

**Creative Final Project:**  
**Engaging Curriculum Expectations and Diversity Through Video Production**  
**Lesson Plan Template PED 3102 Winter 2016 D. Watt**  
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**Subject:** Social Studies, Language (oral, media literacy), Arts (visual, drama) **Grade:** 2  
**Strand:** Heritage and Identity: Changing Family and Community Traditions  
**Title/topic:** My Family Tradition: a video project **Estimated time:** 5-6 lessons

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**Curriculum expectations, big ideas, essential questions:**

**Curriculum Expectations:**

a) Overall Expectation(s)

Social Studies→ Heritage and Identity: Changing Family and Community Traditions Strand (Social Studies, p.76) :

- A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations

b) Specific Expectation(s)

Social Studies→ Heritage and Identity: Changing Family and Community Traditions Strand (Social Studies, p.76):

- A1.2 compare their family's structure and some of their traditions and celebrations with those of their peers' families (*e.g., traditions/celebrations related to rites of passage, holidays, foods*)

c) Integration: Expectation(s) from another subject area:

Art→ Visual Art Strand (Arts, p.83):

- D1.4 use a variety of materials, tools and techniques to respond to design challenges

Art→ Drama Strand (Arts, p.79):

- B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others' ideas in and out of the role, with support

Language→Oral Communication Strand (Language, p.50):

**Big Ideas:**

- What is a family?
- What is a tradition?

**Essential question(s):**

- What do families look like?
- How do we compare things? What is a similarity? What is a difference?
- How are families similar?
- How do families differ?
- What kinds of traditions do different families have?

- 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Language→Media Literacy Strand (Language, p.60):

- 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

### **Description of task:**

The lesson will begin with a class discussion about family structure and family traditions. Students will be asked to think about their own family structure and brainstorm different traditions or things they enjoy doing with their family. All of the ideas that the students discuss will be written on an anchor chart for future reference. Then students will individually write their portion of the script for their video. In their script, students should include their family structure and their favourite family tradition or family activity. Students will have the option of using a constructed template for their script if desired.

Second, students will create a puppet of themselves using a variety of materials. It is completely up to the students to decide how they wish to represent themselves on their puppet, allowing for creativity. This puppet will be used to engage in dialogue with a partner in their video. Students will have the option of using a constructed template for their puppet if desired. They will also draw a background that relates to their script on a large piece of white paper. They will use markers and coloured pencils to colour it in.

Once these components are completed, students will be placed in pairs. Each student will read their script to their partner. They will then add into their script a short discussion about similarities and/or differences regarding their family structure and/or family activities (See Appendix B for a model). Students will have time in class to rehearse their video in order to be comfortable using their puppets and reading their script aloud with expression.

Lastly, pairs of students will join another pair of students for filming. Pairs will take turns using an iPad to film while the other pair uses their puppets and backgrounds taped to the wall to create a one shot video. Videos will then be uploaded to a computer.

Once all of the videos are completed, students will show their videos to the class and classmates will have the opportunity to ask questions about their family traditions. Then there will be a class discussion on how the families of the students are similar yet different. Additionally, the videos will be posted on a secure classroom website for parents to share with parents.

\*Note that this lesson will be completed over a number of days.

### **Materials:**

- Popsicle sticks (enough for every student)
- Different colours of yarn
- Glue
- Paper

- Pencils
- Pencil crayons
- Scissors
- Tape
- Ipads with video recording software
- Connector cord to download each student's video
- Template of puppet body (see Appendix A)
- Teacher can make clothing templates and/or tracers for students
- Script template/worksheet (see Appendix B)
- Student scripts

<p><b>Teacher:</b> They will provide prepare all aspects of the lesson before hand and provide all of the materials that are listed above during the lesson.</p>	<p><b>Students:</b> They can bring additional materials to decorate their puppets if they desire to do so.</p>
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**Instructional strategies used in this lesson:**

- The teacher will give verbal explanations and provide visuals of the puppet and background picture. The teacher will verbally explain the instructions of the tasks to be completed by the student (These can be written on chart paper if needed).
- The teacher will give an example to model the expected outcome of this assignment.
- For students who may struggle with writing, the teacher can scribe for students or the students may use speech-to-text software, if they are familiar with it.
- For students who may struggle with visual arts, additional one to one help and/or templates/tracers can be provided.
- Prior to filming, the teacher will demonstrate and explain the step by step process of filming a short video (These can be written on chart paper if needed).
- During the filming portion, students will work in groups of four (pair up with another group of two) so that one group can film the other and then they can switch.
- This lesson will be broken down into steps and spread out over several days. By having smaller tasks students will not become overwhelmed with the project.

**How the student videos link curriculum expectations and diversity:**

Videos created by students will link curriculum expectations with diversity as students will be able to express themselves and share what is important to them. There are few specific guidelines for this assignment which allow for student creativity. Furthermore, regardless of the students background and cultural upbringing, this activity allows all students the opportunity to equally participate. The student videos will also demonstrate the cultural diversity within the classroom as it is expected that most students will have different family traditions that they would like to share with the class.

**Summary of Guidelines for the project:**

- Students use grade appropriate colouring for their puppet and background
- Students describe their family tradition or their favorite thing to do with their family in a minimum of two sentences
- Students share a minimum of one similarity or difference that they have with their partner's tradition
- Students use a clear voice and expression when reading their scripts
- Videos should at least one minute in length.

**Rubric Assessing Student Work Habits**

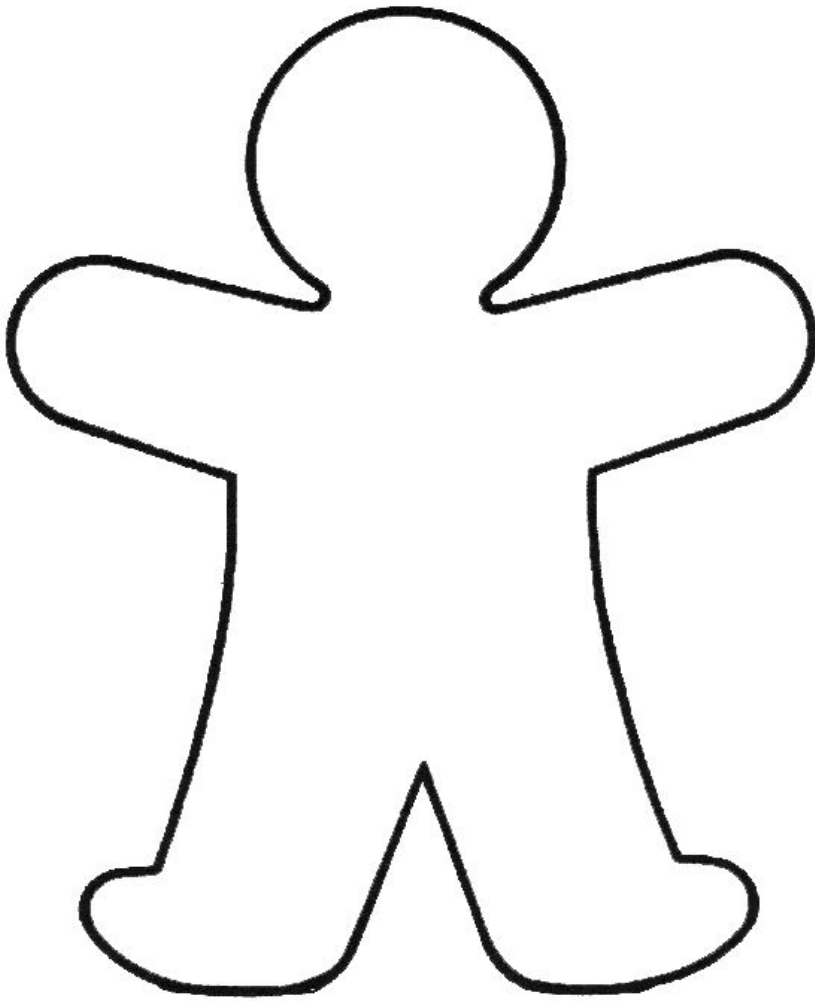
<b>Areas Assessed</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Independent Work Habits:</b> <i>Was the student on task? Did the student complete the required components?</i>	The student always stays on task. The student completed and went above and beyond on all of the components of the project.	The student almost always stays on task. All of the components of the project are complete.	The student sometimes stays on task. Some components of the project are complete (partially or fully).	The student rarely stays on task and requires reminders. Few components of the project are complete (partially or fully).
<b>Collaboration:</b> <i>Did the student work well with others? Did the student listen to their group members' ideas?</i>	The student works exceptionally well with their group members. The student always listens to their group members' ideas.	The student works well with their group members most of the time. The student listens to most of their group members' ideas	The student works well with their group members some of the time. The student listens to some of their group member's ideas.	The student rarely works well with their group members. The student rarely listens to their group members' ideas.
<b>Organization:</b> <i>Did the student use the materials properly? Was their work neat and easy to understand?</i>	The student always uses the materials appropriately. The student's work is exceptionally neat and very easy to understand.	The student usually uses materials appropriately. The student's work is neat and easy to understand.	The student sometimes uses materials appropriately. The student's work has some organization. It is somewhat difficult to understand.	The student rarely uses materials appropriately. The student's work has little organization. It is difficult to understand.
<b>Initiative:</b>	The student	The student	The student	The student rarely

<p><i>Did the student show initiative (i.e leadership, engagement)?</i></p> <p><i>Did the student demonstrate creativity (i.e uses their imagination, colour) in their work?</i></p>	<p>shows exceptional initiative.</p> <p>The student's work demonstrates exceptional creativity.</p>	<p>shows initiative.</p> <p>The student's work demonstrates creativity.</p>	<p>shows some initiative.</p> <p>The student's work demonstrates some creativity.</p>	<p>shows initiative.</p> <p>The student's work demonstrates little creativity.</p>
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**Reflection after lesson implementation (what questions will you ask yourselves to determine the effectiveness of this lesson?)**

- Did the students understand and apply their knowledge of the big ideas in this assignment?
- Did the students gain an understanding of the diversity that can be present within their environment?
- Were students able to successfully communicate about a family tradition or something that they like to do with their family?
- Were the students able to successfully record a video of their presentations?

Appendix A: Puppet Template



Retrieved from: <http://www.clipartbest.com/body-template-for-kids>

## **My Family Tradition**

By: \_\_\_\_\_ & \_\_\_\_\_

**Student A:** Hi, I'm \_\_\_\_\_.

**Student B:** Hi, I'm \_\_\_\_\_.

**Student A:** In my family, I have \_\_\_\_\_ (List all of the members in your family). My favorite family tradition is \_\_\_\_\_ (Describe your family tradition in detail).

**Student B:** \_\_\_\_\_ (Say a similarity or difference that you have with Student A's family tradition)

**Student B:** In my family, I have \_\_\_\_\_ (List the members in your family). My favorite family tradition is \_\_\_\_\_ (Describe your family tradition in detail).

**Student A:** \_\_\_\_\_ (Say a similarity or difference that you have with Student B's family tradition)

## References

Ontario Ministry of Education. (2013). *The Ontario Curriculum, Grades 1-8, Social Studies*.

Ontario Ministry of Education. (2016). *The Ontario Curriculum, Grades 1-8, Language*.

Ontario Ministry of Education. (2009). *The Ontario Curriculum, Grades 1-8, The Arts*.