

Episodes for animation

Parents' area

Digital Educational Games

Animation writing

Writing for script adaptation: Here I worked from a foundation of learning content aimed at 3 to 6 years old, to create a 3-minute story line for animation, including ideas for new rhymes, songs' adaptation to characters and assets available.

Writing for script structure: Essential components; context; setting; concepts/catchwords; questions and phrases; possible explanations; Educational content in three layers of complexity; Skeleton ideas for storyline; Areas of learning;

Our Universe

77. What's that smell?

Episode description: In this episode children have the opportunity to learn about their sense of smell. Through this they can understand the world around them, drawing conclusions and making observations.

Title - Screens:

Today we are learning...

...about...

The Sense of Smell

Essential Episode Components

Context	Woof notices an unusual smell in his house and begins searching for it with the help of his friends. As they search, they start a "Summer cleaning" spree, where some of the objects they find remind them of past learning experiences.
Setting(s)	Woof's house
Concept(s), Catchwords & Phrases/Questions, Possible Explanations	<p><u>Concepts:</u> Sense of smell and its role in helping us experience the world around us</p> <p><u>Catchwords:</u> feeling; (good/bad) smell - funny, sweet; clean/wipe-ing; fresh air; telescope; recycle; constellations</p> <p><u>Phrases:</u> "I have a feeling it's going to be an exciting day today!!" "Hello Woof! What are you doing?" "There's a funny smell in my house and I can't find it." " Oh, yes. I can smell it too." "I think it's coming from over here" "I think</p>

	<p>it's coming from over here". "I can smell it everywhere." "Let's clean the room. That'll make it go away!" "I'll open all the windows to let the fresh air in and the bad smell out.": "I'll start cleaning around the bookcase in case the smell is here!" "I'll clean around the desk" "It's not here. I can still smell it. What are we going to do?" "Perfect! Just what we need, these flowers will make your house smell fresher!" "Not here, not here, not here...". "I've found it, I've found it. The smell was under the bed all the time." "Oh! I remember my telescope. I hope it's not damaged from the time I spilled the water." "AWWW, your telescope! Do you remember when we looked at the twinkling stars in the night sky and we wished we had a telescope?" "I remember, we wanted to see our constellations better...but couldn't." - FA " and that's when I bought this telescope for you. " "Come on! Let's take it out of this smelly box. I'll take the box outside to dry, so that we can recycle it later." "Ahhhh! That's better!": "It's very dusty. Let's wipe it clean and set it up." "Oh, good! I've heard there's going to be a star shower lighting up the sky tonight." "Thank goodness the smell has gone, but it did help us to find the telescope." "...and now you have a clean house...FAB: "...with sweet smelling flowers too."</p>
<p>Educational Content</p>	<p>Key Learning: Sense of smell: using it to explore their environment</p> <p>Secondly: Teamwork</p> <p>Thirdly: Multisensory language, lexical field: smell words—(EN) stinky, fragrant, and musty</p>
<p><i>Skeleton ideas</i></p>	<p>The morning light gently wakes Joy up. As she yawns and stretches herself she says "I have a feeling it's going to be an exciting day today!!" She gets up and skips to Woof's house. As Joy arrives she finds Woof looking puzzled, sniffing everywhere. Joy "Hello Woof! What are you doing?" Woof "! There's a funny smell in my house and I can't find it." Joy takes a long sniff in " Oh, yes. I can smell it too." She tries to identify where the smell is coming from "I think it's coming from over here" (pointing to the bookcase). Woof takes a few sniffs by the bookcase but he's not convinced so he walks around the room trying to identify where the smell is coming from "I think it's coming from over here" (pointing to the desk). Joy walks to the desk and takes a few sniffs. Joy: "I can smell it everywhere." Woof "Let's give the room a good clean. That'll make it go away!". Joy says helpfully: "I'll open all the windows to let the fresh air in and the bad smell out." She looks around the room and says to Woof: "I'll start cleaning around the bookcase in case the smell is here!"Woof "I'll clean around the desk" As they clean around the room (i.e. under the sofa) they say: "It's not here. I can still smell it. What are we going to do?" Tired Woof & Joy are looking puzzled around the room when <i>FAB enters holding a bouquet of lavender plants and a bunch of roses in his hands</i>. Joy claps her hands gratefully. "Perfect! Just what we need, these flowers will make your house smell fresher!" As Woof & Joy busy themselves putting the flowers around the room. Woof places the lavender plants by the windowsill & Joy places the roses on the table. FAB, looking intrigued, begins to sniff/smell around the room first and then the house. He lifts furniture up and down (i.e. toy trunk, armchair, carpet...) saying to himself: "Not here, not here, not here...". Woof & Joy follow close behind him. Finally, he lifts the bed up and finds a damp, smelly cardboard box. FAB "I've found it, I've found it. The damp smell was under the bed all the time," as he takes the box out from under the bed.</p> <p>Woof "Oh! I remember my telescope. I hope it's not damaged from the time I spilled the water."Joy gets excited "AWWW, your telescope! Do you remember when we looked at the twinkling stars in the night sky and we wished we had a telescope?" Woof "I remember, we wanted to see our constellations better...but couldn't." FAB "...and that's when I bought this telescope for you. " Joy excitedly "Come on! Let's take it out of this smelly box. I'll take the box outside to dry, so that we can recycle it later." As Joy takes the smelly box out, Woof & FAB breathe in: "Ahhhh! That's better!" Woof & FAB erect the telescope on its tripod legs: "It's very dusty. Let's wipe it clean and set it up." As Joy returns: "Oh, good! I've heard there's going to be a star shower lighting up the sky tonight."Woof: "Thank goodness the smell has gone, but it did help us to find the telescope." Joy: "...and now you have a clean house..." FAB: "...with sweet smelling flowers too."</p>

Areas of Learning:

Language (Verbal and Non-Verbal): Multisensory, Multimodal & Multilayered Language; Knowledge & Understanding: Experiential Awareness; Learning Behaviours: Teamwork

Games Content

- Writing original ideas for educational digital games based on research of popular digital games such as PBS kids, and adapt to the areas of learning, keeping consistency and continuity in relation to the episode content. Extend from initial ideas or content present in the storyline.
- General game objectives: 1. To be interactive, 2. To be in line with educational content; 3. To develop eye-hand coordination; 4. To develop critical thinking and choice; 5. To develop literacy skills and digital literacy skills (listening, fine motor skills)
- Review game content drafts and write voice inputs and content featuring during the interactive game.

Title: Explore and Imagine through your senses:



Create an interactive image where Woof & Joy are in a scenario (meadow) simulating real-life like this game: <https://pbskids.org/elinor/games/elinor-curious-campout> . Each icon can be hovered over and a VO says its name "sense of smell" and if clicked a voice gives more information about the sense/ At the same time the character on the screen interacts with the object: e.g. goes to the picnic mat; clicks on icon Taste - VO - Joy eats

different foods and makes a comment of its taste). The child can walk around the scenario, click on icons and hear/see what the character does. Emphasis on the sense of smell of different elements.

E.g. VO: **Hover** =Hearing/Sense of Vision; **Click** = "Through our eyes we can see wonders all around us."

Editing work: Reviewing documents submitted by game developers after initial idea submitted.

"Shape Detectives"

"2D Shapes" (EP #18)

The aim of the game is to help children to learn to identify different shapes of objects.

The game will be created using the game mechanic "patchwork".

To play the game, children need to find the appropriate sticker, and then drag it to its suitable place in the sticker book.

Game description

At the beginning of the game, the child will see a beautifully animated sticker book

(standard phrases):

Joy - "Hello! Here's a magical sticker book for you. Would you like to open it to see what's inside? / Shall we open it to see what's inside? /

Let's open it up and see what's inside!"

Woof - "Let's click on the book to open it up!"

The book opens once the child clicks on it



Gameplay

The game consists of 4 rounds:

- **1st round - room.** Wall clock (circle), window (rectangle), hanging flower pot (triangle), picture frame (hexagon).
- **2nd round - street.** Objects: road sign (rectangle), car wheel (circle), window (square), house pattern (star).
- **3rd round - playground.** Seesaw (rectangle), hole in the climbing wall (hexagon), base of the slide (square or rectangle). Round swing wheel on a rope.
- **4th round - a park.** Tree crown or sun (circle), spruce (triangle), bench or sign (rectangle), flower (star).

Round 1

On the screen, the child is offered a selection of stickers on the left side and the sticker

book on the right side. To play the game, the child needs to drag the stickers from the

left to place them in appropriate blanks in the sticker book on the right.

Before starting the game, there needs to be a voice input providing instructions for the game:

Woof: An antique room! Wow! Look! It's a room. Humm...but something seems to be missing here! Let's find things that are missing and put it into the sticker book!

Image

(1st round - room. Wall clock (circle), window (rectangle), hanging flower pot (triangle), picture frame (hexagon))

When the child correctly places the picture, we add voice input (message):

- rectangle
- circle
- square
- Star
- Triangle
- hexagon

Woof: That's lovely! We can find all the shapes around us! Let's look for shapes on the next page!

Once children have successfully identified all stickers, the sticker book page turns over (the animation).

Round 2

Joy: "A public street! Let's help to keep it! We will find all the missing objects"

(2nd round - street. Objects: road sign (rectangle), car wheel (circle), window (square), house pattern (star))

Image

Joy: You did it!

Round 3

Woof:

How I love to play in the playground!

(Playground. Seesaw (rectangle), hole in the climbing wall (hexagon), base of the slide (square or rectangle). Round swing wheel on a rope.

Image

Woof: Whoop whoop! Now we can play, non-stop!

Round 4

**Joy: “
!”**

I love walking in the park! Let's see what shapes we can find

Image

(Park. Tree crown or sun (circle), spruce (triangle), bench or sign (rectangle), flower (star))

Outro - final part of the game

**Woof/Joy: Awesome!
shapes**

!



You managed to find so many

Questions for *game developer:

1. Is it possible to have a final round aimed at older children (+5) e.g. in the final round, the sticker book page shows 4 groups (the 4 shapes), and the child needs to place all the previous stickers, mixed up (the sun, a wall clock, a car wheel, swing wheel, window, hanging flower pot, picture frame, road sign, window, house pattern) in each group. (?)
2. Another idea for the last round - expanding the concept for older children: is it possible to create a sort of matching of the shapes (all triangles) in the picture? And use 1 shape of different sizes. Like Nikita's suggestion on the right.

Voice Input: Game Content to be applied to interactivity in the game.

(Use these voice praises/encouragements when the game is not about "listening & attention" e.g. clapping syllable; or Hear the Sounds. In these games, a voice input at every attempt would be distracting. However – Use in games where the Voice is there to "keep company" to the child-player and to make it more dynamic)

VO Input	Script
<p>Piece fits in the right place</p> 	<p>Joy: "Help me complete my sticker book, please! Click/Drag the one that fits!" Woof: "Will you help me get all Joy's stickers together?" W&J : "Thank you" Joy: "Good one!" Woof: "Amazing!" Joy "Yay!" Woof: "Yipee" Joy: "Whoop! Whoop!" Woof: "It's all done!" Fab: "Completed!" Fab: "All done! Appreciated!" Great!" Bravo!" Super!" How beautiful!" Wow! Awe! I'm glad!" We did it!"</p>
<p>Piece doesn't fit in the place.</p> 	<p>Sticker falls off Joy: "Help me complete my sticker book, please! Click/Drag the one that fits!" Joy's voice: Ah oh</p>

	<p> Oops nice try, have another go Keep trying Opsie Keep trying Congratulating messages are: Wonderful Brilliant Yes, brilliant! At the end of the round: "You did really well there" Woof's Voice: Opsie daisy Try again Umm hmm Nearly, try again Oops Congratulating messages: You got it right (I'd personally avoid this one) Great work There you go! At the end of the round: You should be proud of yourself! FAB's voice: incorrect, try again (I would personally avoid using this one. Maybe be FAB can say "nearly there, try again") sorry, try again almost so close Congratulating messages: Fabulous Good one Way to go Woof: "Will you help me get all Joy's stickers together?" W&J: "Thank you" Joy: "Good one!" Woof: "Amazing!" Joy: "Yay!" Woof: "Yipee" Joy: "Whoop! Whoop!" Woof: "It's all done!" Fab: "Completed!" Fab: "All done! Appreciated!" Great!" Bravo!" Super!" How beautiful!" Wow! Awe! I'm glad!" We did it!" </p>
<p> Time_30sec_ without playing. OR </p>	<ul style="list-style-type: none"> - <i>Twinkling sound</i> - <i>Flickering of an icon</i> - <i>A blinking sound</i>

<p>3rd wrong attempt</p>	<p><u>(if possible to have these extra sentences in VO):</u></p> <p><u>Hint: Fab "Count the dots: one, two, three..." / "Count the dots" / "One at the time!" "It helps me, point with my finger" Points and counts: one. And pay attention to the dots on the cup. Try to match these dots.</u></p> <p>-</p>
<p>Voice Input 1: INTRODUCING</p>	<p>Joy - "Hello! Here's a magical sticker book for you. What's in it?" Woof - "Let's click on the book to open it, shall we?"</p> <p>Joy: "Do you want to play with us?" Woof: "Would you help me find Joy's stickers?" Fab: "Option to Click on the book to see what happens!"</p>
<p>Voice Input 2: PLAYING</p> <p><i>**No voice input during the game if the game is mostly about Listening and Attention. Like Clapping syllables; Hearing Sounds; Music for the seasons, etc.</i></p>	<p>Woof: Yay Very well! You managed to find all the watermelon slices! I can't wait to see what's on the next page; let's click on the book to turn the page"</p>
	<p>Joy: "What a wonderful apple tree! Let's pick up the mature ones! Let's hang the 5 apples on it. I wonder how many apples are ready."</p> <ul style="list-style-type: none"> - One - Two - Three - Four - Five <p>Joy: Thank you! We've picked up five apples! I'm so curious to see what's on the next page. Let's take a look there together!</p> <p>Woof: Joy's had a tea party. Let's help her to put the cups back in their places. But we need<u>We want</u> to match the dots on the cups <u>to the _____</u>. Let's go! And pay attention to the dots on the cup. Try to match these dots.</p> <ul style="list-style-type: none"> • One dot • Two dots • Three dots • Four dots • Five dots • Six dots

Joy: "Wow, look at that! What a beautiful night sky! Let's see how many twinkling stars there are tonight. Let's begin

- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- Ten

Woof: Yay! ~~Very well!~~ You managed to find all the ~~watermelon slices!~~

I can't wait to see what's on the next page; let's click on the book to turn the page"

Woof/Joy: That was fun! ~~Well done!~~ Awesome! Nice counting! ~~You did it!~~ Now they are all in their place!

Try to count the objects around you. Now it's ~~time~~Time to pop bubbles!

OR

Joy "Now I can count! I'll count the bubbles I catch in the air!*laughs*
Come on: count with me!~~Can you count the bubbles?~~

1, 2, 3, 4, 8, ,56, 100, 3, 9, 10, 9,
again...nuuuuuumbers**laughs**

-

Fab: "Would you count ten bubbles for me, please?"

(After children have finished popping the bubbles)

But wait, let's pop bubbles first! Hooray!
And what can you count around you? Give iEnd
- game

Blog style: Parent's area

- Research activities to do with preschool children.
 - Adapt content to the episode's areas of learning and content.
 - Write on App structure to encourage parents to extend children's knowledge by having a hands-on activity.
 - List suggested activities to encourage engagement and exploration outside the screen.
 - Write activities including advice and strategies to support parents.
 - Focus on emotional development activities and on autonomy and independence.
 - Focus research on homemade, everyday materials, encouraging the reuse of materials, cardboards, and environmentally friendly choices.
-

Fun Together Activity –

Title:

Waking up the senses!

Age group: 1.5 – 3 years old

Materials: tray, yoghurt; sliced lemon; dark chocolate; strawberries; spices, food colouring. **Alert!!**

Aspects of learning: Knowledge and Understanding: Gaining Experience & Insight; Knowledge and Understanding: Making Inferences; **Writing (mechanics): Multi-sensory Mark-Making; Health and Well-being: States of Being**

Location: Kitchen/messy area (waterproof aprons and hand washing)

Setting Up: Sing a song or a rhyme about the senses and body parts to introduce your child to the activity. E.g. <https://www.youtube.com/watch?v=vXXiyIGqliE>

What to Do: Join your child in the multisensory experience of touching, smelling, tasting, and exploring what happens as you mix different ingredients! Encourage your child to describe what he/she sees and feels, by noticing colours, patterns, effects. Use words that your child comes up with and extend vocabulary by adding words/adjectives, e.g

How to Support: Emphasise verbs/expressions related to the senses (a) use descriptive words like dripping, sliding, pouring, milky, thick, liquid, sweet, scented, lemony, fresh, etc.). b) Make associations with memories, feelings and ideas: "I wonder if that smell is like anything you smelled before?". c) Observe and tune in to the non-verbal reactions of your child "oh you shivered with the taste of lemon. It may be too sour for you". Comparisons: "Do you like it as much as the strawberries?". "How does it feel when you touch the yoghurt? And the strawberries? What happens when you squeeze them?". d) Ask open-ended questions, leave room for your child to add their own ideas. Be prepared to taste their invention!

Follow-up: To extend on understanding smell, perceiving the world through this sense in particular: keep in mind that you have initiated this theme with your child, and when you go for a walk outside, call attention to the things you can smell in the environment. Suggestion: bring/pick up a few things with your child and bring them

home. At home you can play a guessing game, with eyes closed and through the smell trying to guess where you found that object.

Background information: 5 Senses and body awareness for early development:
<https://www.educationalplaycare.com/blog/sensory-play-important-development/>

Aspects of learning: Language (Verbal and Non-Verbal): Multisensory, Multimodal & Multilayered Language;
Knowledge & Understanding: Experiential Awareness; Learning Behaviours: Teamwork

Example: questions to ask at the end of Episode

- What is your favourite smell? Why?
- Can you remember a bad smell experience you had? What was it? What did you do?

For more questions, please follow this link.
