

# Re-purposing Technology Lesson Plan

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TE 831

**Lesson title: Creative Story Writing using PechaKucha**

**Prepared by:** Kristen Dantonio

**Subject area:** Writing

**Technology used:** pechakucha.org

**Length of lesson:** 45 minutes

**Suggested grade level:** 5th grade

## **Lesson Objectives:** *The student will be able to*

- Create a story with a beginning, middle, and end
- Write creatively with descriptive words
- Creatively link different ideas together
- Critically think on their feet

## **Student NETS Standards Alignment:**

- Students NETS 6a: Students create original works or responsibly repurpose or remix digital resources into new creations.
- Students NETS 7b: Students use collaborative technologies to work with others. Including peers, experts or community members, to examine issues and problems from multiple viewpoints.

## **Materials:**

- 1) Overhead projector
- 2) Pencils
- 3) Composition notebooks for each student
- 4) PechaKucha

## **Lesson Procedure:**

**Before:** Teacher begins by introducing the lesson. The teacher will explain that the students will see a picture on the screen that is totally random. Each student will have 20 seconds to write all that they can about the picture. The teacher will tell students that the writing should be constrained to a story: there should be a beginning, middle, and an end. The teacher will tell the students that each picture



can represent whatever the student wants. The pictures should be in their perspective. For example, if there is a picture of a famous singer, the students could use that person, that person's profession, or just that fact that they are a girl or boy influence their story. The story should make sense but can be fictional and silly. The teacher will reiterate that this an opportunity for students to be creative and use very descriptive writing. Students writing should express emotion and paint a picture.

**During:** I get the projector ready so the entire class can see it, I go to [pechakucha.org](http://pechakucha.org), and I find the video for this lesson that I want to use: #LoveYourHeadwaters. Once all students are ready, I show them the first picture and they begin writing about it to start their story. Once that starts, the website automatically switches the pictures every 20 seconds. Halfway through all of the pictures, I pause the slideshow and have students stand up and shake out their hands for one minute. During this lesson, I walk around and monitor students.

**After:** Once all of the slides are finished with their 20 seconds, I give students a minute to either add, finish, or take a small break. I then give students another minute to reread their story to make sure it makes sense. Depending on how we are doing on time, I usually have students share their story with their partner to insure that all students are able to share. I then might pull popsicle sticks with names on them to ask that student if they want to share with the whole class.

#### **Additional Resources:**

If I wanted to extend this lesson with more technology, I would use Google Docs for the kids to write in, however, some of my students struggle with typing quickly so I would have to know which students could handle that and which students could not. I would definitely try this later in the year.

#### **Reflection**

For this lesson, I chose to use PechaKucha through my overscreen projector. PechaKucha is a great way to make sure that students are engaged while still writing. It is a website that takes pictures for 20 pictures and displays them for 20 seconds each. I chose to use this because many of my students are visual learners and it promoted creative writing and descriptive writing. It also allowed for the students to make connections among the pictures and practice writing in a sequential order. During a conference for Discovery Education, I was introduced to the resource and even had time to practice it once. I found that it kept everyone engaged and they even had fun using it. In the past, I have used a concept similar to PechaKucha but I created my own using Google Slides. However, using the website allows for students to grow as digital learners and to better understand the relationship between each photograph.

While designing this re-purposed lesson, I had to think about the



conceptual framework in which to build it. TPACK played a role in my planning. The CK seemed to be the easy part because I knew what I wanted the learning target to be. I wanted students to focus on their descriptive writing to paint a picture. However, the TCK was what was the difficult part to connect to content. SCOT played a role in my planning as well as I thought about how I wanted the purpose of the lesson to drive creative writing and great descriptive words and sentences and not a focus on the picture and the website. I wanted PechaKucha to be the tool to get to great writing and not the objective to focus on. While some students were perseverate on the photographs, others used them to drive their writing very creatively. In regards to SAMR, I had hoped that using the website would provide students with augmentation with the technology working as a direct tool and a way of a writing enhancement.

I believe that this website assists students and people to have a different perspective of pictures and stories. It was very interesting to me that although all students saw the exact same 20 pictures, all the stories varied dramatically. I had several students write from their point of view, others chose a character, and even some chose a view from an object or animal. I think this is a huge lesson for children to witness because it tells them that there are many perspectives and not a wrong answer. I think this lesson also teaches students about digital citizenship. PechaKucha correctly cites and gives credit to each picture that they show. Some constraints of this lesson are if students are struggling and/or having a bad day and cannot think of what to write about. When doing this lesson, I had one student who was having a difficult time beginning his story and wanted help every step of the way. While I usually help the student with many things, it was hard for me to distinguish whether to give the student too much assistance that might hinder the creative aspect of the lesson. I was able to give the student some direction in which to write with that allowed for his to add his own language and creativity. Another constraint with this lesson is the endurance some of the students have as writers. Most of my students are able to write nonstop for that long, however, several students struggled with the longevity of the lesson and definitely needed that one minute break in the middle of it.

I think that this lesson could be re-purposed in many different ways and across many different content areas. For example, I think it could be effective in reading when discussing the sequencing of stories. I also think that you could use PechaKucha for any type of subject. Dependent upon which PechaKucha videos you could find, one could utilize them with a slideshow of social studies related photographs or even science related photographs. I also believe this resource would be a great tool for Art classes as well. Students would be able to take photographs and images and create different captions or artistic pieces to go along with them. PechaKucha could also be used with partners or groups. If I wanted to add more pictures, I maybe would have had students pair up with partners and switch the writing back and forth. You could also reverse the process and give students the writing and have them fill in the photographs.



This lesson definitely supports my professional development because it allowed for me to re-purpose my lesson with technology being the vehicle that gets my lesson to what I wanted it to be. I try to push my students to get more creative in their writing, however, sometimes that creativity takes time and a lot of effort. This activity took time but it also pushed the students to not overthink what they were writing. If anything, this activity allowed for students to just have fun. It made me so happy to hear students giggling and sharing what they wrote with others. They were so excited about their writing that they didn't even notice that they were writing pages and pages. I was especially surprised because even my students that hate writing and complain about it enjoyed the activity. These are the students that always ask for the word or/and sentence limit on an assignment and for the first time they were content with just writing as much as they could. Moving forward after reflection, I hope to keep incorporating technology into my classroom that motivates and engages students will learning but also that allows for the students to have fun and dive into their passions.

Overall, I do feel like this lesson benefited both me and my students. It gave me an opportunity to try something new while still focusing on my main objectives and goals. I hope to use this resource in the future!

