

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 11: Play it Back Part 1 Skill Building

Subjects: Art and Design, Agricultural Science, CPSE, Home Economics, SPHE

Lesson Title and Summary: Play it Back Part 1

Playbacks, like presentations, allow us to share what we know or our ideas about a topic with an audience. While presentations can be very formal and final, playbacks are based on stories and open opportunities for real time feedback.

In this lesson, learners will Craft their Playback in preparation for lesson 12. They will develop and understanding of the play back technique, which uses storytelling to communicate research and ideas.

Vocabulary: Playback, Presentation, Roleplay, Storyboarding, Storytelling

In this lesson, the learner will:

- Develop an understanding of the playback technique
- Practice playback techniques
- Use design thinking methods
- Develop communication skills

Materials

- Worksheet: Play it Back
- Internet access
- Markers/pens/pencils
- Paper



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ACTIVITY INSTRUCTIONS

Activity 1: What is a Playback? (10 mins)

1. In their assigned pairs have learners, go through the Playback slides from IBM, using the link in the media box.
2. Have learners identify any vocabulary that is new and write them on a post-it and stick to the front of their desk.
3. Collect these and upload to teams - this can be used this later to create a glossary.

Activity 2: Craft your Playback (40 mins)

1. Learners can work independently or in their assigned pairings for this activity
2. Distribute the worksheet: Play it Back (one per learner or one per pair of learners).
3. Learners are tasked with crafting a story that sums up this module. Unlike a presentation which usually implies the use of slides or a “stand and deliver” format, learners are free to decide how they would like to play back what they have learned. See worksheet for examples.
4. The key to a good playback is the story. Encourage learners to think about how they can turn their learnings into a compelling story.
5. Remind learners to refer to their story writing and storyboard activities from lesson 5 to help them craft a new story that reflects their learning journey throughout this module.

NOTE: At the end of the playback planning session. Ask each learner to consider how they intend to deliver their playback. They may need to provide supporting materials or devices depending on their chosen format.

For example: Do they require a display or computer? Do they require a flipchart? Etc.

This is a good opportunity to practice planning in advance and taking responsibility for managing their work.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Use Post-its or a mentimeter survey - www.mentimeter.com to gather reflections

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, undertake activity 2 only and shorten the activity to the IBM's recommended 30 mins.

Extension: For a longer lesson, watch the video 'Storytelling is a real-life super hero' before the learners begin and allow more time for learners to deliver their playback and give feedback.

Option B: Discuss any of the terminology or vocabulary that has come up in activity 1, alternatively, write these on the board during activity 2 and ask learners to look them up to create a group glossary.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Toolkit and Guide: Playbacks by IBM Enterprise Design Thinking
<https://www.ibm.com/design/thinking/page/toolkit/activity/playbacks>

Video: Storytelling is Our Real-Life Superhero (11:52 mins)
https://youtu.be/gaZfLvkP_aM?si=3dvaYhuMqNG_FLCN

Video: Be Memorable! How to Start a Presentation with a Story (2:09 mins)
<https://youtu.be/T7bk5csUzUo?si=qk5Qc1HITQjSNFM6>

Blog: The Science Behind The Art of Storytelling
<https://www.harvardbusiness.org/the-science-behind-the-art-of-storytelling/>

Methods and Examples: Storytelling in Research by Methodspace
<https://www.methodspace.com/blog/storytelling-in-research>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Linked lesson: MM5: The Food We Eat, Lesson 5: A Story About Food

Learners can continue to practice their playback with peers, family members or friends. Ask them for feedback:

- Were they engaged?
- Did they understand your story?
- Could you improve aspects of your communication?

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2 ZERO HUNGER



You are tasked with crafting a playback that sums up this module so far. Think of a playback like a short story-based presentation. The goal of this playback is to share what you know about the future of food and your opinions on the topic, and allow for others to give you feedback.

Note: You will ONLY have 1 minute maximum (each) to deliver your playback.

You can decide what format to use and how you would like to playback what you have learned. Here are some examples to get you started:

- You might choose to tell a linear story what you have learned from the very first lesson to now. You might pick one interesting learning outcome from each lesson or topic and share it back.
- You might work in pairs to share two different perspectives on what you've both learned so far and how your opinions on the future of food are different. Can you debate your point of view?
- You might roleplay (refer to the Food Waste micro-module if available) and act out your assigned food adopter, telling a story about food from the adopter's point of view.
- You might tell a story about someone in your community and their role in the future of food.
- You might create a simple powerpoint or slideshow to present information.

The key to a good playback is the story! Here are 3 key elements to help you craft your playback in whatever format you decide on:

- **Clear:** Make sure your playback can be understood. Think about the main message you want to convey in your story and focus on making that as clear as possible.
- **Engaging:** How can you make your playback engaging? You want to keep your teacher and peers interested in what you have to say. You might use imagery or humor to make it engaging, for example.
- **Simple:** Don't over complicate your playback! The most memorable stories are simple stories.

- **Write before you talk.** Write or sketch lots of your ideas on sticky notes *before* talking about them. During discussions, capture the main points on sticky notes and post to the wall.
- **There are no bad ideas.** Start big. Diverge to get everyone's ideas out there. Come back together to discuss, cluster, and seek patterns. Then, converge to determine the strongest ideas.
- **Stay focused on your users.** Tell stories about users to keep them at the center of your attention.

- **Everyone participates.** Everyone has a marker and a pad of sticky notes.
- **Stay engaged.** Avoid side conversations. Use a "parking lot" to capture issues that are off-topic.
- **Start on time, stay on time.** To meet our goals, we need to watch the clock and stick to the plan.
- **Yes, and...** Instead of dismissing the ideas that your teammates suggest, push yourself to build on them.