

## Task Sheets for Students // Module 2 – Animated Photos



Step 2

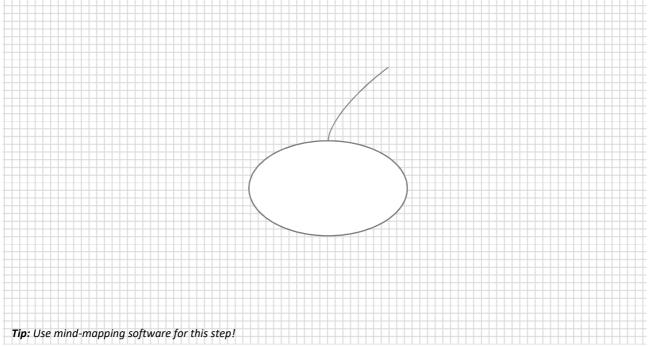
**PLANNING** 

## 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.



[If you did module 1!]]

Tasks:	CONTENT
	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).

	<b>√</b>	(possible) phenomena:	Place / time of observation:
1	✓		i 
	✓		
2	✓		
	✓		! ! !
3	<b>√</b>		

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#### 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					
4	We will examine the organism / phenomena:				
WHICH ORGANISMS EXISTS?					
CAN YOU OBSERVE THE ORGANISM / PHENOMENA OUTDOORS OR WILL YOU DO	We will discover / observe the following organism / phenomena:				
THE OBSERVATION IN AN ARTIFICIAL ENVIRONMENT (LABORATORY, CLASSROOM)?	Location of the observation:				
CE (SACOM).	(z.B. Aquarium, terrarium, flowerpot, microscope slide)				
TIMING OF THE OBSERVATION OF THE	Timings of observing the organism / phenomena:				
DURING DIFFERENT YES NO SEASONS?	Season (s): Time of day:				
DURING DIFFERENT TIME OF YES NO 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. magnifying glass, microscope, binoculars)				
(2) Work in your teams.  a. Present your project plan to each other b. Discuss which materials/technology you					

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

c. Finalise your plans and lists with your teacher

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Step 5

# Presentation of the final product

**PRESENTATION** 

Fasks:	CONTENT & TECHNOLOGY
agra.	CONTENT & LECTION

(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
(short explanation of the phenomena / theme)	(short explanation of the technology chosen)

(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**

	yo	our apprais	al	appraisal from other team		
Evaluation criteria	©	(1)	(3)	©	(1)	(3)
The content of the phenomena is presented in an understandable way.						
The relevant content is always <b>visible</b> in the video.						
The video has an appropriate <b>length</b> and <b>speed</b> .						
Various <b>stylistic elements</b> are implemented in the video (camera position, framing, light).						
The <b>technology</b> used fits the phenomena.						

