

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories



Digital Storytelling: What are your core values and why are they important?

Lesson Plans: Individual Stories

For students in grades: 9-12

Number of Sessions: 5

Time length of Sessions: 50-75 minutes

Description

How can your students build connections and understanding around their own ethics, morals, and principals? Join us as we explore these ideas through an exciting Digital Storytelling program. The goal of Dramaworks Ethics Project Presented by PNC Arts Alive is to motivate young people to learn about themselves, their individuality and self-worth, and their place in the community. This project stimulates young people to think critically about their choices and actions in a way that is positive, encouraging, and non-confrontational. The project also inspires creativity by giving each student a voice in creating digital stories. Digital Storytelling is an exciting, multimedia approach to storytelling. Students who complete this project will share their perspectives and engage in rigorous reflection around these important themes. Classes that share their completed digital stories will see their work showcased on the Palm Beach Dramaworks website and can join a digital dialogue amongst students from around the county! Let's get digital!

Rationale

Palm Beach Dramaworks strives to enrich and profoundly impact the community in which we serve, and PBD does so with live, interactive experiences. This project supports our goal to introduce the transformative power of live theatre to a new generation, and connect each play to every heart and mind. As the oldest professional theatre company in Palm Beach County we continually seek thoughtful and powerful ways to expand and deepen the experiences of our audiences with innovative, challenging plays and programming that supports our motto of "Theatre to Think About."

PBD Contact Information

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Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories



Expected Results

Language Arts Standards

LAFS.9-12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

LAFS.9-12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

Visual Arts Standard

VA.912.O.1.4

Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.

Theatre Standard

TH.912.C.2.2

Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. (Actors will use voiceover as well as photography/still images to tell their stories in digital storytelling).

Logistical Factors

The school/students will need:

Ways to take still images and video - phones, cameras, iPads etc.

Editing software – iMovie, MovieMaker, YouTube, etc.

Dramaworks Ethics Project Presented by PNC Arts Alive
Individual Stories



SESSION	OVERVIEW
<p>Classroom Session #1</p>	<p>Essential Question: What is digital storytelling?</p> <p>Bell Work: Write the words: “digital storytelling” on the board. Invite students to brainstorm a large list of words, phrases, and ideas that come to mind when they hear the term.</p> <p>Ask the following reflection questions:</p> <ul style="list-style-type: none">- What do you see on the board?- Based on our descriptions of “digital storytelling” how would you define it?- Watch the following video: https://www.youtube.com/watch?v=dKZiXR5qUIQ- We will be creating digital stories as a class, what do you imagine will be one of the biggest challenges? What do you think are the advantages of creating original stories and narratives in this format? <p>Activity #1: Digital Storytelling Examples Break into small groups and invite each group to watch the following digital storytelling examples:</p> <ol style="list-style-type: none">1. “Remaking El Rancho” by Dulce Alonso (listed under “Community”) http://www.storycenter.org/stories/2. “Preservation” by Maureen Mullinax (listed under “Environment”) http://www.storycenter.org/stories/3. “Behind the Lens” by Sarah Buckle (under “Title A-Z”) http://digitalstorytelling.coe.uh.edu/example_stories.cfm#4. “Run Your World” by Madelein de Bruin (under “Title A-Z”) http://digitalstorytelling.coe.uh.edu/example_stories.cfm#5. “Dear Grandma” by Matt MacArthur https://youtu.be/AAVe4Bob3Ys?list=PLkALXvyBte0GZTE90TLEv_UGRXOCMz-Zm6. “Put a Smile on Mart” created by Mart Community Project: https://youtu.be/yzP6L3UOWAc

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

Each group should reflect with the following questions:

- Describe the point of view.
- What did the story share?
- What did you learn?
- What emotions did you experience or see reflected in the story?
- What digital assets helped tell the story? Voiceover, music, images, etc.
- Can you identify the narrative arc? The beginning, middle, and end of the story?

As a class, invite everyone to reflect on the following questions:

- What do you notice about stories in this format?
- What were some of the creative ways people wrote the stories?
- How did the images or video support the storytelling? The voiceover? The text? Music?
- Were all of the stories created with a traditional storytelling format? How were they similar or different?

Activity #2: Digital Self-Portraits

Invite students to get into pairs. Each student will create a digital self-portrait with the help of their partner. Each student should complete the following steps:

- Capture a digital self-portrait that excludes your face (get creative!)
- Communicate something important about yourself through the photograph. Use your partner to help take the photo (this is not a selfie).
- Create a line of dialogue that tells a personal story by completing the phrase: "The truth about me is..." This will become the caption for the self-portrait.
- Create an order with your partner for how you want to share your images and captions with the class. Decide how you will share your portrait and your text.
- Share!

After each group shares, reflect as a class by answering the following:

- What stood out to you?
- Describe an image, word, or idea that felt personally relevant for you and why.
- What other ideas or truths might this digital portrait suggest about your classmates, your school, neighborhood, or society at large?

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

Activity #3: Explain the project

“As a class we are going to participate in an exciting project supported by Palm Beach Dramaworks. In connection with their play, *Collected Stories* By Donald Margulies, classes like ours will be creating our own digital stories exploring some of the themes in the play. The play tells the story of two women, mentor and mentee, that discover what happens when you blur the lines and make some ethically questionable choices. Some serious issues like plagiarizing, loss of trust, questions around ethics come up in the play. Over the next few days, we’ll be creating some really exciting pieces.”

Exit slip: Reflect

As a class, go around the circle and share one word or phrase that comes to mind when you hear the word “ethics.” It’s okay to repeat!

Invite students to watch the following for homework:

Watch for inspiration... <https://www.youtube.com/watch?v=a1f-FXgJZM>

Dramaworks Ethics Project Presented by PNC Arts Alive
Individual Stories



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<p>Classroom Session #2</p>	<p>Essential Question: What are your core values or principals? How can you express those through story, poetry, images, text, and music?</p> <p>Bell Work: Invite students to respond to the following free writing prompt: What are your core values? What principals guide how you live your life? Identify one to write about and share why it's an important value for you.</p> <p>Activity #1: What are your core values? Making decisions in your life, what you choose to do, and how you act, directly relate to core values and personal principals. Invite students to fill out the core values worksheet (attached to this plan). Students should take their time with this and think about what is really important to them right now and why.</p> <p>Activity #2: Storytelling After the students identify their core values, invite them to pick one that they want to explore through a personal storytelling activity. Invite them to think about a time in which their core value was tested, for example, "A time my integrity was tested..." or "A time my faith or belief systems were tested..." They can also think about a time they realized their core value was important to them. For example, "I knew the environment was important to me because..." or "I knew being an honest was important to me the first time I..." or "I knew being an ethical person was important when..."</p> <p>The story should be short, no longer than a few minutes. Invite students to move through the following procedures:</p> <ul style="list-style-type: none"> • Give students one-minute of think time. • Break students into pairs and have them identify who will tell their story first. • Give students 3 minutes to share their story with their partner (use a timer if needed).

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

- Invite the listener to share the moments of the story that they connected to and why. What images came to mind as they told their story.
- Switch.

Reflect with the entire class, asking the following questions:

- What did we do in this activity?
- What was challenging?
- What was interesting or exciting about the stories?
- What did you notice about your partner's reflection on the story?

Try it again! Invite students to break into new partners and move through the same procedures. This time give students 2 minutes to tell their story. This will challenge them to start to edit and hone in on the most important parts of their story.

Activity #3: Writing

Using an index card (this will help students remain concise), have students right their story down. This is another opportunity for them to edit and hone in on the most important aspects of their stories. They can use the front and back. Invite them to think about their perspective or point of view. Is the story told like a traditional tale, or is it in the form of a letter, or poem? Is there a clear beginning, middle, and conclusion? What do we (the audience) learn from the story?

Exit slip: Reflect

As a class, go around the circle and share one word or phrase that comes to mind when you hear "core values."

Dramaworks Ethics Project Presented by PNC Arts Alive
Individual Stories



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<p>Classroom Session #3</p>	<p>Essential Question: What are your core values or principals? How can you express those through story, poetry, images, text, and music?</p> <p>Bell Work: Invite students to re-read their index cards. Invite them to edit, revise, and make their stories more clear. Ask them to share their stories with a new partner and respond to the following questions after each person shares:</p> <ul style="list-style-type: none">- Is there a clear beginning, middle, and end to the story?- What did the story say?- What did the listener learn?- What images came to mind when you heard the story? <p>Give time for students to use the feedback from their peers to make one final edit.</p> <p>Activity #1: Storyboarding! Digital stories are made up of multiple assets including images, voiceover, text, and music. Invite students to begin to plan out how they want their story to be told and how they want to use the storytelling assets they have available. Start with the story on their card and break the story into moments, scenes, or chunks by using a storyboard (see template example attached). Students can use as many sections as needed to break out the text of their story. Once they've split their text across the boxes (and written the text in the lines on the storyboard under the squares) invite them to think about the following:</p> <ul style="list-style-type: none">- What is spoken as voiceover? Indicate that you are using voiceover with VO.- What type of image do you want to use? Draw a simple image or idea of what you want to use in the box. If you want text to be a part of the image, indicate that by writing pieces of text in the box.

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

Activity #2: Photo Safari

Students should take the pictures they need to fill in their storyboard. If they use their own images, pictures they take on their digital devices like a phone or digital camera, they own them. If they want to pull images offline, they should use free images or public domain images (resources shared on the Digital Storytelling handout). Invite them to work in pairs if they want to be the subject on their images. Students should think creatively and artistically as they take their pictures. What does each picture say? How can they use creative composition? How can they use images that act as metaphors rather than exact interpretation of the text on their storyboards? Invite them to take their time and collect all the images they need.

Activity #3: Save and order their images!

Invite students to save their images. An easy way to do so is on a flash drive (give each student a folder) or on Google drive. Students should re-name each picture with a number or the order they appear on their storyboard. This may take some time or could be completed for homework. Students should use this time to choose from all the pictures they took and identify which images help tell their stories most effectively.

Exit slip: Reflect

As a class, go around the circle and share your favorite digital image you took and why.

Dramaworks Ethics Project Presented by PNC Arts Alive
Individual Stories



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<p>Classroom Session #4</p>	<p>Essential Question: What are your core values or principals? How can you express those through story, poetry, images, text, and music?</p> <p>Bell Work: Invite students to free write based on three different types of music. What does each genre make them think about, how does it inform their writing? Choose something slow and melodic, dark and haunting, and fast! Reflect with the following questions:</p> <ul style="list-style-type: none">- What did you notice about the three different types of music?- How did it impact your writing?- What emotions did each piece of music evoke? Why? <p>Activity #1: Music! Using the websites shared on the Digital Storytelling handout (all free and public domain music websites), invite students to find the music they want to underscore their story. Remind them of their reflections during their bell work. Music helps set the tone and drives some of the emotional connections audiences may have with digital stories. The music should enhance their story and not distract, therefore it should be instrumental.</p> <p>Activity #2: Recording Break students into pairs. Find quiet spaces around the classroom, school, hallway, etc. Have students record one another saying the text they indicated with VO. They should speak clearly, slowly, and with emotion. Students should include pauses if they need to give time for other images in their storyboard. Students should save their recordings on their flash drives or Google drive. It is easiest if they record in one go, as opposed to recording in separate files. If they have different files, they should number them based on where they occur on their storyboard.</p>

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

	<p>Activity#3: Putting it together! Depending on your time, students' abilities, your own editing abilities etc., the editing process will look different for each teacher. You may want to assign this as homework if students have access to technology at home. Students can easily put together their own digital stories on Movie Maker, iMovie, or even YouTube now! If you want to edit the stories yourself, make sure to meet with each student to go over their assets and storyboards. It is each student's responsibility to make sure all of their assets are saved and labeled and that they correspond with their storyboards. Everything should be clearly labeled!</p> <p>Exit Slip: Reflect As a class, go around the circle and share one challenge you are experiencing as you put your story together and why?</p>
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SESSION	OVERVIEW
Classroom Session #5	<p>Essential Question: What are your core values or principals? How can you express those through story, poetry, images, text, and music?</p> <p>This session is reserved as a final editing day. This session should include time for students to work on classroom computers, their own computers, or meet with you if you are the one editing their stories. It is the final day to make revisions and make sure things are coming together properly. They should make sure everything is in order and is clear!</p>

Dramaworks Ethics Project Presented by PNC Arts Alive
Individual Stories



SESSION	DESCRIPTION
Culminating Session	<p>Share the completed product as a class!</p> <p>This session is reserved as a day to share and reflect on all of the students' pieces. Set up your room to make it feel special! You may want to invite students to bring snacks, or change the way the room is set-up. Share all of the stories and invite students to reflect on their pieces as a class.</p> <p>Reflect:</p> <ul style="list-style-type: none"> - What stood out to you from all the stories? - Describe moments of the stories that felt relevant to you and why. - What connections were made across our class? - What does this work reflect about how young people understand core values, principals, and ethics? - What do you think audiences will take away from our stories? <p>Finally, we invite you to share your students' stories with us! Please upload the stories on a flash drive, on Google drive, or on a private YouTube page. Make sure each story has a title page with the following:</p> <ul style="list-style-type: none"> - Title of the Digital Story - Author(s) - School - Grade <p>Thank you for your participation in this project! We look forward to seeing your students' stories and all of your hard work brought to life!</p>

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

What do I need to know about Digital Storytelling?

Definition:

“Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories. There are a wealth of other terms used to describe this practice, such as digital documentaries, computer-based narratives, digital essays, electronic memoirs, interactive storytelling, etc.; but in general, they all revolve around the idea of combining the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing.”

- *Educational Uses of Digital Storytelling*, University of Houston

Vocabulary/Terms:

Asset: a piece of video, digital image, text, sound, music, or voice over to put in a digital story.

Devising: the process of creating, performing, and documenting a story or performance.

Digital Story: a 2-3 minute personally narrated story, or “movie,” that includes a voice-over and photographs or video, as well as music or sound.

Editing: the process of digitally arranging, altering, or combining assets to create a digital story.

Moving image: a digitally recorded video, animation, or other digital documentation that includes changing elements.

Narrative: the words of or script for a digital story.

Pitching: formally presenting stories, ideas, or storyboards for a group with the expectation of feedback.

Performing: to use one’s body, face, and/or voice to deliver a story, line of dialogue, gesture, or meaning. In digital storytelling, we often use the word “perform” to refer to the delivery of a narrative or voice-over.

Poetry: a piece of writing that partakes of the nature of both speech and song that is nearly always rhythmical, usually metaphorical, and often exhibits such formal elements as meter and rhyme.

Shooting: filming or digitally capturing photos and/or video.

Soundtrack: the music or sound that underscore a digital story.

Still image: a digitally recorded photograph, drawing, collage, etc., that does not include video, animation, or other moving elements.

Storyboard: a visual representation, outline, or map of a digital story. The storyboard usually includes different tracks that represent how various pieces of the digital story will line up and progress throughout the story: the visual elements, the words of the voice over, the music, and sound effects.

Transition: a visual process for moving from one digital image or video sequence to the next.

Voice Over (VO): the recording of a storyteller’s voice narrating his/her story.

Dramaworks Ethics Project Presented by PNC Arts Alive

Individual Stories

Resources:

- **Websites:**
 - <http://digitalstorytelling.coe.uh.edu/index.cfm>
 - <http://www.storycenter.org/o0o255cons8f4cszwugd8jznnvosne>
- **Books:**
 - [Digital Storytelling: Capturing Lives, Creating Community \(Digital Imaging and Computer Vision\)](#) by Joe Lambert
 - [Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity](#) by Jason Ohler
 - [Make Me a Story: Teaching Writing Through Digital Storytelling](#) by Lisa C. Miller
 - [Digital Storytelling, Applied Theatre, & Youth: Performing Possibility](#) by Megan Alrutz

Digital Tools:

- iMovie
- Mover Maker
- YouTube
- GarageBand
- Other online programs/apps are available as well

Free Music/Audio Resources:

- Creative Commons Audio creativecommons.org/audio
- Free Play Music www.freeplaymusic.com
- The Free Sound Project freesound.iua.upf.edu
- Ghost Note ghostnotes.blogspot.com
- Partners in Rhyme www.partnersinrhyme.com

Free Image Resources:

- BigFoto www.bigfoto.com
- Creative Commons Images creativecommons.org/image
- Flickr Creative Commons www.flickr.com
- Open Photo openphoto.net
- Photobucket photobucket.com