

Step 2

PLANNING

ORGANISMS IN ACTION

✂ [If you didn't do module 1!]

Tasks:

CONTENT

- (1) Work in your teams
- (2) Brainstorm ideas for your theme. *Which phenomena or sub-themes would you like to explore? (which plants or animals in motion?) What would you like to discover and illustrate with the camera? Create a mind map.*

Tip: Use mind-mapping software for this step!

✂ [If you did module 1!]

Tasks:

CONTENT

- (1) Work in your teams
- (2) List your image selection from module 1. Derive which movements / actions can be observed from these possible phenomena (e.g., from seed to sunflower).

1		✓ (possible) phenomena:	Place / time of observation:
		✓
2		✓
		✓
3		✓
		✓

Tasks:

CONTENT & TECHNOLOGY

(1) Get into your planning! What exactly do you want to observe? When? Which technologies will you use? Will you produce a photos story, slow motion or time-lapse? **Complete the following planning protocol.**

PLANNING PROTOCOL

WHICH ORGANISMS EXISTS?



We will examine the organism / phenomena:

.....

CAN YOU OBSERVE THE ORGANISM / PHENOMENA OUTDOORS OR WILL YOU DO THE OBSERVATION IN AN ARTIFICIAL ENVIRONMENT (LABORATORY, CLASSROOM)?



We will discover / observe the following organism / phenomena:

.....

Location of the observation:

.....

(z.B. Aquarium, terrarium, flowerpot, microscope slide)

TIMING OF THE OBSERVATION OF THE ...



Timings of observing the organism / phenomena:

... DURING DIFFERENT SEASONS?

YES

NO

... DURING DIFFERENT TIME OF DAY?

YES

NO

Season (s):

Time of day:

THE ORGANISM / PHENOMENA CONSISTS OF ...
.. FAST, SLOW OR NORMAL MOVEMENTS?



Our organisms includes ...

.. fast movements. Therefore we will use „slow motion“!

.. normal movements. Therefore we will produce a „photo story“!

.. slow movements. Therefore we will use „time-lapse“!
(check up on technicard)

IS THE ORGANISM/PHENOMENA RECOGNIZABLE WITH THE BARE EYE? DO YOU NEED HELP?



Yes, our organism/phenomena is/are easy to observe and everything is recognizable. All we need is the camera and

(e.g. tripod, microphone, light)

No, our organism/ phenomena is/are less observable.

We need

.....
(e.g. magnifying glass, microscope, binoculars)

(2) Work in your teams.

- Present your project plan to each other
- Discuss which materials/technology you will need for the project.
Create a list of materials
- Finalise your plans and lists with your teacher

List of materials from

Materials	Amount

NOTE: YOUR PROJECT/OBSERVATION RESULT SHOULD LAST ONE TO TWO MINUTES

Presentation of the final product

Step 5

PRESENTATION

Tasks:

CONTENT & TECHNOLOGY

(1) *Prepare the presentation of your video or photo story:* **(a)** Explain your phenomena or the topic of your video in 2 to 3 sentences, make notes beforehand. **(b)** Justify why you have chosen the specific technology (photo-story, slow-motion, time-lapse).

Our video / photo story presents the following:	We have chosen this technology because ...
<i>(short explanation of the phenomena / theme)</i>	<i>(short explanation of the technology chosen)</i>

(2) *Rate your video:* **(a)** Go through the tick list below. **(b)** Meet with another group, exchange your project experiences and give feedback to each other (*What went well? Where did you have problems?*).

EVALUATION FORM

Evaluation criteria	your appraisal			appraisal from other team		
	😊	😐	😞	😊	😐	😞
The content of the phenomena is presented in an understandable way .						
The relevant content is always visible in the video.						
The video has an appropriate length and speed .						
Various stylistic elements are implemented in the video (camera position, framing, light).						
The technology used fits the phenomena.						