

# Peace Videos

Examining the reasons behind conflict, both personal and global, can help students develop critical thinking skills and allow them to develop a more personal context on which to build an understanding of the world and their own place within it. Using GarageBand 2 and iMovie HD allows students to work collaboratively on a class peace video project that reflects their understanding of the issues of peace and conflict.

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**Grade level:** Middle and High School

**Curriculum areas:** Social Studies, Language Arts, and Music

## Project Overview

In this project, students work in small groups to create an iMovie HD project that demonstrates their interpretation of peace and how it can be achieved either through personal or social action. The iMovie HD project combines original artwork, digital footage or photographs, and narration and a soundtrack created in GarageBand.

## Project Steps

- 1 Have students create a list or inventory of messages, reflections, events, or “big ideas” centering on the theme of peace. Students should also begin to look at the current events sections of newspapers or news magazines and use Internet sources to establish a knowledge base of current events (such as education, gang warfare, social issues, war). Discuss with the class what peace means to each of us as individuals and as part of society as a whole.
- 2 Divide students into small groups. Have each group choose a message of peace that they want to investigate further—explain that they will produce visual examples of how peace can be achieved or what peace “looks like.” They should each discuss this message with you for approval and with the class as a whole.
- 3 Each group should decide what to include in their video—movie clips, artwork, or photos could all be used, either from the Internet or other sources or ones that the students create themselves. They should create or gather the images or footage they will use and scan artwork or photos as needed. They should import their images into iPhoto. They should then write the lyrics or poem that expresses their message.
- 4 Have students use GarageBand to record their poetry or lyrics, adding music tracks as accompaniment, to be used as narration for their video.
- 5 Using iMovie HD, students should import their footage and images and add the narration and music created in GarageBand. Have them edit their iMovie HD project and export the completed project to QuickTime to share with the class.

- 6 Have students share each iMovie HD project with the whole class. You can also post the completed movies on a website or copy them to CDs or DVDs to share with students' families.

### Outcomes

After completing this project, students will be able to:

- Research current events using a variety of resources
- Express a message with words, music, and video or images
- Work collaboratively to complete a project and present it to the class

### Technology Skills

After completing this project, students will be able to:

- Use the Internet to research a topic
- Use a scanner, video camera, or digital camera to create or capture images or video clips (optional)
- Import media into iPhoto, iTunes, and iMovie HD
- Record narration and create music in GarageBand
- Create an iMovie HD project that combines images or video clips, narration, and music

### Preparation and Duration

This project will require approximately seven to nine hours to complete, including time for class discussion, group meetings, and preparation of the presentation. Students should be familiar with the expectations for group work and have had experience conducting small group discussions.

The following are estimated times for completion of the project:

- Class discussion—one 40-minute period
- Research—two 40-minute periods
- Group discussion—two 40-minute periods
- Gathering media—two 40-minute periods
- Project work—two 40-minute periods

### Assessment Suggestions

The project can be assessed using the following criteria:

- 40%: Written material such as lyrics, poetry, narration, and the quality of the ideas presented in the verbal narration
- 40%: Visual and auditory impact of the presentation
- 20%: Group participation

A teacher-created rubric could be shared with the students prior to the beginning of the project detailing the expectations.

## Tools and Resources

### Internet

- <http://www.cnn.com/>
- <http://msnbc.msn.com/>
- <http://www.globeandmail.com/>  
Current events sources
- <http://www.apple.com/support/garageband/>  
GarageBand resources from Apple
- <http://www.apple.com/education/garageband/>  
GarageBand in the Classroom
- <http://www.apple.com/support/imovie/>  
iMovie HD resources from Apple
- <http://www.apple.com/education/imovie/>  
iMovie HD in the Classroom

### Tools

Macintosh computers, scanner (optional), digital camera or digital video camera (optional), microphones, headphones, Internet access, GarageBand, iMovie HD, iPhoto, iTunes, current newspapers and news magazines

### Prerequisite Skills

Students should be familiar with the use of the iLife software and the image capture devices. If desired, a small group of student experts could be trained and used as mentors within the groups.

Students should be familiar with using the Internet for research purposes.

### Facilitation Tips

- Students should have a clear topic or message chosen prior to beginning work. If desired, students should be encouraged to choose a topic that has some personal significance.
- If lack of computer access is an issue, this project could be conducted using a single computer as part of a center approach and student groups could be rotated through this station throughout the school day.
- As a class, the concept of “big ideas” and making connections could be introduced and explored prior to this project using whole group discussion.
- Students can also be given a chance to listen to songs by a variety of artists with peace as a theme. (Examples: “One” by U2, “We Didn’t Start the Fire” by Billy Joel, “Give Peace a Chance” by John Lennon, and “Where Is the Love?” by Black Eyed Peas)