

Stop Bullying!

Desirable Features: Moving Images

Task Description

In this task, pupils are required to produce a short film depicting an incident of bullying. The film should show how to combat bullying by immediately contacting an adult/s and asking them for help.

Teachers, where possible, should relate this to an incident that may have happened within their class.

This task also provides teachers with the opportunity to develop pupils' literacy (Communication) skills.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

Task Code: 0040

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	
Language and Literacy	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	✓
Physical Education	
The World Around Us	

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Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
 Thinking, Problem-Solving and Decision-Making
 Being Creative
 Working with Others
 Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a digital and/or video camera;
- importing sound/moving image; and
- using presentation software such as Windows Movie Maker or Digital Blue.

Resources

Appropriate software such as Windows Movie Maker or Digital Blue.

Internet – may be used for music /sound effects/ film clips.

Pre-prepared clips in public folder.

Video and/or digital camera.

Managing the Task

Pupils should be given opportunities to:

Plan

After group discussion, pupils should produce a storyboard to outline the story or report they are to film.

Do

Pupils should become familiar with their school's Bullying/Anti-bullying Policy and discuss an appropriate bullying situation to be portrayed in their film. The steps that should be taken in such a situation should also be discussed before planning how to portray it on film. It is particularly useful when the situation chosen reflects those already experienced in the school or in the local community.

Pupils should become familiar with the digital/ video camera. They should 'set the scene' and produce a series of still/moving pictures. These pictures should then be uploaded into the appropriate software package and edited appropriately, by adding sound effects, transitions and credits.

Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They identify any problems they faced.

Pupils identify any improvements that might be made and review their work in relation to the goals set through discussion.

Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Moving Images at Levels 2, 3 and 4. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of UICT

competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid

UICT Requirements	Level 2	Level 3	Level 4
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> find, select and use information from a given digital source (explore); carry out a series of instructions using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources (explore); carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources (explore); investigate and solve problems in a digital environment (explore);
Express <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> create and edit text onscreen, combining images and/or sound (express); 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express);
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		<ul style="list-style-type: none"> understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);
Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> talk about how to improve their work (evaluate); and 	<ul style="list-style-type: none"> make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve work (evaluate); and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> save their work (exhibit). 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Moving Images)	Desirable Features - Level 3 (Moving Images)	Desirable Features - Level 4 (Moving Images)
<p>Explore</p> <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> record images using a digital video camera (express); use suitable software to work with pre-loaded clips (express); arrange a sequence of still or moving images to develop some narrative (express); talk about how to improve their work (evaluate); and save their work (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> use a storyboard to plan a range of images to record using a digital video camera (express); use suitable software to combine sound and images to produce a sense of narrative (express); begin to consider audience reception when deciding how to sequence clips (express); judge the effect of the length of edits and the speed of cuts when beginning to time images and sound for narrative purpose (express); begin to understand and use film language e.g close ups (express); work collaboratively online if appropriate (exchange); make changes to work if necessary (evaluate); save work and give it a suitable file name (exhibit); and save work to a specified location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> use appropriate editing software to construct a short sequence of clips as a narrative (express); using appropriate software, develop a script and storyboard to plan a narrative (express); start to make editing decisions, for example, what to omit, what to include when shooting, and when beginning to edit (express); add sound to images and make connections between the audio used and the images selected for audio accompaniment such as matching faces to recorded conversation (express); take in to account the intended audience and purpose when planning a short film sequence and when taking shooting and editing decisions (express); demonstrate the use of transitions in the edited work (express); work collaboratively online when appropriate (exchange); use the language of Film accurately to annotate and explain decisions in the course of work using where appropriate, the language of film (evaluate); organise saved work (exhibit); and showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).
<p>Express</p> <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 			
<p>Exchange</p> <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 			
<p>Exhibit</p> <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Stop Bullying!

You have been asked to produce a short film about bullying.

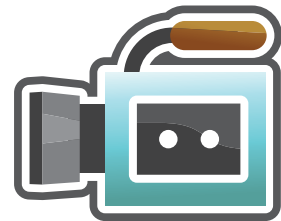
Preview other film sequences and discuss.

Use your school's Bullying/ Anti-Bullying Policy to make sure the content and the information you present in the film is accurate.

Discuss which aspect of bullying to use in the film and how it should best be presented. You should think about how you can show what this kind of bullying may look like and the best ways to deal with it. You might want to think about body language; tone of voice and the words you can use. If you are aware of a form of bullying that is currently happening in your school that would be a good one to use.

Produce a storyboard of your film.

Check that what you have produced clearly shows the type of bullying you have chosen to represent and that how it is dealt with is according to your school's Bullying/ Anti-bullying policy.



Stop Bullying!

Compose and record a variety of still/moving images using a digital/video camera then use film editing software to import these images and create a short film.



Experiment with sequences. Layer the transitions, sounds, effects, titles and credits. Give your piece a title and add credits.

View work and evaluate.

Suggest alternatives.

Remember to include some of the following in your work:

- sounds found on CD-ROM or the Internet;
- Give your film a name and save it.

Show your film to an audience and talk about how you made it.

Ask them what they have learned about bullying by watching the film.

