

# STAO Technology Enabled Learning (TEL) Project

## Writing Template

**Title:**

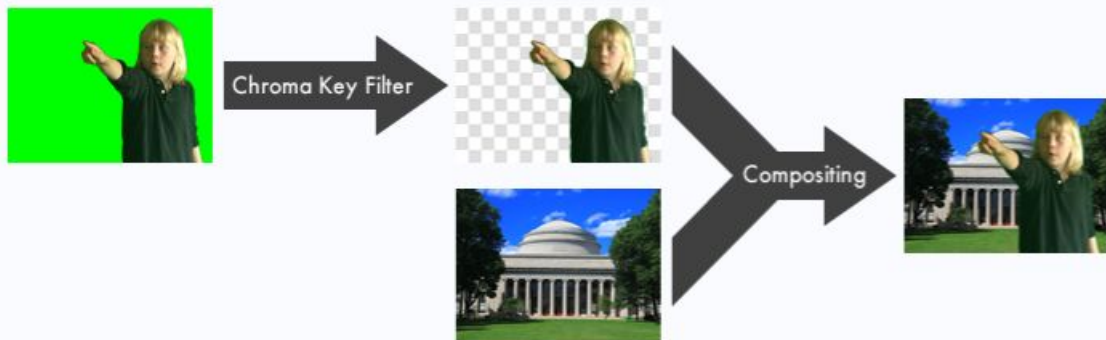
**Grade 2 Green Screen Animal Reports**

**Technology Focus:**

Green Screen - Do Ink (suggested app)  
- iPads

**Description:**

Green screens are widely used in movies and tv to make people appear to be in places (e.g., weather person standing in front of an interactive map). Green screens can either be backdrops of brightly coloured fabric or paint, but there are many different creative options. Green is chosen as the colour most often because it doesn't appear naturally in human skin tones and it is a less common colour worn. Although sometimes people do use blue as a background colour. Chroma keying allows people to easily separate green screens from the people or objects in front of them and replace the backgrounds with pretty much anything.



**Chroma Key Process** (Image from <http://www.doink.com/support/>)

Using the green screen process will allow students to explore their creativity, innovate, think critically, collaborate, and communicate in the classroom. The use of such activities to engage students in **21st Century Competencies**. Green screens have been used for many years but are now more mainstream and easily adaptable using a variety of technology. Students will be interested to see [Hollywood movie effects using green screens](#).

Through the use of a green screen, students can explore their questions that arise from an **Inquiry Based Approach**. Green screens can provide a truly unique and engaging experience for students to explore and demonstrate their ideas, allowing teachers to differentiate content and product, if desired. After students research and investigate their ideas, they can create an interactive project using the green screen. Lastly, they can discuss and share their ideas through their green screen picture or video. Student projects can be used to reflect upon if the teacher wishes.

**Level:**

A beginner skill set is needed to get started with green screen and more complexity can be applied.

**Audience: Primary - Secondary**

This assignment is geared towards primary students but the ideas and program can easily be reused or remixed for older students.

**Tool Highlights:**

[Green Screen App - Do Ink](#)

**Body:**

**Introduction:** Students will be creating a green screen report on Animals. They will work individually or in small groups (2-4) depending on student needs and technology availability. They will learn how to research using online tools available and library resources about the selected animal and animal characteristics. As students are researching they will record their learning and then use these ideas to create a report. Students will then use the knowledge that they've learned to select online image/s to include in the green screen report. Students will use the Do Ink app to create their report using the image/s chosen.

**Grade 2 - Needs and Characteristics of Living Things (Growth and Changes in Animals)****Big Idea**

Animals have distinct characteristics.

**Overall Expectations**

- investigate similarities and differences in the characteristics of various animals;
- demonstrate an understanding that animals grow and change and have distinct characteristics.

**Specific Expectations**

3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment

3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live

3.4 identify ways in which animals can be harmful to humans

2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

**Cross-Curricular Connections:**

Language - Writing, Oral Communication

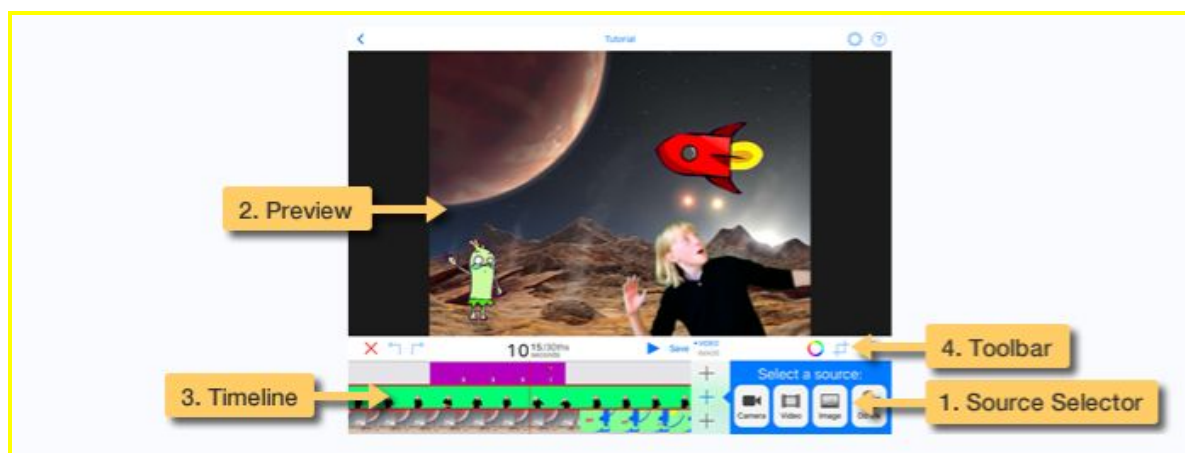
Social Studies - Global Communities (students could research animals in specific communities around the world)

### Prior Skill Sets

- Students should have knowledge on classifying animals using characteristics (e.g., warm blooded/cold-blooded, type of birth, skin covering, breath with lungs/gills, vertebrate/invertebrate)

### Green Screen Animal Reports Steps

1. Class discussion on animals to assess for learning: How are animals helpful towards humans? How can animals hurt humans? How can humans protect animals? How can we protect ourselves from animals?
2. Brainstorm inquiry questions that students can use when researching their selected animal (e.g., How do animals protect themselves from predators? How do animals get food? What makes the animal different from other animals? How could the animal protect humans? How could the animal harm humans?)
3. Model examples of using online research and recording information learned
4. Complete research on selected animal (individual or partner) using online resources (e.g., [Kiddle](#), [Kidrex](#)) or library books. Each student should get a [Research Worksheet](#) to fill out and they should answer. Remind students to record their source and details that helps to answer their selected question. When they finish one question, they can answer another inquiry question. Teachers can decide how many questions each student answers.
5. Students will fill out a [storyboard](#) with selected facts about the animal. Students can also draw a picture to match or teachers can conference with students and record ideas for pictures to search for online.
6. Select picture/s to represent the animal using a website that provides copyright free images (e.g., [Pixabay](#)). Students will need to be taught how to save images on the iPad. To save pictures, you hold your finger on the desired image and students will need to save it to the camera roll in order to upload it to the Green Screen Do Ink App.
7. Green screen - [Tutorials by Do Ink](#) (Instructions below have slight variations to complete selected task)



Do Ink User Interface (retrieved from <http://www.doink.com/support/>)

**a) Take still image/s with animal background and students verbally explain during a conference the characteristics of the animal.**

- Select the bottom timeline of the three timelines available. The bottom one is where the desired background image should be placed.
- Upload the saved photo into Do Ink by clicking on the + icon and selecting the Image icon under the Source Selector and choosing the picture from the photo library.
- Select the middle timeline and click on the + icon, select the camera and take a picture of the student in front of the greenscreen, they will appear on top of the background image.
- Adjust the size and position of the image by pinching your fingers over the image and dragging it into position, if you need assistance check the [tutorials](#)
- Save the green screen photo by clicking on the save button and you will see 3 options: preview, show export options or save to camera roll. Green Screen by Do Ink allows you to save it to Google Drive

**b) Take a still image and add a video explanation of the animal characteristics**

- Select the bottom timeline of the three timelines available. The bottom one is where the desired background image should be placed.
- Upload the saved photo into Do Ink by clicking on the + icon and selecting the Image icon under the Source Selector and choosing the picture from the photo library.
- Select the middle timeline and click on the + icon, select the video and take a video recording of the student in front of the greenscreen, they will appear on top of the background image.
- Adjust the duration on the the length of the still image to match the length of the video captured. Adjust the size and position of the image by pinching your fingers over the image and dragging it into position, if you need assistance check the [tutorials](#).
- Save the green screen photo by clicking on the save button and you will see 3 options: preview, show export options or save to camera roll. Students can preview the recording to see if they are happy with the video or record again. Afterwards, students can save to the camera roll or Green Screen by Do Ink allows you to export it to Google Drive.

**c) Take multiple images, use judgement on the number, and video record over an explanation of the animal characteristics**

- Select the bottom timeline of the three timelines available. The bottom one is where the desired background image should be placed.
- Upload the saved photos into Do Ink by clicking on the + icon and selecting the Image icon under the Source Selector and choosing the picture from the photo library. You can select multiple photos to upload and they will appear in the timeline.
- Select the middle timeline and click on the + icon, select the video and take a video recording of the student in front of the green screen, they will appear on top of the background images.

- Adjust the duration on the the length of the still images to match the length of the video captured. Adjust the size and position of the image by pinching your fingers over the image and dragging it into position, if you need assistance check the [tutorials](#).
- Save the green screen photo by clicking on the save button and you will see 3 options: preview, show export options or save to camera roll. Students can preview the recording to see if they are happy with the video or record again. Afterwards, students can save to the camera roll or Green Screen by Do Ink allows you to export it to Google Drive.

\*\*As teachers and students become more familiar with Green Screen by Do Ink, more complexity can be added. If students are older, they can watch the tutorials and independently add more complexity to the green screen tasks.\*\*

### Materials and Equipment

- iPads
- Do Ink App
- Green Screen (I used a green tablecloth from Dollarama, but there are so many other options)



### Privacy

Green Screen by Do Ink outlines the [privacy policy](#), educators should make sure to read it carefully to ensure that they are comfortable using this app with students.

Some of the key points from the police are:

- Green Screen by Do Ink **does not** display any advertising within the Apps or on the Site.
- Green Screen by Do Ink **does not** expose children to any form of social networking.
- Green Screen by Do Ink **does not** sell digital goods within the Apps or on the Site.
- Green Screen by Do Ink **does not** enable Internet browsing within the Apps.
- Green Screen by Do Ink **does not** collect personal data that would allow us to identify specific users, either in the Apps or on the Site.

(retrieved from: <http://www.doink.com/privacy-policy>)

### Safety

- Green Screen Pictures and Videos can be uploaded to Google Drive and/or Microsoft One Drive
- More information on Media Literacy and Intellectual Property - [Media Smarts](#)
- Suggested Search Engines and Image Websites: [Kiddle](#), [Kidrex](#), [Pixabay](#)
- More information on [Safe Search Engines](#)

**Assessment strategy** (*for, as, of* learning, rubrics (strands), peer evaluation sheets, other)

### **For Learning**

As a whole class discuss: How are animals helpful towards humans? How can animals hurt humans? How can humans protect animals? How can we protect ourselves from animals?

### **As Learning**

Record anecdotal notes of student progress during research component. Focus on whether students have been able to identify characteristics of their animal, how the animal is helpful and potentially harmful towards humans.

### **Of Learning**

Review green screen reports from students and assess using co-created [success criteria](#).

### **Next Steps/Extensions/Accommodations/Other Topics for this Tech Tool:**

Allow students to use the green screen for a still shot and then verbally explain the information to you if recording on video is difficult.

Students can work in pairs if students need additional support or there is limited technology access

Teachers can also vary the number of animal facts during the research and pictures used during the green screen process, depending on the needs and/or ability of the student.

There are infinite applications of green screen within the classrooms: story retells, social studies reports, math problems and more. If you are interested in more activities there are many examples to search on Youtube and the internet. Here are a few examples of different green screen applications: [book recommendations & reports](#) and [math concepts & story retells](#)

If iPads or Do Ink app is unavailable, there are many ways to do green screen:

G Suite, iOS, Mac, Chromebook & Web based - <http://www.mrsgeekchic.com/>  
iMovie - [https://support.apple.com/kb/ph2245?locale=en\\_US](https://support.apple.com/kb/ph2245?locale=en_US)

**Additional Resources:**

Aradj, L. (2017, June 9). Free & Easy Green Screen Editing - How to Make Transparent Backgrounds [Blog Post]. Retrieved from <http://www.mrsgeekchic.com/>

Bambury, S. (2014). Feature: Top 10 Tips for Green Screen by Do Ink. Retrieved from <http://www.ipadeducators.com/single-post/2015/06/24/FEATURE-Top-10-Tips-for-Green-Screen-by-Do-Ink>

Fryling, D., Miller, K., and Schultz, M. (2016). Green Screen by Do Ink. Retrieved from <http://www.doink.com/description/>

Fryling, D., Miller, K., and Schultz, M. (2016). Green Screen by Do Ink Manual. Retrieved from <http://www.doink.com/support/>

Jones, G. (2016). Using Green Screens In The Classroom. Retrieved from <https://www.educationtechnologysolutions.com.au/2016/12/using-green-screens-classroom/>

Roffey, T., Sverko, C. and Therien, J. (2015). Makerspace for Education. Retrieved from <http://www.makerspaceforeducation.com/green-screen-technology.html>

We Love Buzz. (2015, June 17). Movie Scenes in Green Screens (Visual Effects). Retrieved from: [https://www.youtube.com/watch?v=2ILAc03Dael&index=2&list=PLOQRbDYauQjwxE5H7XRd41uU\\_ZbvOiSz7](https://www.youtube.com/watch?v=2ILAc03Dael&index=2&list=PLOQRbDYauQjwxE5H7XRd41uU_ZbvOiSz7)