

Learning intention:

By the end of this lesson:

- students will have enhanced their public speaking and emotional expression capabilities through engaging in "Emotions Charades," where they express various emotions without words.
- They will also have acquired hands-on experience with audio recording and an introduction to editing, including setup and techniques for achieving clear audio quality.

Success Criteria:

- Students will demonstrate the ability to express a range of emotions non-verbally and recognise these emotions in others, improving their expressive skills and emotional intelligence.
- Successfully complete a quality audio recording within the allocated time, applying the tips for clear audio quality and understanding the importance of maintaining flow even when errors occur.
- Reflect on their recording experience, identifying strengths and areas for improvement, and discuss strategies for enhancing future recordings.

ACARA links:

[AC9HS6S07](#)

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

[AC9E6LY07](#)

plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

[AC9TDI6P07](#)

select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

[AC9TDI6P08](#)

select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours

[AC9AMA6C01](#)

use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

[AC9AMA6P01](#)

present media arts works in informal and/or formal settings using responsible media practice

Resources:

- Recording equipment (microphones, headphones, computers with recording software).
- Quiet spaces designated for recording.

	<ul style="list-style-type: none"> • Teacher Worksheet 1 – Session 7 "Emotion Charades" for the warm-up activity. • Digital storage for the podcast episodes once they have been recorded – make sure students know where this is and how to access it. <p>Notes for the Teacher:</p> <ul style="list-style-type: none"> • The lesson below is aimed at classes that are recording a podcast. If you have chosen a panel style presentation instead, you will need to setup your classroom/audience accordingly. • Ensure that recording equipment is tested and functional before the lesson begins. • Arrange the classroom or recording space to minimize background noise and interruptions. • Provide a brief tutorial on the recording and editing software if students are unfamiliar with these tools. • Encourage a supportive atmosphere where students feel comfortable experimenting and making mistakes during the recording process.
<p>Objective:</p>	<p>Students will begin the recording process for their podcast or panel discussion, applying their script and project planning. This session also introduces students to the basics of audio editing, empowering them to refine their recordings into polished final products.</p>
<p>Warm-Up Activity (5 minutes):</p>	<p>Emotions Charades</p> <p>Using the emotions cards in the Teacher Worksheet 1 – Session 8</p> <p>"Emotion Charades" is a fun and engaging 5-minute warm-up activity where students draw cards with different emotions written on them, such as happiness, sadness, or anger. They then use their voices to express these emotions without using words, while their classmates try to guess the emotion being portrayed. This exercise not only warms up their voices but also helps build confidence in expressing themselves and enhances their public speaking skills through playful, non-verbal communication.</p>

<p>Main Activity (30 minutes):</p>	<p>Recording Sessions and Introduction to Editing</p> <p>Step 1: Recording Setup (5 minutes):</p> <p>Briefly review the recording setup, including how to use the microphone, recording software, and any tips for maintaining clear audio quality. Ensure students understand the basics of making a good recording.</p> <p>Remind students that this should be a one take recording (two at most). If they make a mistake or say something wrong, they should just apologise and keep going.</p> <p>When recording, they should record a small test recording and play it back to check the sound levels.</p> <p>Step 2: Recording in Action (30 minutes):</p> <p>Groups take turns recording segments of their podcasts or panel discussions in a designated recording area. Provide each group with a specific time slot for recording to manage the process smoothly.</p> <p>Encourage groups not recording to work on finalising their scripts, practicing their speaking parts, or work on journalling or mindfulness activities in their workbook.</p>
<p>Cool Down/Reflection (5 minutes):</p>	<p>"Recording Reflections"</p> <p>Ask students to reflect on their recording experience, including what went well and what they found challenging. Encourage them to think about how they can apply what they've learned today to improve future recording sessions.</p>
<p>Sharing:</p>	<p>Invite a few students to share their reflections and any tips they discovered during the recording process.</p>
<p>Discussion Prompts</p>	<ul style="list-style-type: none"> • Practice presenting our podcast or panel discussion and provide constructive feedback to each other. • What are some potential challenges we might face during the scriptwriting process? How can we overcome them as a team? • How has our understanding of resilience evolved throughout this project? • Share any personal insights or moments of growth that you've experienced during this unit.

<p>Weekly newsletter idea:</p>	<p>Week 8: Recording and Editing</p> <p>This week, Year 6 took to the microphone, recording segments for their resilience projects. They learned the basics of audio editing, facing and overcoming the challenges of production to bring their scripts to life in a format that will engage and inspire listeners.</p> <p>Teacher Prompt for Student Work Snippet: Invite students to share a lesson learned from the recording process or a snippet from their project that they're proud of.</p>
<p>Home Learning:</p>	<p>Week 7 and 8</p> <p>Task: If you haven't finished your podcast scripts yet – your task this week is to finish these off and practice at home.</p>

CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

LESSON PLANS

Teacher Worksheet 1 – Session 7

Emotions Charades Cards

Print and cut up these cards for students to play Emotions Charades.

Happiness	Sadness
Anger	Surprise
Fear	Disgust
Curiosity	Excitement
Frustration	Pride
Embarrassment	Sympathy
Confusion	Boredom
Joy	Anticipation
Disappointment	Gratitude
Nervousness	Calm