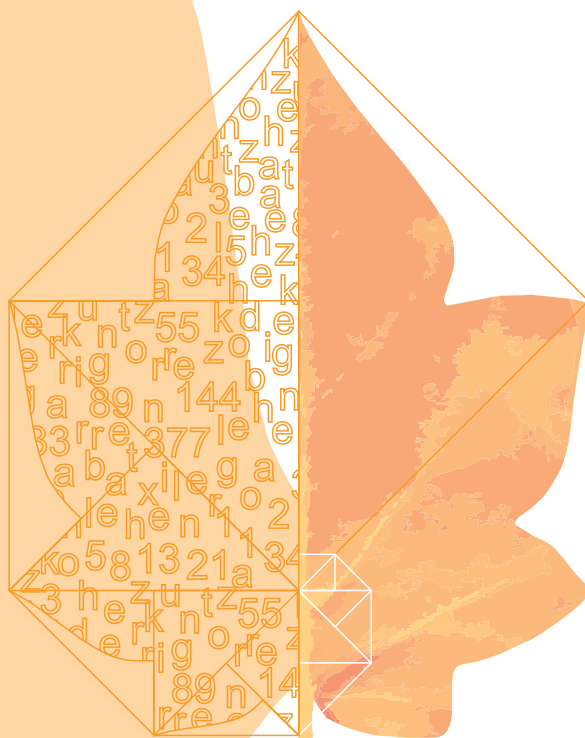


Gizarterako eta herritartasunerako gaitasuna



Material didaktikoa

Derrigorrezko Bigarren Hezkuntza

EUSKO JAURLARITZA



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DEPARTAMENTO DE EDUCACIÓN,
UNIVERSIDADES E INVESTIGACIÓN

YOU BE THE REPORTER A DIGITAL STORY



Integrated Approach to Languages

(Basque, Spanish and English)

English

DBH 2

PROIEKTU BATERATUA HIRU SEKUENTZIA DIDAKTIKOEN LAN-ESKEMA

Inplikaturako ikasgaiak: Gaztelania eta Literatura, Euskera eta Literatura, Atzerriko Hizkuntza, Herritartasunerako Hezkuntza.

Gaia: Gaurko gizartearen arazoak eta nola islatzen diren Hedabideetan: albistea, erreportajea eta irratikronika.

Maila: DBH 2

Saio kopurua: 8 saio ikasgaiko

Proposamenaren testuingurua

Egun, ukaezina da Hedabideek gizartean eta gure bizimoduan duten eragina. Informatu ez ezik, gertakariei buruzko iritziak sorrarazi ere egiten dituzte eta iritzien bultzatzaile izan ohi dira. Hedabideen informazio eta iritzien aurrean, beraz, zentzu kritikoa garatu beharrean gaude eta eskolak ezinbestean eutsi behar dio gai horri. Hedabideetako mezuetan islatzen dira gizartearen arazoak, eta horien jatorriak eta konponbideak.

Testu horiek jasotzen duten informazioa modu egokian interpretatzeko, zentzu krikitikoarekin alegia, garrantzitsua da prentsan erabiltzen diren testu-generoen hizkuntza ezaugarriari erreparatzea.

Marko horretatik sortzen da proposamen bateratu hau: EAEko ikastetxe gehienetan lantzen diren hiru hizkuntzetan, gizarterako eta herritartasunerako gaitasuna garatzen laguntzeko, Hedabideetako testuak oinarri, ikasleek ahozko eta idatzizko testuak ekoitziko dituzte gizarteko gaien inguruan: euskaraz, irratikronika; gaztelaniaz, erreportajea eta ingelesez albistea.

Ekoizpen horiek ikasleen inguruko arazo eta gatazkak aztergai dituen aldizkari digital batean eta ikastetxeko blogean txertatuko dira.

Hiru sekuentzia didaktikoetan landuko diren oinarrizko gaitasunak:

- ✓ Hizkuntza- komunikaziorako gaitasuna: jarduera guztietan, hiru hizkuntzetan.
- ✓ Gizarterako eta herritartasunerako gaitasuna: (es): 0, 6, 7, 8; (eu): 0, 5, 6, 7, 8; (in): 0, 4, 5, 6, 7,8.
- ✓ Ikasten ikasteko gaitasuna: (es): 9; (eu):7, 9; (in): 9.
- ✓ Informazioa tratatzeko eta teknologia digitala erabiltzeko gaitasuna (es): 0, 1, 2, 3, 6, 7; (eu): 0, 1, 2, 3, 6, 7; (in): 0, 5, 8, 9.

Helburu didaktikoak:

- ✓ Hedabideetan ageri ohi diren gizarte gaiak ezagutzea eta aztertzea.
- ✓ Gazteen bizitzari eragiten dioten gizarte gatazkez hausnartzea.
- ✓ Inguruko gatazkei buruzko iritzi pertsonala garatzea eta adieraztea.
- ✓ Hedabideetako narrazio generoen ezaugarriak identifikatzea.
- ✓ Sekuentzietan landutako testu-generoen oinarrizko ezaugarriak ezagutzea.
- ✓ IKTak erabiltzea informazioa era eraginkorrean bilatzeko eta testuak egokitzeko zein zuzentzeko.
- ✓ Testuak planifikatzea aurrez emandako komunikazio egoeraren arabera.

- ✓ Aurrez ezarritako irizpideen arabera, erreportajea, kronika eta istorio digitala idaztea, eta zuzentzea.
- ✓ Beste hizkuntzetan ikasitakoa euskeraz, ingelesez eta gaztelaniazko ekoizpenetan erabiltzea.
- ✓ Elkarrizketetan parte-hartze egokia izatea eta lankidetzara arauak errespetatzea.
- ✓ Elkarlanerako jarrera egokia izatea.

Edukiak:

- ✓ Gizarte gaiei buruzko gogoeta.
- ✓ Gaurko gizartean garatzen diren gatazkei buruzko jarrera kritikoa.
- ✓ Giza komunikabideetako narrazio generoen analisia: erreportajea, irrati-kronika eta istorio digitala.
- ✓ Narrazio testuen planifikazioa: erreportajea, irrati- kronika eta istorio digitala.
- ✓ Narrazio testuen ekoizpena: erreportajea, irrati-kronika eta istorio digitala.
- ✓ Gaurkotasanari lotutako gaiei buruzko informazioa bilaketa eta hautaketa.
- ✓ Hedabideetako narrazio testuen ezaugarriak.
- ✓ Testuen zuzenketa.
- ✓ Lankidetzara arauak eta elkarlana.
- ✓ Ahozko zein testu idatziak ekoiztean baliabide digitalen erabilera.
- ✓ Testuen propioen koherentzia, kohesioa eta zuzentasunari buruzko interesa.

Irrati-kronika. Jardueren segida

Planifikazioa

0. jarduera. Motibazioa

Gauzatzea

1. jarduera. Badakigu zer den kronika?
2. jarduera. Eta irrati-kronikak? Berdinak al dira?
3. jarduera. Testua idazteko baliabideak aztertzen.
4. jarduera Iritzia nola adierazi?
5. Jarduera. Gure kronikaren zirriborroa idazten
6. jarduera. Ahoz esateko praktikatzan. Dikzioa
7. jarduera. Irakurketa espresiboa
8. jarduera. Gure kronika ahozko jardunerako egituratzen

Erabiltzea

9. jarduera. Entzuleentzako grabatzen.

Reportaje. Secuencia de Actividades.

Planificación

Actividad 0. Motivación

Realización

- Actividad 1. ¿Sabemos qué es un reportaje?
- Actividad 2. Definimos el reportaje.
- Actividad 3. Analizamos un reportaje.
- Actividad 4. Aprendemos a plasmar lo que dicen otros.
- Actividad 5. Aprendemos a mostrar la propia opinión
- Actividad 6. Recopilamos la información para nuestro reportaje.
- Actividad 7. Ordenamos la información seleccionada.
- Actividad 8. Redactamos el borrador.
- Actividad 9. Corregimos nuestros reportajes.

Aplicación

Actividad 10. Elaboramos el reportaje definitivo.

Digital story. Secuencia de Actividades.

Planificación / Planifikazioa

Activity 0: Motivation.

Realización / Gauzatzea

Activity 1. What's a digital story?

Activity 2. Negotiation

Activity 3. The elements of short stories

Activity 4. The story behind the picture.

Activity 5. Watching some digital videos.

Activity 6. Features of your digital story.

Activity 7. What are you interested in?

Activity 8. Writing the story

Aplicación /Erabiltzea

Activity 9. Production Phase

Ebaluazioa. Adierazleak

- ✓ Ea gizarearen errealitateari buruzko gogoeta jardueretan parte hartzen duen.
- ✓ Ea gizarteko hedabideetako narrazio-generoen ezaugarri propioak ezagutzen dituen.
- ✓ Ea bere azken ekoizpenetan erabiltzeko informazio egokia aukeratzen duen.
- ✓ Ea ikasgelako jardueretan ikaskideekin batera parte hartzen duen eta lankidetzan aritzen den.
- ✓ Ea unitate bakoitzari dagokion ahozko zein idatzizko testua egiten duen.
- ✓ Ea ekoizpen propioak zuzentzen eta hobetzen dituen.
- ✓ Ea ikaskideen ekoizpenak zuzentzen laguntzen duen.
- ✓ Ea testu propioak ekoiztean IKT baliabideak erabiltzen dituen eraginkortasunez eta zentzu kritikoz.

Ebaluazio- tresnak

- ✓ Landutako generoen ezaugarriak aztertzeko 1. jarduerako txantiloia (eu), (es) eta (in).
- ✓ Prozesua, zirriborroa eta azken ekoizpenak ebaluatzeko txantiloiak: 9. 10. jarduerak (eu) (es) (in)
- ✓ Irakasleak erabiliko duen beste edozein tresna.

Which are in your opinion the main issues or current affairs in our society nowadays? What are you really worried about? What would you like to change so that we could live in a better world? There are a lot of difficult situations which probably worry you: unemployment, recession, social inequality, ideological confrontations, environment, genetics, climate change, pollution, endangered species...



Media is the most powerful tool in communication. Media has also played an important role in order to focus on the social issues in almost every era. It has an important social function: media not only gives us information about these issues but it also creates an opinion...

You are going to surf on the net and read some digital newspapers. Have a look at the following sections: society, environment, current events and worldwide. Choose in groups of three or four the issue which most interests you. Be careful with your election because you are going to work on it in English, Spanish and Basque.



- <http://www.eitb.com/news/en/>
- <http://www.eitb.com/news/world/>
- <http://www.eitb.com/news/life/>
- <http://www.guardian.co.uk/>
- <http://www.guardian.co.uk/world>
- <http://www.guardian.co.uk/society>
- <http://www.guardian.co.uk/environment>
- <http://www.independent.co.uk/>
- <http://www.independent.co.uk/news/world/>
- <http://www.independent.co.uk/environment/>
- <http://www.independent.co.uk/news/people/>
- <http://www.irishtimes.com/>
- <http://www.irishtimes.com/society/>
- <http://www.irishtimes.com/life/>



Now, YOU BE THE REPORTER. You are going to make a radio chronicle in Basque, a report in Spanish and a digital story in English. So, choose carefully the issue you are going to work on estimating that your productions will be read by your school mates who are probably interested in the same issues as you.

You should take into account the following criteria:

- Interesting for you all.
- Actual issue
- Social awareness/influence
- Attractive for the recipients



Make groups of three or four and reflect on the following:

The issue we have chosen :
Group members:
What are we going to do in each language and why? <ul style="list-style-type: none">• English:• Basque:• Spanish:
What for? In our opinion we should show the following:
How are we going to be assessed?

Activity 1. What's a digital story?

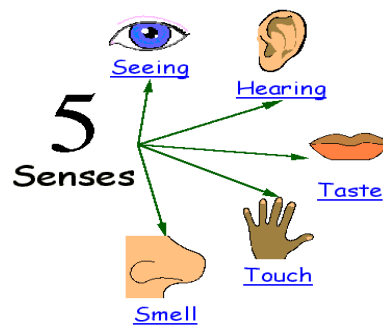
1.1. Read the following text:

THE POWER OF IMAGES

In humans the sense of sight is by far the most dominant of the five senses. Scientists who study the brain have determined that about one-quarter of the human cerebral cortex is involved in the sense of sight. Today's media (newspapers, TV, internet...) reflects our strong reliance on sight as a way of taking in information, it is full of visual images, some moving, some still.

And then, list the five senses in order of importance for your group. To do that, you need to discuss and reach an agreement:

1. _____
2. _____
3. _____
4. _____
5. _____



1.2. Now, look at the following picture; first, add five words that come to your mind; then, try to write down a caption (a short comment) for the picture.

THE CAPTION HELPS THE READER BUILD A STORY AROUND THE PICTURE

1. _____
2. _____
3. _____
4. _____
5. _____



Caption:

It is not easy, is it? You don't know much about the context of the picture, do you? There is some information missing in order to carry out the activity. Read about the context of the picture and then, rewrite the caption for the picture.

CONTEXT OF THE PICTURE

- The picture shows the moving exhibition on the front lawn in Reed College (Portland, Oregon) carried out by Reed students in March 2007.
- Each white flag represents 6 dead Iraqis.
- Each red flag represents one dead North American

What did the photographer want to make clear? _____

Is the picture clear enough for that purpose? Why?

Now, read the following text.

Text 1

Iraq civilian deaths hit new record

THE number of Iraqi civilians killed in political violence hit a new record in December after a big increase the previous month, Interior Ministry data shows.

The statistics, that are indicative but only a partial record of the violent deaths, showed 12,320 civilians were killed in 2006 in what officials classified as "terrorist" violence -half of them in the last four months. The number, given by the United Nations, indicates that about 120 civilians died each day.

Since the chaos in Iraq makes consistent reporting impossible, those numbers are approximate and certain to be an underestimation.

They include no deaths among the many civilians wounded in attacks who may die later from wounds. Nor do they include many people kidnapped whose fate remains unknown.

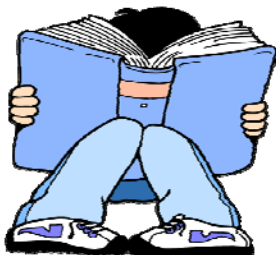
The Interior Ministry said 125 police officers and 25 Iraqi soldiers were killed in December, similar totals to November and October.

US military reports show 112 American soldiers were killed in December, the deadliest month for them in two years. Just before New Year, the total US death toll since the invasion of March 2003 passed the 3000 mark.

Adapted from <http://www.theaustralian.news.com.au/story/0,20867,21001252-23109,00.html>

Do you think that the picture with the captions is clearer than the news article? And, what about using both together?

To finish, read the article to your partners trying to emphasise the important words and ideas while your partners look at the picture.

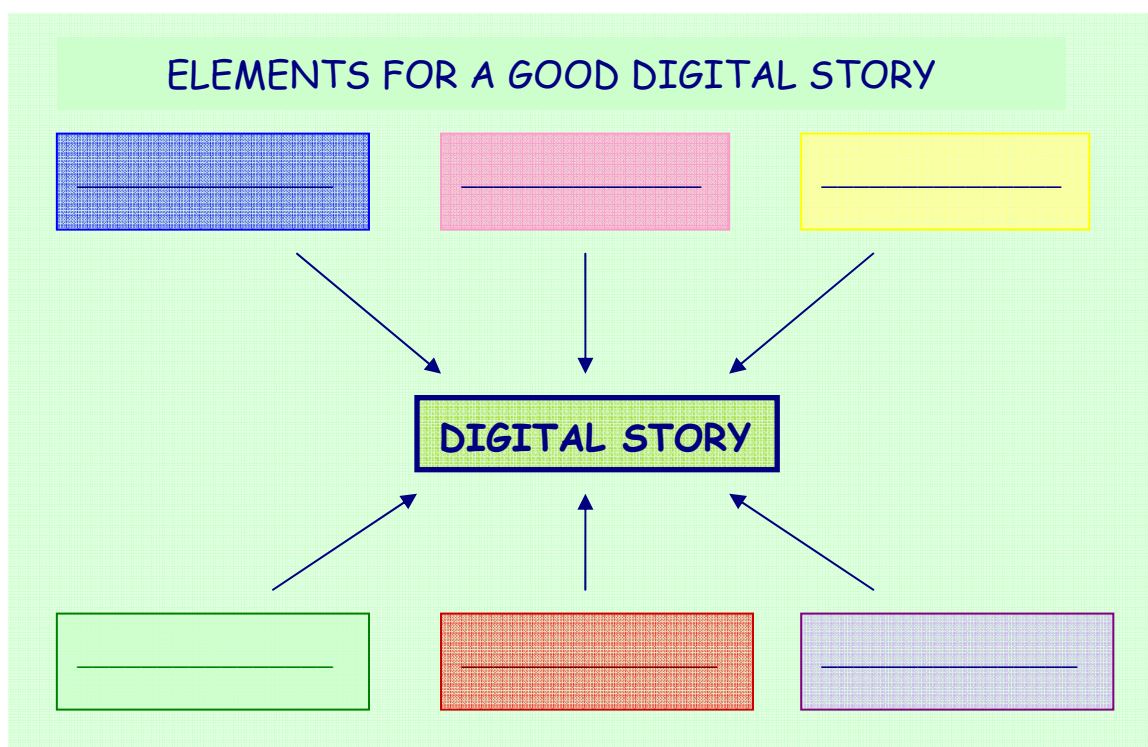


“Powerful images, plus thoughtful narration and maybe even a bit of text, can help you tell your story in ways that a plain text never could.”

Activity 2. Negotiation

You are going to create a digital story in groups of three and when it is finished you might distribute it on the Internet or in DVD format.

2.1. Now, decide which elements are needed for a good digital story.



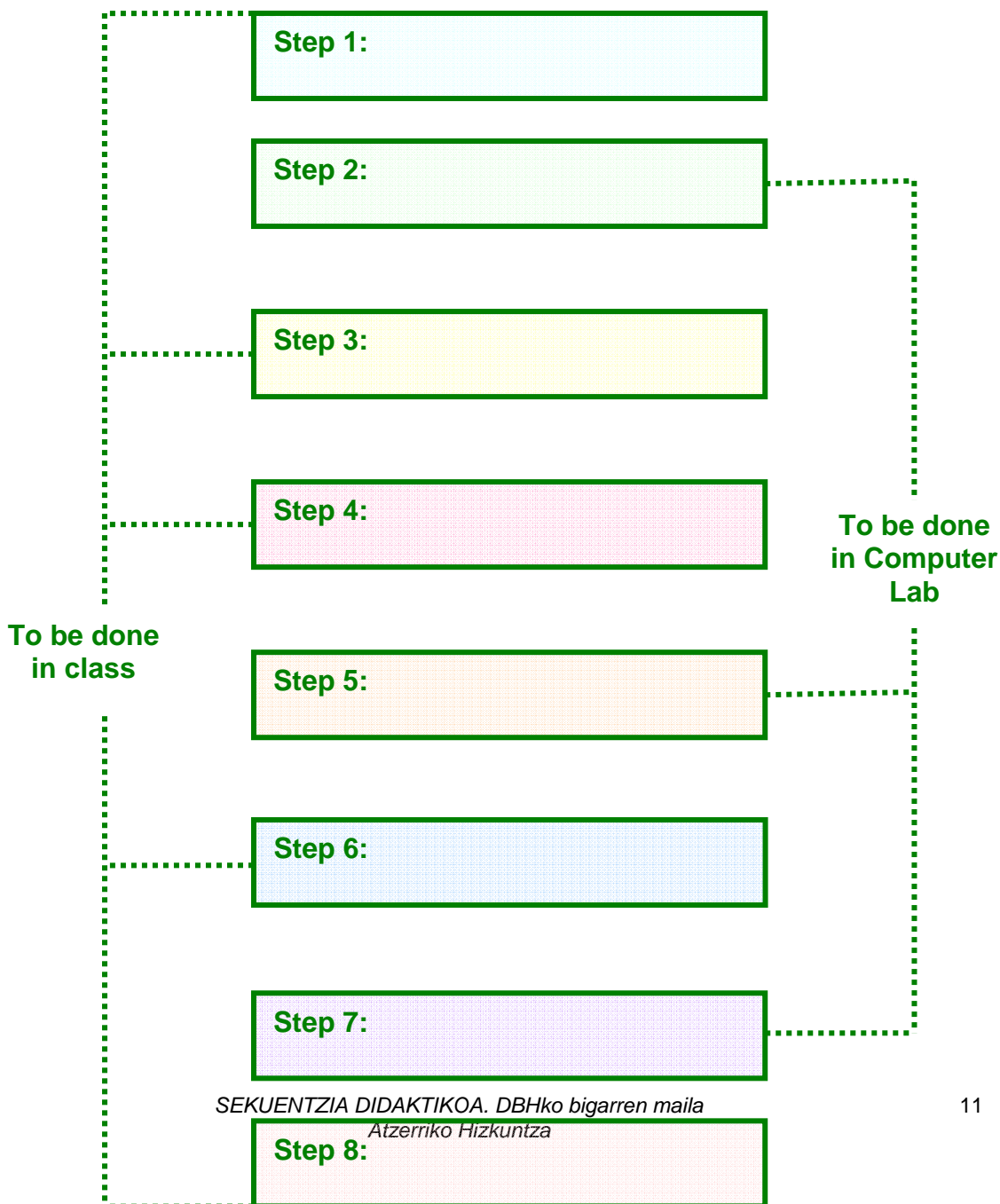
2.2. What are the steps you need to take to create your digital story?

In the following page, there are some possible steps to create a digital story, decide which of them you will have to take and in which order. You can add new

steps if necessary. Finally, bring your answers together as a class and write them on the blackboard.



Possible steps: watch some digital narrative stories, recognize narrative texts, create the story, make the storyboard, choose the topic for your story, share the story, write the story, locate resources (images, music...)...



Activity 3. The elements of short stories

Do you agree with the following?

A narrative or story is the telling of a happening or connected series of happenings, whether true or fictitious.

But to tell a happening we need to gather some information in order to retell the complete story. Let's see what kind of information we need.

3.1. The teacher will divide the class into two. One of the halves, in pairs or groups of three, will read and understand a [news story](#) the teacher will give them. Those of you without the news story, in pairs or groups of three, will have a look at the heading, and try to guess the story behind it. But, you lack information in order to know what happened, so you have to ask the questions in the chart to a pair or triad that has already read the text.

Heading

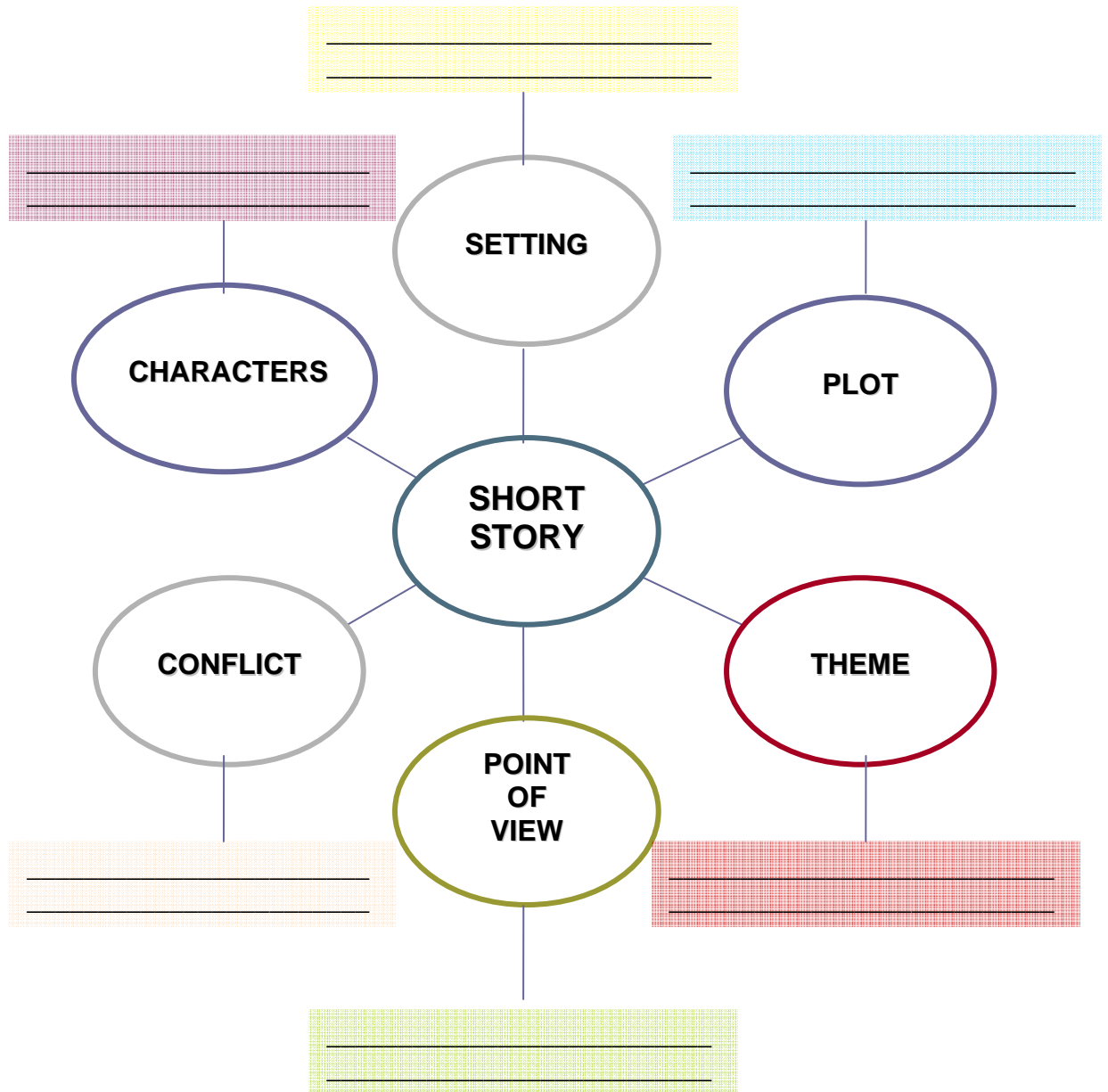
MAN SAVED

- Who saved the man? _____
 - Who was the man saved? _____
 - Where did it happen? _____
 - When did it happen? _____
 - What was the problem the main character had to face? _____
- _____
- Who is telling the story? _____
 - What happened? _____
- _____
- _____
- _____
- _____
- What did you learn with the story? _____
- _____

With all the answers you have, there is enough information to retell the complete story. Those pieces of information necessary to build up a story are the **elements of stories**.

3.2. In pairs or groups of three, join each element of narration in the diagram with one or two questions from those in the chart from activity 3.1.

THE ELEMENTS OF SHORT STORIES



<http://hrsbstaff.ednet.ns.ca/engramja/elements.html>

Activity 4. The story behind the picture.

In this activity, you are going to work in pairs or groups of three in order to discover the stories that are behind some pictures.



Pictures capture reality for a moment, reality that exists in a connected series of events, in a narration. This is why we may often see some of the elements of short stories in a picture. Here, you have an example.

Text 2



WHAT THE PICTURE SHOWS

Characters: Men in uniform (emergency personnel) and ordinary people (civilians) going out from a building.

They seem to be in a hurry. Civilians seem to be injured because they need help to go out. Some of them wear short-sleeved shirts and jeans.

Setting: A big building, it seems to be a public place in the States or in a Western European country. It seems to be spring time because of the clothes they wear.

Possible conflict: Civilians are in danger because a gunman attacked them.

Possible story (plot): Last Monday was a normal spring day at this American university until a man with a gun entered one of the classrooms and started to open fire against the students there.

Immediately, one of the students that heard the sounds of the shooting called the Police asking for help. In few minutes, Police arrived there together with emergency personnel.

After half an hour, some of the injured people were carried out outside the building where many ambulances were waiting in order to attend the worst wounded ones.

At the end, the gunman was disarmed and arrested by the police. By then, he had already killed 32 people and injured more than 50. Nobody knows about the reasons that led him to do such a violent action.

The possible story is a news story. Either in English, Basque or Spanish, any news story has to answer the **6W questions**.

Read it again and answer the questions in the table:

THE 6W (5W & 1H)	
When did it happen?	_____
Where did it happen?	_____
What happened?	_____ _____ _____
How did it happen?	_____ _____ _____
Who did it?	_____
Why did it happen?	_____ _____



Activity 5. Watching some digital videos.

As you already know, a digital story is made of voice and images, but there are also some other elements you may use to create your digital story, for example music, videos, text... In this sequence, you are going to watch and analyse one video and make some decisions about your digital story.

You are going to watch the following video:

Innocence Lost: Child Labour in Nepal

5.1. In groups, read the titles before watching the digital video and make predictions about it:

PREDICTIONS	
INNOCENCE LOST: CHILD LABOUR IN NEPAL	
What is the video about?	_____

Where does it happen?	_____

5.2. On your own, fill the gaps for the following text while watching the digital video. Reading the text before watching the video will help.

INNOCENCE LOST: CHILD LABOR IN NEPAL

About half of the population in Nepal, _____, is under the age of 18. About half of those children work _____, and a majority of them work regularly. Children in Nepal are working in difficult circumstances often _____. They work in carpets factories and at brick kilns, in _____ and in agriculture, on plantations and in constructions, in stone quarries and in transportation, in _____ and as migrant workers.

TEENAGE PROSTITUTION

40 _____ Nepalese girls under _____ in Indian brothels are _____ into prostitution.

The trafficking of girls from _____ into _____ for the purpose of _____ is probably the busiest slave traffic of this kind anywhere in the _____. Nepalese girls as young as _____ are trafficked into India.

COAL MINES

With no opportunity for _____ in the mountains, many ruined families that live in the hills are forced to send their children to work in the _____. They work _____ with little to eat or drink. Often they get only _____ or clear broth to eat.

The children work in hazardous _____.

Children are often sent to work long hard hours _____. The conditions are often _____, sometimes even working with chemicals or toxic waste.

CHILDREN LABOUR IN RESTAURANTS

Approximately _____% of the children work _____ hours per day. Many of them are forced to work a variety of jobs _____.

Many children also work _____ in the homes of the wealthy, where they are often _____.

FAMILIES TORN APART

Street children earn their living by selling newspapers, cleaning garbage and even begging.

In Nepal, it is estimated that there are _____ children who'll laid on the streets of cities due to various socioeconomic and sociopsychological _____ and family violence.

SOLD INTO SLAVERY

The burden of a large family, poverty, lack of awareness and the existing _____ are the baselines that compel and encourage _____ to sell their children into slavery. And _____ the time, their parents don't even know _____ they are. The only time that children are allowed to _____ is during annual religious _____.

Children are not going to _____ due to their parents' financial _____ and are involving themselves in the worse form of child labour.

They are also compelled to work in vulnerable _____ to support their _____. Parents sell their children into slavery for about _____ American dollars a year.

_____ and educational opportunities must be provided to the Nepalis. In this way, we can return the _____ of childhood of the children of Nepal. Innocence that now is _____.

5.3. On your own, fill the following charts after watching the digital video:

PERSONAL OPINION
INNOCENCE LOST: CHILD LABOUR IN NEPAL
What part of the video touched you? _____ _____ _____
What images in the video grabbed you most? _____ _____ _____
What reaction to the video would you like to share with peers? _____ _____ _____

Activity 6. Features of your digital story.

In groups, you are going to evaluate the quality of the digital documentary you have already seen. And to decide the characteristics your digital story should have. You might use this checklist as a self-reflecting list as you design your digital story.

You may need to watch the video again in order to fill in the checklist.



	Innocent lost	Our digital story
DOCUMENTARY CRITERIA	Yes/No	Yes/No Comments
Reliable sources were used to gather facts related to the story.		
The story has the elements of short stories.		
The story includes an attention-getting headline.		
The story begins with a strong attention getter to catch audience's attention.		
The story is objective and unbiased in nature.		
Written parts are free of spelling, grammar and punctuation errors.		
Oral parts are well-rehearsed and presented using a strong, clear voice and correct grammar and pronunciation.		
Music and special effects are appropriate for the story.		
Photographs selected are appropriate.		
It tells a story whether true or fictitious.		
The story has a beginning, an action and an end.		
It is told in first person and in past tense.		
Expository or narrative text.		

Activity 7. What are you interested in?

There are many stories to tell but you have to choose one.

In groups of three, fill in the following table before looking for information in the Web. Then, look for information about the topic and think of a possible story to tell. Finally, write down a short abstract of your story.

TOPIC: _____	
What do I know about the topic?	What do you want to know about your topic?
Whose testimonies will you look for?	
What kind of information will you gather?	

In case you don't reach an agreement on the topic of the story, here you have some possible topics:

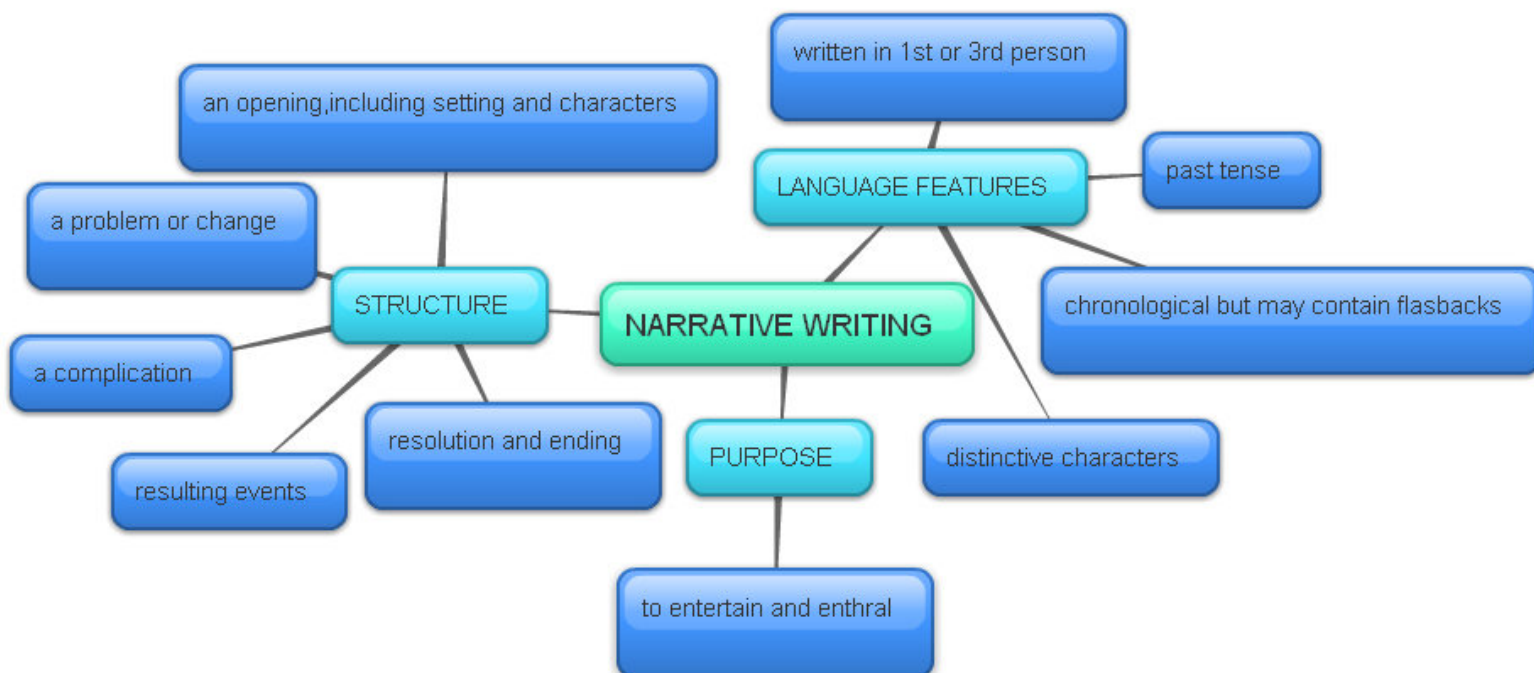


War, Poverty, Racism, Pollution, Genetically Modified Organisms
Child Labour, Hunger, Immigration, Climate Changes
Heroic Events, Violence, ONG, Unemployment

OUR DIGITAL STORY WILL BE ABOUT:

Activity 8. Writing the story

Writing a good story is a long and laborious process. In this sequence, you are going to go through the process of writing your digital story. To do that, you are going to get organized and write your story paying attention to the structure and language features of narratives.



8.1. Building the story map.

Writing Story Maps is a helpful way to organize information for your story. They are helpful because:

- ❖ They help you understand how things go together.
- ❖ They help you remember information better.
- ❖ They make it easier to write your final draft.
- ❖ They help organize your story.

There are a lot of different kinds of story maps for different kinds of stories. In the following page, you have a story map proposal for your story project.

Procedure. In groups of three, you are going to build the story map for your digital story.

STORY MAP

Point of view: _____



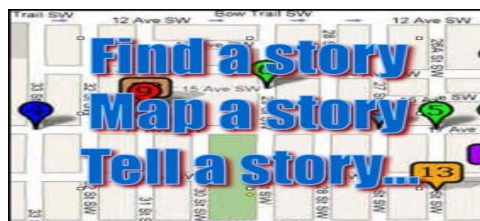
Setting:

Character(s):

Conflict:

Solution:

Ending:



8.2. Features of the story.

In pairs or groups of three, read the following story and fill in the FEATURES OF THE STORY chart.

Text 3

A FUNNY TRUE STORY

On a weekend in Las Vegas, a woman won a bucketful of money at a slot machine. She was ready to take a break from the slots and have dinner with her husband in the hotel dining room. But first she wanted to take her money to her room. "I'll be right back and we'll go to eat," she told her husband and carried the coin-laden bucket to the elevator.



As she was about to walk into the elevator she noticed two men already aboard. Both were black. One of them was big, very big, an intimidating figure. The woman froze. Her first thought was: These two are going to rob me. Her next thought was: Don't be a bigot; they look like perfectly nice gentlemen. But racial stereotypes are powerful, and fear immobilized her. She stood and stared at the two men.

Immediately, she felt anxious and ashamed. She hoped they didn't read her mind, but God, they had to know what she was thinking! Her hesitation about joining them in the elevator was all too obvious now. Her face was flushed. She couldn't just stand there, so with a mighty effort she picked up one foot and stepped forward and followed with the other foot and was on the elevator. Avoiding eye contact, she turned around stiffly and faced the elevator doors as they closed. A second passed, and then another second, and then another.

At once, her fear increased! The elevator didn't move. Panic consumed her. My God, she thought, I'm trapped and about to be robbed! Her heart plummeted. Perspiration poured from every pore.

Then one of the men said, "Hit the floor." Instinct told her to do what they told her. The bucket of coins flew upwards as she threw out her arms and collapsed on the elevator floor. A shower of coins rained down on her. "Take my money and spare me" she prayed on her knees.

More seconds passed. She heard one of the men say politely, "Ma'am, if you'll just tell us what floor you're going to, we'll push the button." The one who said it had a little trouble getting the words out. He was trying to hold in a belly laugh. The woman lifted her head and looked up at the two men. They reached down to help her up.

Confused, she struggled to her feet. "When I told my friend here to hit the floor," said the average-sized one, "I meant that he should hit the elevator button for our floor. I didn't mean for you to hit the floor, ma'am." He spoke genially. He bit his lip. It was obvious he was having a hard time not laughing.

The woman thought: My God, what a spectacle I've made of myself. She was too humiliated to speak. She wanted to blurt out an apology, but words failed her. How do you apologize to two perfectly respectable gentlemen for behaving as though they were going to rob you? She didn't know what to say.

The three of them gathered up the strewn coins and refilled her bucket. When the elevator arrived at her floor they insisted on walking her to her room. She seemed a

little unsteady on her feet, and they were afraid she might not make it down the corridor. At her door they bid her a good evening.

As she slipped into her room, she could hear them roaring with laughter as they walked back to the elevator. The woman brushed herself off. She pulled herself together and went downstairs for dinner with her husband.

The next morning, flowers were delivered to her room a dozen roses. Attached to each rose was a one hundred dollar bill. The card said: "Thanks for the best laugh we've had in years." It was signed, Eddie Murphy and Michael Jordan.

Adapted from <http://www.short-funny-stories.com/>



FEATURES OF THE STORY

Did the title grab your attention? Why?

When are you told about where it happened and about the main character?

The main character and the teller are the same. Do you agree?

Why?

Write down 5 expressions that are used to order the events chronologically.

Is the story told in present tense or past tense?

Are most of the action verbs in the story, regular or irregular?

Mention any detail chosen to add interest, tension or humour.

Are personal thoughts/reactions included?

For example:

Did you like the story?

Explain why.

8.3. Writing your draft.

Now that you have a good feeling for the form and language features of narrative texts, start writing your draft for the digital story.

Variations for 8.3 and 9.2:

- *Students combine individual and group brainstorming to generate the steps of the procedure.*
- *Provide the students with jumbled step instructions and in groups ask them to order them.*

PROCEDURE

- Take the story map you built.
- Write down an opening paragraph that introduces setting and main character(s).
- Use a logical and effective pattern of organization to order events clearly, such as chronological order.
- Develop plot, character, and setting with enough detail. Use description and dialogue as appropriate to develop setting and character.
- Use transitional words and phrases to maintain coherence and establish sequence within and between paragraphs. A list of more connectives is at the end of the sequence.
- Read your story, correct it and check that you show events rather than just tell about them.
- Exchange your story with another group, correct theirs.
- Do the changes that will improve your story.

DRAFT CHECKLIST	Yes/No	COMENTS
<p>Structure</p> <ul style="list-style-type: none"> ❖ The title grabs the reader's attention (a summary of the text) ❖ An opening paragraph that introduces setting and main characters. ❖ Events are identified and described in chronological order. ❖ The details of time, place and incident are clearly stated. ❖ Personal thoughts/reactions are included. ❖ It is well-divided into paragraphs. ❖ Concluding comments express a personal opinion regarding the events described. 		
<p>Language</p> <ul style="list-style-type: none"> ❖ Recounts are written in the past tense. ❖ Past tense is properly used. ❖ Correct use of connectives which link events in time. ❖ Details are chosen to add interest, tension or humour. ❖ Written in 1st or 3rd person. 		



Activity 9. Production Phase

9.1. Gathering and preparing resources.



Now, you are going to surf the Web to look for images, music... for your digital story. Take into account that a 2-3 minute digital story should use no more than 20-25 images. You certainly may use less.

Don't forget to save them into a folder and to write their sources.

Keep in mind the following notice:

When uploading an image or music

If you download an image or music from the web, you should give the URL:

Source: <http://news.bbc.co.uk/1/hi/world/europe/4280841.stm>

If you got the image or music from an offline source, you should specify:

Source: Scanned from public record #5253 on file with Anytown, Somestate public surveyor

Any image with a non-free copyright license must be accompanied by a non-free use rationale (also called a fair use rationale) for each article in which the image is used.

9.2. Making the story board.

You have already written the story and gathered images and sound for your story. Having a good planning of how voice, text, images and music may match will spare you a lot of time afterwards. Don't you think so?

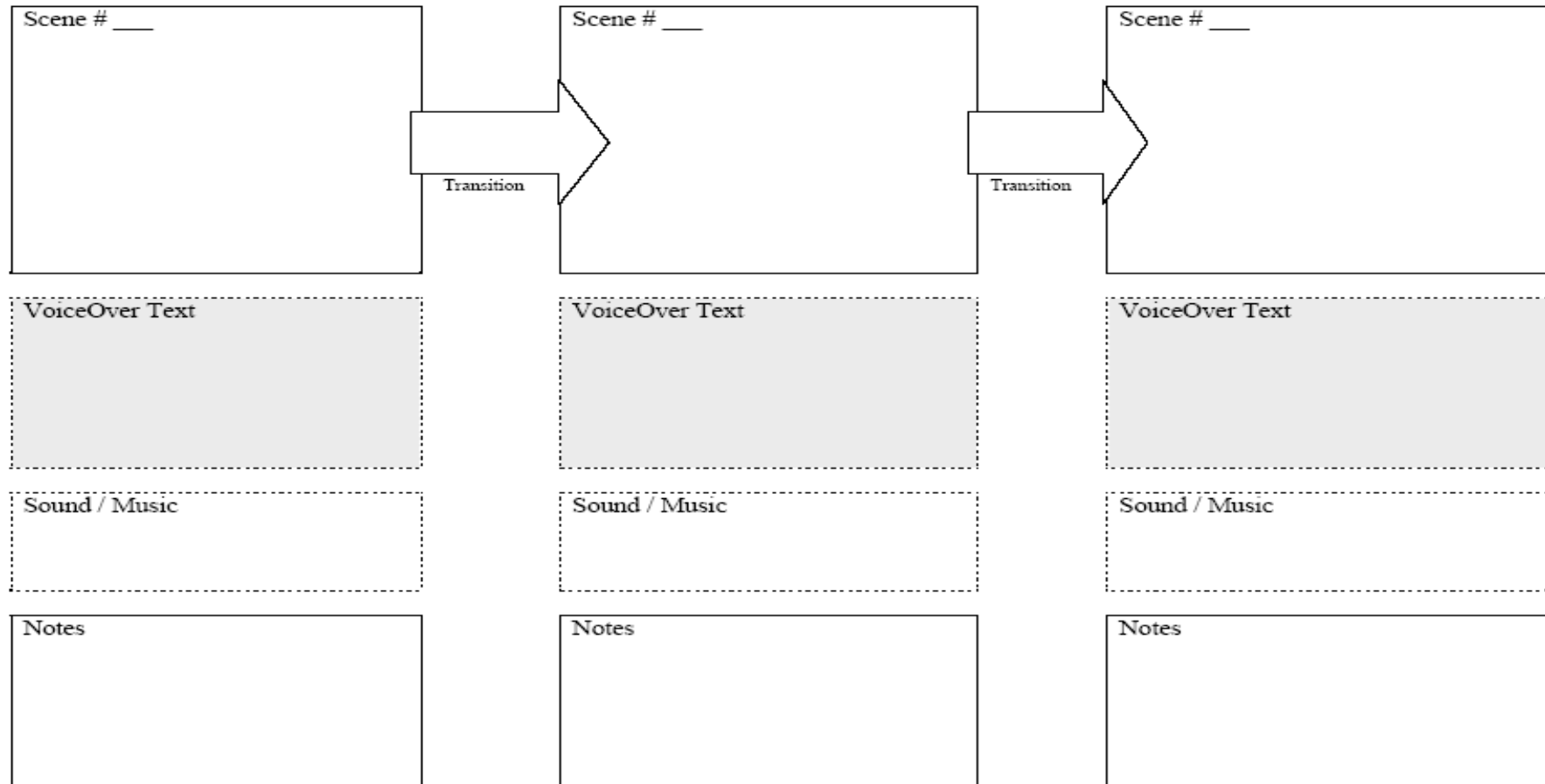
The teacher will provide you with some copies of the story board template that will be very helpful to visualize the story before recording it.

PROCEDURE

- ❖ Read your written story and order the images and the music to match the narration.
- ❖ Plan how the images, voice, sound and piece of text (if needed) will match for your story, and write it down in the story boarding template (use as many pages of the template as you need).
- ❖ Cite your sources at the story's end, as well as adding acknowledgements you want to make.
- ❖ When finished, check it and correct what is wrong.
- ❖ Exchange stories with another group and evaluate their story using the CHECKLIST FOR DIGITAL STORIES chart.
- ❖ Get your peers' comments and make the last changes in your story boarding template.

Story Boarding Template

Page # _____



Developed by Bernajean Porter

Activity 9.3. Creating your digital story.

Let's create your digital story. In order to do that, you are going to use Photo Story 3, a programme that allows adding images, text and sound quite easily. Follow the instructions in the following procedure chart:

PROCEDURE

- ❖ Read the instructions to use Photo Story 3 and start producing your story.
- ❖ Before recording the narration, each member of the group will read his/her part aloud and all together will check for the right tone and pronunciation (remember what you learned in sequence 3).
- ❖ Record your digital story and have it ready to be seen.

**What a joy to finish a digital story!
You are officially StoryMakers!**



There are many ways to distribute your story. Exporting to e-mail or creating story files suitable for web publishing is a great way to share it with others. You might as well publish your story in your school Website or blog.

Exporting stories to DVD format is another popular way to distribute them.

You can even port your movie to Bluetooth enabled cell phones to impress any and all friends or strangers.

And now the digital story lives happily ever after, literally a living artefact that you, a storyteller, now leave as a personal legacy to others.

Applause! Applause!

CHECKLIST FOR DIGITAL STORIES		
DIGITAL STORY CRITERIA	Yes or No	COMMENTS
Reliable sources were used to gather facts related to the story.		
The story provides answers to who, what, when, where, why and how.		
The story includes an attention-getting headline.		
The story begins with a strong attention getter to draw viewers in and hook them on the story.		
Written parts are free of spelling, grammar and punctuation errors.		
Oral parts are well-rehearsed and presented using a strong, clear voice and correct grammar and pronunciation.	1 st :	
	2 nd :	
	3 rd :	
Music and special effects are appropriate for the given story.		
Photographs selected are appropriate.		
It tells a story whether true or fictitious.		
The story has a beginning, an action and an end.		
It is told in first or third person.		
It is told in the past tense.		
Sources are specified in the credits.		
I learned something.		

EVALUATING THE UNIT

After finishing the sequences, you are going to evaluate the didactic unit. In order to do that, complete the following chart. This is an individual work.

1. Which activity or activities did you like most? Why?					
2. Which activity or activities do you reckon as most difficult? Why?					
3. Which activity or activities do you reckon as most useful to learn the contents related to the unit? Why?					
4. The oral and written texts used in the activities are:					
Very difficult	Difficult	Normal	Easy		
5. You think the work has been done:					
Very slowly	Too fast	At the right speed			
6. Did working in groups help you to learn? Why?					
7. Did you feel OK working in your group? Why?					
8. This didactic unit has contributed to your knowledge on:					
Content:	A lot	Quite	Enough	Little	Nothing
Working techniques:	A lot	Quite	Enough	Little	Nothing
Interest & motivation:	A lot	Quite	Enough	Little	Nothing
9. Did the teacher provide you with enough information, materials and help to carry out the project?					
10. Any additional comments or suggestions:					