Creative Media Lab

Ages 10-12 | Digital Explorers

Tell a short story with images and a presentation.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: Storytelling

LEARNING GOAL: Storytelling. Your finished work should demonstrate: A three-scene story plan.

EXPLAIN THE CONCEPT: A story has a beginning, a change, and an ending. A simple plan helps you choose visuals that support the idea. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Choose a character and a goal. 2. Write a one-sentence beginning, middle, and ending. 3. Sketch one scene for each part. 4. Read the story to a family member and revise one part. Finished result: A three-scene story plan.

A STORY SHOWS A CHANGE: A short story needs a situation, an action, and a result that follows from the action. Our fictional character Sam wants a quiet reading corner. A crowded table is the starting problem; moving materials and choosing a place are actions; a usable corner is the result. Keep the character and goal consistent across scenes.

PLAN THREE FRAMES: Frame one shows the crowded table. Frame two shows Sam sorting books and clearing a space. Frame three shows the finished corner with a lamp and book. Write one caption under each. Ask whether frame two explains how the scene changed, rather than merely showing another attractive picture.

CHECK CONTINUITY: If the middle frame shows Sam outdoors and the last shows a new indoor corner, the audience may not understand the connection. Replace or explain the missing action. Drawings are enough for this task; you do not need to photograph a real child or private room.

CHECK YOUR REASONING: Could the final frame come first? It could in another storytelling choice, but a beginning-action-result sequence is easier to test here because the cause appears before its consequence.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A three-scene story plan.

Investigate with pictures and choices

Your story jumps from an idea to a finished invention.
What could improve the connection?
1. Remove the beginning
2. Add the important making step
3. Add unrelated clips

Worked reasoning

Answer: Add the important making step. A meaningful transition helps a viewer follow the change.

Try a changed example

Ask a viewer to describe the order without coaching.

Picture and meaning matches

Story plan: Connects events
Media choice: Supports the message
Permission: Checks reuse rights

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the

quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Choose a character and a goal.
2. Write a one-sentence beginning, middle, and ending.
3. Sketch one scene for each part.
4. Read the story to a family member and revise one part.

Finished result: A three-scene story plan.

Check your understanding

1. Which idea best describes Storytelling?

A. Pictures, audio, and text each help an audience in different ways.

B. A story has a beginning, a change, and an ending.

C. A creator decides how their work may be used.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Write a one-sentence beginning, middle, and ending.

B. Sketch one scene for each part.

C. Choose a character and a goal.

D. Read the story to a family member and revise one part.

3. What should you do after step two?

A. Write a one-sentence beginning, middle, and ending.

B. Read the story to a family member and revise one part.

C. Choose a character and a goal.

D. Sketch one scene for each part.

4. Which result shows that your lab is finished?

A. A three-scene story plan.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. A story has a beginning, a change, and an ending.
2. C. Start with: Choose a character and a goal.
3. D. Step three is: Sketch one scene for each part.
4. A. The goal is: A three-scene story plan.

Section 2: Media

LEARNING GOAL: Media. Your finished work should demonstrate: A three-slide digital story.

EXPLAIN THE CONCEPT: Pictures, audio, and text each help an audience in different ways. Keep captions readable and sound at a comfortable volume. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Create three presentation slides for your story. 2. Add one relevant visual to each slide. 3. Write short captions in large readable text. 4. Present the slides and ask which scene was clearest. Finished result: A three-slide digital story.

CHOOSE MEDIA FOR A PURPOSE: An image can show position, an audio clip can carry speech, and text can state a precise label. Choose each medium for what the audience needs to understand. Adding several versions of the same information can also compete for attention, especially when viewers must read long text while listening.

WORKED SLIDE: Use Sam’s sorting frame with a short caption: Sam clears a space for reading. The picture shows the action while the caption explains its purpose. Keep the face, hands, and cleared area visible when cropping. A close crop that removes the books may hide the evidence of sorting.

TEST ACCESS TO THE IDEA: View the sequence without sound. Can the captions still explain the change? Read the captions without the pictures. What important visual detail would need a description? Keep text large enough for the intended screen and avoid placing words over a busy part of an image.

CHECK YOUR REASONING: Is a longer caption always more helpful? No. Include the words needed to understand the scene, then test whether the image and text support one clear idea.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve?

Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A three-slide digital story.

Investigate with pictures and choices

A chart label is too small in your video.

What should change?

1. Make key information readable or provide another format
2. Add more background music
3. Assume everyone can zoom

Worked reasoning

Answer: Make key information readable or provide another format. The medium should communicate the information to the intended audience.

Try a changed example

Offer a text explanation of the chart.

Picture and meaning matches

Story plan: Connects events

Media choice: Supports the message

Permission: Checks reuse rights

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Create three presentation slides for your story.
2. Add one relevant visual to each slide.

3. Write short captions in large readable text.

4. Present the slides and ask which scene was clearest.

Finished result: A three-slide digital story.

Check your understanding

1. Which idea best describes Media?

A. Pictures, audio, and text each help an audience in different ways.

B. A creator decides how their work may be used.

C. It has no purpose in this project.

D. A story has a beginning, a change, and an ending.

2. What is the first step in this lab?

A. Write short captions in large readable text.

B. Create three presentation slides for your story.

C. Present the slides and ask which scene was clearest.

D. Add one relevant visual to each slide.

3. What should you do after step two?

A. Present the slides and ask which scene was clearest.

B. Create three presentation slides for your story.

C. Write short captions in large readable text.

D. Add one relevant visual to each slide.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A three-slide digital story.

Answer review

1. A. Pictures, audio, and text each help an audience in different ways.

2. B. Start with: Create three presentation slides for your story.

3. C. Step three is: Write short captions in large readable text.

4. D. The goal is: A three-slide digital story.

Section 3: Copyright

LEARNING GOAL: Copyright. Your finished work should demonstrate: A story with permitted and credited media.

EXPLAIN THE CONCEPT: A creator decides how their work may be used. Use your own drawings or media with permission, and credit the source when required. Think about where you might use this skill in a real or imaginary project. Describe the problem

it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. List the images or sounds in your story. 2. Mark which ones you made yourself. 3. For outside media, check its reuse permission with an adult. 4. Replace or credit any item according to its permission. Finished result: A story with permitted and credited media.
KNOW WHO MADE AN ASSET: An image appearing in a search result is not automatically available for reuse. The creator, permission or license, and conditions matter.
Giving credit and having permission are separate questions. For this project, the simplest choice is an original drawing or an asset an adult has checked for the intended use.
WORKED ASSET RECORD: For your own drawing, record: creator-me; asset-reading-corner sketch; use-my class story. For an externally supplied asset, record its source and the actual permission or license conditions. If you cannot confirm those conditions, choose a different asset rather than inventing permission.
AVOID A COMMON SHORTCUT: Do not assume schoolwork, a small crop, or naming the creator automatically makes every use allowed. An adult can help check complicated cases. Do not remove a watermark to make an uncertain image look usable. Check permissions before sharing the project beyond its original setting.
CHECK YOUR REASONING: Would writing found online in the credits explain permission? No. It describes discovery, not who created the work or what use is permitted.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A story with permitted and credited media.

Investigate with pictures and choices

You find an attractive image online.

What should you check before reuse?

1. Whether it is easy to copy
2. Only the image dimensions
3. The license and required permission or attribution

Worked reasoning

Answer: The license and required permission or attribution. Being online does not automatically grant reuse rights.

Try a changed example

Use an original drawing or a suitably licensed alternative.

Picture and meaning matches

Story plan: Connects events

Media choice: Supports the message

Permission: Checks reuse rights

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. List the images or sounds in your story.
2. Mark which ones you made yourself.
3. For outside media, check its reuse permission with an adult.
4. Replace or credit any item according to its permission.

Finished result: A story with permitted and credited media.

Check your understanding

1. Which idea best describes Copyright?

A. A creator decides how their work may be used.

B. Pictures, audio, and text each help an audience in different ways.

C. It has no purpose in this project.

D. A story has a beginning, a change, and an ending.

2. What is the first step in this lab?

A. For outside media, check its reuse permission with an adult.

B. List the images or sounds in your story.

C. Replace or credit any item according to its permission.

D. Mark which ones you made yourself.

3. What should you do after step two?

A. Replace or credit any item according to its permission.

B. List the images or sounds in your story.

C. For outside media, check its reuse permission with an adult.

D. Mark which ones you made yourself.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A story with permitted and credited media.

Answer review

1. A. A creator decides how their work may be used.

2. B. Start with: List the images or sounds in your story.

3. C. Step three is: For outside media, check its reuse permission with an adult.

4. D. The goal is: A story with permitted and credited media.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Permission is part of publishing

YOUR PRACTICE INPUT: A three-scene slideshow uses an original drawing, a borrowed photograph, and a sound clip with an unknown source.

WHY IT WORKS: A media checklist should identify who made each item and whether its planned use is permitted. Finding an item online is not permission.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Make a source table for all three scenes, replace unverified assets, and retain credits or permission notes with the final work.

COMPARE WITH THE EXPECTED RESULT: Every retained asset has an identified origin and an appropriate reuse basis. A beautiful slide alone does not show permission.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.
KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.
LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Compare an original image, public-domain/permission-based image, and an uncredited copied image. Turn a paragraph-heavy slide into a clear visual with a short caption.
Guided project: Produce a three-to-five scene digital story with storyboard, original/permitted media, readable captions, and source credits. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Produce a three-to-five scene digital story with storyboard, original/permitted media, readable captions, and source credits. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue.
Finished result: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.
ASSEMBLE THE READING-CORNER STORY: Create three original sketches for Sam’s crowded table, sorting action, and finished corner. Add a short caption to each and an asset record for the drawings. Keep Sam’s goal consistent and make the middle scene explain the change.
WORKED REVIEW: A first draft shows a crowded table and then a perfect corner, but the middle frame is only a book cover. The cause is missing. Replace that frame with Sam clearing a space. Ask a helper to describe the story without your explanation and compare their account with your intended sequence.
TEST THE PRESENTATION: Check that captions are readable, crops preserve the action, and the sequence makes sense without sound. If one frame has too many competing

details, simplify it and test again. Use fictional characters and avoid private family photographs.
DOCUMENT THE REVISION: Keep the storyboard, the revised frame, the captions, and the asset record. Explain how the change improved understanding rather than only saying it looks nicer.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Investigate with pictures and choices

You are combining pictures with narration.
What supports more viewers?
1. Flashing every sentence
2. Captions and a readable text version
3. Information only in background audio

Worked reasoning

Answer: Captions and a readable text version. Provide multiple ways to access the same message.

Try a changed example

Review the story with sound off.

Picture and meaning matches

Story plan: Connects events
Media choice: Supports the message
Permission: Checks reuse rights

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Produce a three-to-five scene digital story with storyboard, original/permitted media, readable captions, and source credits.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. A story has a beginning, a change, and an ending.

B. Review the course concepts through two applied examples.

C. Pictures, audio, and text each help an audience in different ways.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Produce a three-to-five scene digital story with storyboard, original/permitted media, readable captions, and source credits.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Produce a three-to-five scene digital story with storyboard, original/permitted media, readable captions, and source credits.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.

2. C. Start with: Read both worked examples and explain the reasoning.

3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Permission is part of publishing

KEEP THE ORIGINAL BASELINE: A three-scene slideshow uses an original drawing, a borrowed photograph, and a sound clip with an unknown source.

CHANGE ONE CONDITION: The photograph is replaced with an original illustration, but the sound clip remains unverified.

YOUR TASK: Make a source table for all three scenes, replace unverified assets, and retain credits or permission notes with the final work.

PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.

REVIEW CRITERIA: Every retained asset has an identified origin and an appropriate reuse basis. A beautiful slide alone does not show permission.

MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.

PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course’s existing quiz or final assessment.

LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Create two versions of one scene for different audiences and explain the design tradeoff. Safety and responsibility: Get permission before using another person’s image or voice; remove identifying details before public sharing. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Create two versions of one scene for different audiences and explain the design tradeoff. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

MAKE A NEW THREE-FRAME STORY: Choose a fictional character solving a different small problem, such as organizing art supplies. Show the starting problem, a meaningful action, and the resulting change. Create your own drawings or use adult-checked assets and document their origin.

TEST A READER’S INTERPRETATION: Show the frames to a helper without narrating. Ask what the character wanted, what action changed the situation, and how the last frame proves a result. If an answer differs from your plan, revise the confusing frame or caption and repeat the test.

SHOW RESPONSIBLE CHOICES: Present the storyboard, readable captions, and an asset record. Explain one crop decision and one reason an asset was suitable to use. Keep credits readable; a credit line should not reveal a child’s private contact details.

CHECK YOUR REASONING: A beautiful image fits the color scheme but does not explain the action. Should you keep it? Only if it serves the story; otherwise choose an image that helps the reader understand the change.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would

you detect a mistake? What evidence proves the result? What would you improve?
Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Investigate with pictures and choices

A teammate asks you to remove a private detail before sharing.
What should you do?
1. Review and remove the identifying detail
2. Share because editing took time
3. Hide it only in the filename

Worked reasoning

Answer: Review and remove the identifying detail. A publication review includes privacy as well as presentation quality.

Try a changed example

Inspect both visible media and accompanying text for the same detail.

Picture and meaning matches

Story plan: Connects events
Media choice: Supports the message
Permission: Checks reuse rights

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.
Choose this foundation practice only when it fits the learner goal.
My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Create two versions of one scene for different audiences and explain the design tradeoff.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. A story has a beginning, a change, and an ending.

C. Apply what you learned without copying the guided solution.

D. Pictures, audio, and text each help an audience in different ways.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Create two versions of one scene for different audiences and explain the design tradeoff.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Create two versions of one scene for different audiences and explain the design tradeoff.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.
2. D. Start with: Explain the challenge and make a short plan.
3. A. Step three is: Test the result and record evidence of your work.
4. B. The goal is: An independent demonstration with evidence: Storyboard, Final

media story, Credits list, Audience/design reflection.

Mastery & safe-use plan

Ages 10-12

Digital safety: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing.

AI literacy: Check AI claims with reliable sources, recognize synthetic content, protect private data, and disclose AI help.

Challenge: Solve a guided scenario without using real credentials or private information.

Portfolio: Finish an original game, website, safety plan, media story, or fact-check artifact.

Mastery check: Demonstrate the project, explain a decision, and correct one issue found during review.

Project worksheet

My project: Design a digital story and presentation

Who will use or review it? _____

My plan: _____

Checkpoint 1: A three-scene story plan.

Checkpoint 2: A three-slide digital story.

Checkpoint 3: A story with permitted and credited media.

Checkpoint 4: A completed guided project with documented evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

Checkpoint 5: An independent demonstration with evidence: Storyboard, Final media story, Credits list, Audience/design reflection.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in practice projects.