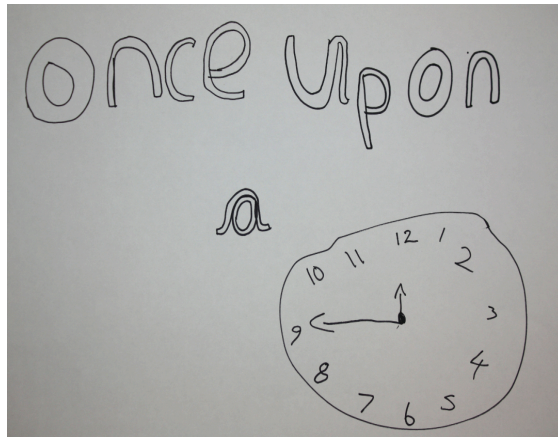


Comic Life App for Hans-My-Hedgehog

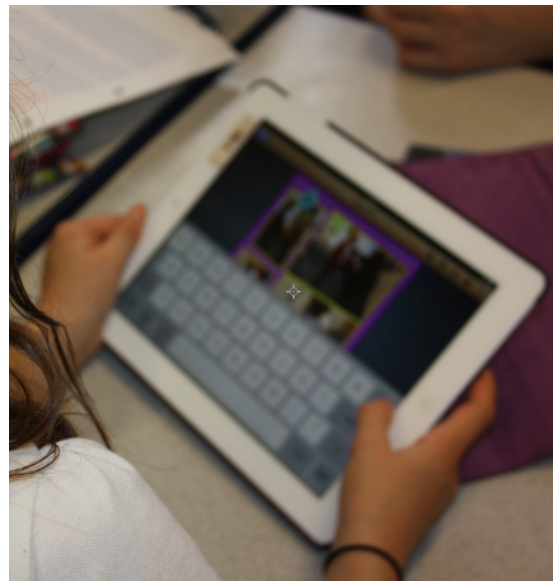


The Lesson Plan

Our lesson plan had the main aim: 'To understand the key points of Cupid and Psyche in order to recreate in a new format, to share with peers with no knowledge of the story.' When creating our lesson plan, we wanted to ensure that the children were learning but enjoying themselves at the same time. The story of Cupid and Psyche was new to us so we had to read it and re-write it in a child-friendly manner. It was fundamental for us, as teachers, to really understand the story so that we could support the children if they required extra support. We wanted to include the use of iPads as we believe that technology can really support learning, especially the app Comic Life.

What went well for the children?

After the P4C session, the children sat and read the story of Cupid and Psyche then retold it in their own words. This showed how the children really understood the story and how it linked to the themes identified in the P4C session. The children really engaged with the Comic Life app and used the resources provided very enthusiastically. They learnt all about how stories can be told in a comic format and how technology can support this. We incorporated drama into our session as the children had to create freeze frames and take a picture of it for their comic. Following this, they had to create the text which required them to use thought bubbles, speech bubbles and narrative. The children presented their comic and were very proud of what they had produced.



What went well for us (student teachers)?

It was useful for us to plan a real life lesson and get back into school. We found the P4C session useful as we have not ever been involved in one in school before, so we learnt a lot about the process and types of questions that could be incorporated. As for our session, we learnt about ways in which we can ensure that children really understand a story by asking them to retell it in their own words. We were impressed with how the children engaged with our lesson and really wanted to get into it. The children respected our authority which was a concern we were new to them and didn't want to take over the teacher's position, but did not want to be disrespected. We all worked well together and everything went to plan.

What did the children learn about fairy tales?

Our session did not focus on a fairy tale, but the root of Hans-My-Hedgehog. During the P4C session, children were very quick to draw on how Cupid looked like a 'Greek God' and how Psyche looked like a 'Princess'. The children understood the idea of falling in love and how this is a typical part of a story. In our session, Children engaged with the key ideas in Cupid and Psyche such as how Psyche felt alone. Children learnt about the sequencing of events, which was made even more apparent when deciding what parts of the story they should include within their comic.

Implications for our practice

This experience allowed us to put in to practice the ideas we have been working on for the past 3 months. Near the end of the session, one of the comic book pages the children created corrupted. This obviously wouldn't have happened if creating the comic books on paper, but we feel that the process of using the iPads was so beneficial, that instead of changing the task to traditional paper work, we needed to implement a strategy in which we encouraged the children to continually save their work, even though the session was only 3 hours long. As the story of Cupid and Psyche is relatively complex, we decided to do a 'pass the pencil' technique, in which each child retells a part of the story in their own words. As the children had only read through the story once, this was a tedious process which may have been better suited at the end of the session to assess comprehension after the task.

Key pedagogic principles

As a group, we wanted to ensure that we gave children freedom in their learning, and decided that we would not push the children in a given direction for the comic. Instead, we employed questioning to ask children to give their rationale for their decisions throughout the process. This led to an extremely authentic piece of digital literacy, as the children understood exactly why they were doing certain things. Each child had a role in the process, but these roles were fluid. For one panel in the comic, a child may have been the 'director', but for another panel, they were an 'actor'. This led to a high level of group collaboration, without the need to allocate a leader to the task.



