

SHHH! It's Story Time



TEACHER'S GUIDE
CYCLE TWO ELEMENTARY



**MONTREAL
SCIENCE
CENTRE**

V O L V O



Société immobilière du Canada
Canada Lands Company

Canada



SHHH! It's Story Time

Bring an Indigenous tale to life!

**Set the scene with sound and light
while discovering their characteristics.**

WELCOME

to the Montréal Science Centre

Educators from the Montréal Science Centre invite you to explore an Indigenous tale by venturing into the fantastical world of *Nahômo and the Spirits of the Forest*. This **60-minute** activity follows the Quebec Education Program and provides an experience where the joy of learning leads to the acquisition of new skills.

DID YOU KNOW?

Our school programs...

- adhere to the MEES' progression of learning;
- offer a variety of experiences that are different from classroom activities;
- are run by an educator who takes charge of the group;
- comprise student-centred, interactive activities that make learning fun.

A FIVE-STEP TEACHING APPROACH

1

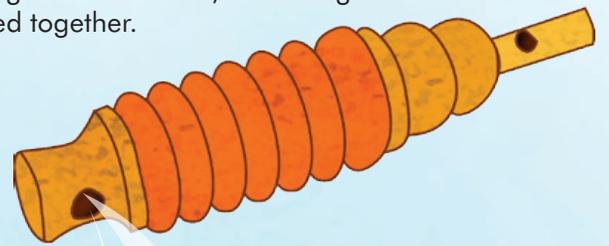
SETTING THE STAGE

As they enter the workshop, students will discover the story's backdrop: a forest next to a lake. This is where the magic will unfold! Students will help create sound effects and design lighting to give life to an Indigenous tale about a group of small beings that inhabit a forest, where there also lurks a monster. Shhh, it's time to listen to the story!

2

CHARACTERISTICS OF SOUND AND LIGHT

After deciding which sounds and lighting effects to produce to bring the tale to life, students explore the physics of sound and light. They learn that sound results from vibrations and that sound-effect objects emit different sounds. By observing a prism, they learn how white light breaks down; and using a spotlight, they learn how colours can be added together.



3

EXPLORATION AND REHEARSAL

Students are now ready to discover their equipment and begin the dress rehearsal. Each team is assigned to a workstation. Students assigned to sound effects will use instruments like bird whistles to reproduce bird cries, bags and paper to create the sound of footsteps, and an audio console to generate the sounds of the monster. Students assigned to lighting will use spotlights to explore shadow puppetry, work with consoles to animate the sun, the moon, and the waves on the lake, and use a smoke machine to create fog, etc.

4

PERFORMANCE

The educator acts as the stage manager and guides each team in its task. Shhh... the story is about to start. While they enjoy watching the tale unfold, student must also stay focused on their role in the production as the sound and visual effects become more elaborate as the story progresses.

5

REVIEW AND CONCLUSION

After the performance, students share their impressions and new knowledge about sound and light. The educator concludes by making a connection with the occupations of foley artist and lighting designer.

LINKS TO THE PROGRESSION OF LEARNING

MATERIAL WORLD

Elementary Cycle Two

ENERGY

3rd

4th

FORMS OF ENERGY

Describes different forms of energy (mechanical, electrical, light, sound).



TRANSMISSION OF ENERGY

Identifies the characteristics of a sound wave.



 Student constructs knowledge with teacher guidance.

 Student applies knowledge by the end of the school year.

