

### 1 About this unit

**Software:** Microsoft® Photo Story / Windows Live™ Movie Maker (for Windows Vista and 7) / Windows™ Movie Maker (for Windows XP)

**Outcome:** A short animated slideshow, with narration and / or music, telling the story of an educational visit

#### Introduction

Your children's perspective on a school trip might be quite different from your own. One way to see the world through their eyes is by putting digital cameras into their hands. Of course, taking photographs is only part of the process – after the trip, editing these to capture the atmosphere and tell the story of the visit is a chance to relive the trip and reflect on it. In this unit, the children will research a locality, take digital images and video during the trip and create a short animated slideshow, with narration or music, documenting their visit.

#### Assessment

This unit covers AF1 and AF3. For a more detailed analysis of the assessment focuses addressed and suggestions for progression, please see page 46.

#### Curriculum and Framework links

##### Primary Framework

Literacy: Non-fiction – Information texts

##### ICT PoS

- Finding things out (1b)
- Developing ideas and making things happen (2a)
- Exchanging and sharing information (3b)

##### Suggested subject links

- Geography: Children use maps to explore the locality of their trip. This unit could easily be adapted to link to further areas of the geography curriculum.
- Art: Children's photographs need not be limited to snapshots. Connections with the art curriculum would support them in developing a critical, artistic sense, which they can use in composing and selecting photographs.

- Music: There are opportunities here for original music composition (building on work from Unit 4.3 – We are musicians).
- Follow-up work after the visit could easily be linked to other areas of the curriculum, particularly literacy work where the narrated slideshow approach would provide an interesting focal point to written accounts.

##### Every Child Matters

- Make a positive contribution

#### Learning expectations

The children create a short animated slideshow, with narration and / or music, telling the story of an educational visit.

By the end of this unit, children will have achieved the following learning objectives:

- To research a location for a school visit
- To take or source digital photographs (and perhaps video)
- To consider the characteristics of effective or evocative photographs and use these to select images from the collection
- To discuss and agree on images to be included with their peers
- To edit images to enhance their quality
- To create a slideshow of selected images
- To add narration or appropriate backing music

#### Variations to try

- An alternative approach to an educational trip outside of school would be to use resources available via the Internet to create a record of a fantasy / virtual field trip to a real or imagined location, perhaps including an element of time travel. This approach could broaden the possibilities for cross-curricular links.

## 2 Getting ready

### Things to do

- Read the *Core* section of *Running the task* on pages 44–45.
- Look at appropriate software tutorials: Movie Maker (Vista / Windows 7): <http://windowslive.com/desktop/moviemaker> or [www.microsoft.com/windowsxp/using/moviemaker/default.mspx](http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx) for XP version. Microsoft Photo Story 3: [www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/firststory.mspx](http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/firststory.mspx) A GIMP beginners tutorial is available at [www.gimp.org/tutorials/Lite\\_Quickies/](http://www.gimp.org/tutorials/Lite_Quickies/).
- Spend 60 minutes familiarising yourself with the software / tools that are most accessible / appropriate for use with your class.
- Read the *Extensions* section of *Running the task* on pages 44–45. Do you want to use any of the extras provided?
- Decide whether to base this unit on a real or virtual / fantasy visit (see *Variations to try*).
- Make arrangements for the educational visit or assemble research material linked to a virtual visit.
- Acquire parents' and / or children's consent for use of photos and / or videos, if required by your school policies.

### Things you need

- Book laptop trolley or ICT suite, if necessary.
- Ensure all necessary software is installed.
- Book or borrow digital cameras.
- Collect microphones, audio recorders or video cameras.

### Useful links

Before you start, you might want to refer to these weblinks:

- Windows Live™ Movie Maker may be downloaded from <http://explore.live.com/windows-live-movie-maker> (Windows Vista and Windows 7).
- Photo Story 3 can be downloaded from [www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx](http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx) (Windows XP).
- Apple's iMovie would be ideal for those working on Apple computers. This is part of the standard iLife suite; see [www.apple.com/ilife/imovie/](http://www.apple.com/ilife/imovie/).
- Research resources, appropriate for both real and virtual versions of this unit, include: Wikipedia (may be viewed as a layer in Google



### e-safety

- The usual precautions will need to be taken when using the Internet for research.
- Any images taken from the Internet should have their source acknowledged.
- School policy should be followed in the use of any photographs or videos of children. This may require specific permission to be obtained from parents or from the children themselves.
- This unit provides an opportunity for children to consider appropriate and responsible behaviour in taking photographs and / or video. In general, permission should be obtained from the subject of any photo, and any conditions complied with if taking photographs on private property.

### Think about ...

- Assistive technology is likely to be necessary to support the involvement of children with visual impairment (see [www.abilitynet.org.uk](http://www.abilitynet.org.uk)).
- Some children may find it difficult to hold cameras steady, so having a few tripods available may be useful.
- The opportunity to include an appropriate musical soundtrack to the presentation would allow for cross-curricular links with music, particularly if children were to record their own performance. The music composition task of Unit 4.3 – We are musicians might be linked to this unit.

- Earth and Google Maps): <http://en.wikipedia.org>.
- Google Maps (including Street View): <http://maps.google.co.uk>.
- Google Earth (needs to be downloaded and installed): [www.google.co.uk/intl/en\\_uk/earth/index.html](http://www.google.co.uk/intl/en_uk/earth/index.html).
- Panoramio (may be browsed with Google Maps and Google Earth): [www.panoramio.com](http://www.panoramio.com).
- Flickr® (photos may also be browsed on a map): [www.flickr.com](http://www.flickr.com).
- Wikitravel: [http://wikitravel.org/en/Main\\_Page](http://wikitravel.org/en/Main_Page).
- TripAdvisor: <http://www.tripadvisor.com/>.
- Picasa™: <http://picasa.google.com/>.
- For image editing software see GIMP at [www.gimp.org/](http://www.gimp.org/).

## 3 Running the task - We are travel presenters

**Software:** Microsoft® Photo Story / Windows Live™ Movie Maker (for Windows Vista and 7) / Windows™ Movie Maker (for Windows XP)  
**Outcome:** A short animated slideshow, with narration and / or music, telling the story of an educational visit

### Core



#### Step 1

- > Prior to the visit, spend some time mind mapping what children already know about the destination. Provide some structure for their ideas. (If using a virtual / fantasy visit approach, you may wish to limit children's choices to places and periods that link to a topic studied in another area of the curriculum.)
- > Invite children to do further research on the destination, working with a partner – ideally with one computer each – with one child searching and the other taking notes, perhaps using a mind map to organise their ideas (see Unit 3.1 – We are researchers).
- > Ask children to share their most interesting discoveries with the class.
- > Using Google Maps (or Google Earth) model how to explore the location of their visit using Street View (if available), and the Photo and Wikipedia layers. Also demonstrate how to browse Flickr™'s map to find photographs.
- > Ask the children to continue their research, saving the best, most evocative or effective images and video clips to their file space. (Spend more time on this step if using a virtual / fantasy visit approach.)
- > Discuss what makes an effective photograph of a location.



#### Step 2

- > Model the use of a digital camera, drawing attention to less obvious functions such as disabling the automatic flash.
- > Remind the children of the importance of framing their shots carefully and of holding the camera steady while they take photographs. They should also be reminded of the importance of behaving courteously and responsibly when taking photographs.
- > Children work in groups to take photographs to record their trip, using the camera screen to review the images they capture, deciding whether to keep or delete them.

### Extensions

- > If necessary, Step 1 can be swapped with Step 2, in which case children would use web-based information to enhance their own learning while on their visit.
- > There is an opportunity here to set up email correspondence with a class or individuals in the location of your visit.
- > The children could also use books to carry out research of the trip locality.
- > If using a virtual field trip alternative, use web-based resources, such as Wikipedia, Google Maps (including Street View), photo-sharing sites such as Flickr™ and, perhaps, travel sites such as Wikitravel and TripAdvisor to thoroughly research a hypothetical location. Additional research could be accomplished in Google Earth.
- > Recording video on location would extend the scope of this unit (although typically children find recording high quality video more challenging than taking good digital stills photos). Many cameras and phones now have video recording as a built-in option.

### Step 3

- On return to school, the images should be uploaded to a shared directory on the school network.
- Ask children to review the photos, encouraging a discussion of which photos are most effective, and of how technical errors in some images might have been avoided.
- The children work through their uploaded images and select those they will use in their narrated slideshow. They may wish to add images you or other staff have taken, stock photos obtained in Step 1, or photos taken by their peers. The source of these photos should be recorded and acknowledged.

### Step 4

- Tell the children that they will be creating a narrated slideshow for either their parents or another class, to tell the story of their visit.
- Using appropriate software, children assemble their photographs and videos into a logical sequence, to tell the story of the visit from their perspective.
- They explore the effects and filters available in the software used, making use of pan and zoom effects if available, and adding captions where appropriate.
- Working with a partner, they draft, rehearse and record a narration to accompany their slideshow. They could also add credits.

### Step 5

- Children show their edited slideshows to another pair or group, making any changes on the basis of the feedback they receive.
- Children review their work critically and respond to the self-assessment prompts on the Pupil Task Cards.
- The slideshows are presented to the class as a whole, or a wider audience such as parents, for feedback. Alternatively, slideshows may be uploaded to the school learning platform, website or an external service.

- This step is greatly facilitated by the use of photo library management software, which allows ratings and keywords to be assigned to photographs and some simple image enhancement editing. This would make it easier for children to explore a large collection of images, in which they might use photographs taken by you and their peers as well as their own. Google's Picasa™ is one solution (see <http://picasa.google.com/> and the tutorial at <http://goo.gl/v57U>), although you'd be advised to talk first to your network manager about deploying it on your school network. Use might also be made of Microsoft Research's Photosynth® software at <http://photosynth.net/>.
- Further image manipulation may be accomplished in an image editing package such as the GIMP, which allows much more flexibility.
- It would be possible for children to storyboard and script their slideshows prior to building them.

- A less sophisticated approach to creating a photo slideshow would be to use Microsoft PowerPoint®.
- A more sophisticated approach to creating a photo slideshow would be to use commercial video editing software such as Adobe® Premiere® Elements (see [www.adobe.com/products/premiereel/](http://www.adobe.com/products/premiereel/), tutorials at [www.adobe.com/digitalimag/explore/](http://www.adobe.com/digitalimag/explore/)).
- Microsoft Research's Photosynth® software provides a very interesting approach to combine multiple photographs of the same location.
- The inclusion of sound into the edited footage would significantly extend the scope of this project. Music added might be the children's own composition (this links with Unit 4.3 – We are musicians). Audio could also include footage shot on location, or follow-up interviews with other children, perhaps recorded in the classroom after the visit, which might also be included as inter-cut video.

- Exporting the completed slideshow in a video format will facilitate its upload to the Internet.
- The slideshows might be shared with the next class undertaking this trip to whet their appetite for their visit, or with staff and volunteers at the visit centre by way of thanks.
- You may wish to explore the use of VoiceThread ([www.voicethread.com](http://www.voicethread.com)) as one way for children to gather feedback on their slideshows.

## 4 Assessment guidance

Use the text below to relate the ICT skills children demonstrate to the assessment focuses and National Curriculum levels.

### AF1 Planning, developing and evaluating your work

### AF3 Finding, using and communicating information

#### Children working at LEVEL 2 should be able to:

- Select the most appropriate information and photographs from the selection made available
- Identify things that they haven't yet found out about their visit
- Select and combine photographs into an edited slideshow
- Describe the steps they've followed in creating their slideshow
- Find and organise photographs from the Internet or a shared directory
- Tell the story of their visit using selected photographs
- Show responsible behaviour when taking photographs of others

#### Children working at LEVEL 3 should be able to:

- Choose from their own and others' photographs those images that will most effectively tell the story of their visit
- Comment on the technical or artistic merits of their own (or stock) photographs
- Use the information or photographs to make a presentation
- Compare their photographs with stock images, or with images taken by others
- Identify information and photographs from the Internet that are most effective or relevant
- Present images, narration or audio to tell the story of their visit
- Make use of others' images within their slideshow, acknowledging the source
- Be considerate of others while taking photographs

#### Children working at LEVEL 4 should be able to:

- Use a map interface to explore collections of images and articles from the Internet, selecting those that they consider most effective or relevant
- Evaluate their own photographs critically, identifying possible ways in which images might be improved
- Compare their slideshow with broadcast media and discuss differences and similarities
- Use the map interfaces effectively to find information and relevant photographs
- Compare multiple sources of information or multiple images of the same location
- Keep their target audience (classmates, parents, or others) in mind when creating their slideshow
- Have formed an awareness of what would be an appropriate photograph of a classmate, and to be sensitive to others when selecting images to use

### Progression

The following units will allow your children to develop these skills further:

- Unit 5.4 – We are advertisers
- Unit 6.1 – We are explorers



## 5 Taking it further

**When you've finished, you might want to extend the project in the following ways.**

- A challenging extension to this unit would be to use historical images or image editing software to create a slideshow of a historical or science fiction field trip, e.g. to 19th century London or to the Moon.
- Perhaps at a later date, children might wish to apply the techniques of one of these projects (i.e. a real or virtual educational visit) to another visit.
- The research dimension of this work would have applications across the curriculum, particularly for location-based work.
- Edited slideshows are an effective alternative to traditional presentations, and reinforce children's narrative skills as well as helping to develop greater visual literacy; they have wide application across the curriculum, particularly in place of PowerPoint® presentations.
- Children might have established contact with a partner class in the destination of their visit, with whom their work might be shared or exchanged.
- Geotagging and photography is covered in Unit 6.1 – We are explorers – but you might wish to explore ways of adding photos to maps following on from, or as part of, this unit.

## 6 Cross-curricular ideas

**Practical suggestions to bring this unit alive in the classroom.**

### Classroom ideas

- Children's slideshows could be shown during an assembly or open evening. They might also be used at briefing meetings for parents.
- The best of the class's own photographs from a school visit would make an interesting display.
- It might be worthwhile to provide some travel guides / brochures in the classroom for reference.
- You may wish to have some excerpts of travel programmes available for viewing.
- Suitable dressing-up items and props could help you bring the trip alive – particularly if you use a virtual visit approach.

### Weblinks

There are many useful photography resources on the Internet that might provide children with some inspiration for their own photographs on the visit, or, subject to copyright issues, with images to use in their slideshows.

- [www.guardian.co.uk/travel/photography](http://www.guardian.co.uk/travel/photography)
- [www.travelphotographers.net/](http://www.travelphotographers.net/)
- <http://photography.nationalgeographic.com/photography/>
- [www.tpoty.com/](http://www.tpoty.com/) (travel photographer of the year; includes a category for under 14s).

### Visits

- This unit is based on an educational visit.
- For a visit to a nearby location, you might wish to invite a member of staff from the destination to visit the school to see the children's slideshows, or these might be provided on a DVD.
- You could invite a local photographer, particularly if a travel specialist, to visit the school in advance of the visit, perhaps to show some of their work, or to conduct a workshop for the children on effective travel photography.

### Books

- Bidner, J. (2004). *The Kids' Guide to Digital Photography: How to Shoot, Save, Play with & Print Your Digital Photos*. Lark Books.
- Buckingham, A. (2005). *Digital Photography: Point, Click and Create*. Dorling Kindersley.
- L'Anson, R. (2009). *Lonely Planet's Guide to Travel Photography*. Lonely Planet Publications.
- Styr, C. and Wakem, M. (2009). *Click: The Ultimate Photography Guide for Generation Now*. Amphoto.
- National Geographic. (2009). *Through the Lens: National Geographic Greatest Photographs*. National Geographic Society.