



Wild Schools Film Challenge Filming in your school grounds lesson plan

Lesson: Filming in your school grounds lesson plan		Site: School grounds/local greenspace
Specification: National Curriculum		Learning Styles
Lesson aims - To collect video footage and photographs of wildlife in your school grounds to edit into a wildlife film <i>Please note: If your class does not have photo permission it is advised that students do not present in front of the camera but are encouraged to film wildlife and then add narration over the top. If your class do have permission it is advisable not to allow too much presenting as trying to match the video footage with the voice recordings can be more challenging for some younger students when using moviemaker</i>		Visual: magnifiers and Minibeast investigation. Auditory: Discussion, audio, presenting Kinaesthetic: ID keys, pond dipping, Minibeast hunt, filming, voice recording
Learning objectives <i><what will the students learn></i>	Teaching activities – using the Wild Schools Film Challenge kit box to record your clips to create your wildlife film.	Learning objectives <i><what will the students learn></i>
<ul style="list-style-type: none"> • How to use video equipment • How to practice filming shots to get the best images • How to work together to collect evidence of wildlife on camera • How to work as a team undertaking the different roles in a group • How filmmaking tasks time and patience and is not about having one person in front of the camera 	Starter Lay out one groups kit to show what all the different kit is and how it all goes together to be used in recording the wildlife for your film.	All students must <ul style="list-style-type: none"> • Take part in all of the activities, looking for wildlife and working out what they want to record according to their storyboard. • Understand the process of using your storyboard to help guide you to want you want to film. • Understand their role and what they need to do as part of the team Most students should <ul style="list-style-type: none"> • Be able to understand and develop their role within the team • Suggest ideas to the team on what they should be filming • Think of facts they can use in the narration of their film when explaining more about the creatures Some students could <ul style="list-style-type: none"> • Interpret the storyboard and dynamically change it as needed • Recognise the species identified and begin to explore fascinating facts that can be added to the film • Be an important part of the team to bring everyone together and ensure they work together to meet their team challenge of getting enough footage to create their film
	Main activity <u>Introduce the equipment and divide up team jobs</u> Each person in the team will be responsible for the equipment and will have a 'how to' guide as well as an equipment video that they can watch which explains how to use the equipment. Allow time for students to practice using the equipment before going outside (<i>please remind students to preserve their camera batteries for when they go outside</i>). <u>Looking for signs of wildlife:</u> Students will need to hunt again for wildlife and film it. Students will need to be reminded to be gentle and careful with all wildlife and try to film it in its natural habitat. <u>Filming wildlife</u> In their filming teams students will need to collect video footage and photographs for their wildlife film. They may also want to record excerpts when they are outside with the voice recorders. <i>Please note the cameras are waterproof but the voice recorders are not. Please do not use outdoors in rain.</i> <u>Researchers</u> The researches in the team will need to record what they have found so that they can add it to the script.	
	Plenary What were the challenges with filming? What are the next steps? Return and check all equipment – ensure each group knows which camera is theirs to assist downloading.	



Avon
Wildlife Trust

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Use of support staff: Group management in school grounds during group investigation (H&S with turning over logs etc). Group management around pond (monitor group behaviour surrounding deep water, monitor welfare of organisms – how put back etc), assist with understanding the how to guides.

Citizenship/PSHE: work as part of a team, discuss environmental issues, recognise risks and take responsibility.

Resources needed: all provided in the kit box

- Cameras
- Tripods
- Magnifying jars
- Trays
- Spoons
- ID guides
- Voice recorders (if not raining)
- Clapperboards

You may also want to provide your students with clipboards and paper and pencil to record scripts as they film and make notes. Students will need outdoors clothing.

Suggested differentiation and extension activities:

- Can you plan to make your own wildlife film at home?
- Can you learn more about the wildlife you have found?
- Share new facts about wildlife with the class

Suggested team roles

(dependent of the size of your team- there is enough equipment in the kit box for 10 filming groups) please omit unnecessary roles if you have smaller teams, this is just a guide of the different roles that students can have.



Producer -A film producer is someone who chooses a screenplay or story and makes it into a film.



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- The producer oversees the whole process.
- They also advise and control creating the scenes and conditions for making movies.
- The producer is totally involved throughout all phases of the film-making process from development to completion of a project.



Director - A film director is a person who directs the actors and crew in the making of a film.

- They guide the technical crew and actors.
- They often develop the vision for a film and carry the vision out, deciding how the film should look.
- They are responsible for turning the script into a sequences of shots. They will need to write down which scenes are to be deleted and which ones are to be part of the film –using the clapperboard to identify during the editing process.
- Directing a film is a kind of storytelling



Production sound mixer - The production sound mixer is head of the sound department on set.

- They will be responsible for recording all sound during filming.
- This involves the operation of a sound recording device to record the voices of the presenters and natural sound.



Presenters/Narrators - A presenter is the person who hosts, narrates, presents, or takes the main role in the program.

- They need to be confident and know what they want to say.
- They need to have a clear voice.
- They need to use expression.



Screen writer - Screenwriters or scriptwriters are people in a film crew who write/create the screenplays from which films and television programs are made.

- They need to think about what the film is about and support the presenters with their script.
- They need to decide on the locations of different parts of the film.



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- They need to be able to explain their ideas clearly using a storyboard or notes.



Camera Operators -The first assistant camera (1st AC) is responsible for filming the shoot.

- They are responsible for keeping the camera in focus as it is shooting.
- They need to use a tripod or keep the camera still whilst filming.
- They need to think about how to frame the shot and make the film interesting.

Second Assistant Camera (2nd AC) - The second assistant camera supports the 1st AC.

- The 2nd AC film some additional footage when necessary.
- The 2nd AC oversees organization of camera equipment and transport of the equipment from one shooting location to another.



Film Photographer - The photographer will document the film making process.

- The photographer needs to take a good photo; thinking about what to take photos of, how to frame the photo, making sure the photo is in focus and tells a story.
- Remember, as film photographer you need to take photos that show the making of the film.