



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 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. The absolute basis of this challenge is creating a narrative and could be linked to a current or recent story that has been studied in class.

Option 3

Some teachers use the opportunity to contextualise something they have taught or were going to teach at some point.

For example, you may have been studying WW2. The Challenge gives an ideal opportunity to create a story in that context.

TIMINGS

The vast majority of teachers devote a whole day to the challenge; they do the 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. **'Quality not quantity'** 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 breaktime!

In some schools it is just one class, in most it is multiple. Increasingly it is whole school and the suggestions in 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 are planners to download (such as story planning, time management, character design) and these can be used as much or as little as you want. You may have your own D&T design formats.

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. They will be released at the start of the week if teachers want to watch them bit by bit in the preceding days. The full versions linked to specific curriculum objectives 'which skills do you use? How did you end up doing this etc?' are available on Spark for subscribers.

The Challenge really is open ended but at its heart is a **basic story**; either invented or adapted. Focus the children's minds on a key scene so that they can focus on one setting and a handful of characters. Plotting the whole story as a basic outline may be helpful first though. Then add the detail to engage the audience. **Short quality work is the aim.**

For example, the children may take a story that they know well and adapt a key scene to take it in a different direction. Once the scene is identified, they need to map it out in more detail. What is the setting? Who are the characters? What is everyone doing at that point in the story? With that basis, detail can be added to engage the audience. How you create the scene is up to you: green screen, animation, Scratch (or similar), filmed puppets but **allowing the children to bring the images to life in some way is the key idea.**

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. Some teachers have suggested that they will be developing the story as part of their literacy lessons over the week.

GENERAL IDEAS

- Time management is a big learning from the day - get the children to plan properly, assign roles and realistic time slots to 'jobs' - planners available on the page
 - Keep it simple and focussed to create quality over quantity
 - Plan out the story first - even just in outline
 - Using a known story can help the children to get started quickly
 - Pick the key scene that will be brought to life
 - Create a walkthrough for that scene as a simple 'shot planner' (download on this page)
 - Draw/create characters to be used (e.g., in animation, coded animation or through green screen)
 - Create artwork for the backgrounds to be used with green screen effects
 - iMovie is your biggest friend for pulling together any bits of green screen, animation etc.
 - You may want to link the story to a topic that the children have been learning about
 - Using Scratch to animate is a great way to add a digital character to a 'live' scene. You can use on elf the pre-made sprites or children draw their own and upload. Help guides on this page
 - We have given some help guide ideas about using AI. The intention is for teachers to be the conduit if pupils want to explore its use (rather than the children using it directly)
- **Focus on one key scene and make it REALLY good, rather than trying to complete lots of scenes.**

SPECIFIC IDEAS

- Drawing - characters, settings
- Painting - best suited to creating backgrounds
- Creating a narrative - but focus on one key scene
- Green screen - help guides on this page but can be used with animation, real people and coded characters
- Any form of code work is VFX - we recommend Scratch/Scratch Jnr
- Storyboarding - simple planners available on the page
- Creating music for the scene can enhance audience engagement. There are links to GarageBand guides on the Animex page for Spark users

