

Year 7 Media - Billy's Story  
LESSON ONE - A Process Drama

Time		Activity Description	Grouping	Resources	Learning Intentions
9.00-9.15	15MINS	1. Introduction to Media Studies. I see... I perceive ... I wonder Discuss their expectations from this cycle.			
		2. The Bully Asleep Process Drama <b>A Poem.</b> Read the poem without the title.			
		3. <b>Torment.</b> Students devise one frozen image to depict a scene in the poem showing clearly who the tormenter and the victims are.	4 or 5.		
9.15-9.20	5 MINS	4. <b>Silent Images.</b> Students present frozen images as facilitator signals			
9.20-9.25	5 MINS	5. <b>A Poem.</b> Read poem with title. Groups are given two minutes to discuss the changes they would make to their images. They share this with the whole class.			
9.25-9.30	5 MINS	6. <b>Role on the Wall.</b> A large piece of paper with the outline of a person is placed in the middle of the circle. Students are asked to write around the outside of the figure what others say and think about Billy.	Whole class	A large piece of paper with the outline of a person.	
9.30-9.35	5 MINS	7. <b>Characters</b> Whole class discussion -list the characters, seen and unseen. Place the characters in the correct category.	Whole class	On whiteboard.	
9.35-9.40	5 MINS	8. <b>Teacher in Role.</b> We are going to explore the possibilities of how bullying can affect people and the reason behind these behaviours. <b>Hot Seat</b> the teacher in role as Billy. Students write/ask questions to find out more about Billy's life. Typical 14 yr old boy - nah, yep, dunno. Looks after little sister, mum works, and dad's left mum.			
9.40-9.45	5 MINS	9. <b>Role on the wall.</b> How does Billy perceive himself? Fill in the inside of the role on the wall.			

Time		Activity Description	Grouping	Resources	Learning Intentions
9.45-9.50	5 MIN S	<p>10. <b>Choosing roles.</b> Think if you could meet 6 of these people and ask them questions.</p> <p>a) <b>Coach</b>  b) <b>Mother</b>  c) <b>Friend</b>  d) <b>Jane</b>  e) <b>Jimmy or Roger</b></p>	Groups of 4		
9.50-9.55	5 MIN S	<p><b>Character Profile:</b> Devise a name, relationship with Billy, and what that person knows why Billy falls asleep in class.</p>	4's	Profile Sheet 2 Or Butchers paper	
9.55-10.10	15 MIN S	<p>11. <b>Hot Seat</b>  At each chair we will have the 6 characters. You will present your character in Hot Seat. The rest of you will out of role find out as much information as you can about the character in the hot seat.  Can I have 1 mother at each chair, 1 father, etc</p>	4 chairs		
10.10-10.15	5 MIN S	<p>12. <b>Out of Role Discussion.</b>  Discussion of the drama thus far.  Opportunities for reflection.  Was the drama authentic - did it feel honest and truthful?  How did the participants feel at vital moments?  What change of understanding as taken place about the context and subject matter?  <b>THE POEM TO BE FILMED</b></p>			
10.15-10.30	15 MIN S	<p>13. <b>Planning a treatment</b>  In groups of no more than four, students discuss an idea for a location and scene that depicts Billy and a situation he may find himself in. e.g At home, getting in trouble at school, bullying, receiving support from a friend or a coach.  The scene must demonstrate their understanding of: the effects of bullying, possible explanations for bullying behaviour.</p>	Groups of 4		

**Year 7 Media - Billy's Story**  
**LESSON TWO - The Brief Development**

Time Mins	Activity Description	Grouping	Resources	Learning Intentions
0-20	Shot composition - shot size and camera angle.	Whole class	Show animation <i>The Bully and the Beast</i>	Students: <ul style="list-style-type: none"> <li>Understand technological terminology</li> </ul>
20-40	Tell the Story of the Coach. Introduce the concept of Treatment and Storyboard.			
40-50	Storyboarding activity. Students arrange the storyboard in appropriate sequence and identify the shot size.	Individual/Pair	Packet containing 12 captions.	
50-70	<p>* Introduce the Brief. Treatment and 3 Column script.</p> <ol style="list-style-type: none"> <li>During a class we hear a student chant to another child, "Teacher's pet, brown-nose, suck-up," The child tries to ignore the remarks but sulks at his desk. [Verbal bullying]</li> <li>Students are in line for lunch in the canteen. We hear a kid say to another child, "Hey, give me your lunch money or I'll give you the bash." The child complies at once. This is not the first time this has happened. [Verbal bullying]</li> <li>A student brought a cool looking pen to school. He boasts that it was a prize from a n arcade game. Another child goes over and smacks his head, demanding the pen. The child refuses at first, but eventually gives in. [Physical bullying]</li> <li>.We are watching kids play at interval. We witness a kid say to another student, "No, absolutely not. I already told you that you can't play with us." The student is isolated and plays alone for the remaining time with tears in his/ her eyes. This is not the first time this child has isolated someone from playing. [Relational bullying]</li> <li>We see the kids in the class prepare to commence work in groups of four to do projects. While the kids are getting in their groups we see a student push another child with enough force that he falls to the floor. The push was clearly intentional and was not provoked. The child who fell yells, "Stop pushing me around! You always do this, just go away." [Physical bullying]</li> </ol>	Groups of 3-4	Treatments *	Students can: <ul style="list-style-type: none"> <li>Develop understanding of technological process</li> <li>Relate the process of technology to the new context.</li> </ul>
70-90	Describe a film shoot and the different jobs. Director, Actors, Camera Operator, Clapper Board operator, Continuity. Assign roles for film shoot. Students will each be assigned two lines from the poem <i>The Bully Asleep</i> which they need to learn and will be filmed during lesson 4.			

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 LESSON THREE- The Film

Time Mins	Activity Description	Grouping	Resources	Learning Intentions
0-90	<p>This lesson occurs in the student's classroom. Roles and responsibilities have been assigned.</p> <p><b>Actors</b>            Billy            Roger            Jane            Miss Andrews            Classmates</p> <p><b>Technical Crew</b>            Camera Operators x 8            Clapper Board operators x 2            Tripod            Logging shots            Directors x 2</p>	Whole class	Sony Camera Tripod DV Tape Clapper Board Marker Script Apple	<p>Students:</p> <ul style="list-style-type: none"> <li>are aware of their surroundings and the hazards that lay within.</li> <li>Understand that each student is responsible for own actions.</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>Develop understanding of technological process</li> <li>Relate the process of technology to the new context.</li> <li>Gain an understanding of the correct use of equipment.</li> <li>Are competent in using camera equipment safely</li> <li>Safe film set practices</li> </ul>

**Media Studies Group D**  
**Task ONE**  
**Billy's Story"**

**Name:** \_\_\_\_\_

**Brief:**

You are to develop an idea for an episode that depicts Billy and a situation s/he may find him/herself in. e.g. bullying, getting in trouble at school, and receiving support from a friend or a coach.

Write a **treatment** (description) of the scene and a **3 column script**. The 3 column script should have at least 2 Wide Shots, 2 Mid Shots and 2 Close Up shots.

Example:

**TREATMENT**

1. We see a teacher copying a mathematical problem on the blackboard.
2. We see a student whispering to a class mate and pointing in the direction of Billy.
3. We then see Billy, asleep with his/her head on the desk.
4. We see a student raising his hand to tell the teacher.
5. We see the teacher looking at Billy.
6. We see the teacher telling the class to get on with their work.
7. We see Jimmy holding an apple core.
8. We see Roger smiling and indicating to toss it to him.
9. We see Jimmy tossing the apple to Roger.
10. We then see Roger putting the apple core on Billy's head.
11. We see the apple core resting on Billy's head.
12. We see Roger giving the thumbs up and getting the rest of the class to look.
13. We see a reaction from a class member.
- 13 a We see a reaction from one of the class.
- 13 b We see a reaction from one of the class.
- 13 c We see a reaction from one of the class.
14. We then see Jane feeling sorry for Billy.
15. We then see the teacher discovering the apple core on Billy's head and holding it up to the class.

### 3 COLUMN SCRIPT

SHOT	VISUAL	DIALOGUE/SOUND/MUSIC
1.	WS of teacher writing on board	
2.	MS of student whispering and pointing	whispering
3.	CU of Billy asleep	Billy's breathing
4.	MS of student raising his/her hand	<i>Student:</i> Miss, miss Billy's asleep.
5.	LS of teacher looking at Billy	
6.	CU of teacher telling class to get on with their work	<i>Teacher:</i> Yes, s/he's asleep; go on with your writing and let him/her be
7.	MS of Jimmy holding up an apple core.	
8.	CU of Roger smiling and indicating for Jimmy to toss the apple.	
9.	We see Jimmy tossing the apple to Roger.	
10.	WS of Jimmy putting apple core on Billy's head	
11.	CU of apple core on Billy's head.	
12.	MS of Roger giving the thumbs up and looking round to the rest of the class.	<i>Roger:</i> Have a look at Billy!
13.	CU of a student's reaction.	chuckling
13a	CU of a student's reaction.	laughing
13b	CU of a student's reaction.	Smirking/giggling
13c	CU of a student's reaction.	
14.	CU of Jane feeling sorry for Billy.	Background – laughing/giggling
15.	WS of teacher walking over to Billy and holding apple up.	



### 3 COLUMN SCRIPT

SHOT	VISUAL	DIALOGUE/SOUND/MUSIC
1.		
2.		
3.		
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20.		





**Weeks 5-8**

*Technological Practice*

Introduction to issue:

Revise the technology cycle.

Revisit the issue of bullying and the concept of the **vignette**.

Introduce class brief - vignette introduced in lesson 2 and discuss attributes/specifications.

Reflect on Key Stakeholder and stakeholder interests / hobbies / likes / dislikes.

Complete the first page in their brief (this can be completed for homework if not done in class)

- Choose the **Key stakeholder**
- Write a **conceptual statement** (who its for / what its for / why)
- Write down the **key attributes/specs**

Talk about Restrictions and the importance of Planning.

Talk about the Key stages and the time available ( 4 sessions)

What resources are needed at the different stages during the project?

With teacher guidance draw this on the worksheet headed "Planning".

Concepts: Revisit treatments and 3 column scripts. Use the example from Billy's story as a guide.

**Mock Up / Model:** Use mock up 3 column script and make modifications where necessary.

**Development:**

3 column script exemplar.

Understand the stages of the technology cycle and those specific to that term.

Importance of planning will be understood. Students will understand what resources are needed to work through the process.  
Develop an understanding of the stakeholders needs.  
Understand and design 3 column script to explain the visual narrative.



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LESSON FIVE - Editing/ Plan Vignette

<b>Time Mins</b>	<b>Activity Description</b>	<b>Grouping</b>	<b>Resources</b>	<b>Learning Intentions</b>
0-40 mins	Students plan and present the 3 column script of the vignette.	Groups of 3 or 4		
40-60	Students to mock up shots for vignette		Digital camera	Students will mock up shots to be used in vignette.
60-90	Students continue editing of poem			

## Year 7 Media - Billy's Story

### LESSON SIX - Rehearse Broadcast

Time Mins	Activity Description	Grouping	Resources	Learning Intentions
0-90	Rehearse Broadcast	Whole class	TV5 Studio and control panel, cameras	Students become familiarised with the operation and running of the TV5 studio. Students will rehearse TV5 broadcast

#### Billy's Story -

**Presenter A:** Welcome to TV 5. My name is Emily

**Presenter B:** And my name is Alex. Today we have a special program which addresses the issue of bullying.

**Presenter B:** what is bullying? well according to the oxford dictionary it is:  
the process of intimidating or mistreating someone weaker or in a vulnerable situation.

**Presenter A:** In media studies our class has been exploring bullying.

**Presenter B:** Bullying can take different forms. Lets see some examples of how bullying occurs.

#### ROLL VIGNETTES SEGMENT

**Presenter B:** As a part of media studies the students were introduced to a boy named Billy. Billy was not popular with the other students. He did not like to participate in activities and would make life unpleasant for those around him. His behaviour made others try to avoid him as much as possible. He was seen by many students as a bully.

**Presenter A:** What makes a person like Billy become a bully. Does it make them

feel tough, or cool. Or is it a way of getting respect? Let's hear the thoughts of one of Billy's classmates.

#### **MONOLOGUE - Jane's monologue**

**Presenter B:** That was Jane from Billy's class. Let's now cross to Belinda in the studio who is joined by Miss Andrews and Billy's soccer coach who may be able to shed some light on the actions of Billy.

#### **INTERVIEW**

**Presenter A:** Well there you have some views and reflections about Billy.

We are now going to cross to Billy's mum to hear her thoughts from a mother's perspective.

**Presenter B:** That was Billy's mum and we thank her for sharing with us her thoughts and feelings.

**Presenter A:** Our attitudes about others can often be based on what we see and hear from outsiders. It's not until we meet the person face to face that we get a true indication of what they're like.  
Let's now cross to Billy in the studio to hear his thoughts.

#### **BILLY'S MONOLOGUE**

**Presenter B:** Well that about concludes our program on bullying but before we say goodbye you can watch what happened on the day Billy fell asleep. Just go to the menu of this DVD and click on the movie entitled 'Billy's story'.  
Hopefully we can learn from the mistakes and actions of others.

We look forward to your company next time we say you're live on TV 5.

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LESSON SEVEN - Shoot Vignette/Editing

<b>Time Mins</b>	<b>Activity Description</b>	<b>Grouping</b>	<b>Resources</b>	<b>Learning Intentions</b>
0-90 mins	Students shoot vignette	Groups of 3 or 4	Camera, tripod, clapper board, marker, shooting script	
0-90 mins	Students continue editing story and poem.	Groups of 3	IMAC, EMAC computers	

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LESSON EIGHT- Editing/SFX/Video FX

Time Mins	Activity Description	Grouping	Resources	Learning Intentions
90 mins	Students continue Editing <ul style="list-style-type: none"><li>• Matching action - tossing apple and catching it.</li><li>• Adding titles/credits</li><li>• Video FX (black and white, fog, slow motion)</li><li>• Sound FX /music to create mood</li></ul>	Students will work in 2's or 3's	IMAC/EMAC computers	



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LESSON NINE- Broadcast/ Evaluation

<b>Time Mins</b>	<b>Activity Description</b>	<b>Grouping</b>	<b>Resources</b>	<b>Learning Intentions</b>
0-60 mins	Broadcast TV 5	Whole class	TV5 Studio and Control desk	
60-90	Discuss Publishing (IDVD) - themes, buttons, chapters, music.	Whole class	IMAC computers	

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LESSON TEN- Evaluation

<b>Time Mins</b>	<b>Activity Description</b>	<b>Grouping</b>	<b>Resources</b>	<b>Learning Intentions</b>
0-60	Final editing and showcase of student work	Small group and whole class	IMAC/EMAC computers	
60-90	Assessment rubrics	Whole class/individual	Media Technology rubric	

# MEDIA TECHNOLOGY-

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## Student Assessment

## Unit: Billy's Story

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

Room: \_\_\_\_\_

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

Year: 7

**Learning Outcomes:** Students develop a solution through Technological practice.  
Students develop knowledge of visual narrative – 3 column scripts..  
Students develop skills in working with camera and editing.  
Students develop group and management skills.

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## Self Assessment

Self Assessment Criteria	Above		Within		Below	
	A	B	C	D	E	
I can apply technological skills to develop an outcome.						
I have an understanding of treatments and 3 column scripts to create a visual narrative.						
I can apply camera and editing skills						
I can use time effectively and work co-operatively						

I was pleased with.... \_\_\_\_\_  
\_\_\_\_\_

I need to work on.... \_\_\_\_\_  
\_\_\_\_\_

My effort during this unit was: 

Excellent	Very Good	Good	Fair	Poor
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## Teacher's Assessment Criteria / Comment

	A	B	C	D	E
Assessment Focus	Above		Within		Below
<b>Demonstrates understanding of technological practice in developing a solution.</b>	Demonstrates a significant understanding of technological practice in developing an outcome.	Demonstrates an understanding of technological practice in developing a outcome.	Demonstrates some understanding of technological practice in developing a outcome.	Begins to understand technological practice.	
<b>Shows an understanding of treatments and 3 column scripts to create a visual narrative.</b>	Demonstrates significant understanding of visual narrative through creative treatment and 3 column script.	Demonstrates understanding of visual narrative through treatment and 3 column script.	Some understanding of how to write treatments and 3 column scripts to create a visual narrative.	Beginning to understand the importance of treatments and 3 column scripts.	
<b>Apply camera and editing skills to compose a visual narrative</b>	Demonstrates flair in applying camera and editing skills to compose a visual narrative.	Demonstrates sound ability in applying camera and editing skills to compose a visual narrative.	Demonstrates some ability in applying camera and editing skills to compose a visual narrative.	Limited ability in applying camera and editing skills to compose a visual narrative.	
<b>Time Management and Cooperation</b>	Can organise time efficiently and works cooperatively.	Can use time efficiently and considers others.	Can sometimes use time efficiently and considers others.	Limited ability to use time effectively.	
<b>Effort</b>	Excellent	Very good	Good	Fair	Poor