



Well no that isn't strictly true, below are some ideas and suggestions based on the various iterations and Challenge Days that we have run over the past 15 years or so.

## THE CHALLENGE

### Option 1

Many teachers will prepare nothing, they will literally watch the video stimulus with the children and then support the debate around what the children want to do based on what is available. This is a true 'Enterprise' challenge where the children must work with what is possible with what they have.

### Option 2

Some teachers will watch the video a few days before and decide to channel their children down a route. Often this can be linked to other subjects being taught at the time; consolidation and embedding of learning in the context of skills and knowledge.

A good example is to use skills taught in Scratch to apply to this particular challenge. Or you may wish to use the context of something being taught in a different subject, Climate Change in Geography for example, and ask the children to create a short animation about it.

### Option 3

Some teachers use the opportunity to contextualise something they were going to teach at some point. A good example is 'stop motion' which obviously fits with this particular stimulus really well. There will be help guides and guidance appearing on the page for teachers based on different techniques such as Stop Motion and Scratch.

## TIMINGS

The vast majority of teachers devote a whole day to the challenge; they do register then get started. Ideally the children will work in teams and teachers will know if they want to shape those teams or leave it to the children. Time management and realistic aspirations are key to what can be achieved. Short quality work is a good aim. There are time and team management planners to download if desired. It is pretty usual for children not to want to go out to breacktime!

In some schools it is just one class, in most it is multiple. In a few it is whole school and the suggestions on this guide should help to find something for each age group. Some schools also like to invite parents to the last half hour of the day for the children to show what they have done; that always gets great feedback.

**SEND US IMAGES OF THE CHILDREN WORKING OR THEIR WORK DURING THE DAY**

## ADDITIONAL RESOURCES

There will be planners to download (such as story planning, time management, character design) and these can be used as much or as little as you want.

The Top Tips section can be used however you want. Many teachers allow the pupils to dip in and out of it themselves, others spend time watching them as whole class at sporadic moments through the day. The full versions 'which skills do you use? How did you end up doing this etc?' Are also available on the Spark Aspirations section of the website link

The Challenge really is open ended and to achieve a full on animated 'cartoon' in one day is a bit of a stretch. Instead focus on characters, the settings (backgrounds) the key plot points (or message points if your animation is designed to inform) and maybe one or two key scenes. Short quality work is the aim.

For example, a team may create a short story based on the characters from a book or film. They can plan out the key plot points on one of the story planners with basic sketches of what might happen in the key scenes. They can then decide which scene they may want to focus on. They can use art materials or on-screen programmes to create the characters needed for the scene. On-screen work requires less prep and materials whereas a stop motion would need iPads (or cameras), art materials and so on. Many children like to draw characters and then photograph them to drop in to Scratch.

There is nothing to stop you giving the children extra time on subsequent days (especially if it is cross curricula for what you were teaching anyway) to finish more.

## GENERAL IDEAS

- Draw characters from a story
- Create a short puppet show with your characters (on sticks/explain everything or even just as a screen record on iPad - 'how to' vid will be on the page)
- Draw a background and characters and use them to create still images from a story - these can be narrated over in something like iMovie to create a short film
- Plan out a story on the story planners featuring characters from a class book
- Plan out the sequel to the known story
- Animate a scene from a story in Scratch Jnr or Scratch
- Retell a tale the children know in Scratch Jnr or Scratch
- Draw and cut out characters to create a short stop motion scene
- Use modelling clay to create stop motion scene
- Use LEGO or toys to create a stop motion scene
- Use Scratch (or similar) to create a scenes from a story
- Photograph the children in various poses in front of a green screen to be used as costumes in a Scratch scene
- Produce a short persuasive film about a key issue: gender bias, climate change
- Use animation to illustrate something that the children have learned e.g., volcano erupting

## SPECIFIC IDEAS

- Stop motion (Stop Motion Studio app is free but there are others to choose from)
- Recording characters as animation in Keynote/Powerpoint
- Screen recording animation
- Voiceover narration of stills
- Green screen (filming characters moving against a green or blue background allows flexibility for settings)
- Code - obvious one is Scratch and the Tutorials on the Scratch site are fantastic - Scratch Jnr tutorials made by Spark will be available on the Animex Page
- Special effects from the web to add to movies
- Character design
- Plot writing (with a focus on story beats)



## TECHNIQUES