Story, Place, Animation, Storytelling

Creating a digital story

This resource comprises a step by step process for creating a story using Scratch Jr (Foundation to Year 2) and Scratch (Years 3 and 4). Students begin by creating a traditional print format illustrated story book. They then import their story and add transitions and effects using slide/presentation software. In the final stage they use block code to animate their story.

This resource is for use with the Multimedia Curriculum Connection and the Story_Place Classroom Idea.

Prior learning – View examples of digital stories as a class and discuss how others present their story ideas in entertaining ways. Be able to introduce or understand speech bubbles.

Australian Curriculum Technologies Design Process	**Investigating and defining**	**Generating and designing**		**Producing and implementing**				**Evaluating**
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
Stanford Design Thinking+	Empathise with the protagonist Define the problem Plan the beginning middle and end of the story. Discuss ideas with others.	Ideate Get creative and start playing with words of the story. Ensure the user will be engaged from the start.	Create a storyboard to map out the story. Ensure the story ideas follow an arc to build in tension.	Prototype Create a digital story with characters interacting with each other and communicating with each other using speech bubbles or sound recordings/sound effects.	Show some actions of characters using animation. Add sprites, backgrounds and music to enhance the storytelling.	Review as you go and leave out redundant story elements, digital assets and code.	Leave the user feeling satisfied that there is a story resolution and ensure they are able to navigate successfully to the end.	Test Test the digital solution to ensure there are no glitches and that the story makes sense with a neat end to the programming. Present the story to others for feedback. Make changes where needed.

+ Stanford Design Thinking

Step 1: Investigating and defining

Students begin planning their story. They respond to prompts such as:

- who are the characters?
- define the problem: Beginning, middle and end
- discuss your ideas with others.

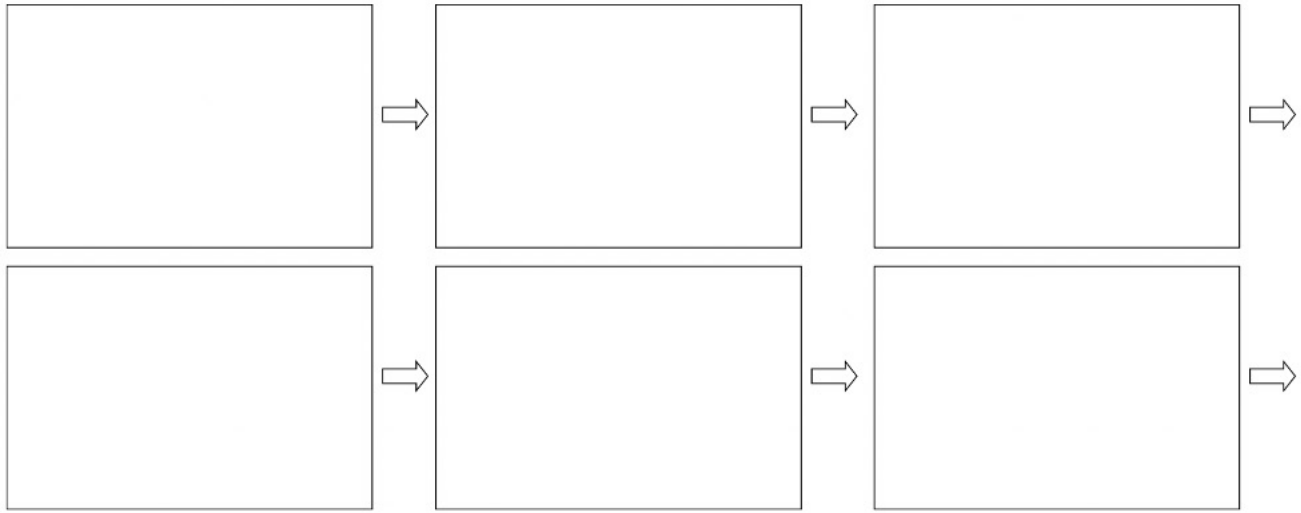
Steps 2–3: Generating and designing

Students

- start playing with words for the story, aiming to engage their audience right from the start. and hints and tips such as:
  - explain who, what and why
  - Get back to the action fast
  - Create a storyboard to map out your story. Make sure you build the tension by following a story mountain technique
  - Get planning!

- show their ideas on a story planning sheet. Each frame on the planning sheet represents one page in a print version of their story.

Story Planning Sheet



Steps 4–7: Producing and implementing

Print story

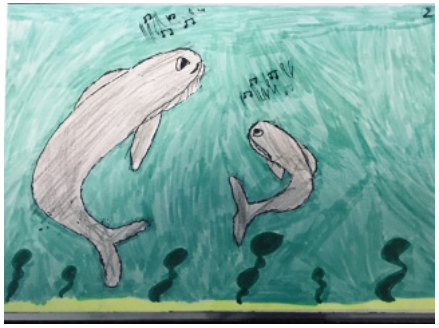
Students create a print version of their story. They:

- create images
- write their text
- combine words and images to create pages for their storybook
- create a title page. (They might also create front and back covers, inside and out)
- make their book (collating and numbering pages, binding the pages)
- share their work, for example, reading their stories to a friend or family member or describing connections between text and images in their story and seek feedback and, if they wish, make changes.

Digital story

Students

1. learn some photography techniques. For example, they learn about and trial some different shot types, e.g. worm's eye view, bird's eye, mid shot, close up and looking at the effects of light when taking a photo.
2. photograph the images from their published story to use within the digital prototyping phase.



3. learn about animations in presentation software. Animations are effects which make your texts, images, shapes, or charts come 'alive.' They catch your audience's attention and help them engage with you and your story/presentation.
4. import their story into presentation software.

There are generally two types of animations you can use to make your presentation come alive. These are:

- Transitions

The first type of animation is called transition animation; these are animations added in between slides. They effect the way the slide appears or disappears and can be visual or sonic. For example, when you transition from slide 1 to slide 2, you can add an animation in between the slides.

- Animations

The second type of animations bring the objects or elements within your slide to life. If you want to animate text, an image, shape, graph or chart, this is the type of animation you select.

Step 8: Evaluating

Students share digital stories with an audience, for example, peers or family members. They seek feedback and have an opportunity to make changes

Prototype 2

Steps 4–7: Producing and implementing

Students use the block code functions available in Scratch Jr or Scratch to animate their story. For example, they use prompts such as

- dynamic dialogue
  - ensure your digital story is using characters interacting with each other and communicating with each other using speech bubbles or sound recordings/sound effects. Control the story using visual programming.
- show don't tell
  - show some actions of characters using animation. Add sprites, backgrounds and music to enhance the storytelling. Control the elements of storytelling using visual programming.
- ban the boring
  - review as you go and leave out redundant story elements, digital assets and code. Debug the code if things don't work and ensure the story flows.
- exciting endings/end with impact
  - leave the user feeling satisfied that there is a story resolution and ensure they are able to navigate successfully to the end. Make sure the navigation code works between backdrops and that the story line is complete.

Step 8: Evaluating

Students test their digital solution to ensure:

- there are no glitches
- that the story makes sense and
- that all code works as it should with a neat end to the programming.

They present their story to others for feedback and make changes where they are needed.

Curriculum links

The content descriptions mentioned below provide an opportunity for teachers to see aspects of the curriculum which may be addressed through these activities. Depending on how teachers plan this process out into a unit of work, they may link skills and knowledge to all or some of these content descriptions. The highlighted sections indicate aspects of the Content Descriptions and Achievement Standards that these activities address.

Digital Technologies

Foundation to Year 2

Curriculum Content	Activities
Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001)	Using a tablet device with the app Scratch Jr on a tablet to create a multi modal story.
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	Using backdrops, characters and draw images in Scratch Jr and scratch to create a multimedia story
Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)	identifying backdrops, characters and sounds available in Scratch Jr and organise them so they can be used to present the digital solution (multimedia story).
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)	Planning their story, choosing backdrops and characters and organising their story plan as a story board so they can follow their plans to create the digital solution (multimedia story).
Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	Learning to safely use the equipment to create their digital solution. This lesson sequence includes reviewing examples of animated stories as a class and discuss how others present their story ideas in entertaining ways. There are many examples available online.
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	Using an information system to present the digital solution (multi-modal story) and share it via email or other method with their teacher.
Achievement Standard By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.	

Years 3 and 4

Curriculum Content	Activities
Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)	Using a tablet device or PC with the Scratch program to create a multimedia story.
Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)	Using backdrops, characters and draw images in Scratch to create a multimedia story.
Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)	Identifying backdrops, characters and sounds available in Scratch and organise them so they can be used to present the digital solution (multimedia story).
Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)	Planning their story, choosing backdrops and characters and organising their story plan as a story board so they can follow their plans to create the digital solution (multimedia story).
Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)	Designing and importing backgrounds and sprites and using the code blocks to animate the digital solution (multimedia story).

Achievement Standard

By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways.
Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

English

Foundation

Curriculum Content	Activities
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	Sharing and discussing the formats and features of print books and digital texts
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	Identifying how authors combine words and images to communicate with readers.
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	Making and ordering a list of key events in a story

Achievement Standard

Receptive modes
By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.
They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes
Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.
In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Year 1

Curriculum Content	Activities
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Identifying sections of a text as belonging to the 'beginning', 'middle' or 'end' of a story structure
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	Comparing print and digital versions of a familiar story.
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Using a story planning sheet to plan an imaginative retelling of a story
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	Writing and illustrating a story for publication in a digital format
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	Writing and illustrating a story for publication in a digital format

Achievement Standard

Receptive modes
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.
Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.
They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Year 2

Curriculum Content	Activities
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	Identifying language or other features of a text that identify aspects of the structure such 'beginning', 'middle' or 'end'.
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	Choosing page layouts when importing their story to presentation software. Providing feedback to peers about the effectiveness of a digital story
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	Providing feedback to peers about the effectiveness of a digital story
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	Add transitions and other effects when importing their story to presentation software
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	Planning, creating, animating and publishing a story using a story-planning template, presentation and coding software.

Achievement Standard

Receptive modes
By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.
They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes
When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.
Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

Year 3

Curriculum Content	Activities
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	Trialling the effect of pages with only text or image in a story
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	Exploring features such as perspective, distance and angle when creating illustrations to accompany words in a story
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	Planning, creating, animating and publishing an imaginative text using a story-planning template, presentation and coding software.
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	Using word-processing and presentation software to construct

Achievement Standard

Receptive modes
By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.
They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes
Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Year 4

Curriculum Content	Activities
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	Identifying features of online texts as possibilities for including in their own work
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	Trialling options when developing pages in a digital story
Create literary texts that explore students' own experiences and imagining (ACELT1607)	Planning, creating, animating and publishing a story that features text, still images and animation
Create literary texts by developing storylines, characters and settings (ACELT1794)	Planning, creating, animating and publishing a story that features text, still images and animation

Achievement Standard

Receptive modes
By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts
They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.
Productive modes
Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.
Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.