



# Lesson Plan Structure

## Collaborative Version (Flexible Guide)

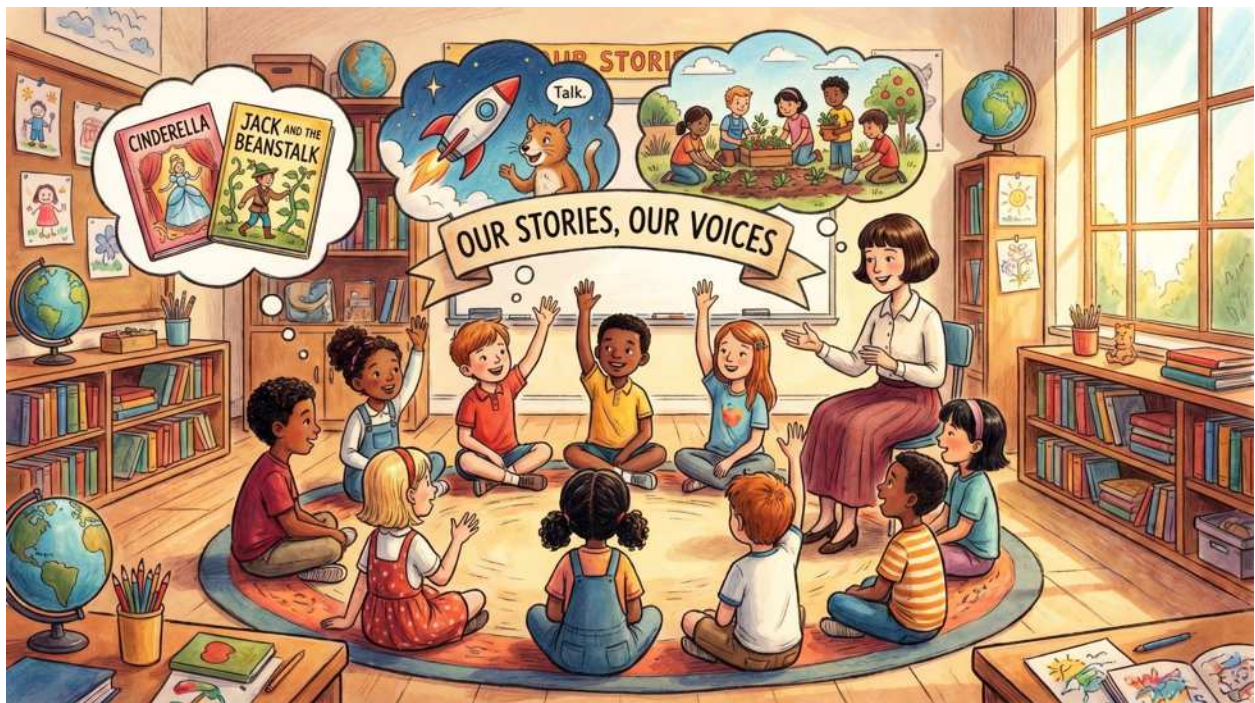
12 Lessons Across 6 Weeks

Whole Class Creates One Story

DETAIL	INFORMATION
Duration	6 weeks
Lessons	12 x 45–60 minute sessions (2 per week)
Working style	Whole class collaboratively creates a single story
Final Output	One digital interactive multimedia book (e-book, audiobook, interactive app) created by the whole class
Celebration	Mini awards evening at end of Week 6

## Stage 1: Story Development & Democratic Decisions (Weeks 1–2)

The class collectively decides on the story direction, genre, characters, and plot.



### Lesson 1: The Big Decision – Classic or New?

#### In-Class Activities:

- Introduction to the project and the concept of becoming a collaborative publishing team.
- Discussion: What is a classic story? (e.g., fairy tales, fables, myths).

- Class vote: Option A – Retell a classic OR Option B – Create a brand new story.
- Introduction of the democratic process: every voice matters, votes are fair, and the majority decides.
- The teacher explains that once the vote is decided, the class will work together to build the story.

### Vote Recording:

OPTION	TALLY	TOTAL
Retell a classic		
Create a new story		

Results announced and recorded on a "Our Story Journey" display wall.

### Homework Recommendation:

- Pupils discuss with family: What is your favourite classic story ? OR What kind of new story would you like to create?
- Pupils bring one idea to the next lesson. Family Participation:
- Families asked to talk with their child about stories they loved as children, and what makes a story memorable.

## Lesson 2: Choosing the Story Direction



### In-Class Activities:

#### Part A (If class voted to retell a classic):

- The teacher reads or recaps 3–4 classic stories (e.g., Little Red Riding Hood, The Three Little Pigs, Cinderella, The Gingerbread Man).
- Class discussion: Which one would be most fun to retell in our own way?
- Final vote to select the classic story.

#### Part B (If class voted to create a new story):

- Brainstorming session: What genre? (Adventure, mystery, fantasy, comedy, sci-fi, etc.)

- Class vote to decide the genre.
- The teacher records ideas on a large mind map.

### Homework Recommendation:

- Pupils draw one picture of something they would like to see in the story (a character, a place, an object, a problem).

### Family Participation:

- Families encourage children to talk about the story direction and share any ideas.

## Lesson 3: Building the Story Together



## In-Class Activities:

### Part A: Characters

- Class brainstorms potential characters for the story.
- The teacher records all suggestions on the board.
- Discussion: Which characters are essential? Which are fun extras?
- Class votes to decide the main character(s) and supporting characters.

### Part B: Setting

- Class brainstorms where the story takes place (e.g., a magical forest, a futuristic city, an underwater kingdom, a mysterious castle).
- Class vote to decide the main setting(s).

### Part C: The Problem

- Discussion: Every story needs a problem or challenge. What goes wrong?
- Class brainstorms problems (e.g., a stolen treasure, a lost friend, a villain's curse, a natural disaster).
- Class vote to decide the main problem.

## Homework Recommendation:

- Pupils draw their favourite character or setting from today's decisions.
- Optional: Tell a family member about the story so far Family Participation:

- The child explains the story decisions to a family member, who listens and asks one curious question.

## Lesson 4: Writing the Story Outline – The Pitch



### In-Class Activities:

#### Part A: Individual Story Outlines

- Each pupil writes a brief outline of how they think the story should go (beginning, middle, end).
- The teacher provides a simple template (see below).

**Story Outline Template (Pupil Copy):**

SECTION	MY IDEAS
Beginning (How does the story start? Who do we meet?)	
Middle (What happens? What is the problem?)	
End (How is the problem solved? How does the story finish?)	

**Part B: Sharing and Discussion**

- Pupils share their outlines in small groups (3–4 pupils per group).
- Each group chooses their favourite 1–2 ideas to share with the whole class.
- The teacher records key ideas from each group on the board.

**Part C: The Class Vote**

- Class discusses the most popular ideas.
- The teacher helps the class synthesise ideas into 2–3 possible story outlines.



## Role Allocation Session (15–20 minutes)

### In-Class Activities:

#### Step 1: Introduce the Roles

Teacher explains each role using the table below.

Role	Responsibilities	Skills Needed	Number of Pupils
Project Managers	Oversee progress, check deadlines, help resolve disagreements, report to teacher.	Organisation, leadership, communication.	2–3
Writers	Write the story text, dialogue, and narration script.	Writing, spelling, creativity.	4–6
Illustrators	Create artwork for the book (characters, scenes, cover).	Drawing, painting, use of colour.	6–8
Voice Artists	Record narration and character dialogue.	Clear speaking, expression, confidence.	6–8
Sound Effects Department	Create and record sound effects using everyday objects.	Creativity, listening skills, teamwork.	4–6
Audio Technicians	Use Audacity to edit audio, layer sounds, adjust volume.	Tech confidence, patience, attention to detail.	3–4

## Step 2: Pupil Preferences

- Each pupil writes down their top 2 role choices on a slip of paper.
- Teacher collects and reviews preferences

## Step 3: Role Allocation

- The teacher allocates roles, ensuring every pupil gets a preferred role where possible.
- The teacher considers strengths, confidence levels, and inclusion needs.
- Roles can be rotated or shared if desired.

## Step 4: Role Announcement

- The teacher announces roles to the class.
- Each department meets briefly to introduce themselves.

## Homework Recommendation:

- Pupils research their role: e.g., Writers read a short story; Illustrators look at book artwork; Voice Artists listen to an audiobook excerpt.

## Family Participation:

- The child tells the family which role they were given and what they are excited about.

## Stage 3: Writing & Scripting (Weeks 2–3)

Writers create the story, with input from all departments.



### Lesson 5: Writers' Room – Drafting the Story

#### In-Class Activities:

##### Writers (with Project Managers):

- Using the voted story outline, Writers begin drafting the story in sections.
- The teacher supports vocabulary, sentence structure, and pacing.
- Writers produce a first draft of the beginning of the story.

**Other Departments:**

- Illustrators: Begin thumbnail sketches of key scenes.
- Voice Artists: Practice reading warm-ups and articulation exercises.
- Sound Effects Department: Brainstorm sounds that might be needed (e.g., footsteps, doors, weather, magic).
- Audio Technicians: Explore Audacity basics (opening, recording a test, saving).

**Whole Class Check-In (end of lesson):**

- Writers share the first part of the story.
- Class gives feedback (one positive, one question).

**Homework Recommendation (All pupils):**

- Think about one sound or image that would bring the story to life.

**Family Participation:**

- Families ask: "What happened in the story today?"

## Lesson 6: Completing the Draft & Script Formatting



### In-Class Activities:

#### Writers (with Project Managers):

- Complete the first draft of the whole story (beginning, middle, end).
- Convert the story into a script format, identifying:
  - Narration (to be read by Voice Artists)
  - Dialogue (spoken by specific characters)
  - Sound effect cues (e.g., [THUNDER], [FOOTSTEPS])

### Other Departments:

- Illustrators: Finalise which scenes need illustrations (based on script).
- Voice Artists: Receive script sections and begin practising lines.
- Sound Effects Department: Create a sound map (which sound effect goes where).
- Audio Technicians: Set up recording space (quiet area, microphone position).

### Whole Class Read-Through:

### Stage 4: Illustration & Visuals (Week 4)

Illustrators create artwork, with input from all departments.



## Lesson 7: Planning the Illustrations

### In-Class Activities:

#### Illustrators (with Project Managers):

- Review the script to identify key moments needing illustrations.
- Assign illustrations to specific Illustrators (or pairs).
- Create thumbnail sketches for each illustration.

#### Other Departments:

- Writers: Check that illustrations match the text.
- Voice Artists: Continue practising lines.
- Sound Effects Department: Begin creating and recording sounds.
- Audio Technicians: Support sound recording and organise audio files.

#### Whole Class Check-In:

- Illustrators share thumbnail sketches.
- Class gives feedback on composition, mood, and key details.

#### Homework Recommendation (Illustrators):

- Gather reference images or objects for inspiration.

#### Family Participation (Illustrators):

- Family members help collect images or objects for illustration inspiration.

## Lesson 8: Creating the Final Artwork



### In-Class Activities:

#### Illustrators:

- Create final illustrations using chosen media (pencil, paint, pastels, or digital tools like Canva).
- The teacher provides guidance on techniques.
- Illustrations prepared for scanning (if hand-drawn).

#### Other Departments:

- Writers: Final proofread of the story text.
- Voice Artists: Final practice and warm-ups.

- Sound Effects Department: Complete sound effect creation and recording.
- Audio Technicians: Organise all audio files into a clear folder structure.

### Homework Recommendation (All pupils):

- Complete any unfinished illustrations.
- Optional: Add a hidden detail for readers to discover.

### Family Participation:

- Families encourage and admire the artwork.

### Stage 5: Audio & Sound (Week 5)



Voice Artists record narration/dialogue; Sound Effects Dept finalises audio; Audio Technicians edit.

## Lesson 9: Recording Narration and Dialogue

### In-Class Activities:

#### Voice Artists (with Audio Technicians):

- Record narration and dialogue in a quiet space (take turns).
- Listen back and decide if retakes are needed.
- Audio Technicians support with equipment and file saving.

#### Other Departments:

- Illustrators: Add any final touches to artwork.
- Writers: Listen to recordings and check against script.
- Sound Effects Department: Finalise sound effect recordings.
- Project Managers: Oversee progress and update checklist.

### Homework Recommendation (Voice Artists):

- Practice any lines that need rerecording.

#### Family Participation (Voice Artists):

- A family member listens to a practice run and offers encouragement.

## Lesson 10: Editing Audio & Adding Sound Effects



### In-Class Activities:

#### Audio Technicians (with Sound Effects Department):

- Use Audacity to edit narration (trim silence, adjust volume).
- Layer sound effects into the audio timeline at the correct moments.
- Adjust levels so voices are clear and effects are balanced.

#### Other Departments:

- Writers: Listen to a rough mix and check for accuracy.
- Voice Artists: Listen and approve their recorded sections.
- Project Managers: Ensure all audio files are named correctly & saved.

**Whole Class Listening Session:**

- Play a section of the audio with sound effects.
- Class gives feedback (What sounds great? What needs adjusting?).

**Homework Recommendation:**

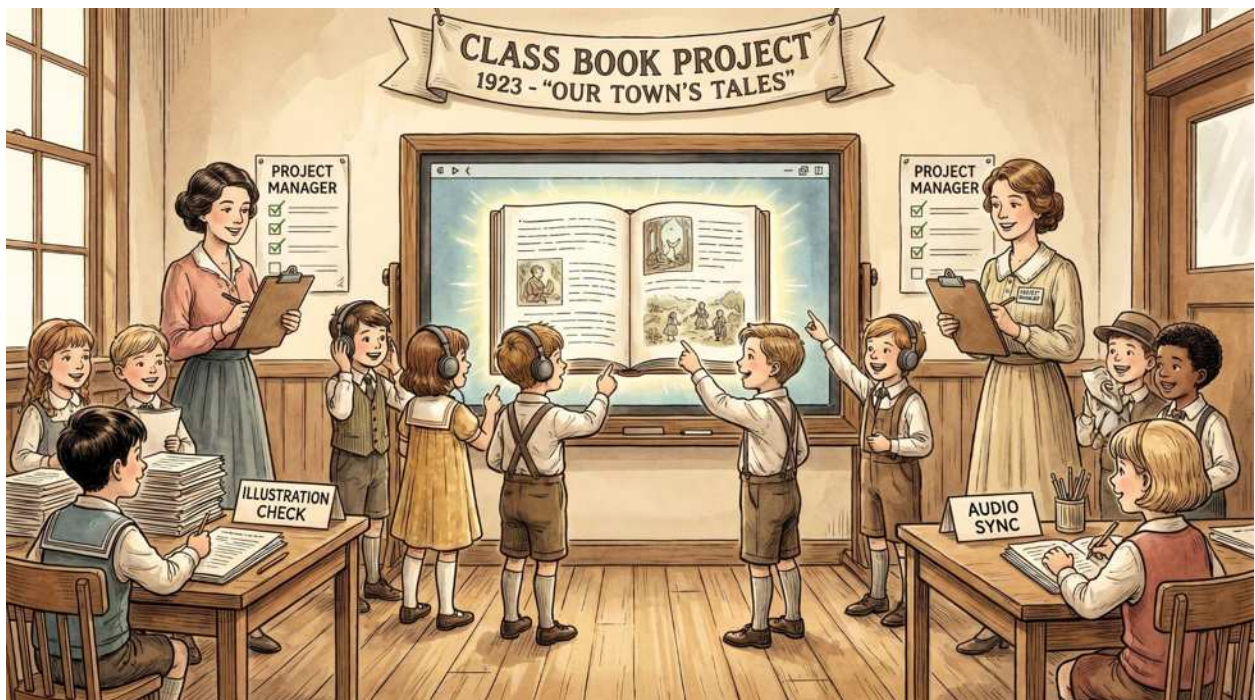
- No formal homework – celebrate progress.

**Family Participation:**

- The child shares what they learned about sound editing.

**Stage 6: Compilation & Publishing (Week 6)**

All content is finalised and sent to Book Crafters.



## Lesson 11: Final Review and Compilation

### In-Class Activities:

#### All Departments Together:

- Final review of all materials:
- Story text (final version)
- Illustrations (scanned and named)
- Audio files (narration, dialogue, sound effects)
- Script with cues
- Complete a content checklist (see below).
- Organise files into a clear folder structure.

#### Content Checklist:

ITEM	COMPLETE	NOTES
Story text (final draft)	<input type="checkbox"/>	
Illustrations (all scenes)	<input type="checkbox"/>	
Illustration file names correct	<input type="checkbox"/>	
Narration audio files	<input type="checkbox"/>	
Dialogue audio files	<input type="checkbox"/>	
Sound effect audio files	<input type="checkbox"/>	
Audio files named clearly	<input type="checkbox"/>	
Script with cues	<input type="checkbox"/>	
"About the Author" (class version)	<input type="checkbox"/>	

**Whole Class Celebration:**

- Reflect on the journey from idea to finished product.
- Each department shares one thing they are proud of.

**Homework Recommendation:**

- Practice a short speech for the awards evening (if applicable).

**Family Participation:**

- Families asked to confirm attendance at the mini awards evening.

## Lesson 12: Sending to Book Crafters & Preparing for the Awards Evening



## In-Class Activities:

### Part A: Sending the Files

- The teacher compiles all class files and sends them to Book Crafters (or pupils upload under supervision).
- Class writes a short message to accompany the files (e.g., "Dear Book Crafters, here is our story...")

### Part B: Preparing for the Awards Evening

- Decide who will speak at the awards evening (one from each department).
- Practice short presentations:
  - "I was a Writer and I helped create the part where..."
  - "I was an Illustrator and I drew the scene where..."
  - "I was a Voice Artist and I played the character of..."
- Create invitations for families (using templates provided earlier).

### Part C: Reflection

- Quick class discussion: What was the best part of working together?  
What was tricky?
- The teacher records the answers on a "What We Learned" poster.

## Homework Recommendation:

- Dress rehearsal for the awards evening.
- Lay out "fancy clothes" for the event.

## Family Participation:

- Families receive invitations and confirm attendance.
- Family member watches the child practice their presentation.

## Celebration: Mini Awards Evening



**Timing: End of Week 6 (evening event, approx. 60 minutes)**

**Format:**

Segment	Duration	Activity
Welcome	5 mins	The teacher welcomes families and explains the collaborative project.
Department Introductions	5 mins	One pupil from each department explains their role.
Book Showcase	15 mins	The finished digital multimedia book is projected. Families hear narration, see illustrations, and experience sound effects.
Pupil Reflections	10 mins	Selected pupils share what they learned about teamwork and creativity.
Certificate Presentation	10 mins	Every pupil receives a participation certificate.
Refreshments & Sharing	15 mins	Families scan QR codes to access the finished book. Light refreshments.

**Certificates for All Pupils: (Use templates from previous section)**

**Optional: Class prize categories for collaboration (e.g., Best Teamwork, Most Creative Sound, Best Illustration Team).**