



Australian Government
Attorney-General's Department

DINGO CREEK



Activity Title My Story

Theme

Students design and develop a digital story on their own community-based theme (person, school, street, local area).

Key Learning / Subject Areas

- Studies of Society and the Environment
- Health and Physical Education
- English/Literacy
- Science
- Personal Learning

Possible Year Levels Year 5 - 9

Duration Up to 15 periods

Objectives

On completion of this activity students will be able to:

- develop a narrative for a digital story;
- understand how sound, images and text can interact to create a multimodal literacy artefact.

The output will be a digital story on their own community-based topic.

Introduction

Digital storytelling brings together the tradition of oral storytelling with new technologies in a powerful learning process, emphasising personal voice to enable students to tell their own stories as they weave together video, photos, art, music, narration, print and sound effects using simple multimedia tools.

A crucial element in the *Emergency Risk Management* (ERM) process is understanding the context of one's own community. *My Story* allows the student to immerse themselves in their own chosen community (their school, street, local team, suburb, town, holiday venue etc).

If they choose, the student can identify key people in their community, key features of that community, hazards impacting on the community, or a disaster that may have occurred to the community and/or what is at risk. However, this is not necessary.

Prior Learning

1. Students should know how to draft and conference a script;
2. Students should have experience with developing and writing narratives;
3. Students will need to have an understanding of how to find out key information about their own community.

Activity Description

Step 1 – Whole class activity

Introducing digital story telling and the rationale for this activity

Discuss with your students the different kinds of personal stories that they can tell. Link this with the ERM. (You can print out a model of the ERM process from the ERM link in the Dingo Creek learning object or from the Teaching and Learning manual)). In ERM, it is vital to understand the context of each different community and the issues, concerns, history of that community. Developing and sharing their Digital Stories will help your students to understand their own personal, and community contexts.

Begin by brainstorming a list and working through the scope and focus of each type of story telling with your students.

You might like to include:

Stories about someone important to you

- Character stories: about a particular person and what they mean to us, how they inspire us
- Memorial stories: remembering a person special to you, honouring the people who have died and what they have achieved

Stories about an event in life

- An adventure that happened
- A special accomplishment or achievement
- Stories about a place: think of an event, it could even be a disaster or near-disaster that occurred in your community. Explore what happened, your relationship to the event, what other people experienced, what the defining moment in the event was, how you felt during it, what you learned from it
- Recovery stories: how a community, family or person recovered from a difficult situation

Stories about what people do

- Professions and interests, what people have done and experienced in their job or volunteer service

You can show examples of Digital Stories from the web links listed below and discuss the features that create impact for the audience.

Explore the seven elements of creating a Digital Story with the class:

1. The point of a story – point of view
2. The dramatic question
3. Emotional content
4. The voice in the story
5. The power of the sound track
6. The economy (less is more) in use of text, imagery and audio
7. How the story has been paced

Step 2 – Small Group activity

Story Circles

Divide the class into 2-3 large groups.

The students need to sit in a circle and share the story and dramatic question they are going to focus on in their own Digital Stories.

Encourage group members to feed back ideas and possible treatments for the stories.

Step 3 – Individual activity

Scripting the story and finding supporting evidence

Each student should develop a draft story script of 100-200 words. The length will be about one minute. See the Handout 1 for helpful hints on developing *My Story*.

They should also collect images and artefacts to complement the story. These can include scanned or digital photos, scanned copies of documents such as letters or other artefacts they have on a USB or VD-ROM.

Each student should have between 8-15 photos related to their story. They may not use all of them, but it is useful to have a wider choice when deciding how to treat their story visually. They should ensure some of the photos are personal – of themselves, their class or school as these are important in personalising the story.

Students need to develop the draft into a one- minute oral storytelling presentation in a presentation software package such as PowerPoint. Students can use Handout 2 to break their story down into point form notes to help with their oral presentation to the small group.

Step 4 – Small Group activity

Oral Storytelling

Each student will present a one-minute oral version of their story to the class in small groups using their draft storyboard developed in PowerPoint. Students will again receive feedback from their peers to assist them to develop their stories further.

Step 5 – Individual activity

Building the Digital Story

Over the next few lessons students will need to storyboard their Digital Story (using Handout 3) and will then master the use of Microsoft Photo Story and/or Microsoft MovieMaker or iMovie to build their digital story by adding soundtrack, music and pictures.

Step 6 – Whole Class activity

Presenting the Digital Stories

Once all the stories have been developed, plan a celebration where each story can be shown to the whole class, and even to invited guests from within the school or local community.

Teacher Notes

Allocate some class time to your students to research the local community to find meaningful sources of material for their Digital Stories.

Try linking the purpose of these Digital Stories with the ERM process which you can access through the ERM button on the Dingo Creek learning object.

You will need to ensure that digital story-making software is loaded on the computers you access. This can be iMovie (if you have Macintosh computers) or Photo Story 3 / MovieMaker if you have PCs. Photo Story can be downloaded free from the Microsoft Download Centre (web link below).

Your students could explore using some of the sounds and images from the Emergency Management in Australia website in their Digital Stories.

If you have an active school intranet, it might be a good idea to include your students' Digital Stories on the school's intranet pages!

Resources / Links / Materials Required

In class:

- My Story handout
- PowerPoint Storyboard handout
- Detailed Storyboard handout
- Access to computers with appropriate software: Microsoft Photo Story 3, Microsoft MovieMaker, iMovie

Web links:

The URLs listed below are intended only as links to additional resources and in no way constitute an endorsement by the Attorney General's Department of the content found at these sites. Similarly, the managers of the listed websites do not view the inclusion of their website URL as an endorsement of these resources. You will need to use your own professional judgement if you decide to use these websites in your planning. These websites were active at the time of development of this activity. You will need to be connected to the Internet to go to these websites.

Centre for Digital Storytelling (CDS)

<http://www.storycenter.org>

Australian Stories at ACMI

http://www.acmi.net.au/digital_stories.htm

International network of storytelling (ACMI)

http://www.acmi.net.au/digitalstorytelling_internationalnetwork.htm

Microsoft Download Centre: Photo Story 3

<http://www.microsoft.com/downloads/details.aspx?FamilyID=92755126-a008-49b3-b3f4-6f33852af9c1&DisplayLang=en>

Emergency Management for Schools website

<http://www.ema.gov.au/schools>

Handout 1

My Story

Tips to get you thinking.....

A story is a narrative, tale, report or an account. A digital story is very personal. This story will be about YOU and your community – it will reflect your ideas, thoughts, views, experiences, observations, opinions, conversations, questions and reflections.

Your voice, as the storyteller, is vital to the story.

Stories are most powerful when they come from a personal perspective.

Finding your story

Start small.

This is a one-minute story. Keep it simple. This is a moment in time.




Think about:

- Who is the audience?
- What is the purpose of the story?
- What might the story be about?
 - A significant event that impacted on the life of your community and how people reacted or how the community was affected?
 - Your family story or memory?
 - A special person? A volunteer? Someone who led a recovery after a disaster? Someone who is involved in a wide range of community activities to help to make a difference? What has their impact been? What is their story?
 - Your community? How is it special to you?
 - A day in the life of someone special to you or the community?
 - Something everyone in your community needs to know?
 - A reflection on something that happened or is happening to you in your life?
 - A significant learning experience and how it has influenced the decisions you make today?
- You could start with the images you'd like to use – work out the photos or digital images...rearrange them, sort them...sometimes the story emerges from the different sequences you develop.
- Draft your script. Read it out loud. Review and redraft the language. Get rid of wordiness. Keep up pace. Make it punchy, moving, and engaging.
- If it feels right, leave it.

Handout 2

Storyboard

Task: Break your story down using visual images for different sections of your story. Collect your images together. If you don't have digital versions, the hard copy images will eventually need to be scanned. Aim to collect 8 -15 images. Use PowerPoint to create your draft storyboard.

Video/images	Text/Audio
	
	
	

	
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Handout 2

Digital Storyboard



Images

Transitions

Effects

Text

Voiceover

Soundtrack
