

Date	Class level Fifth and Sixth	Subject English
<b>Strand</b> Oral Language	<b>Strand Unit</b> Receptiveness to language. Competence and confidence in using language. Developing investigative and journalism skills through inquiry Emotional and imaginative development through language.	
<b>Title</b> Marine TV - An investigative report on the marine science survey aboard the RV <i>Celtic Explorer</i>		
<b>Objective(s)</b> The aim of the lesson plan is for the children to learn how to use key media questions: Who? What? Where? When? Why? How? They will work in groups to write a script where they can play different characters aboard the research vessel, allowing them to work collaboratively and use their imaginations.		
<b>Skills Required</b> Reading; Listening; Understanding; Developing Imagination, Collaborative work, Creativity and Confidence in using oral language; Attention, Memory, Logic and Reasoning Auditory Processing, Visual Processing and Processing Speed.		

Learning objectives	Learning activities
<p>The child should be enabled to:</p> <p>Learn how to use basic key questions: Who? What? Where? When? Why? How?</p> <p>Understand and engage with the subject matter and transmit the information that they have learned</p> <p>Develop receptiveness to language by using new scientific marine vocabulary in imaginative composition</p> <p>Participate in co-operative writing, working collaboratively in groups on film script</p>	<p><b>Preparation and Discussion:</b></p> <p>Teacher plays videos posted on the Explorers Education Vimeo channel. Also see below for other links to video and useful content</p> <p>Pupils are told to process the information given under the 5W's and H headings: who, when, where, what, why and how.</p> <p>Remember: "Why" is what makes the story.</p> <p>This is a great task to encourage pupils to consider how they can make their story interesting and stand out to their audience – a special take on the story, what characters they will play, their use of language and drama etc.</p> <p>The class should be divided into groups of three or four for this project.</p> <p><b>Activity 1: News Report:</b></p> <p>The children work in groups to create a news report style oral presentation about the seismic survey aboard the <i>RV Celtic Explorer</i> using the five W's and H.</p> <p>The children can assign themselves a character each (e.g. news reporter, captain, chief scientist etc.) and write lines for each person.</p> <p>Some questions that can be considered for the script:</p> <ul style="list-style-type: none"> <li>• Name and development of each character</li> <li>• Is there a big event that is going to happen during the news report? What is the point of the story?</li> <li>• Using scientific words within the news report to add credibility and detail to the story.</li> <li>• How do you communicate what is happening during the news report?</li> <li>• Is there dialogue between the characters?</li> </ul> <p><b>Activity 2: Presentation and Filming</b></p> <p>When each group has written their script, they can perform in front of the class.</p> <p>It would be beneficial to record the reports if filming equipment is available in the school / or the teacher can record the videos on a smartphone.</p> <p>This will enable the children to engage in self-assessment.</p>

	<p>Encourage the class to draw or make props that fit with their story-line or to bring in clothes from home that can be used as costumes to add realism.</p> <p><b>Equipment</b></p> <p>Filming equipment / ipad or phone for filming if available.</p> <p>Internet access to locate news reports / videos about research surveys / plate tectonics / earthquakes</p> <p><b>Resources</b></p> <p>Follow the SEA-SEIS Expedition at <a href="https://sea-seis.ie/">https://sea-seis.ie/</a> This link provides short animated videos of content that teachers can use to help explain seismic activity.</p> <p>Check the Explorers Education vimeo channel for content posted about the SEA-SEIS Expedition and other surveys: <a href="https://vimeo.com/explorerseducation/videos">https://vimeo.com/explorerseducation/videos</a></p> <p>Check out the Marine Institute blog posts at <a href="http://scientistsatsea.blogspot.com/">http://scientistsatsea.blogspot.com/</a> This provides blogs by scientists that have been on expeditions on the RV Celtic Explorer.</p> <p>Also see CoastMonkey Sea Diary for an update by the outreach specialist on board the research vessel: <a href="http://coastmonkey.ie/sea-diary-celtic-explorer/">http://coastmonkey.ie/sea-diary-celtic-explorer/</a> Track the RV <i>Celtic Explorer</i> out on its survey via the <a href="#">Track A Vessel</a> weblink: <a href="https://www.marine.ie/Home/site-area/infrastructure-facilities/research-vessels/track-vessel?language=en">https://www.marine.ie/Home/site-area/infrastructure-facilities/research-vessels/track-vessel?language=en</a></p> <p>Imagine what life is like on a research vessel by exploring the online virtual tour of <a href="#">The Celtic Explorer</a> via the Marine Institute website: <a href="https://www.marine.ie/Home/sites/default/files/VirtualTour/index.htm?language=en">https://www.marine.ie/Home/sites/default/files/VirtualTour/index.htm?language=en</a></p>
	<p><b>Differentiation</b> Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>
	<p><b>Assessment</b> Teacher Observation and Questioning.</p>
	<p><b>Linkage and Integration</b> Drama - Exploring and making drama – Become comfortable with script and understand the basic process by which script becomes action.</p>



Visual Art - Drawing - Making Drawing – Make drawings based on themes reflecting broadening interests, experiences and feelings  
SPHE - Myself and the Wider World - Media Education- explore and use some simple broadcasting, production and communication techniques  
ICT - using smart devices to produce a film - Use a range of ICT tools in a relevant curriculum context.  
Geography - Human Environments - People Living and Working in local areas and in contrasting areas of Ireland



# Explorers Education Programme™

## Activity 1: The Story

### Structure

The four main points to story writing are:

- Beginning
- Middle - something happens (plot develops)
- Middle - add some twist / turn (plot climax)
- End

### Story Development

Consider some of the following points when writing the story:

- How can you weave scientific fact into the story to increase the detail?
- What are the most important plot points?
- What genre is the film: adventure, action, animation, comedy etc?
- Name the characters and add details to increase their strength.
- Identify where the story is taking place.
- How do you communicate what is happening in the story?
- Is there dialogue between the characters?

Group Name: \_\_\_\_\_

Story Section: \_\_\_\_\_

---

---

---

---

---



---

---

---

---

---

---

---

---

## Activity 2: The Storyboard

The storyboard allows for detailed planning of the film considering both the story and production elements. It is an important developmental tool and an opportunity to represent the visual elements of the story for the first time, through drawing.

The storyboard usually consists of:

- A picture
- A brief description of movement details
- Dialogue between characters
- Instruction for production such as camera angle etc.



# Explorers Education Programme™

## Activity 2: The Storyboard

Group Name: .....

Film / Animation Segment: .....

Camera Angel:

---

---

Camera Angel:

---

---

Camera Angel:

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---



# Explorers Education Programme™

## Activity 2: The Storyboard

Group Name: .....

Film / Animation Segment: .....

Camera Angel:

---

---

Camera Angel:

---

---

Camera Angel:

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---



# Explorers Education Programme™

## Activity 2: The Storyboard

Group Name: .....

Film / Animation Segment: .....

Camera Angel:

---

---

Camera Angel:

---

---

Camera Angel:

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---



# Explorers Education Programme™

## Activity 2: The Storyboard

Group Name: .....

Film / Animation Segment: .....

Camera Angel:

---

---

Camera Angel:

---

---

Camera Angel:

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Movement Details:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---

Dialogue:

---

---

---

---