

“Come into my World”

Managing the activity – teachers’ notes

The key to the successful management of this activity is to give students clear instructions so that they all know what they are doing and what is expected of them. The task is centred on a set of assessment criteria, which students should be made aware of. They should also be given a time limit of 60 seconds maximum for their clip. Other than that, students should be allowed to work in a creative environment to allow them to produce meaningful and individual clips.

Managing the classroom

- In the beginning, all students should use the planning sheet and checklist to plan and write their speeches. This will give you time to circulate, keep students on task and make sure that they are focusing on content over aesthetics.
- Once speeches have been written and music, backdrops, etc. chosen, students should be given time to rehearse their clips.
- If filming, you will need to draw up a rota for the use of the equipment. Putting students in small groups to work together will mean that fewer cameras are needed. In groups of four, students can help each other to organise and film the clips.
- Telling each group that they are only allowed to use the camera for 15 minutes will keep them focused and on task, while also allowing more students to use the equipment in one lesson.
- An alternative option to filming would be to take still photos and short video clips using a digital camera. These can then be made into a presentation using PowerPoint or a film clip using Windows Moviemaker. This may ease pressure on resources.
- Higher ability students who may finish the task sooner than others can be put in charge of uploading clips onto a PC or laptop. If a computer suite is available, students may be able to do this themselves.
- Once the clips have been uploaded, you may be able to give students the opportunity to edit them. This depends on the type of software that is available through your ICT or media department. Video clips and photos can also be edited using Windows Moviemaker.
- If computer access is limited, while some students work on the computers, others can be writing out their speeches into their exercise books, complete with ‘stage directions’ and then write an evaluation of their performance.
- **If you are using drama** rather than videoing the clips, managing your class room is essentially the same but you may find that students only need to work in pairs rather than groups of four.
- Students should be given a set time to rehearse their performances and then time, perhaps as a homework task, to gather their props.
- Students who have rehearsed and are ready to perform before the rest of the class can also write out their speeches into their exercise books complete with ‘stage directions’ and then write an evaluation of their performance.

Whether filming or performing, the successful execution of this task relies on giving students clear instructions and strict time limits. Even though the final outcome is an individual clip/performance, students should be encouraged to work together during planning and filming. This will not only encourage peer support, but will also make it easier for you to manage the classroom.