

# Teacher Training Blended Learning Course

## Digital Storytelling in teaching: **Activity Plan**

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<b>Teaching context</b>	<i>Type of school</i>	Senior high school
	<i>Student profile</i>	Teenagers (aged from 15-17) at the Intermediate (B1) and/or Upper Intermediate (B2) level(s) of the CEFR
	<i>Time available</i>	45 minutes
	<i>Factors/ constraints</i>	The 45-minute time span can be a little tight/restricting. Perhaps a 60-minute classroom session would be more appropriate for this activity plan.
<b>Aims</b>	<ol style="list-style-type: none"><li>1. To watch a digital story</li><li>2. To integrate listening, speaking and reading skills with writing</li><li>3. To practise writing skills (note-taking, story writing)</li><li>4. To use language of speculation</li><li>5. To do a writing task based on the digital story</li><li>6. To work as a group</li></ol>	

## Materials

### (Tools-

- A digital story (*The Visit-a ghost romance*)
- A computer/ overhead projector/ interactive

## Resources)

- whiteboard (for the presentation of the digital story)
- A green board/flip chart (for note-taking purposes)
- A writing worksheet (for student use)
- The printed text of the short story (a hand-out for student use)

## Procedure in steps

1. **Pre-viewing stage:** The teacher hands out the writing worksheet and tells the students they are going to watch a short film titled “*The Visit -a ghost romance*” during which they will be asked to complete the tasks prescribed in the worksheet (allocated time: 1 minute).
2. **While-viewing stage:**
  - a) The students watch the film until 0:00:48. Their first worksheet task is to speculate briefly in **small groups** about why the film is titled “*The Visit-a ghost romance*” and jot down their ideas on the worksheet in note form before discussing them with the class. The teacher does not confirm any answers at this stage (allocated time: 6 minutes).
  - b) The students watch the film until 0:03:40. As they watch, their second worksheet task is to try to understand/speculate **individually** what actually happened to the male protagonist in the digital story. They write down their ideas on the worksheet in note form and discuss them with the class. The teacher uses content eliciting questions, if necessary, and records their answers on the green board/flip chart (allocated time: 10 minutes).
  - c) The students watch the rest of the film. Their third worksheet task is to work in **small groups** and speculate briefly on two questions:
    - i. what they think happened to the two human

	<p>protagonists in the end</p> <p>ii. why the film is titled “<i>The Visit -a ghost romance</i>” (revising their initial responses to the first task)</p> <p>The groups write down their answers on the worksheets in note form. The teacher uses content-eliciting questions throughout to guide the students, if necessary, and records their answers on the green board/flip chart (<u>allocated time: 13 minutes</u>).</p> <p>3. <b><u>Post-viewing stage:</u></b> The students are presented with the printed text of the short story in hand-outs. Their fourth worksheet task is to read the story text, work in groups and write their own alternative ending to the main story of the two lovers (<u>allocated time: 15 minutes</u>).</p> <p>4. As an extension/follow-up activity for future classroom sessions the alternative endings could be digitalized by each group and presented within the classroom.</p>
<p><b>Skills</b></p>	<ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> <li>5. Working as a group</li> </ol>