# Lesson Plan – Foundation to Year 4

This series of activities is designed to accompany the ‘They did what?’ competition materials, however, elements may also be suitable for a teaching program outside of this context.

The competition engages students in creating a film about a local STEM star, so these activities support storytelling through film, exploring the diversity of roles in STEM careers and activities, and learning about intellectual property in the context of creating and sharing their story online.

This sequence of activities is best suited to take place across a number of sessions.

## Learning hook

* Introduce the class to the ‘They did what?’ competition, which is a competition that asks students to create a film about a local person that works in STEM.
* Show the class some examples of the Years 5–6 students from our previous competitions on [the GiST website](https://www.thegist.edu.au/students/she-did-what-competition/).
* Film-making and storytelling sounds like fun, but what is STEM? Explain that the acronym stands for science, technology, engineering and maths. Depending on the age of your students, these words may be new. Use a [word wall activity](https://primaryconnections.org.au/pedagogical-tools/learning-through-inquiry-tools/using-word-wall) to build a vocabulary around STEM and STEM-based activities that students are familiar with.

## Learning input

* Choose some STEM areas that students may be familiar with and have them think about jobs, hobbies and other activities that are associated with each area (depending on the age of the students, this might work well as a group activity). Do they know anyone that does that job or activity? Could they be a local STEM star suitable for filming?
* Invite one or more local people that work in STEM to speak to students about their work, this could be conducted online or in person.

#### Diversity in focus

Diverse role models enable everyone to see themselves in STEM. Showing students a range of role models of all ages, nationalities and cultural backgrounds supports them to make connections to STEM jobs and activities in everyday life.

## Learning construction

The competition invites Foundation to Year 4 classes to make a film. How you structure this will depend upon the age of your students and their experience with media, technology and working together on projects. You may wish to set up teams that take on roles on the film-making process, working with an adult or older students. Do what works for your context.

For some great tips about working in teams on an inquiry project, see [Primary Connections: Facilitating collaborative learning](https://primaryconnections.org.au/pedagogical-tools/learning-through-inquiry-tools/facilitating-collaborative-learning)

* Initially, have the class work in small groups to decide on a STEM star. Who do we know in STEM? This could be someone local based on their earlier brainstorm and any invited visitors you may have had, or it could be a different Australian person in STEM that the students know about and are inspired by.
* To plan their story and structure their film, visit the [competition resources](http://www.thegist.edu.au/students/they-did-what-competition/) for some supporting resources.
* Refer back to the example film they watched. Ask students what they like about the film? What could they do better? What would they like to include? What style of film would they make?

# Teacher background information – privacy, copyright and permission

When submitting a film for the ‘They did what?’ competition, if the film breaks any copyright or permission rules it will be disqualified. More information about what is required for the competition is provided for both teachers and students in the resource kits available on the competition website.

The two main aspects to consider:

* Privacy and personal information: students need to protect their privacy and have parental permission to upload videos if they are shown in the film.
* Copyright and intellectual property: the films submitted cannot contain any third-party copyright materials (such as photos, film, music or illustrations that weren’t made by the students themselves) that don’t have the required copyright permissions.

## Learning input

What can I share online? What do I need to ask permission about? And what is always a ‘no-no’?

#### Permission – using my own work versus using others

* Encourage students to think about a scenario where they drew an amazing drawing, but then someone else in the class took it without asking, and pretended they drew it. How would they feel as the artist? How would they feel as the person pretending? (Use this [short YouTube video](https://www.youtube.com/watch?v=9WESIPYdRSk) to illustrate this for students)
* Now ask about what would happen if the same situation happened with a picture online?
* Is the situation different if they ask for permission? How does that work with a person you know? What if you don’t know the person – what should you do?

#### Privacy – what can I share about myself and others online

* Watch a video from the eSafety Commissioner about guarding your privacy. The [eSafety hero videos](https://www.esafety.gov.au/educators/classroom-resources/mighty-heroes/mighty-heroes-student-page) are made for lower primary students and guide students through ways to operate safely online. In particular, Wanda talks about keeping personal details safe. There is also an educator guide linked to on this page to help guide discussion of these issues with younger students.
* These [infographics](https://www.digitaltechnologieshub.edu.au/media/22rjzuqm/dthub_infographic-privacy-security_a3_web.pdf) from the Digital Technologies Hub are packed with ideas for activities around privacy and security for students, all mapped to the Australian Curriculum.

## Learning construction

 As students work on their film as a class or in guided teams, use the supporting PowerPoint available on the [competition website](https://www.thegist.edu.au/students/they-did-what-competition/) to guide and structure their planning.

* Deciding on a STEM star
* Learning about their STEM star and recording what they know (in words and drawings)
* Making a simple storyboard from their story
* Creating their video
* Check their film

Support younger students by ensuring they work with an adult to help them bring their ideas together, make sure everyone in the team is engaged and involved, and do the technical work of filming with the students directing.

#### Diversity in focus

It’s probable that not every idea that students have for a story will end up as a film. That’s okay! Embrace the different ways students want to express their knowledge. Your STEM star stories might become posters, songs or comic books to share in your classroom, and you might decide to turn just one of the stories into a film.

Once your class has a film ready to submit, including all of the permissions and acknowledgments that are needed, it’s time to share! You might share your films (and other STEM star stories) with your school or local community, or you can submit it as part of the competition. For information about how to submit your entry, visit the [competition homepage](http://www.thegist.edu.au/students/they-did-what-competition/).

## Curriculum alignment

### Media arts

#### Creating and making films collaboratively

AC9AMAFC01 create arts works that communicate ideas

AC9AMA2C01 use media languages and media technologies to construct representations

AC9AMA4C01 use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning

#### Sharing work responsibly online

AC9AMA2D01 explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements

AC9AMA2P01 share media arts works with audiences in informal settings

AC9AMA4P01 share media arts works in informal settings considering responsible media practice

### Science

#### Exploring how people use science in everyday careers and activities

AC9SFH01 explore the ways people make and use observations and questions to learn about the natural world

AC9S1H01 describe how people use science in their daily lives, including using patterns to make scientific predictions

AC9S2H01 describe how people use science in their daily lives, including using patterns to make scientific predictions

### Digital technologies

#### Working online safely and responsibly

AC9TDI2P04 use the basic features of common digital tools to create, locate and communicate content

AC9TDI2P05 use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults

AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions

AC9TDI4P07 use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults

AC9TDI6P07 select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

AC9TDI6P08 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours