Please read through this document so you are familiar with the program and organise resources and materials needed on the day. **Students must complete a script and associated storyboard** before the excursion.

**Give the bus driver the bus access card.** Buses must not enter Field of Mars Reserve.

This program costs $16 per student. No GST is payable. **You must confirm student numbers two weeks prior to your excursion.** Your school will be invoiced based on these numbers. Student numbers are used to allocate centre staff.

Students need their own food, drinks, sunblock, hats and wet weather gear carried in a small back pack. Plastic bags are not suitable. Only essential items should be brought.

All students need to bring a water bottle. In summer, students should bring two water bottles: one water, one frozen.

Field of Mars EEC is bin free. Students and teachers need to take all their rubbish home and should use reusable, ‘nude food’, containers to help reduce waste on the day. Fruit scraps will be collected for our worm farm.

All visitors must wear clothing suitable for outdoors with variable conditions. **Hats and sturdy closed shoes are essential.** We recommend K-6 students wear their sports uniform.

NSW DEC suggests a student/adult ratio of 15:1 for some bushwalking activities. **Parents or extra staff are beneficial** for this program to supervise students while filming.

Students and parents should wear reusable name tags.

Extreme or wet weather conditions, including days predicted to be above 35°C, may result in the excursion being modified, postponed or cancelled.

Cancellations with less than two weeks notice will incur a $50 administrative fee. This does not apply to cancellations due to weather.

Please notify the EEC staff about any students with medical or other special needs.

Please bring necessary medications. Field of Mars EEC does NOT provide emergency medication for asthma, anaphylaxis or other conditions.
**Timetable for Documentary Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 - 9.45</td>
<td>Introduction + Snack</td>
</tr>
<tr>
<td>9.45 - 11.45</td>
<td>Filming in the field</td>
</tr>
<tr>
<td>11.45 - 12.00</td>
<td>Recess</td>
</tr>
<tr>
<td>12.00 - 1.15</td>
<td>Editing (in the field or back at the centre)</td>
</tr>
<tr>
<td>1.15 - 1.45</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.45 - 2.30</td>
<td>Movie Premiere - students present some of their documentaries.</td>
</tr>
</tbody>
</table>

**Syllabus Links**

**Environmental Education Objectives**

Students will develop -

knowledge and understandings about:

- the nature and function of ecosystems and how they are interrelated (K1)
- the impact of people on environments (K2)
- the role of the community, politics and market forces in environmental decision-making (K3)
- career opportunities associated with the environment (K5)

skills in:

- identifying and assessing environmental problems (S2)
- communicating environmental problems to others (S3)
- resolving environmental problems (S4)
- adopting behaviours and practices that protect the environment (S5)

values and attitudes relating to:

- a respect for life on Earth (V1)
- an appreciation of their cultural heritage (V2)
- a commitment to act for the environment by supporting long term solutions to environmental problems (V3).

**English Outcomes**

**Stage 2**

TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

TS2.2 Interacts effectively in groups and pairs adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

*Indicators:*

- Collaboratively plans and prepares a spoken information report
- Collaboratively films and selects accompanying visuals
- Collaboratively develops and presents an information report in the form of a documentary film.

**Stage 3**

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences, to express well-developed, well-organised ideas dealing with more challenging topics.

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

*Indicators:*

- Collaboratively plans and prepares a spoken information report
- Collaboratively films and selects accompanying visuals
- Collaboratively develops and presents an information report in the form of a documentary film.
Overview
What do we want the students to learn?
This activity should provide the students with an understanding that:

- there is a diverse range of flora and fauna in the Australian bush
- all living things depend on each other in some way
- videos can be used to convey information, meaning and emotion.

Background
Why does it matter?
According to the Board of Studies, when creating information reports, students should be encouraged to “experiment with presenting information in various clear, accessible ways”.

Using the style developed by David Attenborough, students work as filmmakers to create their own incredible documentary focusing on living things found in the local bushland.

David Attenborough believes nature films are popular because, “firstly, they speak about living things, like us; secondly, they deal with the real world, which is always surprising and beautiful; and finally, they have substance”.

iTunes U
To assist with the development of student documentaries Field of Mars EEC has created a Documentary course in iTunes U. This course includes a complete breakdown of the teaching and learning sequence and all the resources required to assist students in creating a successful documentary.

We recommend you begin preparing for your Documentary incursion or excursion at least 4 weeks before the day of filming.

The iTunes U course will always contain the most up to date and comprehensive resources and materials for the Documentary program. Any updates or new resources will be instantly updated on your device.

This course can be used by classroom teachers who are using flipped classroom models.

To access iTunes U you will need an iPad, iPod touch or an iPhone and the iTunes U app.


The course is available in teacher and student editions. Use the links below to enroll or use the enroll code to manually enroll from within the iTunes U app.

Teacher Edition
Enroll Code - J9V-2NZ-WJC

Student Edition
https://itunesu.itunes.apple.com/enroll/JQB-XN5-DS6
JQB-XN5-DS6

For more information on iTunes U visit
Teaching and Learning Sequence

All resources and links referred to in this document can be found on the Field of Mars EEC website or in their most complete form on iTunes U.


We recommend you begin preparing for your Documentary incursion or excursion at least 4 weeks before the day of filming.

Pre Production (Pre Excursion/Incursion Activities)

The activities in the Pre Production section must be completed in class before the filming day.

Introduction - What is a Documentary?

Ask students to describe a nature documentary they have watched.

Discuss and list the words that could be used to define a nature documentary? Watch an example of a nature documentary such as David Attenborough’s Life in the Undergrowth.

http://www.youtube.com/watch?v=uppwVyUs0S0&list=PLABD54C18D06A4627

Create a joint definition of the word documentary.

Filmmaking Techniques

All filmmakers use a range of filming techniques to make their documentaries interesting. These techniques include the style of camera shots, camera angles, music, sound effects and most importantly the information or story provided by the documentary. View the filmmaking techniques video on You Tube.

http://www.youtube.com/watch?v=d1iapihKU9l

This video is created by a student and outlines various filmmaking techniques. The first two minutes are critical and most of the video remains relevant until the 4.50 min mark.

Watch David Attenborough’s Say Boo to a Sloth clip.

http://www.youtube.com/watch?v=ndMKTnSRsKM

Identify the shots and camera angles using the Documentary Shots PDF.

http://jbrogden.webs.com/Textual%20Analysis%20Files/Shots.pdf

Creating a Documentary

Watch An Ant’s Life Documentary.


This documentary was created by students to showcase the elements required to create a successful short documentary.

Brainstorm - What would the students have needed to do to create the An Ant’s Life Documentary? eg the students needed to choose a site, assign roles, pick a topic, research the topic of ants, collaborate, write a script, produce a story board (documentary plan), practice, adhere to a time limit, film, edit etc.

Watch the making of An Ants Life Documentary.

This short film shows the steps used to create a documentary, from writing a script (information report) to creating a storyboard, filming and finally how certain scenes were filmed.

Notice that some of the footage is referred to as B roll. Essentially these are photos or videos that support the main storyline.

**Team Roles**

Form students into groups of three (or two if there is not enough students).

Each student will be assigned a role, director, presenter and cinematographer. These roles can rotate during filming. Discuss the roles of each person in the group:

Director - directs the action, sound and the scenes  
Presenter - reads the script both on camera and as a voice over  
Cinematographer - films using the iPad.

Watch the Team Roles video for a breakdown of each role and how they operate in the field.


**Site Selection and Overview**

Students will be creating a documentary at a site near your school or at the Field of Mars Reserve.

If you are using a site near your school you will need to guide your students to research the type of ecosystem and the species that live there. Local council websites will often provide these details. If you are using your local area or school its worth visiting the sites with students to familiarise students with the site and for location scouting purposes.

If you are visiting the Field of Mars Reserve students will be working in a range of sites within a woodland ecosystem. These sites include the Field of Mars boardwalk, Doyle Track (lower section) and Warada Track (lower section).

View videos and photos overviews of the Field of Mars Reserve.


**Topic or Theme**

Topics for a documentary should be based on the site selected and should reflect or support classroom programs. Topics should be broad rather than focusing on an individual species. Students will use the topic to create a 1.30 min documentary.

Suggested topics include:

- **Biodiversity** - A documentary could describe the ecosystem and the plants and animals that live within it.
- **Animal Evidence** - A documentary could go on a journey to discover animal evidence like scratches, nests, scats etc.
- **Habitats** - A documentary could describe the habitats and associated animals that are found in an area.
- **Shelters** - A documentary could show the range of shelters that can be found within an ecosystem.
- **National Parks** - A documentary could describe the values of a national park or talk about the species found within it.
- **Bush Food** - A documentary could describe how Aboriginal people used the bush to provide food, medicine and shelter.
- **Caring for nature** - A documentary describing how people are helping nature and looking after special places.

View the Topics Overview video.

Creating a Script

For Documentary the script is in the form of a simple information report.


Once the students have conducted their research they need to develop the script for their documentary. Use the An Ant’s Life Documentary script as an example of a detailed script.


The documentary will run for a maximum of 1 min 30 sec. It’s recommended that students read their script out loud to ensure the spoken part of their documentary is only around 1 min long. Students must allow non spoken time to include photos and other visuals as part of B roll footage.

The script should include sections spoken by the presenter on camera as well as scenes with a voice-over in the background.

Creating a Storyboard

When the script is complete students begin visualising what their documentary will look like. This involves creating a storyboard that provides an outline/sketch of the types of scenes and camera angles that will be used to tell the story. A good storyboard simplifies the film making process and ensures students gather the images and videos they need to construct a quality documentary.

Refer to the An Ant’s Life Documentary Storyboard as an example. This storyboard is available in two versions, simple and detailed.


Both storyboards contain the same script but vary in the amount of drawn detail.

Two storyboard templates are available.


The scaffolded storyboard provides a scaffold for students that require explicit instruction and the standard storyboard is for students with a good understanding of the storyboard process. The recommended size for printed storyboards is A3.

Watch the Making of An Ant’s Life Documentary to reinforce the relationship between the script, storyboard and filmed documentary.


Refer to the Documentary Shots PDF to remind student to include information relating to camera angles etc.

http://jbrogden.webs.com/Textual%20Analysis%20Files/Shots.pdf

Production (Documentary Incursion or Excursion)

A range of videos are available on the Field of Mars Website to assist students in preparing for filming. These include:

Using iPads in the Field

http://fieldofmarseec.nsw.edu.au/wp-content/uploads/2013/05/In-the-Field.m4v
Using the Camera App

Using a Microphone

Using the Clapboard

Filming the Documentary (2 hr)
During the excursion, each student will take turns to play the three roles used to produce a documentary. The Cinematographer controls the iPad to capture video and images as outlined in the storyboard. The Presenter reads the script on and off camera. The Director directs the action, sound and the scenes.

During the filming, the students will walk through natural areas and stop at a variety of sites to record video and stills to match scenes outlined in their storyboard.

Post Production (Editing)

Editing the Documentary (1 hr)
During this session the students will review the footage recorded during the day and use iMovie on the iPads to edit and sequence video to create a short documentary. Voice-overs and soundtracks can be added to the documentary during this time if required.

Movie Premiere (45min)
Students will be invited to present their documentary on the ‘big screen’ during this session to showcase the efforts of class members. Documentaries will be downloaded and provided to the school for further viewing.

Resources

Field of Mars EEC provides: iPads, microphones, iPad carry bags, light reflectors, first aid kit. All links for documentary are live in iTunes U or in the primary section of the resources pages on the Field of Mars EEC website

School Provides: Storyboards and scripts previously created by students. Students should bring headphones on the incursion/excursion day. For at school incursions, the school will need to provide access to a projector screen or Interactive Whiteboard (IWB).