

SPOOKY HALLOWEEN STORY

Outcomes, Resources & Learning Plans

EDUCATION LEVEL: Second Level (Ages 7-11)

PRE-REQUISITES: N/A

LESSON DURATION: 90 minutes

DEVICE COMPATIBILITY: Laptop, PC or Tablet

CROSS-CURRICULAR LINKS: Technologies/Arts/Literacy/Numeracy

LESSON OVERVIEW

Students will write a short story featuring Marty with the only rule that it has to be spooky with a twist somewhere in the plot. With some written stories, students will then code Marty to act out the story that can be recorded and later shared.

LEARNING OBJECTIVES

- Write a short story with a twist in the plot
- Plan out a storyboard of how Marty will act out the story and consider what resources might be needed

KEY VOCABULARY

- Plot
- Short Story
- Halloween
- Sequence
- Storyboard

RESOURCES & EQUIPMENT

- Marty the Robot
- Storyboard worksheet
- Speech and thought bubble worksheet
- Sticks to hold up the speech and thought bubbles
- Scissors, glue/tape/bluetac
- Additional props
- Access to compatible devices connected to Marty on Scratch

ADDITIONAL READING

- Marty the Robot Educator Guide
- Educator FAQ

LEARNING PLAN & ACTIVITIES

1. Discussion with the class about how short stories are structured (highlighting the importance of the *plot* of a story)
2. In small groups, students should begin to brainstorm ideas for their short stories that have a spooky twist somewhere in the plot before writing short stories
3. Students should then plan out a storyboard of their stories using the Storyboard Worksheet and gather props that they will need to help set the scene (including using Speech and Thought Bubble Worksheet to add text to their stories/videos)
4. Code Marty to act out the different scenes so that they are ready to be recorded
5. Action! 1 student should be in charge of recording the story whilst others run the code scripts and move props around

EXTENSIONS & CHALLENGES

- Once the stories have been recorded, ask students to try editing their videos using video editing software (*Technologies/Arts*)
- Research the history of Halloween and give students the challenge of incorporating this information into their story (*Literacy/Technologies/Arts*)

LINKS TO THE CURRICULUM

Support with Benchmarks & Frameworks

Curriculum for Excellence - Technologies

● = Fully Addresses Benchmark

○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	HALLOWEEN-2
Digital Literacy	TCH 0-01a	●
	TCH 1-01a	○
	TCH 2-01a	○
	TCH 3-01a	○
	TCH 0-02a	○
	TCH 1-02a	○
Technological Developments in Society and Business	TCH 0-05a	●
Craft, Design, Engineering and Graphics	TCH 0-09a	●
	TCH 0-10a	●
	TCH 0-11a	●
	TCH 1-11a	●
	TCH 2-11a	○
	TCH 0-12a	●
Computing Science	TCH 0-13a	●
	TCH 1-13a	●
	TCH 2-13a	●
	TCH 3-13a	●
	TCH 0-14a	●
	TCH 1-14a	●
	TCH 2-14a	○
	TCH 0-14b	●
	TCH 0-15a	●
	TCH 1-15a	●
	TCH 2-15a	●

LINKS TO THE CURRICULUM

Support with Benchmarks & Frameworks

National Curriculum - Computing, Design & Technology

● = Fully Addresses Benchmark

○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	HALLOWEEN-2
Computing	1-a	●
	1-b	●
	1-c	●
	2-a	●
	2-b	○
	2-c	●
	3-a	●
	3-b	○
	4-a	●
	4-b	○
Design & Technology	1.1-a	●
	1.1-b	○
	1.2-a	●
	1.3-b	●
	2.1-a	○
	2.1-b	●
	2.2-a	●
	2.3-b	●
	3.1-b	●
	3.1-e	○

LINKS TO THE CURRICULUM

Support with Benchmarks & Frameworks

Australian F-10 Curriculum - Digital Technologies, Design & Technologies

● = Fully Addresses Benchmark

○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	HALLOWEEN-2
Digital Technologies	ACTDIK001	●
	ACTDIK002	●
	ACTDIP004	●
	ACTDIP009	○
	ACTDIP010	●
	ACTDIP011	○
	ACTDIP019	○
	ACTDIP020	○
	ACTDIP022	○
	ACTDIP027	○
Design & Technologies	ACTDEK002	○
	ACTDEK004	○
	ACTDEP005	●
	ACTDEP006	●
	ACTDEP008	●
	ACTDEP009	●
	ACTDEK013	○
	ACTDEP014	●
	ACTDEP015	●

LINKS TO THE CURRICULUM

Support with Benchmarks & Frameworks

CSTA K-12 - Computer Science

● = Fully Addresses Benchmark

○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	HALLOWEEN-2
Computing Systems	1A-CS-01	●
	1A-CS-02	●
	1B-CS-02	○
Algorithms & Programming	1A-AP-08	●
	1A-AP-10	○
	1A-AP-11	●
	1A-AP-12	●
	1A-AP-14	●
	1B-AP-10	○
	1B-AP-11	●
	1B-AP-12	○
	1B-AP-15	●
	1B-AP-16	●
	1B-AP-17	●

TEACHER GUIDES

Prompts & Questions for Delivery of Lessons

SPOOKY HALLOWEEN STORY

WRITING A STORY PLOT WITH A TWIST

It can be tricky to come up with a plot for a story that has a surprising twist in it. Having a class discussion of the different stories that students have read that has surprised them might be a good way to start thinking about structuring the plot for their stories.

- What stories have you read that have had a surprising twist in them?
- What made it so surprising?
- What is the plot of a story? What does it do?
- How can you plan out the plot of a story?

CODING MARTY TO ACT OUT THE STORY

Once the stories have been written, it's time to code Marty to act them out. Students can keep things simple by having sequences of actions for each different scene but if they want to challenge themselves even more, they could start to include functions for different scenes.

- How are you going to breakdown your story into different story scenes?
- What coding concepts might you want to use in your program?
- What different roles are there in your group for coding and recording your stories?
- How are you going to assign these different roles?

SOLUTIONS

Sample Solutions & Activity Guides

1 Writing a Spooky Story

Each of the stories created by the different groups will all be different and that's great. We want different ideas to be explored. The main thing to look out for is that the story features Marty the Robot and has a Halloween theme with a spooky twist in the story.

2 Acting out the Story

The second half of the lesson involves students coding Marty to act out the story that they have written. Once they have finished writing the story, students will need to think about what props and additional resources they will need to record the story with Marty. There is a worksheet provided that has speech bubbles so that they can give Marty an element of thought and speech!

Each of the programs created by the students will be different as they will depend on the story. They may want to code different sequences for each scene in the story or begin to introduce functions or different events to trigger actions for specific scenes.

Below is an example of how students might want to use event blocks to trigger different actions.

