Sound! Camera! Action

GEP2: 2023-2024

School name: Escola Barrufet

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IDENTIFICATION OF THE GEP PROJECT	
TITLE	Sound! Camera! Action
STUDENTS' CEFR LEVEL (A1, A2...)	A1.
GRADE	6th graders.
CONTENT AREA(S)	Arts and Crafts, values and English.
NUMBER OF SESSIONS (4, 6 OR 9)	6 sessions.
TEACHER(S) INVOLVED	English teacher and Arts & Crafts teacher.
KEYWORDS	Stop-motion, characters' description, plot, dialogues, feelings.

OUR PROJECT

INTRODUCTION
The theme chosen by the school's students to work on throughout the year is cinema. The hook of this learning situations is the Peace day (January the 30th). From the subject of arts we are going to work on how we can avoid conflicts, in concrete, bullying situations at the school. Let's start by watching some shorts connected with the topic. We are going to discuss and work on this topic, in order to fight against bullying.

DRIVING QUESTION
How can we prevent bullying in our school?

FINAL PRODUCT
Stop-motion shorts in groups of four/five. They will show and resolve different bullying situations, in order to inform their community with tips and tools on how to act and help in those situations.

LESSON PLANNING				
	Extret del [nou curriculum](#) (en Català)		**Developed by the teacher (in English)**	
ÀREA *Especifica les àrees/matèries que treballa el teu projecte*	**COMPETÈNCIES ESPECÍFIQUES** *Prioritza'n entre 3-5 (extretes del nou curriculum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.*	**SABERS** *Prioritza entre 3-5 sabers (extrets del nou curriculum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.*	**LEARNING OBJECTIVES** *Create 3-5 objectives that integrate both content and language)* *By the end of the project, students will be able to...* *(Use these resources to write integrated objectives. See this list of [discursive verbs](#) and these lists of action verbs ([document 1](#) and [document 2](#)).*	**ASSESSMENT CRITERIA & TOOLS** *Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use*

| 1. Educació plàstica | *Competència específica 3:* *Experimentar i crear amb les possibilitats del so, la imatge, el cos i els mitjans digitals i multimodals, mitjançant activitats i experiències que incorporin l'aprenentatge autoregulat per expressar i comunicar coneixements, idees, sentiments i emocions.* *Competència específica 4:* *Dissenyar, elaborar i difondre creacions culturals i artístiques col·laboratives, assumint diferents rols, valorant el procés, per desenvolupar la creativitat, el sentit de pertinença i arribar a un resultat final.* | - **Bloc**: Creació i interpretació
 - **Sabers**:

 Utilització de tècniques, materials i recursos informàtics i tecnològics per a la captura, creació, edició, documentació i difusió de produccions plàstiques i visuals personals o de grup per expressar idees o emocions.

 Creació d'històries senzilles amb intenció comunicativa per ser recreades, narrades i enregistrades de forma col·laborativa en format radiofònic o audiovisual en el context escolar i/o l'entorn més proper. | ***Students will be able to …***

 1. *Produce and record a stop-motion to explain and prevent bullying in our school community.*

 2. ***Create dialogues based on troubled school daily situations***

 3. *Discuss where they've seen bullying situations at the school and Generate the scenario of a stop-motion showing how to solve those situations.* | 1.1 Use the specific functions of the stop-motion app to create a clear, visual and complete stop-motion video.
 1.2 Show and distinguish specific bullying situations and possible solutions
 1.3 Create logical and realistic situations adapted to our school environment.
 Assessment tool: *Self-avaluation rubric.*
 Curriculum criteria: *Educació artística 3.2, 4.1 i 4.2*

 2.1 *Contextualise their dialogue in a specific troubled school situation, distinguishing between "problem" and "solution".*
 2.2 *Write a coherent dialogue using key vocabulary and structures.*
 Assessment tool: *Check list and coavaluative rubric.*
 Curriculum criteria: *Llengua anglesa 5.1 i 5.2*

 3.1 Students exchange their opinions |

2.Llengua anglesa	*Competència específica 5:* *Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició, amb regulació dels iguals i autoregulació progressivament autònoma i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes*	*- Bloc: Expressió escrita* *-Saber:* *Producció de textos propers o viscuts, de tipologia diversa, dirigits a diferents destinataris, amb acompanyament i una intenció concreta.*		concerning bullying using given structures. *3.2 Use the vocabulary related to the topic introduced in previous lessons.* *Assessment tool:* *Check list and coavaluative rubric.* *Curriculum criteria:* *Educació en valors 2.2 i 2.3*

3.Valors	*Competència específica 2:* *Integrar de forma crítica normes i valors cívics i ètics i actuar i interactuar, a partir del reconeixement de la seva importància en la regulació de la vida individual i comunitària, per aplicar-los de forma efectiva i justificada en diferents contextos i per promoure una convivència pacífica, respectuosa, democràtica i compromesa amb el bé comú i una societat inclusiva.*	*-Bloc: Educació emocional:* *-Saber: Construcció i valoració de relacions afectives saludables a partir del reconeixement de la igualtat i del respecte mutu, com a factors que les determinen, en el context social.*		

CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
Parts of the process of creating a stop-motion. (characters, dialogue and scenario). **Structure of a dialogue.** **Description of invented characters.** **Software for video edition.** **Stop-motion technique.** **School bullying situations.** **School bullying reactions (isolation, self-blame, anxiety, stress, self-harming.** **Vocabulary related with feelings.** **School bullying tools (USAPPS)**	**Discussing about bullying,** **Creating a dialogue between characters showing a conflict based on a real situation of bullying at school** **Painting landscapes to set the stop-motion recording.** **Build a scenario for the stop-motion using recycled materials.** **Analyzing their peer's bullying stop-motions using established rubrics.** **Identifying new vocabulary about bullying and school environment.**

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CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language curriculum of the year you have chosen and select:

1. **Stop-motion vocabulary: plot, dialogue, narrator, characters, record, set, play, pause…**

2. **Narrative structures: There is, there are, later, while, after, first, the best/wost part was when...**

3. **Connectors: Also, as a result, firstly, secondly, in addition, finally, meanwhile, consequently, moments later, as a result, suddenly…**

4. **Description structures and adjective: He/She is…, He/She likes… , handsome, ugly. He/She has got…**

5. **Agreeing, disagreeing, sequencing, cause-effect: "What do you think?"; "I agree with you / I don't agree with you"; "You are right"; My opinion is…; "I think that…"; Are you ready? Let's start. You need to do (something) and I must do (something)**

6. **Daily vocabulary: Tool, tip, cause, consequence, problem, issue…**

7. **Vocabulary related to bullying: Bully, punish, abuse, victim, aggressor, harm, isolate**

8. **Feelings: nervous, worried, shocked, bad, sad…**

9. **Adverbs of frequency: never, always…**

USEFUL ABBREVIATIONS YOU CAN USE					
SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

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UNIT OVERVIEW						
SES SION	ACTIVITIES	TIMING	SKILLS	INTERAC TION	ICT	ASSESSMEN T
1	Watch a short related with bullying (link)	*20'*	*listening*	*WG*	*interactive board*	
	Introduce bullying topic and discover what actions can suppose bullying.	20'	listening speaking	T & S	interactive board	
	Class discussion about bullying issue using the language support provided	40'	speaking writing	S & S WC	interactive board	

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SES SION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
2	Recap about bullying by doing a edpuzzle about the video "LOU" and a liveworksheets about the same topic.	30'	listening writing	T & S S & S	—-	
	Description activity: Students must describe two random characters using the structures given in a Jamboard and check the results to talk about stereotypes. After that, Guessing game where they have to match characters with their descriptions	50'	reading speaking	S & S	interactive board	

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3	Kahoot about personality and physical description Individual Kahoot with the objective of doing a review of the vocabulary and also knowing the starting level of all the students.	20'	reading	T & S	interactive board	Self-assessment
	Following the examples given during the previous activities, the group must create a description of all the characters of the short film. As 6th graders they have the knowledge to do descriptions on their own.	30'	writing speaking	S & S	-	
	Drawing and painting the characters Creation of the portrait of each character to be used in the credits of the short	30'	Speaking	S & S		

| 4 | Introduce the session with a "menti" related to bullying. Then we explain what's next, basically, finish the design of the stop-motion. | 15' | Writing | T & S | Chromebook | |
| | Dialogues generation
Working in groups, students must write the dialogues of the three scenes. When they have all the materials, the stop-motions are going to be prepared. | 50' | Speaking writing | S & S | Chromebook | Checklist |

| 5 | Film recording
We will give each group a tablet, a scenario, rulers and they must record their own film. | 180'
(2 sessions of 90') | Speaking | S & S | Chromebook | |

| 6 | Film exhibition. Every group will show their 6th schoolmates the stop-motion. They'll assess each other with a rubric. | 90' | Listening | — | Interactive board | Rubric |

SESSION PLANNING

SESSION 1: Presenting the topic

OBJECTIVES OF THE SESSION: Introduce the topic to the students

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Genre: Conversational Academic language: Actions (go, do, help, be, fight, give…), discursive and sequence connectors (then, but). Giving opinions (I think that, in my opinion…). Bullying vocabulary (help, harm, isolate, criticize, hit, exclude…) Grammar items: Present and past tense, connectors (Last week, before, then, but…) and adverbs (where, when, who…). Task management: Dealing with a story: First, suddenly, but, then, before, after, finally… Interactive strategies: Oral language: What do you think? It's very interesting. Do you agree? I think that…

SES SION	ACTIVITIES Include : Name and description; Links to materials (including language support) and to assessment tools, if any.	📅🕐	⚙️	💬	💻	📋
1.1	Watch a short related with bullying (link) Watching LOU from Pixar they can identify the situation and the main characters of the story and their emotions and feelings. We will introduce the main keywords by using flashcards. **(Annex 1)**	20'	listening	WG	interactive board Flashcards	

1.2	Explain to the students what bullying is , and then show them a list of actions related to that topic. The students will organize the actions in different groups with a piece of paper, and then, we will discover which types of bullying we can find (social or verbal bullying, cyberbullying…) **(Annex 2)**	40''	listening speaking	T & S S & S	interactive board	
1.3	Students will be given language to discuss the bullying issue in a class debate. They'll follow the instructions given **(Annex 3)**	20'	speaking writing	S & S WG	Language support	

SESSION 2 AND 3: PERSONAL DESCRIPTION

OBJECTIVES OF THE SESSION: Creating the stories characters (2 sessions)

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Genre: Conversational and descriptive Academic language: Descriptive structures. Grammar items: Present tense of verb to be and present continuous structures. Task management: Dealing with a description likes and dislikes and feelings. Oral language: What do you think? It's very interesting. Do you agree? I think that, close questions and short answers

SES SION	ACTIVITIES Include : Name and description; Links to materials (including language support) and to assessment tools, if any.	📅🕐	⚙️	💬	💻	📋
3.1	Recap about session 2 Edpuzzle about the short "LOU" and a "live worksheets" about bullying. **(Annex 4)** Then, students will see a presentation with slides **(Annex 5)** to check if they remember the different types of bullying and the actions related to them. The teacher shows them the picture of two students, and then they will read sentences about bullying actions and their consequences. In groups of 4 or 5 students, they must match the sentences with each student. Finally, the teacher reads a short description **(Annex 6)** of both characters, and they will	20'	listening speaking	T & S S & S	interactive board Chromebooks	

	check if they are right or not. We will generate a short debate with supports on the board about stereotypes. Jamboard **(Annex 7)**					
3.2	Kahoot about personality and physical description **(Annex 8)** Individual Kahoot with the objective of doing a review of the vocabulary and also knowing the starting level of all the students.	10'	reading	S & S	interactive board	Self -assessment
3.3	Guessing game where they have to match characters with their descriptions. **(Annex 9)** Group work: There are 8 pictures of students stuck on the walls around the classroom, if it is possible this activity can be done in the library, and using clues, students must guess the name of 6 of them. At the beginning of the activity, the students can see eight pictures of characters on the wall. This is an activity to do in groups of four or five students. Each group will have a set of 6 envelopes numbered from 1 to 6. Inside each envelope they will find the clues closed with cello tape. They read the clues, and they must write the name under the correct pictures using the minimum number of clues.	30'	reading speaking	S & S		Self -assessment and co -assessment

3.4	Creating the description of their characters **(Annex 10)** Following the examples given during the previous activities, the group must think about the story is about, and create a description of all the characters of the short film. (STEP 1 & 2).	40'	Writing Reading	S & S	Chromebook	CHECK LIST **(Annex 9)**
3.5	Drawing and painting the characters Creation of the portrait of each character to be used in the credits of the short. The idea is to use a comic style in order because it's the fastest way, and it's a technique close to them.	40'	Reading Speaking	S & S		

SESSION 4: ARE YOU TALKING TO ME?

OBJECTIVES OF THE SESSION: Writing the dialogues of the film.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Genre: Instructional Academic language: Oral structures, Grammar items: Present tense, connectors (after, then, but…), giving opinions, interrogative structure…. Task management: Dealing with the dialogue creation in group: First, now, remember, then, before, after, finally and giving opinion (I agree, I don't agree, I don't like, I love… Interactive strategies: Oral language: What do you think? Let's start. You need to do (something) and I must do (something)

SES SION	ACTIVITIES Include : Name and description; Links to materials (including language support) and to assessment tools, if any.	🗓	⚙	💬	💻	📋
4.1	Recap about previous lessons. We will warm up with a "mentimeter" related to bullying. **(Annex 11)** Mentimeter	10'	listening speaking	T & S S & S	Interactive board	
4.2	Dialogues generation Working in groups, students must write the dialogues of the three scenes so that the characters produce sentences. **(Annex 12)** The students will be provided with scaffolds with sentence starters, connectors and closing	50'	Speaking writing	S & S	Chromebook	

	sentences, to follow a similar structure when creating the scenes. **(Annex 13)** When they finish, they must put all together in the final chart. **(Annex 14)**					

SESSION 5: ACTION
OBJECTIVES OF THE SESSION: Recording the stop-motion. (two sessions)
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Genre: Instructional Academic language: Actions (go, do, help…), discursive and sequence connectors (then, but, suddenly…). Grammar items: Present and past tense, connectors (after, then, but…) and adverbs (where, when, who…). Task management: Dealing with a recording: First, now, remember, then, before, after, finally… Interactive strategies: Oral language: Are you ready? Let's start. You need to do (something) and I must do (something)

SES SION	ACTIVITIES Include : Name and description; Links to materials (including language support) and to assessment tools, if any.					

5.1	We'll start by watching a video about stop-motion technique. https://www.youtube.com/watch?v=kA2XrXeHSRg	10'	listening speaking	T & S S & S	Interactive board	
5.2	Film recording We will give each group a tablet, a scenario created using wood, rulers, and they must record their own film taking photos with the tablet. We'll previously comment on the structures they can use. They must speak in English, using structures as "I'm going to do…" or "Let's put the camera this way". The whole group can see the poster with the vocabulary used while doing a stop motion short **(Annex 15)** The different scenarios must be created first using a draft and each group must write the objects that can be found in it using the structures "There is/There are", or "You can see" and all kind of preposition to describe their place. They'll have dictionaries.	150'	Speaking	S & S	Chromebook Dictionaries	

SESSION 6: FILM FESTIVAL

OBJECTIVES OF THE SESSION: Showing and assessing our peers

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Genre: Explanatory Academic language: Actions (go, do, help…), discursive and sequence connectors (then, but, suddenly…). Grammar items: Present and past tense, connectors (after, then, but…) and adverbs (where, when, who…). Task management: Dealing with an exposition: First, now, then, before, after, finally… Interactive strategies: Oral language: Hello, we are … We organized the stop-motion in this way…. We organized the group as follows… Let's see our final product. Thanks for your attention.

SESSION	ACTIVITIES Include : Name and description; Links to materials (including language support) and to assessment tools, if any.	🗓	⚙	💬	💻	📋
6.1	Assessment explanation The teacher shows the rubric criteria and explains how they must use it to fill their rubric about each short. We'll read together all the items and make sure that they understand them all. **(Annex 16)**	10'	Listening	T&S	—-	
6.2	FILM exhibition They will show each other the stop-motions that they've created. Students will do a short introduction of themselves and a short explanation of the main	10'	Listening	—	Interactive board	Rubric

	ideas for the short. They'll follow a language support **(Annex 17)**. Then, their peers will assess them and give their opinion about the creation. At the end of the year, when the rest of the school community finishes the "Core Values" project (a project that consists in working 9 specific values such as respect, gratitude…), we will show to them our creations. Apart from that, the videos will be uploaded to the school webpage, in this way the families will be able to watch the stop-motion creations.					

ANNEXES

ANNEX 1

ANNEX 2
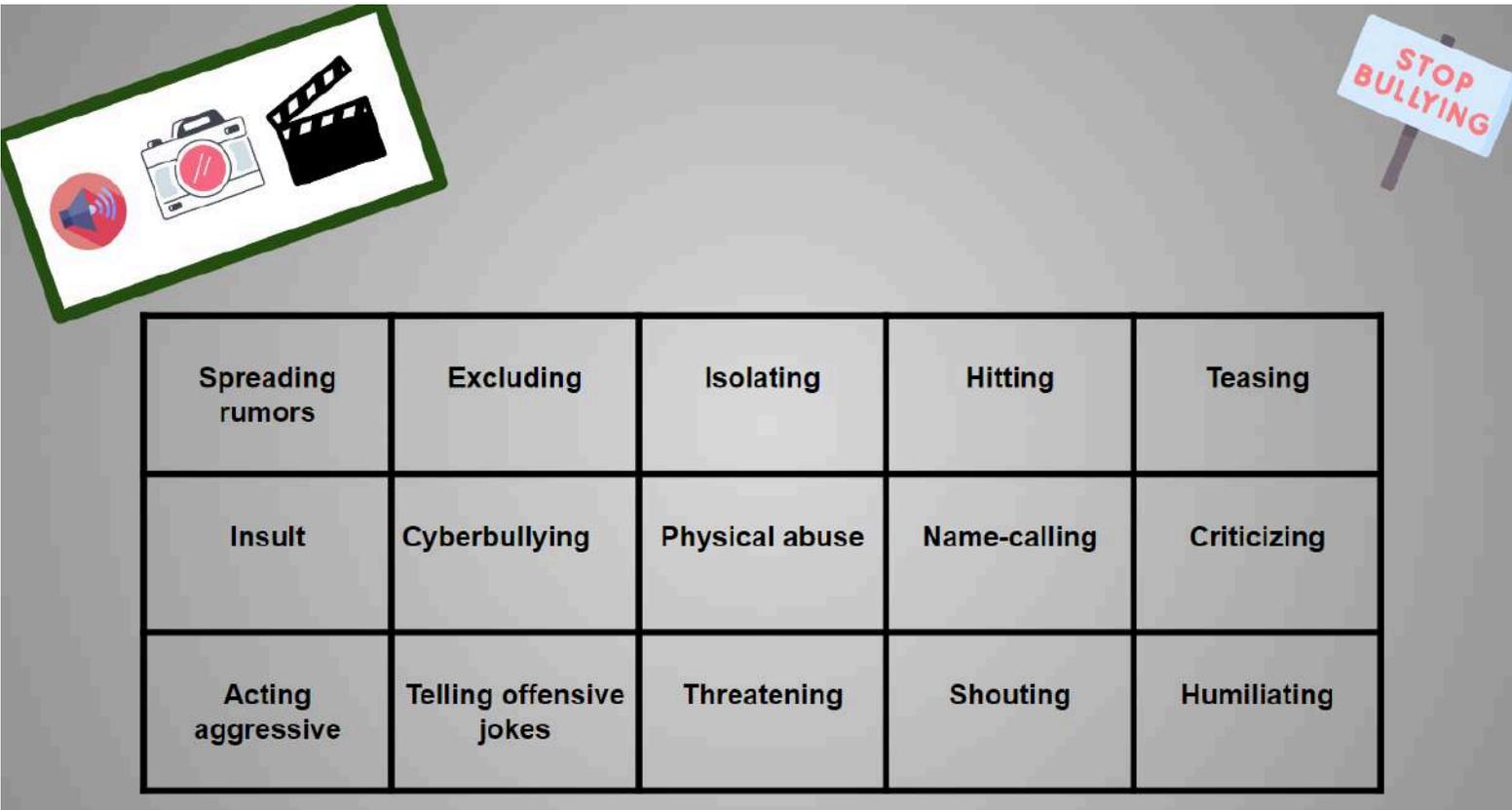
Spreading rumors	Excluding	Isolating	Hitting	Teasing
Insult	Cyberbullying	Physical abuse	Name-calling	Criticizing
Acting aggressive	Telling offensive jokes	Threatening	Shouting	Humiliating

ANNEX 3

Class discussion

What are the most relevant pieces of information from the video?

What are the main characteristics of conflicts?

- The most relevant pieces of information are...
- The main characteristics are...
- In the video, I saw...
- One thing I learned was...
- I liked when...
- I didn't like when...

ANNEX 4

BULLYING VOCABULARY

A VICTIM	STRIKE USING THE FIST
PUNCH	RESIST AN ATTACK
BULLY	SPEAK WITH DISRESPECT
EXCLUDE	MAKE FUN OF SOMEONE IN A PLAYFUL WAY
AGRESSOR	A PERSON WHO USES POWER TO INTIMIDATE WEAKER PEOPLE
DEFEND	A PERSON WHO ATTACKS FIRST
INSULT	A PERSON WHO IS INJURED OR HARMED
TEASE	A PERSON WHO IS PRESENT BUT DOESN'T TAKE PART.
PEER PRESSURE	KEEP SOMEONE OUT OF PLACE
BYSTANDER	INFLUENCE FROM MEMBERS OF A GROUP

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ANNEX 5

?	**HITTING**
?	**CYBERBULLYING**

?	**CRITICIZING**
?	**SHOUTING**

?	**PHYSICAL ABUSE**
?	**ISOLATING**

?	**HUMILIATING**
?	**NAME CALLING**

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ANNEX 6

Peter is a very tall and strong boy. He feels very embarrassed by his size and that's why he sits at the back of the class. He is bothered by being called names such as giant or elephant, and that is why he never insults others.

Furthermore, he also doesn't like violence and never uses his strength to get things done.

Sometimes he feels out of place for being so tall, and he prefers to sit down alone.

Mark is very short and thin. He tries to be funny, but always makes fun of his classmates.

To stand out from the rest of the class, he always laughs at the other students' mistakes. He is not very strong, and he is always scared of the taller boys in the class. He takes revenge by spreading rumors about them whenever he gets the chance.

ANNEX 7

He is always hitting the rest of people.

He is always teasing and telling jokes.

He feels isolated.

He never hits the rest of people.

He doesn't feel very self-confident.

He feels theatrened.

He loves humiliating other people.

He never criticizes anyone.

People call him bad names.

He doesn't like spreading rumours.

ANNEX 8

KAHOOT   **https://create.kahoot.it/details/a6a188e2-d2c1-4f05-8d93-b3b6a8b893c8**

ANNEX 9

1	HE IS VERY STRONG
2	HE IS WEARING A SHIRT AND JEANS
3	HE DOESN'T LIKE PRACTICING SPORTS
4	HE LOVES LISTENING TO MUSIC
5	HE HATES READING
6	HE IS A BAD STUDENT
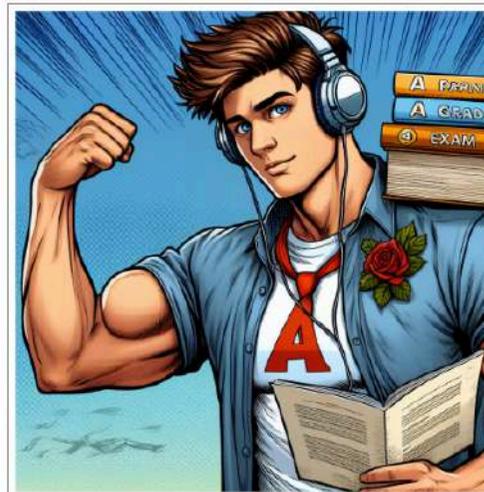
write down the name of the character

1		2	
3		4	
5		6	

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ANNEX 10

STEP 1

Name_____

PLOT

The story happens in_____.
The problem consist in_____:
The conflict is between_____.

STEP 2

Name_____

CHARACTERS

NAME 1

NAME 2

NAME 3

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ANNEX 11

ANNEX 12

STEP 3

Name_____

DIALOGUES

SCENE 1

SCENE 2

SCENE 3

ANNEX 13

SENTENCE STARTERS:

Last week we . . .
First . . .
Next . . .
After that . . .
When . . .
Suddenly . . .
Meanwhile . . .
Finally . . .
Moments later...
Seconds later...
As a result of . . .
Consequently . . .
The best part was . . .
The worst part was . . .

CONNECTOR LIST:

ADDITION	SEQUENCE	EMPHASIS
AND THEN FIRST SECOND	FIRST OF ALL SECONDLY FINALLY AT THE END	IN FACT FOR SURE TRULY ACTUALLY

CONTRAST	COMPARISON	CAUSE	CONCLUSION
ALTHOUGH HOWEVER EVEN SO APART FROM	EQUALLY EVEN THOUGH IN CONTRAST	BECAUSE CONSEQUENTLY	OVERALL IN CONCLUSION TO SUM UP TO CONCLUDE

SENTENCE FINISHER:

If He/She could do something again differently, he/she would do it.

One thing he/she will remember in the future is ... (core value)

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ANNEX 14:

TITLE:_____

Name_____

SCENE 1	SCENE 2	SCENE 3
PICTURE	PICTURE	PICTURE
PLACE	PLACE	PLACE
DESCRIPTION	DESCRIPTION	DESCRIPTION

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ANNEX 15:
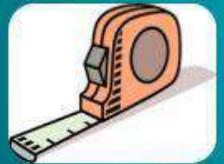
LET'S RECORD!

TAKE THE PHOTO

ZOOM THE CAMERA IN _____

CHECK IF THE PHOTO IS GOOD

CAN YOU MOVE THE LIGHT, PLEASE?

CAN YOU MEASURE FROM ____ TO ____

WHERE IS THE _____?

ANNEX 16

	1- NEED IMPROVEMENT	2-GOOD	3- GREAT	4- EXCELLENT
STRUCTURE	It's difficult to see the difference between the three parts because the three steps (problem, consequences and solution) are mixed.	The story is sequenced into three parts. Some elements of the story aren't well-connected.	The story is well sequenced into three well-differentiated parts and they are connected	The story is well sequenced into three well-differentiated parts, and they are well-connected in a fluid and coherent manner.
CONTENT	The plot is related to the topic, but the dialogue structure can't be understood easily because there isn't a correct structure.	The group uses the language support and the story is well-developed following a logical structure.	The dialogues are written with a few mistakes. The pronunciation is almost perfect, just 2 or 3 mistakes.	The topic is related to the theme of the learning situation, and it's done following the internal structure of a dialogue scene.
LANGUAGE	There are a lot of mistakes in the grammar structures. The dialogues are dull because there isn't a correct intonation. There are some mistakes produced by the interference of the mother language. They don't use vocabulary worked in class about the topic.	There is a good intonation, with some mistakes (more than 3). The dialogues are created following the language support with some new vocabulary added and with mistakes. They use a little vocabulary worked in class about the topic.	There is a good intonation, with a maximum of 3 mistakes. The dialogues are well-structured but with a little vocabulary or grammar mistakes. They use some vocabulary worked in class about the topic.	There is a perfect intonation. It's really easy to understand the dialogues due to a correct structure without mistakes. Most of the vocabulary worked in class about the topic is used in the dialogues.
ORIGINALITY	The story is not very creative and the dialogues just follow the examples of the language	The story or the dialogues show some punctual aspects of originality, but not in a continuous way.	The plot of the story is very original, but the linguistic aspect is just the adaptation of the given	The dialogues are very creative and the design of the background or the story are completely

ANNEX 17

<u>**PRESENTATION MODEL**</u>

Introduction:

Hello everyone, this is _____, _____and
_____, and I'm _____.
The title is

_____

Explanation:

Our short is about

_____
_____
_____.

Farewell:

Thank you for your attention, we hope that you like it, and it
makes you think.