background, their motivations, and explain their actions.



*In this example, a reporter interviews Lady Macbeth's maid about her unusual behaviour. This movie uses third party mods from [Moddingstorm](#) in addition to standard Moviestorm content packs.*

### Suggested techniques

- Don't necessarily do a main character - it can be more effective to take a minor character.
- Remember to make sure the character speaks in the same way as in the original material.
- You could do a "This Is Your Life" approach and bring in other characters to talk about their relationship with the subject.

### For teachers: benefits to students

- The student is required to demonstrate a good understanding of the character and their role in the story.
- The chat show approach allows them to take a less formal approach than writing an essay.
- The student has a chance to visualise the character.
- This can lead on to discussions of works like *Rosencrantz and Guildenstern Are Dead* or other works based on minor characters in literature.

### Suitability

- Ages 14+
- Suitable for groups
- Literature

## Assignment: Meet the Author

Create a short film about a famous author. Tell the story of their life, and explain why they and their books are historically significant.



### Suggested techniques

- You can do this using an on-screen presenter, or completely with voice-over, or even have the author narrate their own life. You could interview the author in the style of a chat show.
- Reconstruct significant moments from of their life in dramatic form. You can do it in modern dress and setting if period dress and sets aren't available.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying, such as extracts from the author's works.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Reconstructing events from the author's life gives the student new insights into the context in which they were writing.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Literature

## Assignment: Buy This Book!

Create a commercial for a book, and try to persuade people to buy it. It could be a set text, or it could be a book the student has read. Some students may want to use this to promote their own work.



### Suggested techniques

- Do this as a book trailer, short commercial, or longer form.
- Put extracts from the book as text on screen, or have them read aloud.
- Do an interview with the author, or have the author talk about the book.
- Do a group chat session with people talking about the book and why they liked it; however, remember that the aim is to get people to buy (or read) the book, not create a book report.
- Add in pictures of the author, and reconstructed scenes from the book.

### For teachers: benefits to students

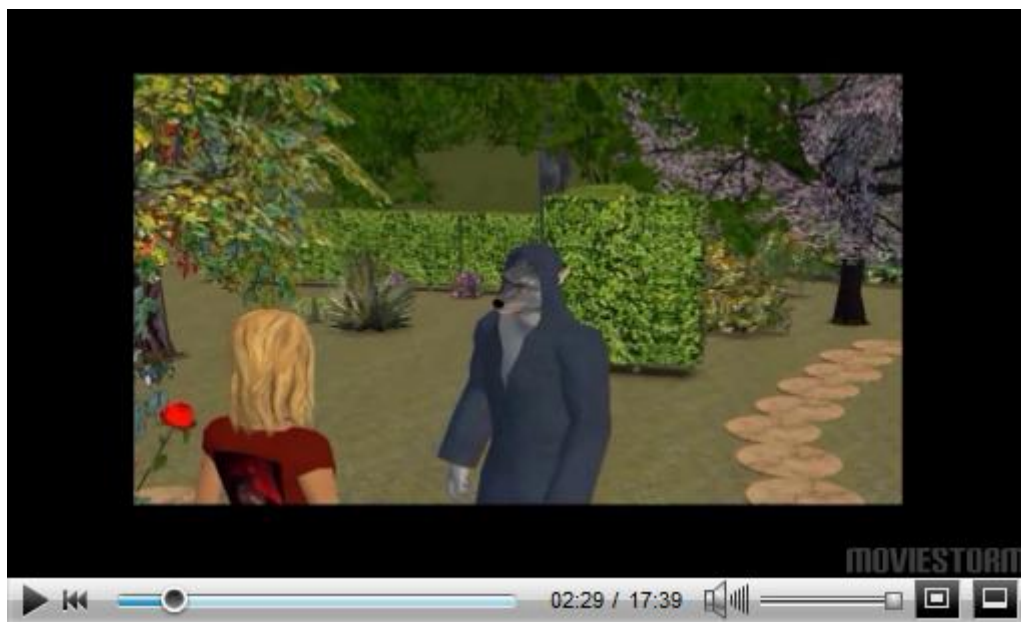
- The student has to demonstrate a clear understanding of the book and its popular appeal. This requires a different approach to literary appreciation.
- It offers students a chance to approach set texts in a fun way.
- This requires an understanding of the commercial side of literature and publishing.
- This will be particularly useful to students interested in self-publishing and promoting their own work.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for solo or group work
- Literature

## Assignment: Myth

Create a short film based on a popular myth or legend, or write your own myth.



*This is a still from a movie for a school project for a children's literature class. The assignment was to make a parody incorporating different children's tales.*

### Suggested techniques

- You can do it in modern dress and setting if period dress and sets aren't available.
- Use a voiceover, or tell the whole story in dialogue. Consider framing the story by having someone relate it, and cutting from the narrator to the story.
- Add music and a title sequence.
- Try it the other way round: plan your myth in storyboard format, then make the animation, then finally write the myth, so the animation becomes part of the planning process.

### For teachers: benefits to students

- This allows the student to visualise the story and bring it to life.
- By putting the story in a modern context, it encourages students to think about the moral aspect of it and extract that from the original setting, then see how that can be applied to their own lives.
- Using storyboarding techniques helps learners think of beginning-middle-and-end type planning.
- This fits with part of the UK National Strategy <http://nationalstrategies.standards.dcsf.gov.uk/node/19065>

### Suitability

- Ages 8+
- Suitable for groups
- Literature

## Assignment: Film Adaptation

Write a short story, or choose a set text. Then adapt it to a film.



*This is from an adaptation of part of Jekyll and Hyde by Paul Carr. He is using it as a teaching aid with students in Japan to help them improve their English language skills.*

### Suggested techniques

- Remember to add in sound and music, as well as a good title and credit sequence.

### For teachers: benefits to students

- This helps students develop skills in video as well as prose.
- Students will understand issues involved in adapting a book to a film. You can then relate this to other film or TV adaptations.
- This makes a good group project.

### Suitability

- Ages 14+
- Suitable for groups
- Literature, media

## HISTORY, GEOGRAPHY AND CURRENT AFFAIRS

<b>Public Service Announcement</b>	14+	Create a short public service announcement about a topic of your choice. The aim is to persuade people to act in a specific way.
<b>The Life Of...</b>	14+	Create a biographical film about a historical person. Tell the story of their life, and explain why they are historically significant.
<b>The News</b>	14+	Present a news show focusing on current events.
<b>Historical documentary</b>	14+	Make a short film about a historical event.
<b>Speech</b>	14+	Take a famous speech, and film it.
<b>History Debate</b>	14+	Create a TV-style discussion on a historical topic or event, highlighting different views about it.
<b>What Really Happened</b>	12+	Create a short film re-enacting a historical event.
<b>Travel Channel</b>	12+	Create a short film about a particular region or place.
<b>Yesterday's News</b>	14+	Create a news bulletin focusing on a major event in history.
<b>The History Game</b>	14+	Create a TV quiz show based on a specific theme, period, or topic.

## Assignment: Public Service Announcement

Create a short public service announcement about a topic of your choice. This could be set in a historic period (e.g. about rationing in WW2 Britain), or modern (the importance of voter registration or sexual health awareness). The aim is to persuade people to act in a specific way.



### Suggested techniques

- You can do this using an on-screen presenter, or completely with voice-over.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen. Construct scenes that illustrate the topic under discussion.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Students have to understand not just the issue being tackled and the proposed solution, but why that course of action was proposed.
- This helps students understand propaganda and how people are persuaded into taking that action – emotionally, rationally, or legalistically.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- History, politics, current affairs

## Assignment: The Life Of...

Create a biographical film about a historical person and explain why they are historically significant.



### Suggested techniques

- Reconstruct significant moments from of their life in dramatic form. You can do it in modern dress and setting if period dress and sets aren't available.
- Include some modern sequences with people explaining how that person has affected them, if appropriate (for example, a modern black American talking about what it means today that Lincoln freed the slaves, or modern people talking about the way Gandhi inspired them).
- You can do this using an on-screen presenter, or completely with voice-over, or even have the person narrate their own life.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Reconstructing events from someone's life gives the student new insights into the different people involved as well as what happened.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- History, politics, current affairs

## Assignment: The News

Create a news show focusing on current events.



### Suggested techniques

- Pick a single story and cover it in depth, or a series of shorter news reports to make up a news show.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or cut away to reporters in the field, interviews, and video segments.
- Add extra content on-screen by using text to complement what you're saying.

### For teachers: benefits to students

- The student is required to demonstrate an understanding of topical events.
- The student will develop a understanding of news media and how they present a topic.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Modern history, current events

## Assignment: Historical documentary

Create a short film about a historical event.



### Suggested techniques

- Reconstruct the event in dramatic form. You can do it in modern dress and setting if period dress and sets aren't available.
- You can do this using an on-screen presenter, or completely with voice-over.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Reconstructing the event gives the student new insights into the different people involved as well as what happened.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual. It is particularly effective for historical material as the students can be encouraged to be aware of time as a key element, and it is easy to show change in ways that can be quickly visualized, such as before and after photographs.

### Suitability

- Ages 14+
- Suitable for groups
- History, politics, current affairs

## Assignment: Speech

Take a famous speech, and film it.



### Suggested techniques

- If you have access to audio recording of the actual speech, consider using that.
- Add on-screen text explaining why this is significant.
- You can film the speaker making the speech, or cut away to other appropriate images and sequences: for example, if you were doing Kennedy's "Ich bin ein Berliner" speech, you could add in images and scenes illustrating the Cold War and the Iron Curtain.
- Use plenty of body language to emphasise the speech.
- Add music.

### For teachers: benefits to students

- The student will get closely involved with the speech, which helps them understand why it is important.
- Dramatic reconstruction helps them understand rhetoric.
- Finding images and music to enhance the presentation requires detailed research.

### Suitability

- Ages 14+
- Suitable for groups
- History, politics, current affairs

## Assignment: History Debate

Create a TV-style discussion on a historical topic or event, highlighting different views about it.



### Suggested techniques

- You could do this by having an expert representing one point of view being interviewed, or as a panel discussion representing many different opinions.
- This can be done purely as a modern studio debate, or could involve historical figures (e.g. a discussion with an early 20th century scientist on whether eugenics are justified).
- Intersperse the presentation with still images and video if appropriate.

### For teachers: benefits to students

- This is good for moral arguments, particularly those where historical attitudes conflict strongly with modern attitudes, as it enables the students to put themselves into that historical context.
- This can be done as a group project where the students have to reflect different points of view. If done as a solo project, the student will demonstrate that they can appreciate all sides of the issue and can present the different arguments and views clearly and accurately.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- History

## Assignment: What Really Happened

Create a short film re-enacting a historical event.



*This movie uses third party mods from [Moddingstorm](#) in addition to standard Moviestorm content packs.*

### Suggested techniques

- Do it in modern dress and setting if period dress and sets aren't available.
- You can do it as a very factual documentary-style reconstruction with narration, or as a movie-style story.
- Try it using period speech and language, or update it to a more modern style.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Reconstructing historical events gives the student new insights into the different people involved as well as what happened. This will help students get engaged with historical events.
- This requires plenty of research to make it accurate.
- Dramatic reconstruction makes for a good group project.

### Suitability

- Ages 14+
- Suitable for groups
- History

## Assignment: Travel Channel

Create a short film about a particular region or place.



### Suggested techniques

- You can do this using an on-screen presenter, or completely with voice-over.
- Intersperse the presentation with still images and video if appropriate.
- You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 12+
- Geography, social studies, current affairs, modern history, modern languages

## Assignment: Yesterday's News

Create a news show focusing on a major event in history.



### Berlin Wall Falls: Cold War Over?

#### Suggested techniques

- You can either present this as it might have been presented at the time, or you could present it as if it were a modern event.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or cut away to reporters in the field, interviews, and video segments.
- Add extra content on-screen by using text to complement what you're saying.
- You could either take a neutral tone and create an impartial report, or reflect a specific editorial attitude: you may not change any facts, but you may select your facts, opinions, and words to support your stance.
- Report on the event using only what was known at the time: do not include later historical events, facts that only came to light later, or hindsight.

#### For teachers: benefits to students

- The student is required to demonstrate an in-depth understanding of the historical event they have chosen.
- The student will develop a understanding of news media and how they present a topic to create different editorial slants.
- The student has to be aware of how a story develops, and differentiate between what was known at the time and what historians know now, or using modern opinions based on what actually happened later.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

#### Suitability

- Ages 14+
- Suitable for groups
- History, media

## Assignment: The History Game

Create a TV quiz show based on a specific theme, period, or topic.



### Suggested techniques

- Include picture and video rounds for added interest.
- You can choose a variety of styles of quiz show: a single player against the clock, team games, and so on - copy your favorite show or make up your own format!
- Use a variety of styles of question: they needn't be simple questions and answers. Try multiple choice, word games, or even charades.
- Wrong answers make it more interesting.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Writing the questions is an entertaining way to do research.
- Writing wrong answers and having them corrected is an excellent way for students to demonstrate that they are aware of common misconceptions. (For example, “who designed the first automobile?” “Henry Ford.” “No, he was responsible for the first mass-produced automobiles, but they had been around for a long time before then. Over to the other team for a bonus point.”)
- This makes an excellent group project, particularly if the team game approach is used.

### Suitability

- Ages 14+
- Suitable for groups
- History, politics, current affairs

## ARTS AND MUSIC

- |                          |     |  |
|--------------------------|-----|--|
| <b>Art Report</b>        | 14+ | Create a video report on a particular artistic style, movement, or period, and explain why they are historically significant.  |
| <b>Music Video</b>       | 12+ | Pick a piece of music and make a video for it.   |
| <b>The Blues</b>         | 10+ | Create and add your own blues music to this topical movie.   |
| <b>Soundscapes</b>       | 12+ | Create ambient music to accompany a soundscape depicting the seasons.  |
| <b>The Great Artists</b> | 14+ | Create a biographical film about a famous artist or musician. Tell the story of their life, and explain why they are historically significant.   |
| <b>Art Gallery</b>       | 14+ | Create a portfolio of artwork and present it in an interesting environment. This could be the student's own work, the work of an artist being studied, or a theme.   |
| <b>Art Sale</b>          | 14+ | Make a commercial persuading the viewer to buy a piece of art. It should talk informatively about the piece, its history, the techniques involved and the artist. It should also explain the valuation and make the viewer want to buy it. |

## Assignment: Art Report

Create a video report on a particular artistic style, movement, or period, and explain why they are historically significant.



### Suggested techniques

- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Create a virtual art gallery to display a selection of works.
- If appropriate, create reconstructed or dramatised scenes from the era.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Art

## Assignment: Music Video

Pick a piece of music and make a video for it.



*This is a still from a video made by students at the Wan Smolbag Theatre in Vanuatu.*

### Suggested techniques

- Watch a selection of music videos and use these as inspiration.
- Tell a story that fits the piece.
- Create a stage or studio sequence showing the musicians.

### For teachers: benefits to students

- This helps students to engage with a piece and find their own interpretation.
- Editing video helps develop the relationship between sound and sight.

### Suitability

- Ages 12+
- Suitable for solo work
- Music

## Assignment: The Blues

Create a music video using a 12-bar blues.



*This is a still from a template video made in collaboration with a school in Oxfordshire. Students import a 12-bar blues to create their own video.*

### Suggested techniques

- Take 12 bar blues lessons and integrate students work into a video. If you have a projector, this can be done live.

### For teachers: benefits to students

- This allows students to add their own blues music and learn about sound integration.
- The same technique can be adapted to other standardised musical forms.

### Suitability

- Ages 10+
- Suitable for solo work, groups, or can be produced by teachers
- Music

## Assignment: Soundscapes

Create a video using a piece of music as a soundscape.



*This is a still from a video created in association with an Oxfordshire school. Students start with the video and source appropriate music for it. The theme is "the seasons".*

### Suggested techniques

- Tell a story to illustrate the music.
- Use instrumental music rather than vocal music so the emotion comes from the sound rather than the lyrics.

### For teachers: benefits to students

- This helps students understand the relationship between sound and vision.
- This is an easy way to get students to engage with a piece of music.

### Suitability

- Ages 12+
- Suitable for solo work
- Music

## Assignment: The Great Artists

Create a short film about a famous artist or musician. Tell the story of their life, and explain why they are historically significant.



### Suggested techniques

- Reconstruct significant moments from of their life in dramatic form. You can do it in modern dress and setting if period dress and sets aren't available.
- You can do this using an on-screen presenter, or completely with voice-over, or even have the artist narrate their own life. You could interview the artist in the style of a chat show.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Create an art gallery to display their work.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Reconstructing events from someone's life gives the student new insights into the artist.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Art, music

## Assignment: Art Gallery

Create a portfolio of artwork and present it in an interesting environment. This could be the student's own work, the work of an artist being studied, or a theme.

Students can then vote on each others' galleries and pick the most popular.

This method can be used in other subjects to as a documentary style approach: for example, a gallery of images from the Blitz in World War Two would be a powerful way to present that historical period.



### Suggested techniques

- Have a presenter walk around and talk about the artwork.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.
- Add in sections with people talking about the artwork and why they like it, interviews with the artists, commentaries from art experts, etc.

### For teachers: benefits to students

- This provides an interesting and engaging approach, and requires the student to think about context and placement of groups of art, not just individual pieces in isolation.
- Creating themes requires the student to research, compare and contrast different items.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups or solo
- Art

## Assignment: Art Sale

Create a short video persuading the viewer to buy a piece of art. The video should talk informatively about the piece, its history, the techniques involved and the artist. It should also explain the valuation and make the viewer want to buy it.

Students can then vote on each others' work and pick the most popular.



*(Image courtesy of Maiya)*

### Suggested techniques

- This could be presented in the style of, say, an auction house promotional video, a TV advert, or a segment on a shopping channel.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere. Add in sections with people talking about the artwork and why they like it, interviews with the artist, commentaries from art experts, etc.

### For teachers: benefits to students

- The student has to go into a lot of detail on a single piece. The student also has to be able to show passion for the piece of artwork, and this helps them get interested.
- Covering both the historical and commercial angles as well as aesthetic and technical commentary requires an all-round understanding of the work.
- This is a fun way to present artwork, and allows the students to get slightly tongue in cheek – for example a QVC-style sales pitch for the Mona Lisa, or Sotheby's trying to sell a drawing by an up and coming young artist, the student themselves.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups or solo
- Art

## FOREIGN LANGUAGES

<b>The News From Abroad</b>	14+	Present the news in a foreign language.
<b>Business Abroad</b>	16+	Film a business meeting in a foreign language. This could be a presentation, negotiation or job interview.
<b>Just Chatting</b>	14+	
<b>Foreign Debate</b>	14+	Create a TV-style discussion in a foreign language, highlighting different views about a particular topic.
<b>Comprehension</b>	8+	Create short videos in a foreign language, and ask the students what was being said.
<b>From Our Correspondent</b>	14+	Create a travel report from a foreign country, in the language of that country.
<b>Getting Around</b>	14+	Create a short film in a foreign language, depicting a typical everyday situation that a tourist might encounter.
<b>Adjectives</b>	4+	Create simple videos that demonstrate adjectives.

## Assignment: The News From Abroad

Present the news in a foreign language.



### Suggested techniques

- You can pick a single story and cover it in depth, or a series of shorter news reports to make up a news show.
- Pick a story about the country whose language you are learning.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or cut away to reporters in the field, interviews, and video segments.
- Add extra content on-screen by using text to complement what you're saying.

### For teachers: benefits to students

- The student is required to demonstrate fluency with the words required to describe topical events.
- The student has to find out a little about the country they're learning about. Their choice of story can then lead on to classroom discussion.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Languages

## Assignment: Business Abroad

Film a business meeting in a foreign language.



### Suggested techniques

- This can either be a presentation, negotiation or job interview.
- Make it specific to a particular product, industry, career, or company to add authenticity.

### For teachers: benefits to students

- Students are required to show familiarity with foreign business terms which will be useful in a commercial situation.

### Suitability

- Ages 16+
- Suitable for groups
- Languages

## Assignment: Just Chatting

Create a chat show in a foreign language.



### Suggested techniques

- Pick everyday topics in the style of daytime TV - fashion, household advice, food.
- Use a celebrity from the foreign country and interview them (politician, sports star, entertainer).
- Have several people chat about current events, such as a recent film or book.
- Don't take it too seriously - this should be fun to watch!

### For teachers: benefits to students

- This helps students develop fluency with colloquial words and phrases.
- This is a good opportunity to practise humour and small talk.

### Suitability

- Ages 14+
- Suitable for groups
- Languages

## Assignment: Foreign Debate

Create a TV-style discussion in a foreign language, highlighting different views about a particular topic.



### Suggested techniques

- Pick a topic that's relevant to the country whose language is being spoken. This could be sports, politics, social affairs, or entertainment.
- Have a panel of people representing different viewpoints.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.

### For teachers: benefits to students

- The student is required to demonstrate fluency with the words required to describe topical events.
- The student has to find out a little about the country they're learning about. Their choice of topic can then lead on to classroom discussion. Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.

### Suitability

- Ages 14+
- Suitable for groups
- Languages

## Assignment: Comprehension

Create short videos in a foreign language, and ask the students what was being said.



*This still is taken from one of two videos created by Paul Carr as part of ESL teaching in Japan. There are three conversations in two parts. Part one has no sound. In pairs, students watch then make a conversation for one of the dialogs. They lipsync this while the video plays. In part two, the actual conversations are played and the students answer questions and fill in word gaps. This acts as test practice.*

### Suggested techniques

- Create anything from a short dramatic piece to a news bulletin.

### For teachers: benefits to students

- This is a good way to demonstrate comprehension of spoken word, with the assistance of video.
- This can sometimes be best created by teachers.
- Teachers can create videos that their students will relate to: they can watch videos that use simple language that aren't childish.
- This can work particularly well for teaching foreign students, as the teacher can create videos in their own language.

### Suitability

- Ages 8+
- Suitable for solo work; best created by teachers
- Languages

## Assignment: From Our Correspondent

Create a travel report from a foreign country, in the language of that country.



*This was created by Japanese students learning English. They were asked to prepare a one minute talk in the past tense on a trip to a foreign country. This was recorded and then added into Moviestorm.*

### Suggested techniques

- Talk through a series of photographs or videos explaining what they show. Add in more personal information such as whether you liked it and why it was interesting - or not!
- You could focus on many different aspects, such as social issues, tourist attractions, history, geography, culture, food, or more personal experiences.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere.

### For teachers: benefits to students

- This helps students develop language skills relevant to foreign travel.
- Students are encouraged to find out something about the country.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Languages

## Assignment: Getting Around

Create a short film in a foreign language, depicting a typical everyday situation that a tourist might encounter, such as booking a hotel room, ordering a meal, buying goods in a shop, asking for directions, going to a doctor, renting a car, reporting a crime and so on.



*This still is from a template video that students can use to practice learning about restaurants. They add their own dialogue to order from a menu and ask the waiter questions.*

### Suggested techniques

- Use photographic backdrops to make it look as if it's set in another country.
- Use subtitles so that other students can follow along in both languages.

### For teachers: benefits to students

- This helps students develop language skills they would need if travelling.
- It can work even better if the project demonstrates knowledge of how things may be different in that country to what they are used to at home.

### Suitability

- Ages 14+
- Suitable for groups
- Languages

## Assignment: Adjectives

Create simple videos that demonstrate adjectives.



*This video was created by Arion O'Neal Deochan, a teacher in Trinidad and uses Moviestorm footage as well as stills and text.*

### Suggested techniques

- Use both objects and text, in the style of *Sesame Street*, to help children build confidence with reading.
- Create videos which encourage question and answers to test comprehension: for example, have two doors marked "red" and "yellow", then have a red car drive into shot, pause the video, and ask which one it should go through now.

### For teachers: benefits to students

- Younger children react well to videos, and this is an entertaining way to get across basic descriptive words and reading skills.
- The same techniques can be used for any language.

### Suitability

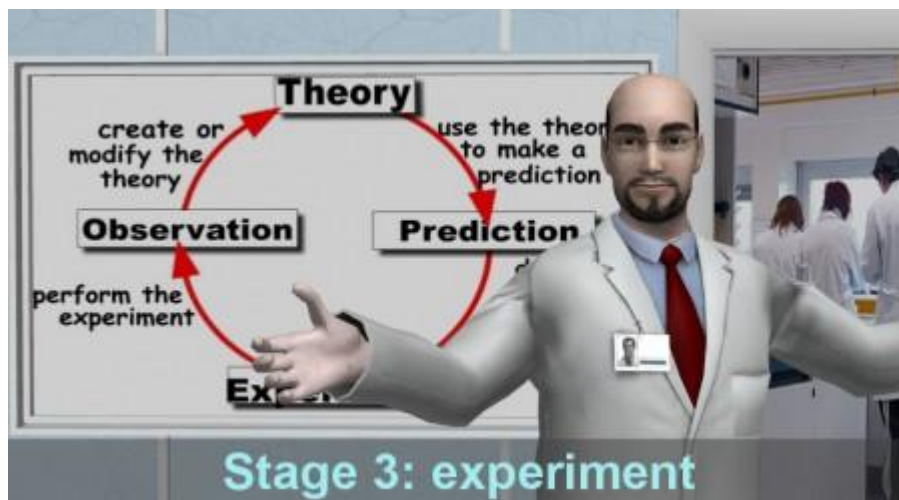
- Best created by teachers
- English, literacy, foreign languages

## SCIENCE AND MATHEMATICS

<b>Scientific Method</b>	14+	Create a short film explaining scientific method.
<b>Scientific visualisation</b>	12+	Create a video explaining a scientific concept.
<b>The Green Debate</b>	14+	Do an on-screen debate about green issues such as recycling, alternative fuels, global warming, or biodiversity.
<b>The Great Scientists</b>	14+	Create a biographical film about a famous scientist. Explain the key elements of his or her work, and show why they are significant.
<b>Weather forecast</b>	16+	Do a weather forecast, using weather data drawn from public records.
<b>Numbers</b>	6+	Create simple videos that demonstrate numbers and simple mathematical operations.
<b>Statistics</b>	14+	Create a short film demonstrating the understanding of some element of basic statistics and how they apply to the real world.
<b>Great Mathematicians</b>	12+	Create a short film about a famous mathematician. Tell the story of their life, and explain why their work is important.
<b>Career advice</b>	16+	Create a promotional or informational video about working in a particular field of science.

## Assignment: Scientific Method

Create a short film explaining scientific method.



### Suggested techniques

- This could be presented as a lecture, a case study, a debate, or a documentary.
- Alternatively, take a more unusual approach. For example, use a Mr Bean type character who behaves erratically to try and achieve something, and contrast with a scientist who methodically tries different approaches until he figures out a solution.
- Intersperse the presentation with still images and video if appropriate.
- Add extra content on-screen by using text to complement what you're saying. This may be necessary if your examples include complex or theoretical topics which can't be shown easily on screen (such as relativity or chemical reactions).

### For teachers: benefits to students

- This is an enjoyable way to present and understand this important topic.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups or solo
- Science

## Assignment: Scientific visualisation

Create a video explaining a scientific concept.

### Suggested techniques

- This could be presented as a lecture, a case study, a debate, or a documentary.
- Alternatively, take a more unusual approach.



*This 12-year old student presented the cell as a series of interlinked rooms in a haunted house, with each organelle of the cells as a monster they had to get through.*

- Intersperse the presentation with still images and video if appropriate. Video can be sourced externally or created with Moviestorm.

### For teachers: benefits to students

- The student has to think creatively about the concept and how to present it clearly. This promotes a deep understanding of the concept and makes it more interesting.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.

### Suitability

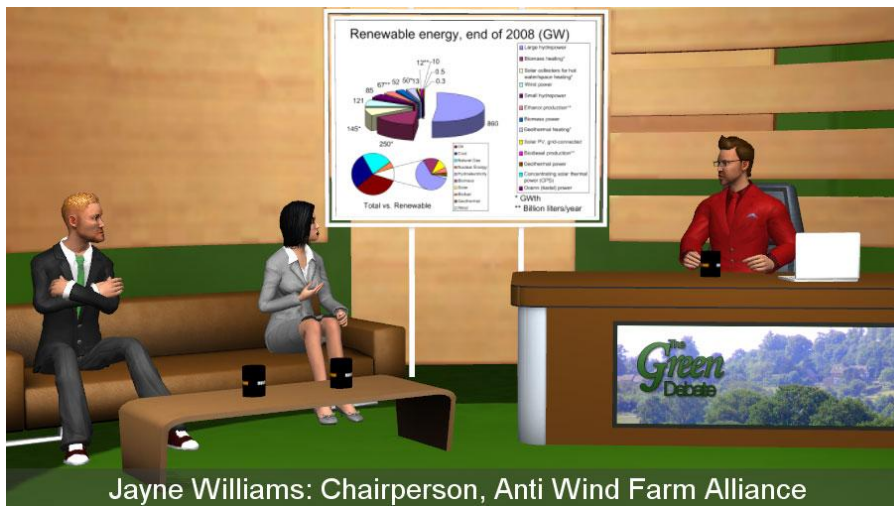
- Ages 12+
- Suitable for solo or group work
- Science

## Assignment: The Green Debate

Do an on-screen debate about green issues such as recycling, alternative fuels, global warming, or biodiversity.

The same methodology can be used for any other controversial aspect of science teaching, focusing on either moral or factual aspects. For example: should mankind explore space or use the funds elsewhere? How should we address declining fish stocks? Is overpopulation an issue, and if so, how should it be addressed? What are the pros and cons of GM foods? Evolution vs creationism.

Older students may find this a useful way to look at more mature issues such as sexuality, where there are many points of view on various aspects of the topic.



### Suggested techniques

- This can be presented as a studio debate, a chat show, or a one-on-one interview where a presenter talks to an expert in depth.
- Intersperse the presentation with still images and video if appropriate. Video can be sourced externally or created with Moviestorm.

### For teachers: benefits to students

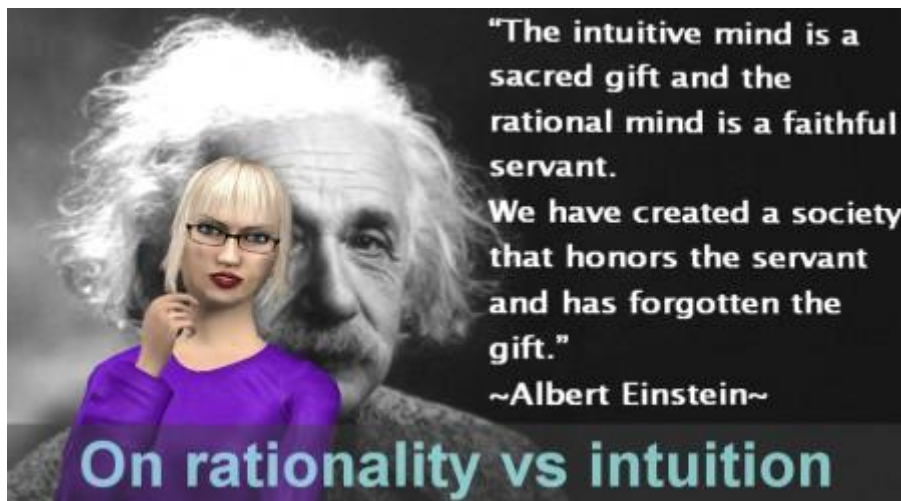
- The student is required to demonstrate familiarity with both (or several) sides of a debate, and be able to present both cases clearly, even if they disagree with the arguments. This improves critical thinking and discussion skills.
- Debates make for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.

### Suitability

- Ages 14+
- Suitable for groups  
Science

## Assignment: The Great Scientists

Create a short film about a famous scientist. Explain the key elements of his or her work, and show why they are significant.



### Suggested techniques

- Enhance the story if appropriate with biographical sequences. Reconstruct significant moments from of their life in dramatic form. Use modern dress and setting if period dress and sets aren't available.
- Include sequences with people explaining how that person's work has affected their everyday lives to show the impact of what they did (for example, patients talking about how penicillin saved their lives).
- You can do this lecture-style, using an on-screen presenter, or present it as a documentary with voice-over. Present it autobiographically, and have the person talk about their own work.
- Intersperse the presentation with still images and video if appropriate.
- Add extra content on-screen by using text to complement what you're saying. This may be necessary if you're explaining something complex or theoretical which can't be shown easily on screen (such as relativity or chemical reactions).
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- This helps the student both understand the scientific discoveries being present, and the context in which they were discovered.
- Dramatic reconstruction makes for a good group project.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups or solo
- Science

## Assignment: Weather forecast

Do a weather forecast, using weather data drawn from public records.

As an interesting variation, the student may be required to do weather forecasts for a specific date and historical event (e.g. Hurricane Katrina, Krakatoa, the 2004 Indian Ocean tsunami).



### Suggested techniques

- Make it as much like a TV weather forecast as possible.

### For teachers: benefits to students

- The student has to demonstrate familiarity with the principles of meteorology and the key symbols.
- The student also understands how weather forecasting is presented to the public.

### Suitability

- Ages 16+
- Suitable for solo work
- Science

## Assignment: Numbers

Create simple videos that demonstrate numbers and simple mathematical operations, for example two cars plus three cars equals five cars.



### Suggested techniques

- Use both objects and numerals, in the style of *Sesame Street*, to help children build confidence with written numbers and the concept of number.

### For teachers: benefits to students

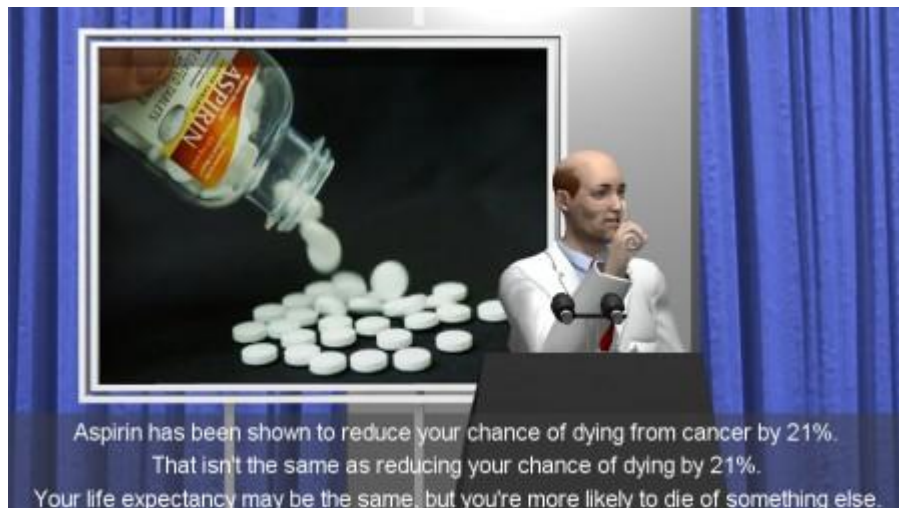
- Younger children react well to videos, and this is an entertaining way to get across basic concepts.

### Suitability

- Best created by teachers
- Mathematics

## Assignment: Statistics

Create a short film demonstrating the understanding of some element of basic statistics and how they apply to the real world.



### Suggested techniques

- Commentate on sports footage, explaining what the different statistics actually mean. (For example, if we say that the Reds beat the Blues 75% of the time when it's raining, and 60% of the time when it's not raining, what can we actually predict about the outcome of the next game if there's a 25% chance of rain?)
- Take a statistic such as x% of people in such a demographic exhibit such a trait, and then show how that can be an effect of other factors rather than or as well as the most obvious one. (For example, x% of Latinos go to college, but the wider picture is that y% of people in these socio-economic groups go to college, and z% of Latinos are in that group.)
- You could show that a particular activity "doubles your risk of getting cancer", and show how that actually means your risk is increased from x% to 2x%, which may still be very low.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- This helps students understand statistics as presented in the media and see how statistics are applied (or misused) in the real world.
- Visualising statistical information helps students understand what they actually mean.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for solo work
- Mathematics, media studies

## Assignment: Great Mathematicians

Create a short film about a famous mathematician. Tell the story of their life, and explain why their work is important.



### Suggested techniques

- You can do this using an on-screen presenter, or completely with voice-over, or even have the author narrate their own life. You could interview the author in the style of a chat show.
- Intersperse the presentation with still images and video if appropriate. Create diagrams to illustrate theories if necessary.
- You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- Students can talk about mathematical concepts and theories in an interesting way.
- It gives students a perspective on history in mathematics, and helps them put things into a different context.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding or creating images and music to enhance the presentation requires detailed research.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for solo work
- Mathematics, History

## RELIGION

**Bible Story**    12+    Present a Bible story or parable (or equivalent from another religion) as a video.

## Assignment: Bible Story

Present a Bible story or parable (or equivalent from another religion) as a video.



### Suggested techniques

- You can do it in modern dress and setting if period dress and sets aren't available.
- Use a voiceover, or tell the whole story in dialogue. Consider framing the story by having someone relate it, and cutting from the narrator to the story.
- Add music and a title sequence.

### For teachers: benefits to students

- This allows the student to visualise the story and bring it to life.
- By putting the story in a modern context, it encourages students to think about the moral aspect of it and extract that from the original setting, then see how that can be applied to their own lives.
- Dramatic sequences makes for a good group project.

### Suitability

- Ages 14+
- Suitable for groups
- Religion

## HEALTH EDUCATION

- |                         |     |  |
|-------------------------|-----|--|
| <b>Physical Health</b>  | 12+ | Create a public information program about the benefits of a good diet, or any other similar positive health practice such as smoking cessation, drug avoidance, or regular exercise. |
| <b>Sexual Education</b> | 16+ | Create a public information program about a topic such as AIDS, sexually transmitted diseases, gender identity issues, or family planning.   |

## Assignment: Physical Health

Create a public information program about the benefits of a good diet, or any other similar positive health practice such as smoking cessation, drug avoidance, or regular exercise.



### Suggested techniques

- Do it as a documentary discussing the issue in depth.
- Present the topic in story form, taking one person as an example.
- Create a propaganda style film or advert.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- This allows the students to think creatively about how to get that message across to others in a way that means something to them. Some may prefer to concentrate on the facts, while others will adopt a more emotional or personal approach.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Physical education, health

## Assignment: Sexual Education

Create a public information program about a topic such as AIDS, sexually transmitted diseases, gender identity issues, or family planning. This can focus on instructions such as how to get a check-up, legal concerns, or discussion of the issues.



*This video is part of a series of 21 short films about different types of contraception.*

### Suggested techniques

- Do it as a documentary discussing the issue in depth.
- Present the topic in story form, taking one person as an example.
- Create a propaganda style film or advert.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence to help people get interested from the start.

### For teachers: benefits to students

- This allows the students to think creatively about how to get that message across to others in a way that means something to them. Some may prefer to concentrate on the facts, while others will adopt a more emotional or personal approach.
- By approaching it in this manner, it allows students to discuss the issues without stigma or embarrassment. They can put forward points of view without having to appear on screen or in front of a live class. It also allows them to approach the material in the manner they feel most comfortable, and it adds an element of light-heartedness into the topic without taking away from the seriousness of it.

- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### **Suitability**

- Ages 16+
- Suitable for groups
- Sexual or health education

## PHYSICAL EDUCATION

**The Rules**

14+ Explain the rules of a sport. You may choose to focus on a specific rule.

**Sporting  
Personalities**

14+ Create a biographical film about a famous sporting personality. Tell the story of their life, and their role in their sport.

## Assignment: The Rules

Create a short film explaining the rules of a sport. You may choose to focus on a specific rule.



### Suggested techniques

Include videos or diagrams to illustrate the rules.

- Add extra content on-screen by using text to complement what you're saying.
- In addition to the rules, you may wish to include techniques or training exercises.

### For teachers: benefits to students

- The student is required to show familiarity with the rules of the sport, and to be able to explain them clearly. This can be quite a challenge for some sports.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for solo work
- Physical education

## Assignment: Sporting Personalities

Create a short film about a famous sporting personality. Tell the story of their life, and their role in their sport.



### Suggested techniques

- You can do this using an on-screen presenter, or completely with voice-over, or even have the sports star narrate their own life. You could interview the subject in the style of a chat show.
- Intersperse the presentation with still images and video if appropriate. You could do this as a studio presentation or lecture, and display the images on a screen behind the presenter, or else you can make the images go full-screen.
- Add extra content on-screen by using text to complement what you're saying.
- Add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- This is likely to be a subject students are passionate about, and will engage well with.
- It gives students a perspective on history in sport, particularly if they choose an older person like Babe Ruth or Roger Bannister.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Finding images and music to enhance the presentation requires detailed research.
- Providing narration builds confidence in speaking without needing to do it in front of an audience or camera.
- Creating a multimedia presentation helps develop presentational skills and requires the student to consider what information is best presented using the different media: spoken, written, or visual.

### Suitability

- Ages 14+
- Suitable for groups
- Sports, current affairs, history

## CAREER DEVELOPMENT AND BUSINESS STUDIES

- Business Presentation** 16+ Create a film about a company or business, explaining what it does.
- Commercial** 14+ Make a TV commercial for a real or fictional product. Limit yourself to 30 seconds.
- Career advice** 16+ Create a promotional or informational video about working in a particular job.
- Interview Techniques** 16+ Create a short film demonstrating interview techniques.

## Assignment: Business Presentation

Create a film about a company or business, explaining what it does.



*This still is taken from a business analysis of MyYogaOnline.com, a real company, created as part of an educational technology course.*

### Suggested techniques

- Add in on-screen text, stills or graphics to provide additional information.
- Do an objective analysis of the company, or do it as a corporate presentation introducing the company to potential customers, partners or investors.
- For maximum effect, add appropriate background music to create atmosphere, and ensure you have a striking title sequence.

### For teachers: benefits to students

- This will help students learn how to present business information effectively using multimedia techniques, and how this differs from pure text presentation.
- Students learn the different techniques required for different types of presentation.
- Students have to demonstrate thorough research.
- Videos can be viewed in class, which leads to classroom discussion.

### Suitability

- Ages 16+
- Suitable for groups or solo work
- Business

## Assignment: Commercial

Make a TV commercial for a real or fictional product. Limit yourself to 30 seconds.



*This still was taken from an ad produced for a competition run by Doritos in the UK. Doritos materials used by permission.*

### Suggested techniques

- Make sure the sound and music matches the video.
- Watch lots of TV ads and copy the style.

### For teachers: benefits to students

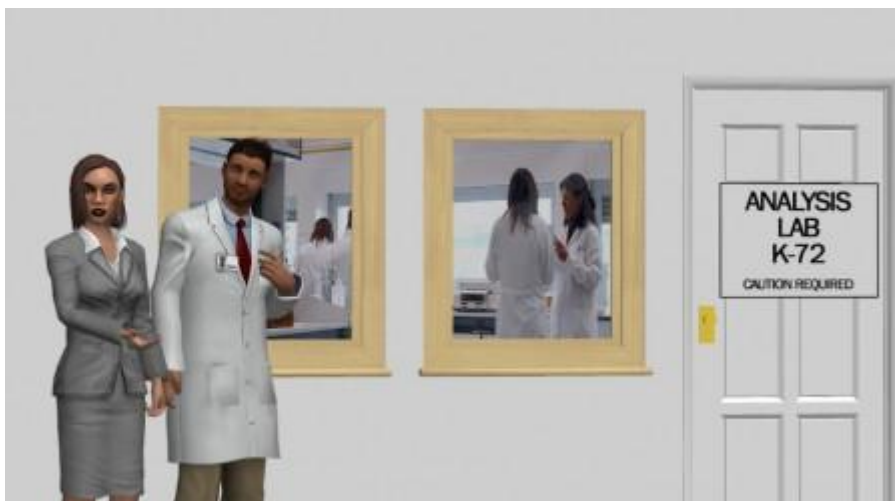
- This helps students understand media and promotions.
- Limiting them to short spots helps them get their message across in a concise way.
- The student needs to understand sound and graphic design as well as video.

### Suitability

- Ages 14+
- Suitable for groups or solo work
- Business, media and design

## Assignment: Career advice

Create a promotional or informational video about working in a particular field of science. Explain what the job role involves, what qualifications are necessary, explain the career path, what the rewards are, and encourage fellow students to investigate that as a career choice. The same methodology can be used for almost any other potential career.



### Suggested techniques

- This can be presented as an informational documentary-style film or as a lecture-style presentation.
- Add in interviews with people working in that profession, either in a studio context, or as an "in the field" reportage style interview.
- Intersperse the presentation with still images and video if appropriate.
- Video can be sourced externally or created with Moviestorm.

### For teachers: benefits to students

- This encourages students to think of taking up a career in science, and gets them to think about the practical and commercial sides of science.
- The student has to research the career in depth, and understand it sufficiently to be able to articulate why it is interesting and the pathway to it.
- Adding multimedia content enables the student to approach the subject in a richer way than just using written text and still images.
- Helps schools advise students on their career choices: these can combine into a useful resource for other students.

### Suitability

- Ages 16+
- Suitable for solo work
- Can be used for most subjects

## Assignment: Interview Techniques

Create a short film demonstrating interview techniques.



*This still is taken from a video a created by a teacher for an English class.*

### Suggested techniques

- Pick one of several kinds of interviews: a TV studio style interview, an on the street interview with a reporter, or a job interview.
- Show poor interview techniques as well as good techniques.
- Show how to interview someone as well as how to be interviewed.
- Add on-screen text to explain what technique is being demonstrated.

### For teachers: benefits to students

- It's a handy way to demonstrate a range of different techniques.
- It's easier to review and discuss video of an interview than recalling an actual event.
- Students can practice their interview techniques in privacy rather than having to speak in front of a class.
- It allow students to simulate a wide range of different situations.

### Suitability

- Ages 16+
- Suitable for groups, or can be produced by teachers
- English, Media, general career development

## **MISCELLANEOUS**

**School Announcements**      10+      Make a video informing students of events taking place at the school.

## Assignment: School Announcements

Make a video informing students of events taking place at the school.



*This is from a video was created by Larkspur Middle School in Virginia Beach, Virginia.*

### Suggested techniques

- Build a set representing the school to add realism.
- Create lookalikes of the teachers.
- Present it as a news bulletin.
- Put additional information on the screen where appropriate.

### For teachers: benefits to students

- This is a great way for students to get involved in school activities.
- The video can be shown across the school and on the school Web site.

### Suitability

- Ages 10+
- Suitable for groups, or can be produced by teachers
- Any school or class

## Your ideas

If you've got ideas or lesson plans you'd be willing to contribute in order to help us build up this valuable resource, we would be extremely grateful. We'll give you credit if you want it (and your institution too), or you can choose to remain anonymous.

There's an online submission form for your plans and ideas in the education section of the Moviestorm Web site at <http://www.moviestorm.net>, or you can share your ideas and discuss with other teachers in the Moviestorm forums.



## Downloadable resources

You can get Moviestorm from <http://www.moviestorm.net>

The education section of the Moviestorm Web site contains more lesson ideas, ready-made movie templates and other useful classroom material.