Frame Tale

Goal
The goal of this activity is for learners to understand how Popcorn can function as a frame for multiple stories, and to create an interactive video by tinkering with Popcorn Maker.

Directions
Explain what a frame tale is (see the "Frame story" Wikipedia article for an introduction).

As group, list some examples of familiar or existing frame tales (e.g., One Thousand and One Nights, Forrest Gump, Mary Shelley’s Frankenstein, various RPGs, etc.), and brainstorm more examples (e.g., a story about books where the books are a window into something else, a story about an elevator ride where, with each stop the elevator doors open onto a different storey/story, etc.).

Explain and discuss the ways in which Popcorn allows users to create a frame tale with interactive video.

Allowing learners to work individually or together, have them use Popcorn Maker to explore one of the frame tale examples.

Suggested Challenge:
- You have 20 minutes to work on the project
- It must be under 5:00 minutes long
- Use at least two different media sources

Discussion
Have participants present their projects to the larger group. Ask them to explain what they had to do to translate their frame tale concept into multimedia project. To structure peer feedback, encourage participants to first ask clarifying questions, then comment on strengths, concerns, and finally, offer suggestions.
Morsels from the Moustache

Goal
The goal of this activity is for learners to think creatively and non-linearly about storytelling; to understand how to use Popcorn Maker to create a container for disparate media elements; and to create an interactive video project using Popcorn Maker.

Directions
As a group, discuss what is meant by the term “hungry for stories.” Ask the group to imagine situations where someone is literally hungry for stories, and as a group, brainstorm the various scenarios: famished, would you devour entire library stacks indiscriminately, in a single gulp? Would you peruse carefully, seeking out only the sweetest or the spiciest snacks to satisfy your ever-growing appetite? Would you taste test, taking a bite or two out of a bunch of different stories— and why?

The, imagine what it must be like in the stomach of the story-eater, with all these different characters and plotlines bumping into each other, awash in digestive juices getting metabolised together.

Working in pairs, have learners write or draw out their concept, then get online to find and compile media (or capture media, if time/tech permits) to include in their Popcorn project. For example, start with a still image or video of a belly, and then make pop out links to other media illustrating what might be going on inside the belly (e.g., link out to commercials, cooking shows, dramas, etc.).

Suggested Challenge
- Only 5 minutes to write out concept, at which point you must move on to media search
- Only 10 minutes for compiling media, at which point you must move on to composing in Popcorn
- Only 15 minutes to compose in Popcorn
- You must capture and include at least one media element (e.g., this can be even a screenshot)

Discussion
Have participants present their projects to the larger group. Ask them to explain their process and how they chose their “morsels.” To structure peer feedback, encourage participants to first ask clarifying questions, then comment on strengths, concerns, and finally, offer suggestions.
Pop-Up Ads

Goal
The goal of this activity is for learners to gain experience in media capture, production and upload; and to create an interactive video project by tinkering with Popcorn.

Directions
Have the group come up with (on a large piece of paper or white board) a list of at least 15 nouns. Then break the group into teams and tell them they have to combine 2 of these nouns to come up with a new product.

Each team must make a 30-second commercial for their product. This may involve: scripting, storyboarding, making props/costumes (improvising), recording live action video, audio, creating visuals and taking still photos, etc. The team must then upload the media they capture and produce to the appropriate platform (e.g., YouTube or Flickr) before they can begin working in Popcorn.

In the Popcorn project, teams should include elements that illustrate the genesis of the product. For example, chicken on a platter: have learners find examples (roosters crowing, egg hatching, someone cooking something, setting out a meal) to illuminate/expand upon that thing. Extra points for the team with the wildest examples!

Suggested Challenge
- Make this a timed challenge. For example, 30 minutes for media production, 30 minutes for Popcorn composition.
- Encourage wild ideas!
- As a group, come up with a bunch of superlatives. For example, points and prizes for the wackiest, for the most hilarious, for the best YouTube find, for the weirdest combo, etc.

Discussion
Have participants present their projects to the larger group. Ask teams to describe their production process, and any challenges they encountered. To structure peer feedback, encourage participants to first ask clarifying questions, then comment on strengths, concerns, and finally, offer suggestions.
Composing video with stills

Goal
The goal of this activity is for learners to think creatively; to understand how to use Popcorn Maker to create a container for diverse media elements; and to create an interactive video project using Popcorn Maker.

Directions
Explain that you can create great videos based on stills. Illustrate this with examples like Chris Marker’s La Jette, the PopSquad MozFest video, and El Bibliobandido.

In teams of three, learners should find stills on the web and create a 60 second or less story using these stills and compose in Popcorn.

Suggested Challenge
- Give each team extra points for using a variety of Popcorn elements and media sources (e.g., use Google maps, GIFs, etc).
Sample Worksheet

EL BIBLIOBANDIDO // POPCORN WORKSHEET

Team Name:

Team Members:

CHALLENGE CRITERIA
Projects must
+ Use at least TWO different media sources
+ Use the Googlemap event in either Round One or Round Two
+ Be under 1:00 minute long

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ROUND ONE
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Step 1: As a team, select one of the prompts below. This will be your project’s subtitle.

A. El Bibliobandido and the Legend of the Four-Fingered Glove

B. Burro Meets Bandido: A Brief Backstory

C. Hurly-Burly! Brawls in the Belly of El Bibliobandido

The prompt our team will respond to is:

___________________________________________________

Step 2: Write a three-sentence story responding to your selected prompt.

Title:

3-Sentence Story:
**Step 3:** Fill in the storyboard/script below.

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ROUND TWO

Step 1: As a team, select another one of the prompts below. This will be your project’s subtitle.

A. El Bibliobandido and the Legend of the Four-Fingered Glove

B. Burro Meets Bandido: A Brief Backstory

C. Hurly-Burly! Brawls in the Belly of El Bibliobandido

The prompt our team will respond to is:

_______________________________________________________

Step 2: Write a three-sentence story responding to your selected prompt.

Title:

3-Sentence Story:
Step 3: Fill in the storyboard/script below.

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