

# Animatic

## Teaching Notes

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## Lesson 1 Introduction to animation

Timing 90 minutes

### Activities

### Grouping

#### 1. Running dictation



Cut out in advance "Class Worksheet 1". Display the animation definitions on the walls of the class. Divide the class in pairs; give each child in the pair a letter, A and B.

Explain to the children that A is going to stand up and run to read the definition and come back to dictate to B.

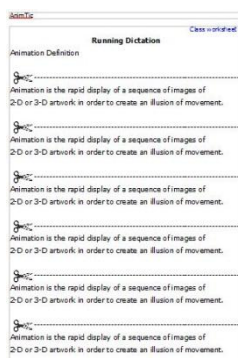
Student A can go to read the definition as many times as he/she wants.

Student B has to write what A dictates without any error. Student A can say to B where there is an error but can't write it.

The first pair to finish read the definition aloud.

### R e s o u r c e s

#### Class worksheet 1



#### 2. Why animation works?



Ask children to make suggestion about why animation works:

"how do you think animation works?"

Show them "Notebook 1" page 1 where there are three different explanations.

Children choose the one they think it's true.

Click on play to show the answer.

Show "Notebook 1" page 2. Explain the "persistence of vision" concept.

### "Notebook 1" page 1

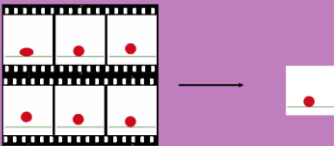
**Why animation works?**

- 1 It is an auditory illusion of motion due to the phenomenon of persistence of vision.
- 2 It is an optical illusion of motion due to the phenomenon of persistence of touching.
- 3 It is an optical illusion of motion due to the phenomenon of persistence of vision.

### "Notebook 1" page 2

**Persistence of vision**

is the phenomenon of the eye by which an image is thought to persist for approximately 0,04 second on the retina.



## 3. Elicit Previous Knowledge

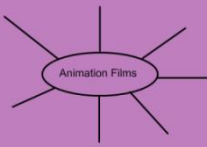
Ask children: "Which animation films can you remember?"

Write their answers on a Mindmap, "Notebook 1" page 3.



### "Notebook 1" page 3

How many animation films can you remember?



## 4. Match kinds of animation

Click on the pictures and show 10 seconds of each animation.

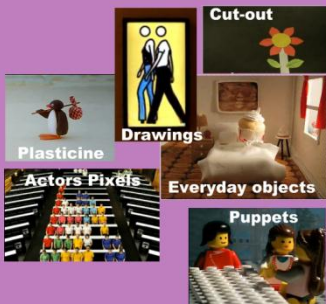
On the Notebook 1 page 4, children match each kind animation word with a picture.

Children try to classify the films they've said in the mind-map.



### Notebook 1 page 4

**Kinds of animation**



## 5. Classify the animation

The teacher gives an example of how to classify the films.

Notebook 1 page 5.

The teacher prepares the computers with one animation film in

each one. In Class Worksheet 2 there are 13 links to animation films to use in this activity. You can find them in the link:

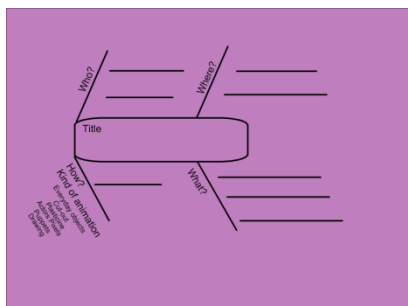
<https://sites.google.com/a/xtec.cat/farigolanimation/home/filmstoanalyse>

Divide the class into pairs. Each pair watches an animation film in its computer. With the help of the "Student worksheet 1" they describe the film.

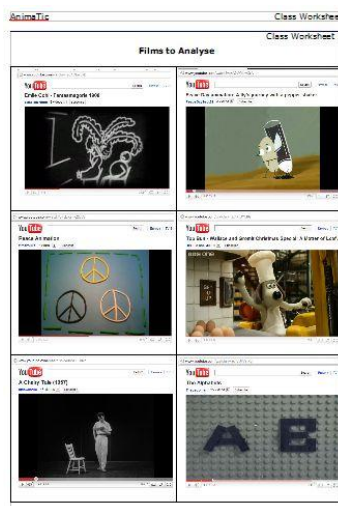


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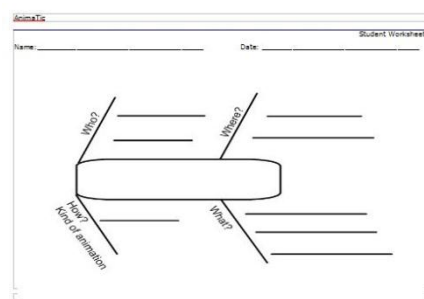
Notebook 1 page 5



Class Worksheet 2



Student worksheet 1



## 6. Self-assessment

Children complete "Student Worksheet 2".



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Student Worksheet 2

Self-assessment	
Name: _____	Date: _____
I've participated in the class Circle	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I've used English Circle	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
A word I've learnt today →	
The activity I liked most today was:	

### Extra activity:

Watch an explanation of what animation is,

<http://www.filmstreet.co.uk/pages/filmtype/>

## Lesson 2 Kinds of animation

Timing 90 minutes

### Activities

### Grouping

#### 1. Solve the problem

Show the problem in Notebook 2 page 1.

Children try to find the solution. One child explains the solution on the Smart Board.



### R e s o u r c e s

#### Notebook 2 page 1

**Problem**

Twenty-four frames are required to create **one second** of life-like animation.  
 Nightmare before Christmas is **76 minutes** in duration.  
 Calculate the **number of frames** the author would have drawn to create this film.  
 Remember there are **60 seconds** in one minute!

#### 2. Find the title of your film

Show with Notebook 2 page 2 how children can fill in the Film Chart.

Hand out the Students Worksheet 1 that they completed in lesson 1.

Hand out one film chart to each child from Class Worksheet 3. They have to walk around the class and try to find the title of the film in their chart asking questions with the information they have in the chart and with the help of the speaking frame in Student Worksheet 3.



## Notebook 2 page 2

Film Chart	
Title	
Characters	
Background	
Story	
Kind of animation	

## Class Worksheet 3

Film Chart	
Name: .....	
Title	
Characters	A man
Background	Black
Story	He goes to the theatre
Kind of animation	Drawing
Name: .....	
Title	
Characters	A fly
Background	The world
Story	The fly carries a pepper shaker and makes people sneeze
Kind of animation	Drawing animation
Name: .....	
Title	
Characters	Stick men
Background	Blue
Story	Three stick men create a peace symbol
Kind of animation	Plasticine animation

## Student Worksheet 3

Find your film title	
Is the character in your film a.....?	Yes, it is No, it isn't
Is it located in .....	
Does he/she go to the river?	Yes, he/she does No, he/she doesn't
Do they dance?	Yes, they do No, they don't
Do they play Tetris?	
Is it an animation using drawings?	Yes, it is No, it isn't
Puppets?	
Plasticine?	
cut-outs?	
everyday objects?	
What's the title of your film?	It's ....

## 4. Self-assessment

Children complete Student Worksheet 2



## Student Worksheet 2

Self-assessment	
Name: .....	Date: .....
I've participated in the class	
Circle	
I've used English	
Circle	
A word I've learnt today	
The activity I liked most today was:	

## Lesson 3 History of animation

Timing 90 minutes

### Activities

### Grouping

#### 1. Bet

Children can bet on the correct answer to the question:

"Do you need computers to create an animation?"

They have 100 points. They can bet for both answers (i.e. 30 for yes, 60 for No, the correct answer is No, therefore this child will win 60 for the correct answer minus 30 for the incorrect answer, total points 30).

They write their bet in Student Worksheet 4.

The answer will be given at the end of the lesson.



### R e s o u r c e s

#### Notebook 3 page 1

Do you need computers to create an animation?

You have 100 points to bet

Yes, we need them	No, we don't need them
Points:	Points:

#### Student Worksheet 4

AnimaTic

Student Worksheet 4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bet**

You have 100 points to bet

Do you need computers to create an animation?

Yes, we need them	No, we don't need them
Points:	Points:

**History of animation matching activity**

I think it's a	Praxinoscope	Because it has ...
	Flip Book	...

**Language For Ordering**

What comes first? And next? And then?			
I think this is the	first		it's more important
	second		it's less important
	third		...
	fourth	because	it says
	fifth		...
	sixth		
	...		
I agree with you			
I disagree with you			

This comes before
This goes after
It's earlier
It's later

#### 2. Match history of animation sentences with its picture

Cut out the sentences and pictures in advance.

Hand out a picture or a sentence to each child from Class

Worksheet 4. They have to read their sentence and walk around in order to find their partner.

They have Student Worksheet 4 to help them to speak.

Check the matching on the Notebook 3 page 2 and 3.




## Class Worksheet 4


AnimaTic Class Worksheet  
Class Worksheet 4

**History of animation**

Still drawings of Paleolithic cave paintings, where animals are depicted with multiple sets of legs in superimposed positions, attempting to convey the perception of motion.



The Persian bowl has five images painted along the sides, showing phases of a goat leaping up to nip at a tree.



An Egyptian Mural (approximately 4000 years old) which shows scenes of young soldiers being trained.



## Student Worksheet 4

AnimaTic Student Worksheet 4  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bet**

You have 100 points to bet.

Do you need computers to create an animation?

Yes, we need them	No, we don't need them
Points:	Points:

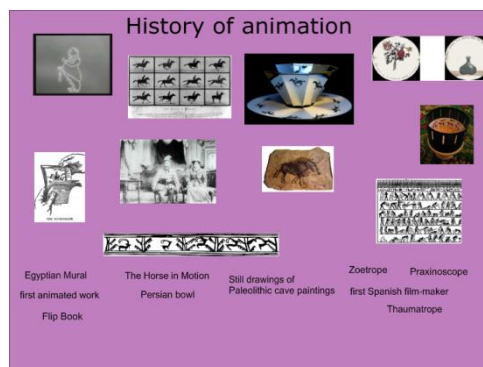
**History of animation matching activity**

I think it's a	Praxinoscope	because it has ...
	Flip Book	...

**Language For Ordering**

What comes first? And next? And then?			
I think this is the	first	because	It's more important
	second		It's less important
	third		...
	fourth		It says
	fifth		...
	sixth		
I agree with you			
I disagree with you			

This comes before
This goes after
It's earlier
It's later



Notebook 3 page 2 and 3

### 3. Time-line

Divide the class in two groups. They put history of animation pictures and sentences on the in the time line Class Worksheet 5.

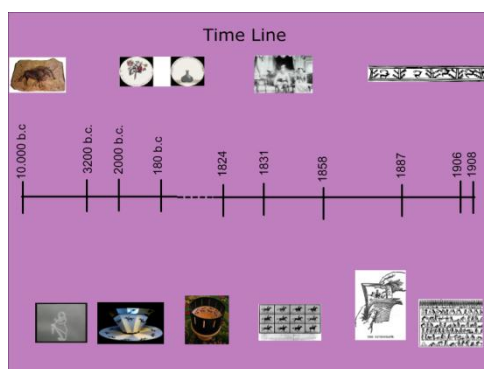
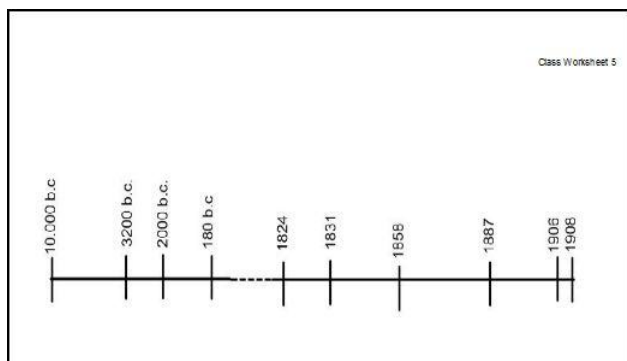
They have Student Worksheet 4 to help them to speak.

To check the activity children compare their time-line with another group.

Check it on the Smart Board with Notebook 3 page 4.



## Class Worksheet 5



Notebook 3 page 4

## Student Worksheet 4

AnimaTic

Student Worksheet 4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bet**

You have 100 points to bet

Do you need computers to create an animation?	
Yes, we need them	No, we don't need them
Points: _____	Points: _____

**History of animation matching activity**

I think it's a	Praxinoscope Flip Book ...	because it has ...
----------------	----------------------------------	--------------------

**Language For Ordering**

What comes first? And next? And then?			
I think this is the	first	because	it's more important
	second		it's less important
	third		...
	fourth		it says
	fifth		...
	sixth		...
I agree with you			
I disagree with you			

This comes before
This goes after
It's earlier
It's later

### 4. Watch Muybridge's film

Show Muybridge's film till 1 minute and 30 seconds with the volume turned off, the link to the film is on Notebook 3 page 5.

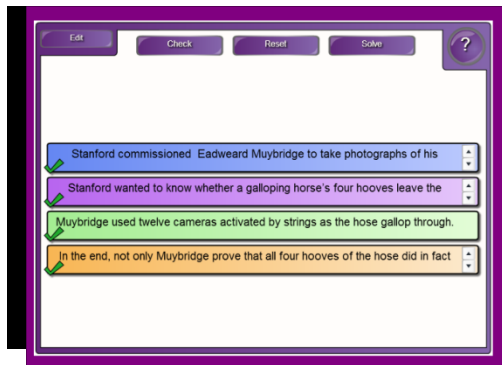
Hand out Student Worksheet 5, say to the children that they have to try to put the sentences in order. Check the sentence order with Notebook 3 page 6. Watch the film again with the volume on.

Ask the children the following question: When a horse gallops, do all of its hooves leave the ground at the same time?

Show Notebook 3 page 7 to answer the question.

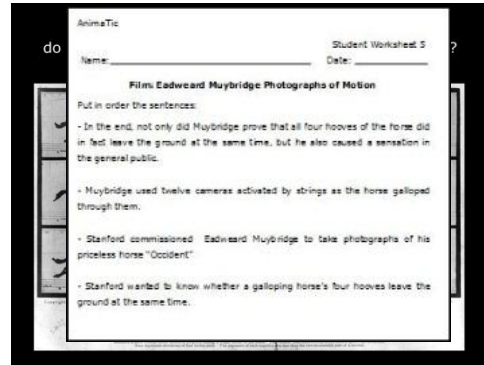


### Notebook 3 page 5



### Notebook 3 page 6

### Student Worksheet 5



### Notebook 3 page 7

## 5. Answer the bet

"Do you need computers to create an animation?"

Calculate the winner



## 6. Self-assessment

Children complete Student Worksheet 2



### Student Worksheet 2

**Self-assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I've used English	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
A word I've learnt today	
The activity I liked most today was:	

## Extra activity

Watch the film explaining how to make a Zoetrope

<http://www.youtube.com/watch?v=eHmSG1j7hXM>

Make a Zoetrope

## Lesson 4 Animation of movement

Timing 90 minutes

### Activities

### Grouping

#### 1. Observe the film.

Explain to the children that they are going to see an example of the type of film that they are going to make. They have to observe carefully.

Click on the picture in Notebook 4 page 1 and watch the example.



### R e s o u r c e s

#### Notebook 4 page 1



#### 2. Mindmap

Create a mindmap with children's ideas about how this film was made. The teacher can ask questions such as:

What are the steps we have to follow to create a film?

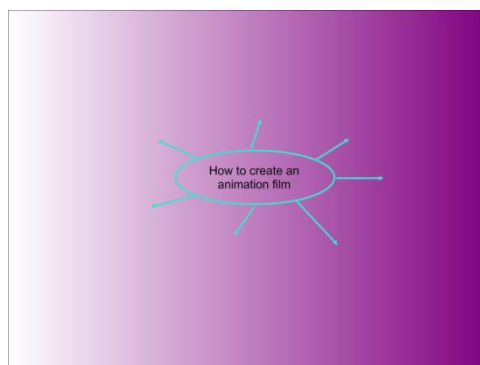
What do you think we need to create a film like this?

Children can make their contributions in their L1 and the teacher writes the ideas in English in the mindmap.



### R e s o u r c e s

#### Notebook 4 page 2



### 3. Put in order the sentences of the process



Hand out Class Worksheet 6. In groups of five children have to put in order the sentences.

Check comparing with other groups and finally check with Notebook 4 page 3 and 4.

## Resources

Class Worksheet 6

Notebook 4 page 3 and 4

Animatic Class Worksheet  
Class Worksheet 6

**How to create a animation film**

Step 1:  
Take photographs of the movement (between 20 and 40), each photo has to be slightly different from the previous one.

Step 2:  
Finally, export your film.

Step 3:  
Choose a short, simple, everyday movement, for example to sit down (mime the action).

Step 4:  
Add a title and an end to your film.

Step 5:  
Decide which colours you are going to use. For example: blue for the jeans, green for the T-shirt, etc.

Step 6:  
Split the movement into frames (mime).

Step 7:  
Copy the photos on a plastic paper with a permanent marker.

Step 8:  
Print the photos.

Step 9:  
Scan the drawings.

Step 10:  
Practice the movement slowly, you have to start and finish in the same position.

Step 11:  
Edit the photos with Monkey Jumble software.

**How to create a animation film**

Edit Check Reset Solve ?

Choose a short, simple, everyday movement, for example to sit down (mime)

Split the movement into frames (mime).

Take photographs of the movement (between 20 and 40), each photo has to be

Print the photos.

Practice the movement slowly, you have to start and finish in the

Decide which colours are you going to use.

Edit Check Reset Solve ?

Add a title and an end to your film

Finally, export your film.

Edit the photos with Monkey Jumble software.

Copy the photos on a plastic paper with a permanent marker.

Scan the drawings.

### 4. Create the groups



Create groups of four children. This will be the groups to create the animations. In order to create collaborative groups they can choose their partners. Groups have to accomplish these conditions:

mix children with different abilities

mix girls and boys

Explain to them that every child in the group is going to have a different role.

Explain the different roles Notebook 4 page 5.

Ask a child to explain the roles without looking at the Smart Board.

Children decide the different roles for each child in the group. The teacher can explain how to decide who is who.

"You have to agree. If you do not agree you have to vote, but you can't vote for yourself."

The teacher waits till children have reached a consensus.

The teacher asks children to raise their hand when they hear their role.

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### Notebook 4 page 5



## 5. Plan the needed language

Give the Check list, Student Worksheet 6, to the children.

Say to them to think about three sentences they will need to use during the creation process. They can make their contributions in L1. The teacher writes them on the board in

English. They choose the most important and write them down in Student Worksheet 6.

It is important that children could reflect on what language they need. If the language of learning comes from them, this will be learned in a meaningful way.



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### Student Worksheet 6

Animatic			
Name: _____		Date: _____	Group: _____ Student Worksheet 6
<b>How to create a drawing animation film</b> Step-by-step Procedure:			
<div style="float: right; border: 1px solid black; padding: 5px; text-align: center;">             Roles              Actors:              Camera:              Director/Checker:           </div>			
Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Choose a short, simple, everyday movement, for example to sit down (mime the action).	The movement we choose is .....	
	Split the movement into frames (mime)..		
	Practice the movement slowly, you have to start and finish in the same position.		
	Take photographs of the movement (between 20 and 40), each photo has to be slightly different from the previous one.		

## 6. Give them a check list to follow the project



Explain to the children that they are going to start the project.

They have to follow the steps in Student Worksheet 6. Every time they finish one step they have to tick it.

They have Student Worksheet 7 to help them to speak.

### Resources

#### Student Worksheet 7

Animatic

Student Worksheet 7

**Language to follow the Check list**

The members of our group are...  
 For the moment we are at the ... step in the step-by-step procedure.  
 The second step is...  
 Our next step is...  
 The movement we've chosen is...

**ASSESSING PEERS' WORK**

What do you think? I think...  
 I agree; I don't agree; me too; Good idea!  
 I like it/It's original  
 I like the drawings, the colours,  
 the sentences, the handwriting  
 It follows the instructions  
 It's got a tick/It hasn't got a tick  
 Let's give them a tick!

## 7. Self-assessment



Children complete Student Worksheet 2

### Resources

#### Student Worksheet 2

**Self-assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class Circle				
I've used English Circle				
A word I've learnt today				
The activity I liked most today was:				

## Lesson 5 Animation of movement Continuation

Timing 90 minutes

### Activities

### Grouping

#### 1. How to edit your film

Watch the tutorial of how to edit a film with the volume turned off.



You will find the link in Notebook 5 page 1 or you can click on:

<http://www.youtube.com/watch?v=3MviVOJUJ9I>

As a resource for the teacher, there's a more complete tutorial at:

<http://www.youtube.com/watch?v=omZ1wUoNf88>

Monkey Jam is a free software and easy to use.

If you prefer you can edit with Windows Movie Maker but it's a longer process.

### R e s o u r c e s

Notebook 5 page 1



#### 2. Put in order the sentences of the process

Hand out Class Worksheet 7, say to the children that they have to

try to put the sentences in order. Check the order of the

sentences with Notebook 5 page 2 and 3.



Hand out Student Worksheet 8. Watch the film again with the volume on.

## Class Worksheet 7

How to edit my film Class Worksheet 7

Then you watch it with a little play button.

Highlight them all.

Then, click on the little TV on top which allows you to preview all the photos before you export them.

Below you see all the images.

Click on Import.

When you have opened it, go to File, Import, Images.

Save wherever you need it.

Go down to whichever file has your pictures in it.

Then you go File, Export Avi.

You click Add files.

If you think it's too fast, go to Setting, Frame Per Second (FPS) and pick up a FPS.

## Student Worksheet 8

AnimaTic

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 8

**How to edit an animation film**

Step-by-step Procedure to edit an animation film

Step	What do you do?	What tools do you need?	Finished?
First	Open Monkey Jam software, go to <b>File, Import, Images.</b>		
	Go down to whichever file has your pictures in it.		
	Below you see all the images. Highlight them all.		
	You click <b>Add files.</b>		
	Click on <b>Import.</b>		
	Then, click on the <b>little TV</b> on top which allow you to preview all the photos before you export it. Then you watch it with a little <b>play button.</b>		
	If you think it's too fast, go to <b>Setting, Frame Per Second (FPS)</b> and pick up a FPS.		
	Then you go <b>File, Export Avi.</b>		
	<b>Save</b> wherever you need it.		

**Put the sentences in order**

Edit Check Reset Solve ?

Below you see all the images.

Click on Import.

Highlight them all.

You click Add files.

When you have opened it, go to File, Import, Images.

Go down to whichever file has your pictures in it.

Edit Check Reset Solve ?

If you think it's too fast, go to Setting, Frame Per Second (FPS) and pick up a

Then you go File, Export Avi.

Then you watch it with a little play button.

Save wherever you need it.

Then, click on the little TV on top which allows you to preview all the photos

Notebook 5 page 2 and 3

### 3. Ongoing assessment

Two groups compare their Student Worksheet 6. Children check with another group the activities they've done.

They have Student Worksheet 7 to help them to speak.



## Student Worksheet 6

AnimaTic  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 6

**How to create a drawing animation film**  
Step-by-step Procedure

Actors: \_\_\_\_\_  
Camera: \_\_\_\_\_  
Director/Checker: \_\_\_\_\_

Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Choose a short, simple, everyday movement, for example to sit down (mime the action).	The movement we choose is .....	
	Split the movement into frames (mime).		
	Practice the movement slowly, you have to start and finish in the same position.		
	Take photographs of the movement (between 20 and 40), each photo has to be slightly different from the previous one.		

## Student Worksheet 7

AnimaTic  
Student Worksheet 7

**Language to follow the Check list**

The members of our group are...  
For the moment we are at the ... step in the step-by-step procedure.  
The second step is...  
Our next step is...  
The movement we've chosen is...

**ASSESSING PEERS' WORK**  
What do you think? I think...  
I agree: I don't agree; me too; Good idea!  
I like it/It's original!  
I like the drawings, the colours, the sentences, the handwriting!  
It follows the instructions!  
It's got a tick/It hasn't got a tick!  
Let's give them a tick!

### 4. Finish the project process

Children tick on Student Worksheet 6 and 8 when their finish their tasks.



## Student Worksheet 6 and 8

AnimaTic  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 6

**How to create a drawing animation film**  
Step-by-step Procedure

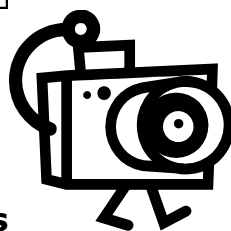
Actors: \_\_\_\_\_  
Camera: \_\_\_\_\_  
Director/Checker: \_\_\_\_\_

Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Choose a short, simple, everyday movement, for example to sit down (mime the action).	The movement we choose is .....	
	Split the movement into frames (mime).		
	Practice the movement slowly, you have to start and finish in the same position.		
	Take photographs of the movement (between 20 and 40), each photo has to be slightly different from the previous one.		

AnimaTic  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 8

**How to edit an animation film**  
Step-by-step Procedure to edit an animation film

Step	What do you do?	What tools do you need?	Finished?
First	Open Monkey Jam software, go to <b>File, Import, Images</b> .		
	Go down to whichever file has your pictures in it.		
	Below you see all the images. Highlight them all.		
	You click <b>Add files</b> .		
	Click on <b>Import</b> .		
	Then, click on the <b>little TV</b> on top which allow you to preview all the photos before you export it.		
	Then you watch it with a <b>little play button</b> .		
	If you think it's too fast, go to <b>Setting, Frame Per Second (FPS)</b> and pick up a FPS.		
	Then you go <b>File, Export Avi</b> .		
	Save wherever you need it.		



Cameras

### 7. Self-assessment

Children complete Student Worksheet 2












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Student Worksheet 2

Self-assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class Circle	   
I've used English Circle	   
A word I've learnt today 	
The activity I liked most today was:	

## Lesson 6 Type of shots

Timing 90 minutes

### Activities

### Grouping

#### 1. Take photos

Hands on



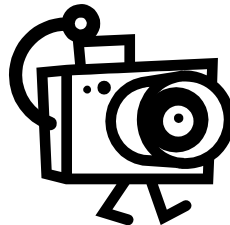
Explain to the students that they are going to take photos with different kind of shots, as many as they can imagine.

They have 10 minutes to do the activity.

In groups of 3 they start taking photos.

### R e s o u r c e s

#### Cameras



#### 2. Jigsaw



Divide the class into seven groups.

Give each group a type of shot definition from Class Worksheet 8. They will become "experts" in this type of shot.

Each group has to read, understand and mime the shot definition.

After 5 minutes, each member of the "experts" group goes to a different group.

Each new group will have experts in the 7 types of shots. Each child explains their definition to the others. They can mime to explain it.

## Class Worksheet 8

Type of shots
<b>Long Shot</b> Shows the entire human body. Allows you to see everything, so usually the first shot to help you set the scene.
<b>Mid Shot</b> Shows characters from the waist up and is useful when filming people talking.
<b>Close-up</b> Shows very little background, and concentrates on either a face, or a specific detail.
<b>Eye-Level</b> This is the most common view, being the real-world angle that we are all used to.
<b>Low Angle</b> - filmed from below with the camera pointing up. It makes someone look bigger and more powerful.
<b>High Angle</b> - filmed from above with the camera pointing down. Used to make someone look smaller.
<b>Bird's Eye</b> This shows a scene from directly overhead, a very unnatural and strange angle.

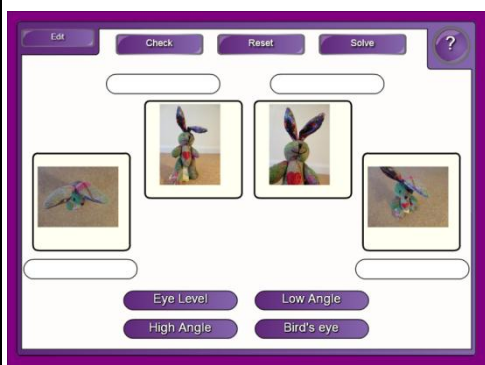
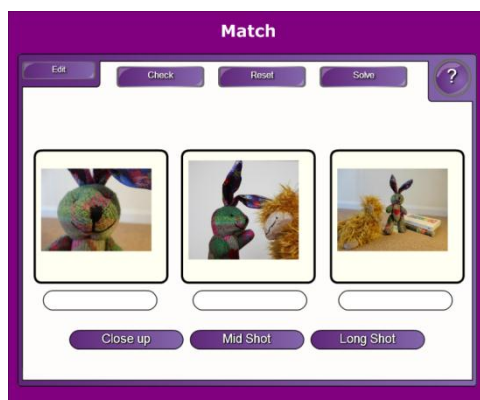
### 3. Match the definition with photos



Hand out the example photographs of Class Worksheet 9. The group of 7 experts matches each definition with the correct photograph. Check the activity matching each photograph with the correct definition and classification in Notebook 6 pages 1, 2 and 3.

## Class Worksheet 9

## Notebook 6 pages 1, 2 and 3



#### 4. Analyse your photographs



With the same groups as in activity 2, they analyse the photographs they've taken and classify them, deciding which type of shot has been used.

If they do not have an example of each shot, they can take the missing type of shot.

#### 5. Guess the type of shot



Project the photographs each group has taken. With the same groups as in activity 2 and 5, they try to guess which type of shot will be shown next. One group has to guess without looking at the photograph and the next group has to say the type of shot after looking at the photograph.

The first group will win 2 points if they guess correctly. The second group will receive one point if they identify which type of shot it is.

#### 6. Self-assessment



Children complete Student Worksheet 2

#### Student Worksheet 2

##### Self-assessment

Name: _____	Date: _____
I've participated in the class Circle	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I've used English Circle	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
A word I've learnt today →	
The activity I liked most today was:	

## Lesson 7 Photojournalism

Timing 90 minutes

### Activities

### Grouping

#### 1. Imagine what this photo is about.

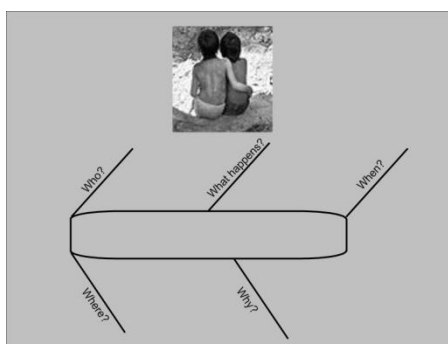
Children try to describe a picture looking at only a part of it and imagine what is happening. Notebook 7 page 1.

The teacher helps children to complete the mindmap giving them options. For example, "Are they eating, dancing, looking at something?"



### Resources

Notebook 7 page 1



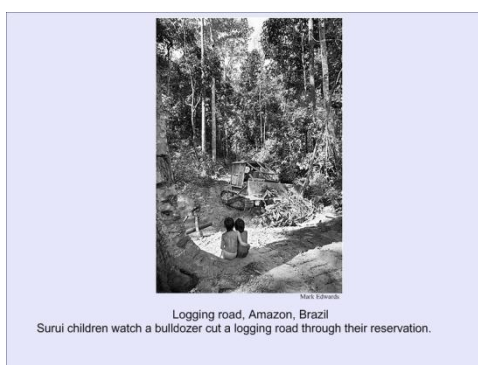
#### 2. Analyse the complete photo.

Children look at the complete photo in Notebook 7 page 2 and compare with its predictions.



### Resources

Notebook 7 page 2



#### 3. Classify the photos into peace and conflict

In groups of four they classify the photos.

Print and hand out the photographs from "Hard rain" folder.

You can find more interesting photos at:

<http://www.hardrainproject.com/gallery/>



#### 4. Match the photos with its title and comment



Hand out the titles from Class Worksheet 10 with the same groups as the previous activity they match the titles with the photos.

Key words are in bold. If children do not understand some of the key words, they can ask to the teacher or look it up in the dictionary.

Check all together with the prezzi:

<http://prezi.com/xrqb56yhgkp /hard-rain-project/>

You will find the link in Notebook 7 page 3.

	Class Worksheet 10	Notebook 7 page 3
<b>R e s o u r c e s</b>	<p>Photos: Titles and comments Hard rain project</p> <p>Forest destruction, Haiti</p> <p>Oiled bird, Brazil</p> <p>Melt water, Greenland Warmer air temperatures are causing the Greenland ice sheet to melt earlier and faster.</p> <p>Amazon jungle being burned to expand agricultural land, Brazil</p> <p>A child with a toy gun, Bucharest, Romania Two hundred and thirty million people died as a result of war in the 20<sup>th</sup> century.</p> <p>Mother and child living in a drainpipe, Calcutta, India</p> <p>Drought, Namibia A San Bushman boy stands beside his horse dying of thirst.</p> <p>My god-daughter Alice Jacoby in mid-air, catching rainbows in a teapot.</p> <p>Logging road, Amazon, Brazil Surui children watch a bulldozer cut a logging road through their reservation</p>	

#### 5. Review their classification



After knowing which are the titles, children in the groups can review their previous classification into peace and conflict.

#### 6. Check the classification.



There's no right answer, answers depend on what they think the photo is showing.


Children have to argue their choices

I think it's a peace picture because .....they work in a mine.

Check the activity with Notebook 7 page 4.


Resources

Notebook 7 page 4




**8. Write a sentence of something they would like to change.**

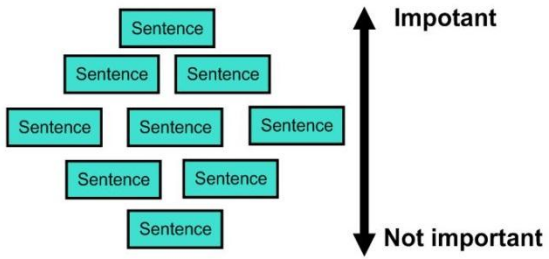
This activity is multidisciplinary, that is, it is related to other subjects. The teacher can coordinate with other subject teachers to take advantage of the concepts children have studied in other subjects. Hand out a piece of paper. Children get inspiration from the photographs to write a sentence of a problem that they would like to solve



**9. Choose a sentence to make your film.**

In groups of nine they order their sentences from what they consider is the most important to the least the important. They have to order the sentences in a diamond figure. Children have Student Worksheet 4 to help them to speak.





R e s o u r c e s	<h2 style="margin: 0;">Student Worksheet 4</h2>				
	<div style="display: flex; justify-content: space-between;"> <span>Animalic</span> <span>Student Worksheet 4</span> </div>				
	Name: _____ Date: _____				
	<b>Bet</b>				
	You have 100 points to bet				
	Do you need computers to create an animation?				
	Yes, we need them	No, we don't need them			
	Points: _____	Points: _____			
	<b>History of animation matching activity</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">I think it's a</td> <td style="width: 33%;">Praxinoscope Flip Book ...</td> <td style="width: 33%;">because it has ...</td> </tr> </table>		I think it's a	Praxinoscope Flip Book ...	because it has ...
I think it's a	Praxinoscope Flip Book ...	because it has ...			
<b>Language For Ordering</b>					
What comes first? And next? And then?					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">I think this is the</td> <td style="width: 33%;">first second third fourth fifth sixth ...</td> <td style="width: 33%;">because</td> <td style="width: 33%;">it's more important it's less important ... it says ...</td> </tr> </table>		I think this is the	first second third fourth fifth sixth ...	because	it's more important it's less important ... it says ...
I think this is the	first second third fourth fifth sixth ...	because	it's more important it's less important ... it says ...		
I agree with you I disagree with you					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">This comes before</td> <td style="width: 50%;">This goes after</td> </tr> <tr> <td style="width: 50%;">It's earlier</td> <td style="width: 50%;">It's later</td> </tr> </table>		This comes before	This goes after	It's earlier	It's later
This comes before	This goes after				
It's earlier	It's later				

## 10. Self-assessment

Children complete Student Worksheet 2



R e s o u r c e s	<h2 style="margin: 0;">Student Worksheet 2</h2>	
	<b>Self-assessment</b>	
	Name: _____ Date: _____	
	I've participated in the class	<div style="display: flex; justify-content: space-around;"> <span>Circle</span> <span>😊</span> <span>😐</span> <span>😞</span> <span>😡</span> </div>
	I've used English	<div style="display: flex; justify-content: space-around;"> <span>Circle</span> <span>😊</span> <span>😐</span> <span>😞</span> <span>😡</span> </div>
	A word I've learnt today →	
The activity I liked most today was:		

## Extra activity

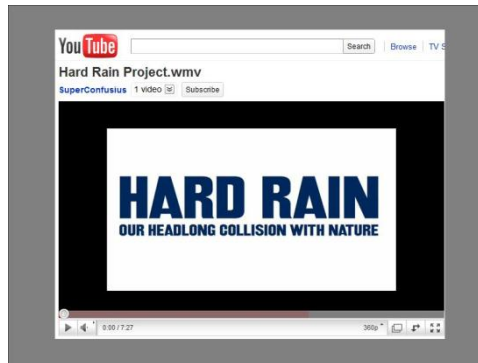
Watch the "Hard rain project" film

Click on the link on Notebook 7 page 5.

<http://www.youtube.com/watch?v=tT2b-D50wic>



## Notebook 7 page 5



## Lesson 8 You can make the difference!

### Let's make an animation for peace

Timing 90 minutes

#### Activities

#### Grouping

#### 1. Observe the films.

Explain to the children that they are going to make a film. But first they are going to watch some examples. They have to observe carefully. Click on the picture in Notebook 8 page 1 and watch the examples.



## Notebook 8 page 1



#### Extra activity:

Watch the film about the film-making process.

<http://www.filmstreet.co.uk/pages/workshops/classroom.php?id=1>

#### 2. Mindmap

Create a mindmap with children's ideas about how this film was made. The teacher can ask questions such as:  
What are the steps we have to follow to create a film?

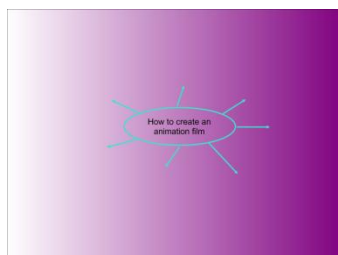


What do you think we need to create a film like this?

Children can make their contributions in their L1 and the teacher writes the ideas in English in the mindmap, Notebook 8 page 2.

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Notebook 8 page 2



### 3. Put in order the sentences of the process



Hand out Class Worksheet 11. In groups of five children have to put the sentences in order.

Check comparing with other groups and finally check with Notebook 8 page 3 and 4.

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Class Worksheet 11 with Notebook 8 page 3 and 4

Class Worksheet 11  
Step-by-step Procedure to create an animation film

Decide the roles in the group.

Decide what kind of animation you are going to make (plasticine, drawing, pixel, object, puppet, cut-out).

Decide characters, background and props or objects needed.

Create a story.

Decide the type of shot you are going to use.

Draw the story on the storyboard.

Create a background and characters.

Rehearse the scene with actors, puppets, objects...

Arrange your camera so that the background fills the camera and make sure the camera doesn't move.

Characters change their position with small movements.

Step-by-step Procedure to create an animation film 1

Edit Check Reset Solve ?

Decide the roles in the group

Decide which kind of animation you are going to make (plasticine, drawing, pixel)

Create a story.

Decide characters, background and props

Decide the type of shot you are going to use

Draw the story on the storyboard

Create a background and characters

Rehearse the scene with actors, puppets

Step-by-step Procedure to create an animation film 2

Edit Check Reset Solve ?

Keep characters changing their position

Take a shot each time they move.

Upload your shots to a computer.

Arrange your camera so that the background fills the camera and make sure the camera doesn't move.

Characters change their position with small movements.

Edit the photos with Monkey Jumble software.

### 4. Plan the needed language

Give the Check list, Student Worksheet 9, to the children.

Say to them to think about three sentences they will need to use during the creation process. They can make their

contributions in their L1. The teacher writes them on the board in English. They choose the most important and write them down in Student Worksheet 8.



It is important that children could reflect on what language they need. If the language of learning comes from them, this will be learned in a significant way.

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### Student Worksheet 9

Name: _____ Date: _____ Group: _____ Student Worksheet 9			
How to create a animation film Step-by-step Procedure			
Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Decide the roles in the group. Write on the storyboard	Storyboard, Student Worksheet 10	
	Decide what kind of animation you are going to make (plasticine, drawing, pixel, object, puppet, cut-out).		
	Create a story and a title for the story.	Use the sentence you've chosen in the previous lesson	
	Decide characters, background and props or objects needed.		
	Decide the type of shot you are going to use.		
	Draw the story on the storyboard.		
	Create a background and characters.		

### 5. Give them a check list to follow the project

Explain to the children that they are going to start the project. They have to follow the steps in Student Worksheet 9 and 10. Every time they finish one step they have to tick it.



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### Student Worksheet 9 and 10

Name: _____ Date: _____ Group: _____ Student Worksheet 9			
How to create a animation film Step-by-step Procedure			
Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Decide the roles in the group. Write on the storyboard	Storyboard, Student Worksheet 10	
	Decide what kind of animation you are going to make (plasticine, drawing, pixel, object, puppet, cut-out).		
	Create a story and a title for the story.	Use the sentence you've chosen in the previous lesson	
	Decide characters, background and props or objects needed.		
	Decide the type of shot you are going to use.		
	Draw the story on the storyboard.		
	Create a background and characters.		

AnimaTic	
Student Worksheet 10	
Name: _____ Date: _____	
<h2>About our film</h2>	
<b>Group roles:</b>	
Camera operator:	_____
Checker/ Mover:	_____
Director:	_____
Actor?:	_____
<b>Kind of animation:</b>	
_____	
<b>The story idea in one sentence is:</b>	
_____	
_____	
<b>The title of our film is:</b>	
_____	
<b>Characters:</b>	
_____	
<b>Background:</b>	
_____	
<b>Props:</b>	
_____	

### 6. Self-assessment

Children complete Student Worksheet 2












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Student Worksheet 2

Self-assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class Circle	   
I've used English Circle	   
A word I've learnt today 	
The activity I liked most today was:	

## Lesson 9 Group work vocabulary and start taking photos

Timing 90 minutes

### Activities

### Grouping

#### 1. Review prepositions of place and directions

The teacher dictates some sentences and a child moves the objects in Notebook 9 page 1.

There are some examples in Class Worksheet 12.



#### Notebook 9 page 1 Class Worksheet 12



#### Picture dictation examples

Put the girl on the house.  
Put the boy under the tree.  
Put the carrots between the box and the rabbit.  
Move the box forward.  
Move the cake to the left.  
Move the rabbit up.  
Move the boy down.

#### 2. Prepare a picture dictation

In groups of four children prepare a picture dictation for other students

They use Student Worksheet 11 as a guide.



#### Student Worksheet 11

Student Worksheet 11

Language for the Picture Dictation			
Put	the girl the boy the carrot .....	on in under behind next to between	the tree the house
	Move	it them	to the left to the right forward backwards up down

**ASKING FOR HELP**  
How do you say...in English/Catalan?  
What does...mean?  
Can you help me?  
I don't understand.  
Can you repeat that, please?  
I didn't understand what you said  
Is it ok?/Is it correct?/Is it wrong?  
This is difficult.

### 3. Picture dictation

In pairs children dictate the picture dictation they've prepared.

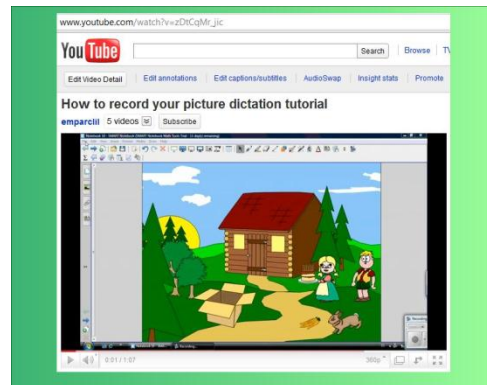
Each pair uses one computer with Notebook 9 page 1 open. They save the document with their names. They record the picture dictation process.

In Notebook 9 page 2 they have the link to a video explaining how to record their activity.



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Notebook 9 pages 1 and 2



Computers

### 4. They continue their project with the chart

Student Worksheet 9 and 10.



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 9

**How to create a animation film**  
Step-by-step Procedure

Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Decide the <b>roles in the group</b> . Write on the storyboard	Storyboard: Student Worksheet 10	
	Decide what <b>kind of animation</b> you are going to make (plasticine, drawing, pixel, object, puppet, cut-out).		
	Create a <b>story and a title</b> for the story.	Use the sentence you've chosen in the previous lesson	
	Decide <b>characters, background and props</b> or objects needed.		
	Decide the <b>type of shot</b> you are going to use.		
	<b>Draw</b> the story on the storyboard.		
	Create a <b>background and characters</b> .		

AnimaTic \_\_\_\_\_ Student Worksheet 10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**About our film**

Group roles:

Camera operator: \_\_\_\_\_

Checker/ Mover: \_\_\_\_\_

Director: \_\_\_\_\_

Actor?: \_\_\_\_\_

Kind of animation: \_\_\_\_\_

The story idea in one sentence is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The title of our film is:

\_\_\_\_\_

Characters: \_\_\_\_\_

Background: \_\_\_\_\_

Props: \_\_\_\_\_

## 5. Self-assessment

Children complete Student Worksheet 2



### Student Worksheet 2

**Self-assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Circle	
I've used English	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Circle	
A word I've learnt today	
The activity I liked most today was:	

# Lesson 10 Complete the "You can make the difference" project

Timing 90 minutes

## Activities

## Grouping

### 1. Ongoing assessment



Two groups compare their Student Worksheets 9 and 10.

Children check with another group the activities they've done.

They have Student Worksheet 7 to help them to speak.

## Resources

### Student Worksheets 9 and 10

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_ Student Worksheet 9

**How to create a animation film**  
Step-by-step Procedure

Step	What do you do?	What tools do you need? What sentences do we need?	Finished?
First	Decide the <b>roles in the group</b> . Write on the storyboard	Storyboard, Student Worksheet 10	
	Decide what kind of <b>animation</b> you are going to make (plasticine, drawing, pixel, object, puppet, cut-out).		
	Create a <b>story and a title</b> for the story.	Use the sentence you've chosen in the previous lesson.	
	Decide <b>characters, background and props</b> or objects needed.		
	Decide the <b>type of shot</b> you are going to use.		
	<b>Draw</b> the story on the storyboard.		
	Create a <b>background and characters</b> .		

AnimaTic  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Student Worksheet 10

**About our film**

**Group roles:**

Camera operator: \_\_\_\_\_

Checker/ Mover: \_\_\_\_\_

Director: \_\_\_\_\_

Actor?: \_\_\_\_\_

**Kind of animation:** \_\_\_\_\_

**The story idea in one sentence is:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AnimaTic  
Student Worksheet 7

**Language to follow the Check list**

The members of our group are...  
For the moment we are at the ... step in the step-by-step procedure.  
The second step is...  
Our next step is...  
The movement we've chosen is...

**ASSESSING PEERS' WORK**

What do you think? I think...  
I agree, I don't agree, me too- Good idea!  
I like it/It's original!  
I like the drawings, the colours, the sentences, the handwriting.  
It follows the instructions.  
It's got a tick/It hasn't got a tick.  
Let's give them a tick!

### Student Worksheet 7

### 2. Finish the projects



### 5. Self-assessment

Children complete Student Worksheet 2












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Student Worksheet 2

Self-assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class Circle	   
I've used English Circle	   
A word I've learnt today 	
The activity I liked most today was:	

## Lesson 11 Prepare film award ceremony

Timing 90 minutes

### Activities

### Grouping

#### Introduction:

The idea is to have as many categories as films and every film will receive an award for something.

#### 1. Observe a film award ceremony

Show Bafta Children's Awards film till minute 6 with the volume turned off, the link to the film is on Notebook 11 page 1 or you can click on:

<http://www.youtube.com/watch?v=0ikQX6Wsi3U>

Hand out Class Worksheet 13. In groups the children have to try to put the sentences in order. Watch the film again with the volume on. Check the sentence order with Notebook 11 page 2. The last two sentences are not in the video.



### Resources

Notebook 11 pages 1 and 2

Class Worksheet 13



Film Award Ceremony	Class Worksheet 13
Put in order the sentences:	
.....	Hello everybody
.....	Are you doing all right? Good
.....	Welcome to the Electronic Arts British Academy Children's Awards 2010
.....	To present this award...
.....	Welcome...
.....	Here are the nominees for....
.....	and the Bafta goes to.....
.....	Get out the envelope
.....	Thank you to all the kids and their families
.....	the next category is...
.....	and the winner is....

#### 2. Awards ceremony Mindmap

Analyse a film award ceremony and make a mindmap with Notebook 11 page 3. In this mindmap it will be interesting to highlight facts such as presenters, camera, journalist, spectators, and winners.



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Notebook 11 page 3



### 3. Prepare an interview

In the group that they've filmed the animation, children think about questions they can ask the winners and write them in Students Worksheet 12. They can prepare the questions in their L1 and the teacher will help to write them in English.



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Students Worksheet 12

Student Worksheet 12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Interview with the winners**

Write four questions you can ask the winners

- 1
- 2
- 3
- 4

**Award Speech**

Thank you to...

The members of our group are...

The first step was...

The second step was...

The sentence we choose to develop the animation was...

### 4. Prepare the speech for picking up the award

They prepare their speeches to say thank you and to explain how they made their animation film.

Every child of the group has to remember this because the next lesson only one child will speak but it will be decided on toss.



They have Student Worksheet 12 to help them to prepare the speech.

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### Student Worksheet 12

Student Worksheet 12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Interview with the winners**

Write four questions you can ask the winners

- 1
- 2
- 3
- 4

**Award Speech**

Thank you to...

The members of our group are...

The first step was...

The second step was...

The sentence we choose to develop the animation was...

## 5. Watch and rate your classmates animations

Children assess their classmates' animations with Student Worksheet 13.



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### Student Worksheet 13

Student Worksheet 13

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Assess your classmates films**

Film:	Needs improvement	Satisfactory	Good	Excellent
The film has a message of peace				
Characters				
Background				
They use of different type of shots				
It has been a collaborative work				

Film:	Needs improvement	Satisfactory	Good	Excellent
The film has a message of peace				
Characters				
Background				
They use of different type of shots				
It has been a collaborative work				

## 6. Self-assessment

Children complete Student Worksheet 2












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Student Worksheet 2

Self-assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I've participated in the class Circle	   
I've used English Circle	   
A word I've learnt today 	
The activity I liked most today was:	