

WILDLIFERS!

WITH SU + PHARRELL

(CREATE

YOUR

OWN

NATURE DO(CU)MENTARY!

TEACHER GUIDE



ACKNOWLEDGMENT OF COUNTRY

We acknowledge Aboriginal and Torres Strait Islander peoples as the First Australians.

We recognise them as the Traditional Custodians of the lands where we live, learn, and work.

We acknowledge that this document was designed on the lands of the the Wurundjeri people of the Kulin Nation.

We also acknowledge the Aboriginal and Torres Strait Islander custodians of Country across all the places this document may be used.

We share our deep respect to elders past and present leaders, and we recognise their continuing spiritual and cultural connection to the land.

We acknowledge that sovereignty has never been ceded and this was and always will be Aboriginal Land.

RECOGNISING COLLABORATORS

This project would not have been possible without the work of a group of creative and passionate teachers who have co-created this resource, tested the concept and deliver to you, as peers, this modular learning tool - to use as you see fit.

We thank them and credit the work they and their students have done as part of WILDLIFERS!

- Chanaka Ruwadeniya
St Andrews Primary
- Heather Docherty
Tenison Woods Catholic School
- Kim Martin
University of South Australia
- Luke Drain
Muswellbrook South Primary
- Rita Campbell
Tenison Woods Catholic School
- Sarah Veitch
Casuarina Street Primary
- Sophie Wilson
Muswellbrook South Primary
- Taylah Hill
Sunshine Heights Primary
- Thomas Hennessy
Katherine High School

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HOW TO USE THIS GUIDE

This guide will help you make the most of the WILDLIFERS! Create Your Own Nature Documentary Resources. Wildbear Entertainment have worked with teachers and students from across Australia to trial and ensure we offer modular assets that connect to the spirit and intent of WILDLIFERS!, and give students the opportunity to create their own, quality wildlife documentaries!

By developing this guide alongside practising teachers, we understand that you will design learning experiences that suit your students, in your classroom on any given day. We respect and value that you bring expertise as learning designers and so we offer what we are best at - providing the tools and resources for great TV and film production.

EXPERT ADVICE

For supporting teaching, these experts have provided advice:

- Top 5 Tips for producing a nature documentary
Kate, Producer, Wildbear Entertainment
- Why we should create stories about Australian Animals
Chris Vella, Zoos Victoria
- Tips for editing audio and video together
Ben, Freelance Editor, Wildbear Entertainment

SHARE YOUR WORK

You are able to use all the resources as an educational institution under copyright law. This means you can use it internally, but will need permission to share it on schools, social media, or public websites.

We encourage you to share your work with us at WILDLIFERS!
Email wildlifers@wildbear.tv and share on socials with #Wildlifers

REQUIRED MATERIALS

You will need to download a range of assets for your students to use in their documentaries, and access to equipment within the school.
We will provide you with a range of materials for you to support your students.

FOR TEACHERS

As a teacher, you have been provided with:

- Six videos to turn into nature documentaries
- Three videos to instruct and support students work
- Thirteen music tracks to add atmosphere to your documentaries
- This Teacher Guide to help you plan the project

FOR STUDENTS

The students will need:

- Access to materials for research
- Access to a quiet space to record audio
- A microphone
- Audio recording application on their device or computer
- A video editing application (e.g. iMovie or Moviemaker)

VIDEOS

You have been provided with six videos of wildlife footage for your documentary making.



**AMETHYSTINE
PYTHON**

Daintree rainforest

Scrub turkey
protecting its nest
from a python



**PEACOCK
SPIDER**

Temperate forest

Peacock spider
drumming on leaf
and dancing



**INLAND
TAIPAN**

Desert/Arid

A King Brown Snake
attacking and eating
an Inland Taipan



**BUDGERIGAR
(BUDGIE)**

Temperate forest

Budgie and its
hatching eggs
with chicks



**PEACOCK
MANTIS SHRIMP**

Coastal - tropical

Peacock Mantis
punching other
sea life



**PALM
COCKATOO**

Rainforest

Palm Cockatoo
making music on
tree hollows

PREPARING

For this project, you are effectively the Producer and your students are all Film Makers. This is the production schedule that we advise your students to follow. The steps are high level, but effectively are the same as used by any production company.

REVIEW

Gather all your materials in one place. For our work, this often means a folder on your computer where you can keep all your files and notes ordered.

In video production, being able to quickly and easily locate files is important. Once you have done that, review your footage and see what you are working with.

RESEARCH

Think about what you need to know to write a really strong story that links to the footage. This often means providing more information for your audience that isn't on the screen.

Where might you find this information? How might you find facts no-one else knows? You can use the internet, but you could consider talking to experts or peers.

WRITE

Writing for a documentary is a bit different to just writing a story. You will have to do some editing, and practice reading and timing what you write around your video and music. You may like to check the length of the video clip and ensure the writing length is appropriate.

Writing is really key to helping bring the story to life and keeping your viewer engaged.

PREPARING

RECORD

Hearing your own voice played back can be strange, but it's the best way to make sure you have a good recording.

It can help to have a small, quiet room to reduce background noise and echo.

Try to record audio whilst the video is playing muted so you can time your story to the visuals.

EDIT & POST

You should now have a video file, a music track and your audio file.

That means that it is time to bring them all together in an editing tool on your computer or device!

Spend the time tweaking it and bringing it all together as a single nature documentary.

SHARE YOUR WORK

Now that your documentary is all finished, you can share it with the world!

Start off by sharing it with your class and other students.

If you're comfortable, we'd also encourage you to share your work with us at WILDLIFERS! Please email us at wildlifers@wildbear.tv and share on socials with #Wildlifers

OVERVIEW

For this project, you are effectively the Producer and your students are all Film Makers. This is the production schedule that we advise your students to follow. The steps are high level, but effectively are the same as used by any production company.

DRAMATIC

Teachers encouraged students to focus on recording and describing what was happening, rather than research and writing. These videos were often humorous or dramatic, with students taking on the character of animals or describing the scene in the clip.

EXPLORATORY

In one STEM class, students made documentaries about fighting extinction. Teachers were responsible for recording the footage, and students edited the best bits. Another teacher showed WILDLIFERS! and students discussed various nature documentaries.

SIX LESSONS

The six lessons involved watching and discussing documentary clips, writing voice-overs, researching, practicing audio recordings, and creating a studio space to record their final audio clips and cut their nature docs together.

DIFFERENT GROUPS

This project is suitable for different groups, including extension programs, different learning styles, lunchtime activities, part of a science specialist, basis for a term-long learning piece, linked to curriculum, a whole class activity, or as part of a language class.

DRAMATIC & EXPLORATORY

DRAMATIC

Several teachers found value in offering students the opportunity to do less research and even writing, and focus on recording and describing what was happening.

Several teachers felt this worked for students for whom writing and research often were more difficult, but gained confidence from recording themselves over and over again - developing oral literacy skills as they went. These videos were often humorous or dramatic - and encouraging students to describe the scene in the clip or take on the character of the animal were really successful.

EXPLORATORY

Some STEM teachers employed inquiry-based and design-thinking approaches in a specialist setting.

Students were introduced to a project on fighting extinction via videos and documentaries. In one class, students freely expressed creativity and some researched while others practiced "animal voices."

In another class, a teacher recorded everything and students edited the best bits. Another teacher showed WILDLIFERS! and students discussed various nature documentaries in a lesson.

SIX LESSONS

In one school in the Northern Territory the program was introduced as an optional activity to the year 5 and 6 students on a Friday afternoon for just under an hour. On reflection, the teacher recommended this approach as an alternative to a whole class activity, noting that this approach was dependent on other teachers needing their students and therefore may be pushed for time.

ONE

Students watched and discussed a documentary clip. Then they watched a short David Attenborough clip and wrote their own voice over for it.

TWO

Students watched a WILDLIFERS! episode. The teacher gave options for animals they could choose and students began researching the animal.

THREE

Students continued their research of the animal. Then started doing some practice audio recordings to match the animal clips.

FOUR

Students finalise their research of the animal. They also finish up their rehearsal of audio recordings to match the animal clips.

FIVE

Students did a final version and edit of their scripts. They did so using the animal clips, feedback from peers, and tips from the expert videos.

SIX

Students create a small "studio space." In this space, they record their final audio clips, select music, and cut their nature docs together.

DIFFERENT GROUPS

EXTENSION PROGRAM

An extension program for a small group of students

WHOLE CLASS ACTIVITY

A whole class activity with students working in groups.

LINKED TO CURRICULUM

Linked to a sustainability or media studies curriculum.

TERM-LONG LEARNING

Basis for a term long inquiry or project learning piece.

SCIENCE SPECIALIST

An integrated project as part of a science specialist.

LUNCHTIME ACTIVITY

As an opt-in co-curricular lunchtime activity

DIFFERENT LEARNING

Hands-on for students with different learning styles.

LANGUAGE CLASS

Students write and record scripts in other languages.

(RE)ATING CONNECTIONS

CLASS CINEMA

"We watched the clips as a class, students got into groups of 3-4 and chose a clip to work with.

I picked up on the reactions/comments as a class and noted how good these were and how there may be a way to inject these funny parts in the video."

- Taylah, STEM Specialist

FIRST NATIONS LINKS

This project is an excellent way to connect with Indigenous content. Some students with Indigenous backgrounds were able to identify and share specific aspects of their culture.

At least one school was explicit in their teaching and asked students to include at least one reference to first nations knowledge as part of their research and documentary.

GROUP WORK

There is real value in allowing groups to identify and allocate roles (i.e. writer, researcher, narrator, editor) based on their strengths and interests.

"Ensuring teams have opportunities to receive feedback from adults, peers and experts is an important part of the process"

- Kim, Technologies Advisor

(REATING SPACE & TIME

DEDICATED SPACES

"We recorded students during whole school assembly, when we could snag some silence"

- Chan, STEM specialist

"Setting up a dedicated podcast/media space for recording and letting the rest of the adults and children who use the space know that this is happening so they are mindful to look out for times when recordings are happening and reduce noise/traffic was important."

- Kim, Technologies Advisor

MAKING TIME

Several teachers indicated that it is important to schedule time for learners to work together on their research and media design in class that allow opportunities for explicit teaching and learning.

It is important to note that experts may come from diverse backgrounds, be it children or adults. Therefore, providing opportunities for explicit teaching and learning can benefit all, regardless of age or role.

SHARING CLIPS

In a school with Apple devices one teacher would just airdrop the files that were relevant to each group of students.

In another school, one teacher uploaded all the different files to a shared Google Drive Folder for all the students.

Similarly, another school did the same but within the MS Teams environment that their school uses.

(RE)ATING A CALL TO ACTION

FINDING INSPIRATION

Making their own videos and engaging with the value of Australian wildlife.

You could invite students to explore Community Conservation Campaigns to identify the calls to action

Visit this website:
[www.zoo.org.au/fighting-extinction/
community-conservation-campaigns](http://www.zoo.org.au/fighting-extinction/community-conservation-campaigns)

MAKING IT YOUR OWN

Brainstorm what actions people can take to help care for your selected species.

You might want to invite experts into your classroom or share your ideas for feedback.

Additional ideas and support for types of actions students can take can be found at Zoos Victoria.

Visit this website:
www.zoo.org.au/education/act

SHARING CLIPS

Get your voice out there by finding ways to publish and share your work.

Both the Wildlifers crew and Zoos Victoria have spaces for you to share your work with the world!

Email us at wildlifers@wildbear.tv

Visit this website: [www.zoo.org.au/
education/fe-schools](http://www.zoo.org.au/education/fe-schools)

Share on socials and tag #Wildlifers

(CLASSROOM COLLABORATION

SUNSHINE HEIGHTS PRIMARY SCHOOL

At Sunshine Heights, Taylah Hill is employed as a STEM Specialist teacher, so she worked with a Grade 6 classroom teacher to bring their nature documentaries to life. This involved doing the set up, research and production during STEM specialist classes, but further research and writing the scripts during writing/literacy time. Taylah also focussed on thinking about the production and engaging students in the whole STEM experience from zoology, but also using digital technology for production.



INTRODUCTION

PRODUCTION STEPS

APPROACHES

PRACTICAL TIPS

CASE STUDY

GETTING STARTED

BEGINNING

The teacher ran through a short Canva presentation she had created about what was expected of the students and which clips were available.

Previously, the class had investigated ABC's BTN clips and discussed and considered what a good narrator and storyteller was like.

Then the students watched the clips as a class and they were divided into groups to create their documentaries.

GROUP DYNAMICS

Group dynamics is an essential aspect of collaborative work in the classroom setting. It involves the interactions and relationships among group members, including the roles they play and the strengths they bring to the group.

In their usual class, they discussed the different types of roles required to make a documentary with guidance from their class teacher. In their groups students discussed strengths and encouraged each group member to have a role they were comfortable with.

STARTING RESEARCH

The first thing groups did in their STEM specialist was an 'info dump' session. Each group researched as much as they could, then chose the most interesting parts to report back. The teacher noted this session was a little chaotic and they were a little silly, but also that they still worked as an end of the day task.

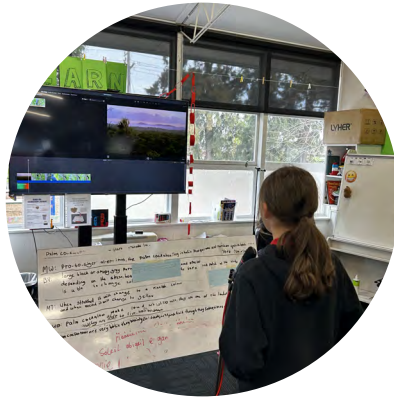
At the start of the next class, the teacher ensured each group member knew what they were doing and started working on the research elements. Some students started to work out the audio and music.

WRITE & RECORD



SCRIPT WRITING

Students wrote their scripts during their Writing sessions and the teachers used a pair & share approach where other groups gave feedback to another group's script. During a Tuning In session, they also checked out a group's script and gave feedback as a class to fine tune and inspire the last bit of the process.



RECORDING

A dedicated space was created within the school's existing STEM Room. The teacher has to organise with other teachers to be able to take students out of class and record at times that were suitably quiet. They use a computer, microphones, or smartphones that the school already had.



IT'S A WRAP!



PULLING IT ALL TOGETHER

The teacher had to organise the students' different files into folders and they were then able to discuss the editing as a group and use iMovie on school devices to edit their final nature documentary together.



SHARING YOUR WORK

Students started off by sharing their work with the class and other students. Afterwards, they also shared their documentaries with the WILDLIFERS! team by emailing files to wildlifers@wildbear.tv and sharing on socials with #Wildlifers