

Storybook: Recess on the Moon

1. Welcome



Visual Description:

Three characters standing on the moon passing a volleyball. Earth can be seen in the background. The title *Recess on the Moon* is center with Start with Hello icon to the side.

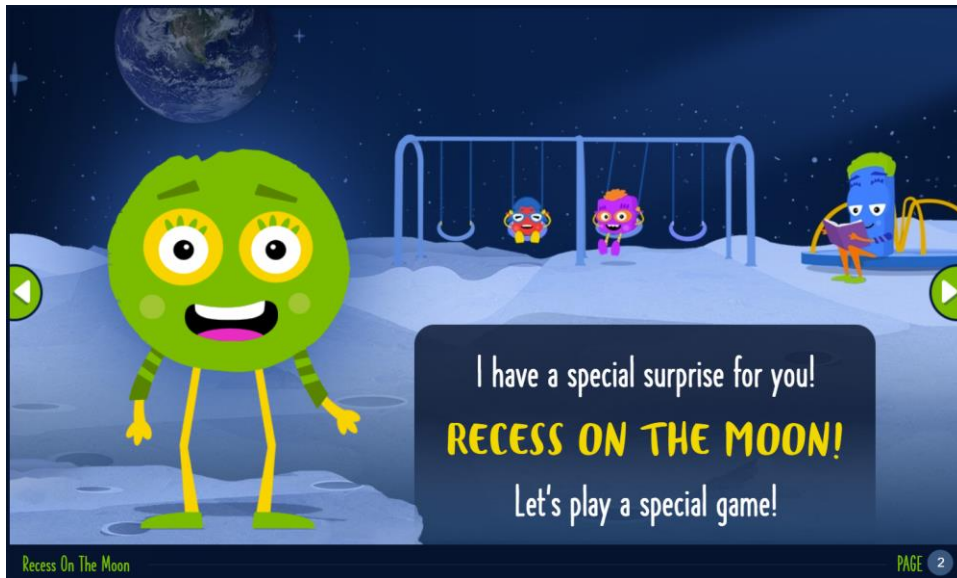
Audio:

None

Interactions:

None

1.2 Recess On The Moon



Visual Description:

Dot is talking to you from a playground on the moon. Other characters can be seen in the background.

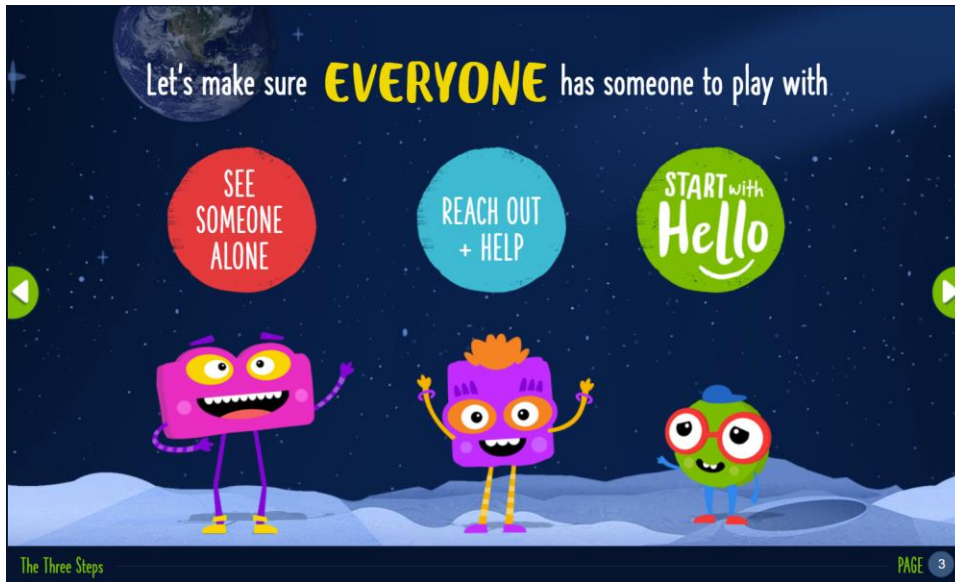
Audio:

Hello! My name is Dot! How's it going? I have a special surprise for you...today we get to spend our recess on the moon! Since we're having a different kind of recess, let's play a special game.

Interactions:

None

1.3 The Three Steps



Visual Description:

Three characters standing beneath text correspond to audio narration.

Audio:

Today, let's make sure everyone on the playground has someone else to play with.

By doing this you will learn how to:

See someone who is feeling left out or alone, discover new ways to reach out and help that person, and Start with Hello by developing your own "hello style"

Interactions:

None

1.4 Your Unique Hello Style



Visual Description:

Back to Dot talking to you from a playground on the moon. Other characters can be seen in the background. Text on screen that corresponds to audio narration.

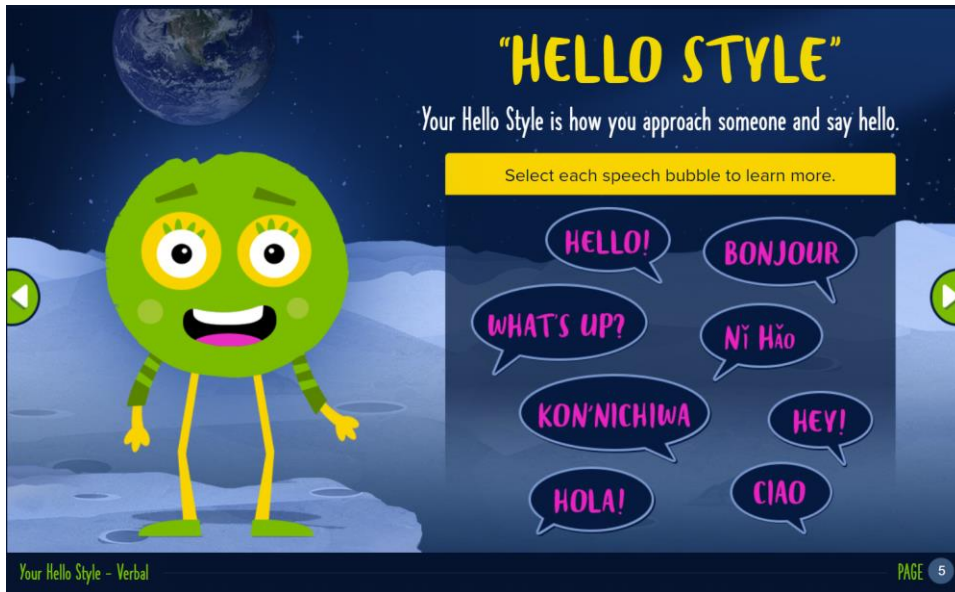
Audio:

Before we go through each of these steps, let's figure out your unique Hello Style. It will be up to us to make sure everyone is included.

Interactions:

None

1.5 Your Hello Style-Verbal



Visual Description:

As Dot is talking to you, speech bubbles appear and text that correspond to audio. As speech bubbles are selected, the greetings are spoken.

Audio:

Your Hello Style is simply how you approach someone and say hello. It's that easy!

There's also lots of other fun ways to say hello. Select each speech bubble to learn more! Then, select the Next arrow to continue.

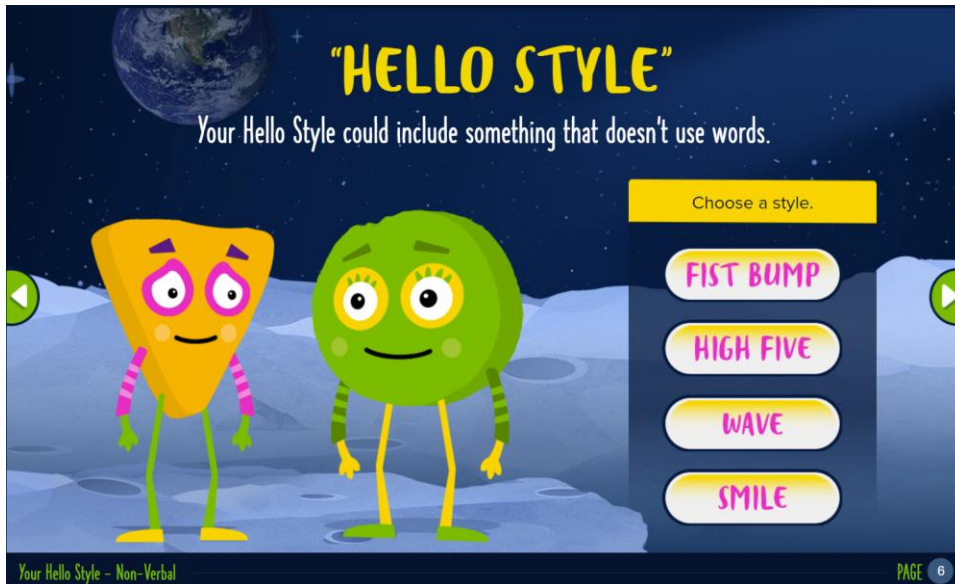
- Hello!
- Hey!
- What's up?
- Hola!
- Kon'nichiwa
- Nǐ hǎo
- Bonjour
- Ciao

Interactions:

Speech bubbles change from filled being with a question mark, to greetings.

Instruction: Select each speech bubble to learn more. As learner selects speech bubble, text is revealed.

1.6 Your Hello Style-Non-Verbal



Visual Description:

Dot and another character are standing next to each other. Text that corresponds to audio appear.

Audio:

Your Hello Style could include something that doesn't use words at all, like a high five.

Choose a hello style without words to see what it could look like.

When you're done, select the Next arrow to continue.

Interactions:

Instructions: Choose a style.

Once style is selected, Dot and other character demonstrate style.

A fist bump!

A friendly wave!

A high five!

A smile.

1.7 Mix Them Up!



Visual Description:

Dot and another character beside each other. Dot says "Hello" the other character says "What's up". After they greet one another, they give each other a high-five.

Audio:

What's great about a Hello Style is that you can mix up different combos of words and actions.

For example, you could start with "hello" and then raise your hand for a high-five.

Interactions:

None

1.8 Pick Your Favorite!



Visual Description:

Text that corresponds to audio. Two groups of text. One is labeled “words” the other is “actions”.

Audio:

Now that you’ve learned a bunch of different ways to say hello to someone, pick your favorite Hello Style Combo!

First choose a word, then choose an action. When you’re done, select submit.

Interactions:

Words

- Hello!
- Hey!
- What’s up?
- Hola!
- Kon'nichiwa
- Nǐ hǎo
- Bonjour
- Ciao

Actions

- Fist bump
- Wave
- High five
- Smile

Once submitted. Audio: "Awesome choice! I like your style." Visuals change to show choice that was selected.

1.9 Be Adventurous



Visual Description:

Dot standing next to character. Text corresponding to audio appears. Also, speech bubble with Dot's greeting appears as Dot says greeting.

Audio:

You can be more adventurous by trying a Hello Style that takes a little more courage like asking someone to play a game. For example, you can start by waving and then saying, "Hey, how's it going? Would you like to play tag at recess today?"

Whatever you choose, remember to always do it with a smile!

Interactions:

None

1.10 Step 1: See Someone Alone



Visual Description:

Dot standing next to text that corresponds to audio.

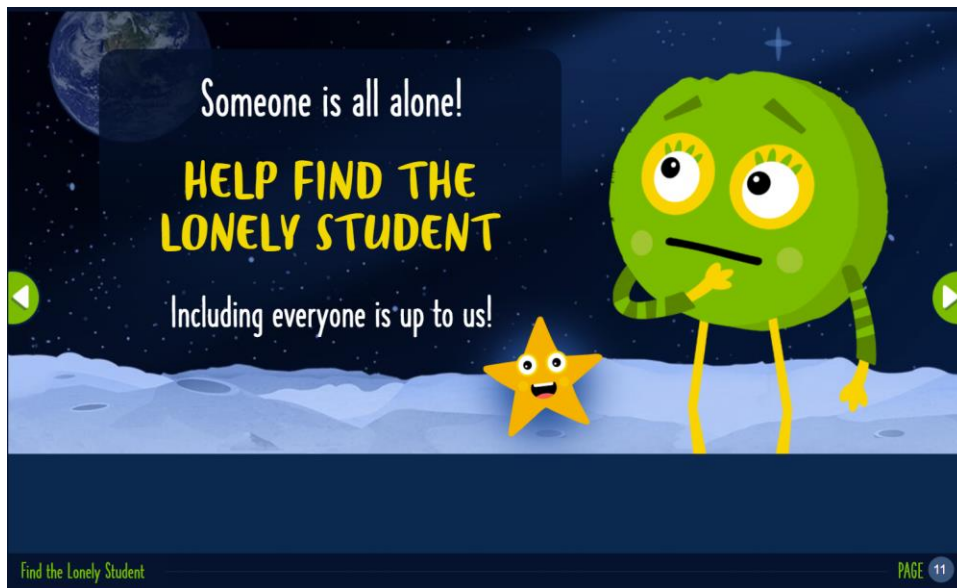
Audio:

Great work! It looks like we're ready to tackle step 1: See Someone Alone.
Remember: we want to make sure no one is feeling left out during recess.

Interactions:

None

1.11 Find the Lonely Student



Visual Description:

Dot standing on the moon. Text appears that corresponds to audio.

Audio:

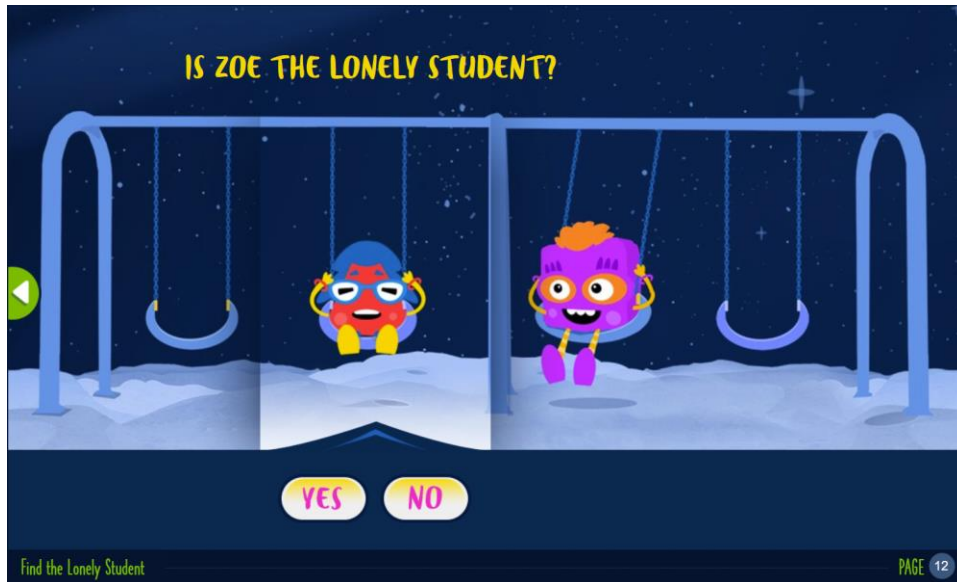
Uh oh! It looks like someone is all alone.

Look around the playground and see if you can spot who looks lonely or is feeling left out.

Interactions:

None

1.12 Is Zoe Lonely?



Visual Description:

Zoe and Jasmine are swinging beside each other on the swings. Zoe is highlighted. Text on screen corresponds to audio.

Audio:

Is Zoe the lonely student? Select Yes or No.

Interactions:

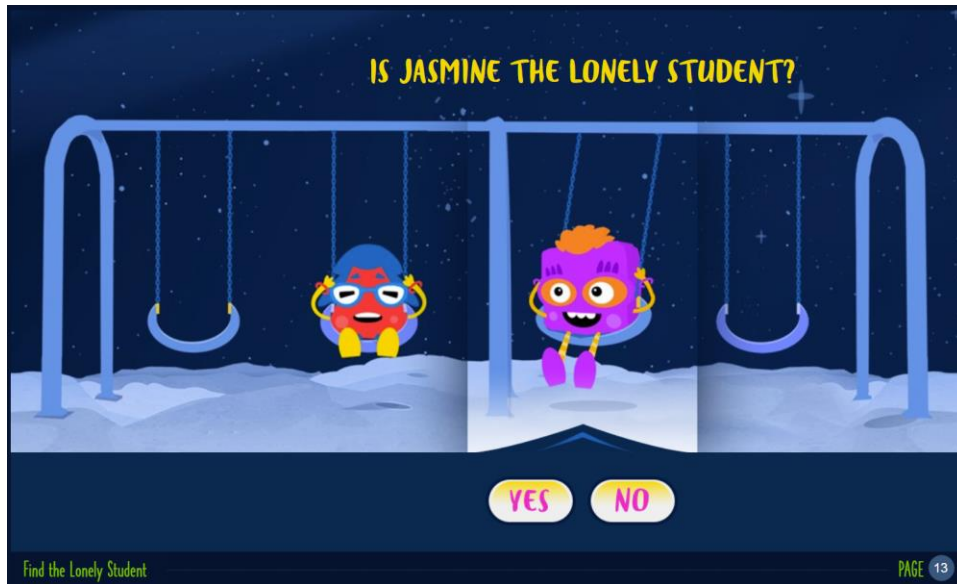
Select Yes or No to answer the question.

Feedback:

Yes- Almost. It looks like Zoe and Jasmine are playing together. Let's keep looking.

No- Good Eye! It looks like Zoe and Jasmine are playing together. Let's keep looking.

1.13 Is Jasmine Lonely?



Visual Description:

Zoe and Jasmine are swinging beside each other on the swings. Jasmine is highlighted. Text on screen corresponds to audio.

Audio:

Is Jasmine the lonely student? Select Yes or No.

Interactions:

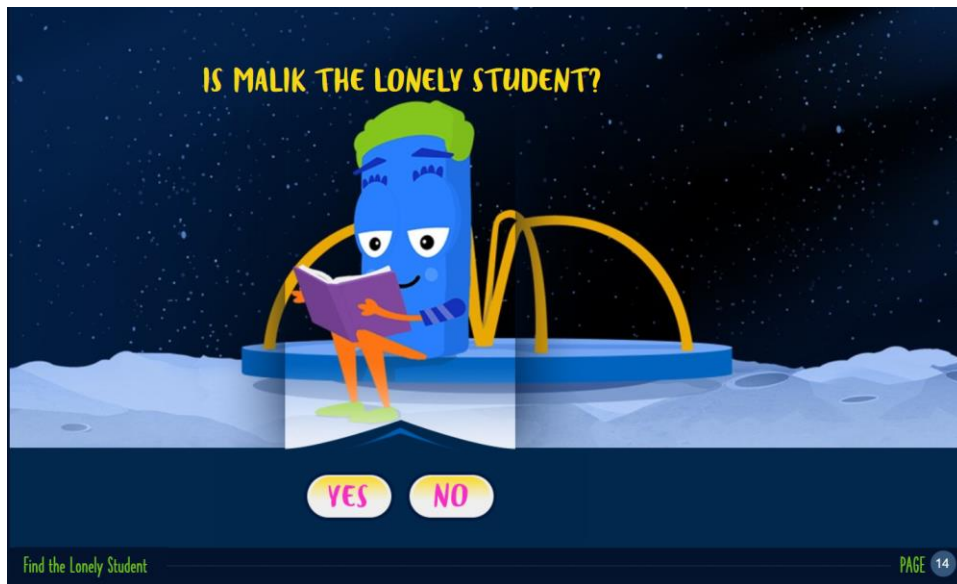
Select Yes or No to answer the question.

Feedback:

Yes- Almost. It looks like Zoe and Jasmine are playing together. Let's keep looking.

No- Good Eye! It looks like Zoe and Jasmine are playing together. Neither of them looks lonely or left out. Let's keep looking for the lonely student.

1.14 Is Malik Lonely?



Visual Description:

Malik is sitting by himself reading a book. He has a smile on his face. Malik is highlighted. Text on screen corresponds to audio.

Audio:

Is Malik the lonely student? Select Yes or No.

Interactions:

Select Yes or No to answer the question.

Feedback:

Yes- Great guess. Malik looks like he is alone, but it looks he is enjoying reading his book by himself. Let's keep looking.

No- Great job. Malik looks like he is alone, but it looks he is enjoying reading his book by himself. Let's keep looking.

1.15 Is Carlos Lonely?



Visual Description:

Carlos and Izzy playing together. Carlos is highlighted. Text on screen corresponds to audio.

Audio:

Is Carlos the lonely student? Select Yes or No.

Interactions:

Select Yes or No to answer the question.

Feedback:

Yes- It looks like Carlos and Izzy are playing together. Let's keep looking.

No- You're exactly right. Carlos and Izzy are playing together. Let's keep looking for the lonely student.

YES Incorrect (Slide Layer)

1.16 Is Izzy Lonely?



Visual Description:

Carlos and Izzy playing together. Izzy is highlighted. Text on screen corresponds to audio.

Audio:

Is Izzy the lonely student? Select Yes or No.

Interactions:

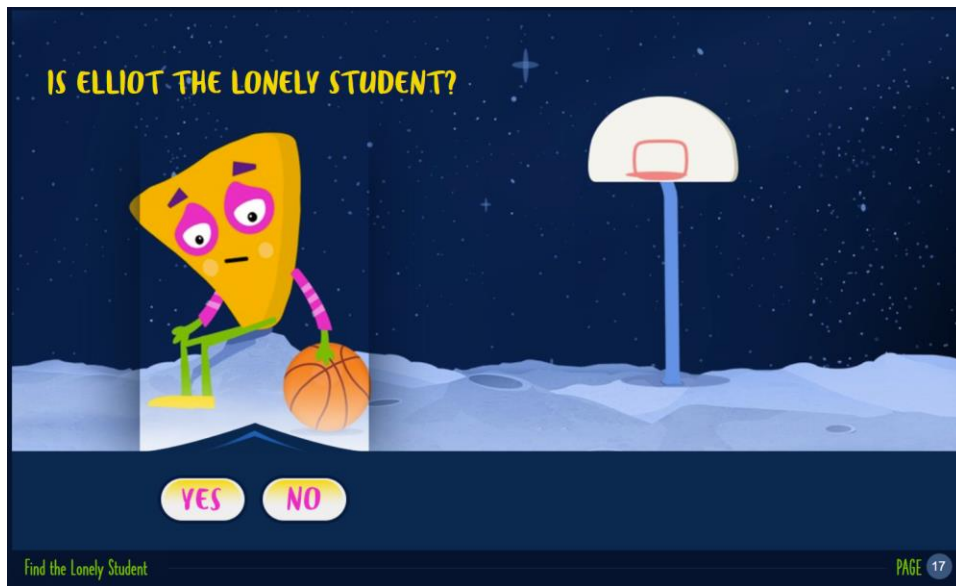
Select Yes or No to answer the question.

Feedback:

Yes- It looks like Carlos and Izzy are playing together. Let's keep looking.

No- You're exactly right. Carlos and Izzy are playing together. Let's keep looking for the lonely student.

1.17 Is Elliot Lonely?



Visual Description:

Elliot is sitting alone with his back to a basketball hoop. Elliot is touching a basketball that is on the ground. His head is hanging down and he has a frown. Elliot is highlighted. Text on screen corresponds to audio.

Audio:

Is Elliot the lonely student? Select Yes or No.

Interactions:

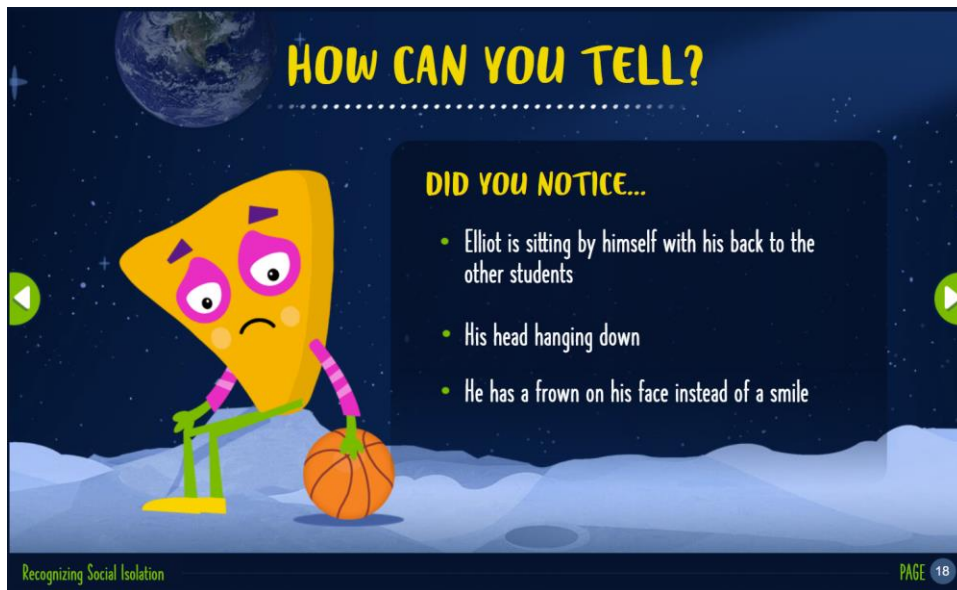
Select Yes or No to answer the question.

Feedback:

Yes- Good eye. It doesn't look like Elliot has anyone to play with right now.

No- Actually, it looks like Elliot doesn't have anyone to play with right now and he may be feeling left out or lonely.

1.18 Recognizing Social Isolation



Visual Description:

Izzy standing next to Elliot also looking sad. Text corresponds to audio. Screen Izzy fades away and is replaced with list of things you may have noticed.

Audio:

The first step in helping students who are left out is to simply see them.

Look for students who seem sad, lonely, or ignored because they have no one to play with or talk to.

How could you tell Elliot looked sad, lonely, or ignored?

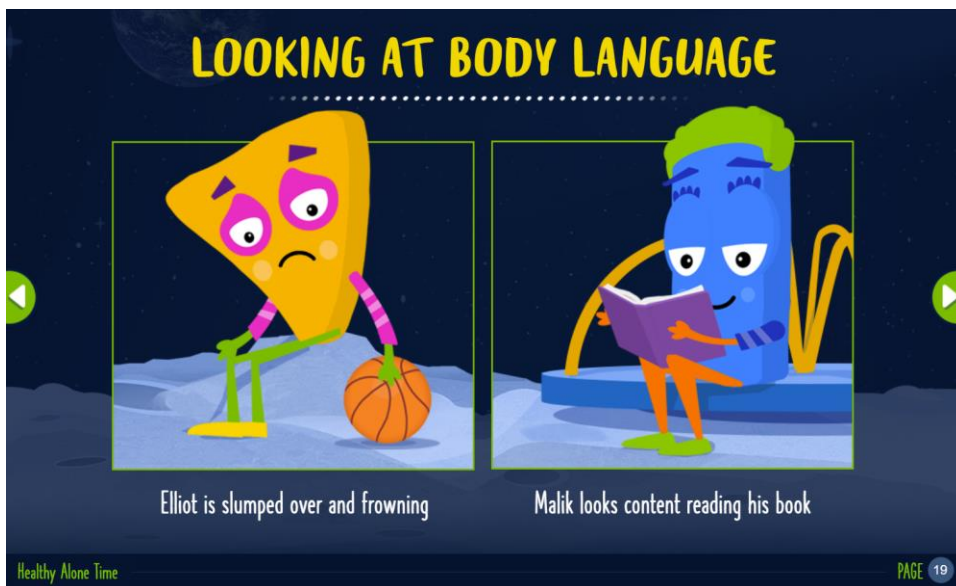
You might have noticed his body language and how he:

- is sitting by himself with his back to the other students
- has his head hanging down, and
- he has a frown on his face instead of a smile.

Interactions:

None

1.19 Healthy Alone Time



Visual Description:

Naomi is talking to Malik with text that corresponds to audio. Transitions to Elliot and Malik pictures beside one another so you can compare their body language. See audio for description of their body language.

Audio:

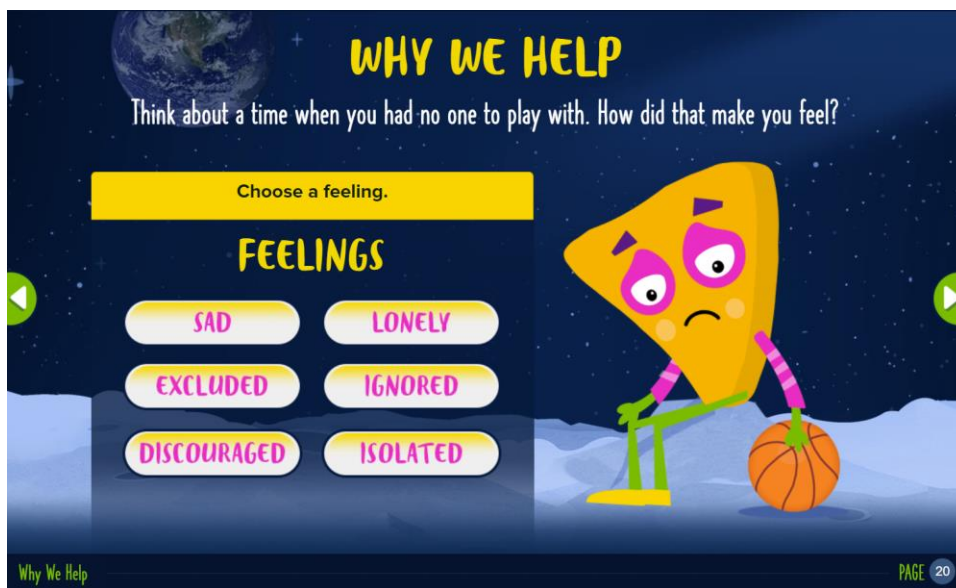
As you look for those students, remember, sometimes people like being alone or want to do something quietly by themselves.

This is called healthy alone time.

One way to tell if someone feels left out, or is enjoying healthy alone time, is to look at their body language. Elliot is slumped over and frowning while Malik looks content reading his book. The only way to know for sure is to ask! You can ask Malik to play one of your recess games. He might join you! Or he might tell you he's happy being by himself.

Interactions:

None

1.20 Why We Help**Visual Description:**

Elliot still sitting looking sad. Text corresponds with audio.

Audio:

Why is it important that we help? Think about a time when you had no one to play with. How did that make you feel? You may have felt sad, lonely, excluded, ignored, discouraged, or isolated. Those things don't feel very good, do they? And we don't want any of the other students at our school to feel those things.

If you're not sure what some of these words mean, you can choose a feeling to learn more. When you're done, select the Next arrow to continue.

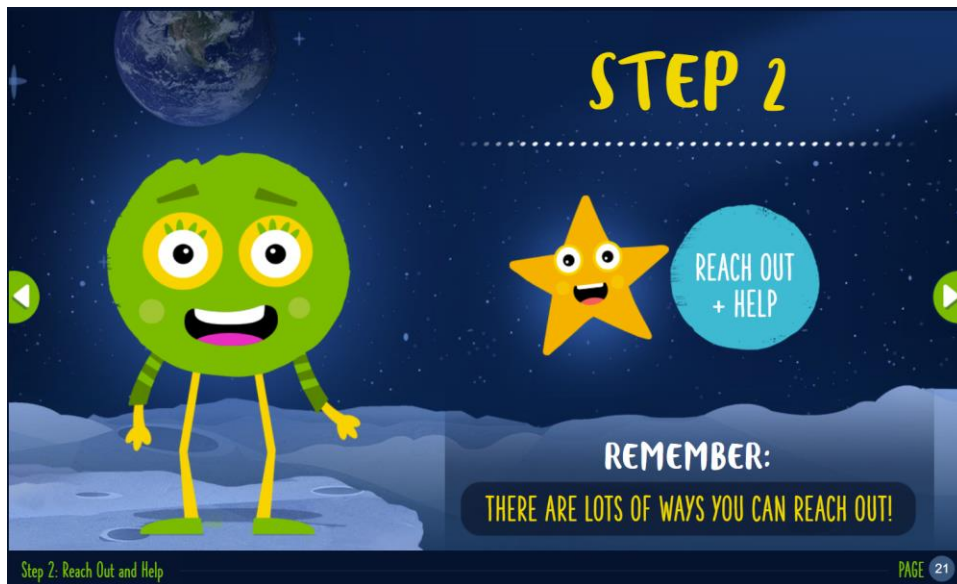
Interactions:

Instructions: Choose a feeling.

When button is selected definition of feeling is provided and an example is given.

Feeling/Definition	How person feels	Example
Sad: To feel unhappy.	Someone who feels sad feels unhappy.	We can tell Elliot is feeling sad because of his frown and other body language.
Lonely: To feel alone or without friends, company, or support.	Someone who feels lonely may feel like they're alone or like they don't have any friends, company, or support.	Elliot may be feeling lonely because he doesn't have any friends around him or any company.
Excluded: To be left out or feel left out of something.	Someone who is excluded is left out, or feels left out, of something. This could be on accident or on purpose.	It looks like Elliot was excluded from playing with others during recess today.
Discouraged: To not have the confidence or courage to do something.	Someone who feels discouraged might not have the confidence or courage to do something.	Because Elliot is feeling left out, he might be discouraged to ask others if he can join them.
Isolated: To feel separated from others or have little in common with others.	Someone who feels isolated might feel like they are separated from others or like they don't have anything in common with other people.	Elliot might feel like other people don't want to play with him because they don't have anything in common. This could make him feel isolated.
Ignored: To feel like others are not paying attention to you on purpose.	Someone who feels ignored may feel like other kids aren't paying attention to them on purpose.	Elliot might feel ignored if he asked to play with the other kids and no one answered him, or if he was the only one not invited to play a game.

1.21 Step 2: Reach Out and Help



Visual Description:

Step 2: Dot, standing next to text that corresponds to audio.

Audio:

Now that you see Elliot is feeling left out, the next step is to think about how to reach out and help.

There are lots of ways you could do this.

Interactions:

None

1.22 Help Elliot



Visual Description:

As reach out and help method is described, Dot animates to show how it's done. Text that corresponds to audio also loads.

Audio:

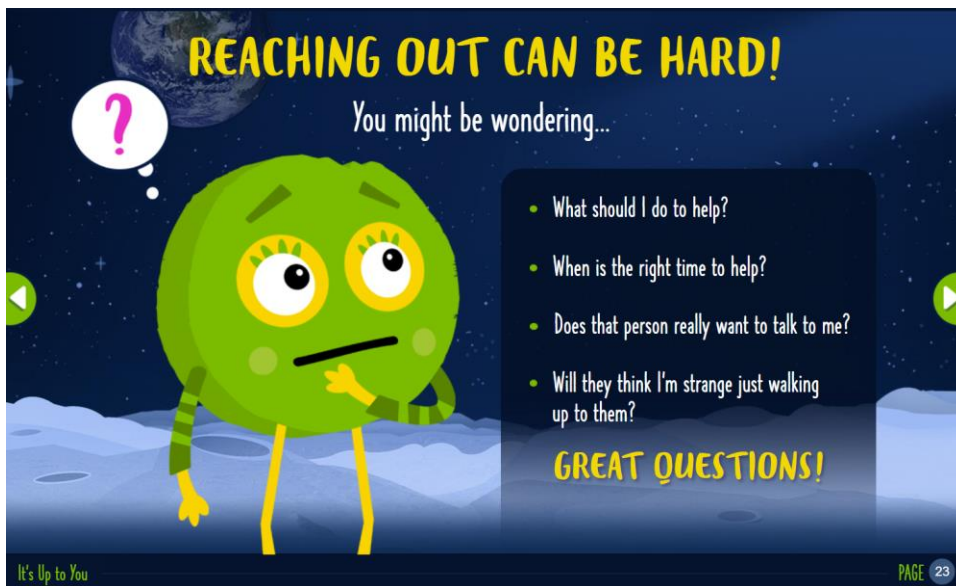
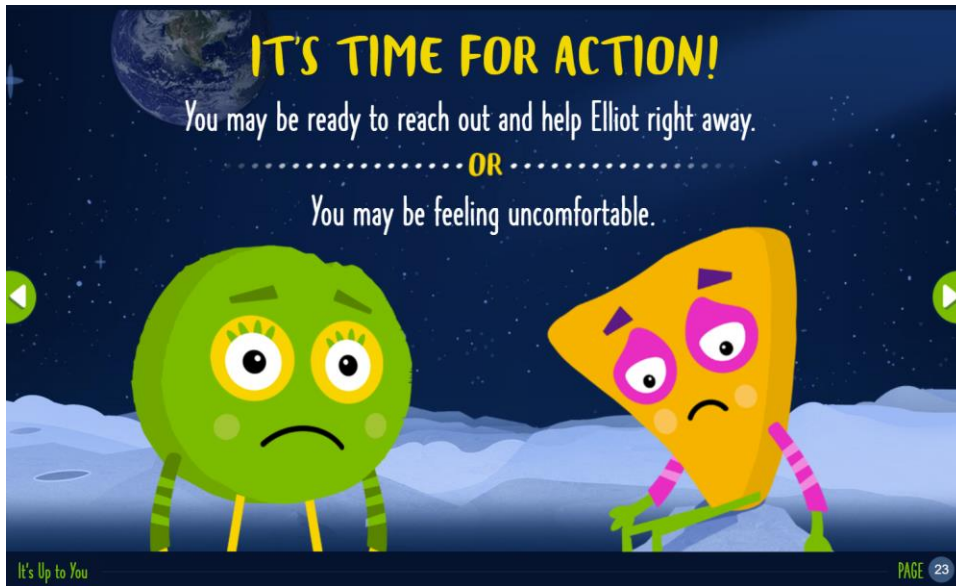
You could:

- Walk over to Elliot, sit down next to him, and ask him if he wants some company. "Hey, Elliot. Want some company?"
- Walk up to Elliot, smile, and wave. "Hello!"
- Ask Elliot what his favorite recess game is "Hi, Elliot! I'm Dot. What's your favorite recess game?"
- Ask Elliot to play tag with you and some other kids, "Hey, Elliot! Do you want to come play tag with me and some other kids?"
- Or, see if Elliot wants to play rock paper scissors "Hello! Are you up for a game of rock-paper-scissors?"

Interactions:

None

1.23 It's Up to You



Visual Description:

Text that corresponds to audio appears on the screen as images of Dot and Elliot appear.

Audio:

Once you've chosen what you want to do, it's time for action! You may be ready to reach out and help Elliot right away, or you may be feeling uncomfortable.

You might be wondering:

- What should I do to help?
- When is the right time to help?
- Does that person really want to talk to me?
- Will they think I'm strange just walking up to them?

These are all great questions!

Interactions:

None

1.24 Feeling Uncomfortable



Visual Description:

Images that illustrate the scenarios from the audio. Dot feeling alone, taking a deep breath, putting on a big smile and taking a friend.

Audio:

If you are feeling a little uncomfortable, here are things you can do to feel better about reaching out and helping.

First, remember a time when you were feeling lonely. I'm guessing you would have liked it if someone friendly came and asked you to play.

Next, try taking a deeeep breath and putting on a biiiig smile before approaching the other student. That almost always helps my jitters go away!

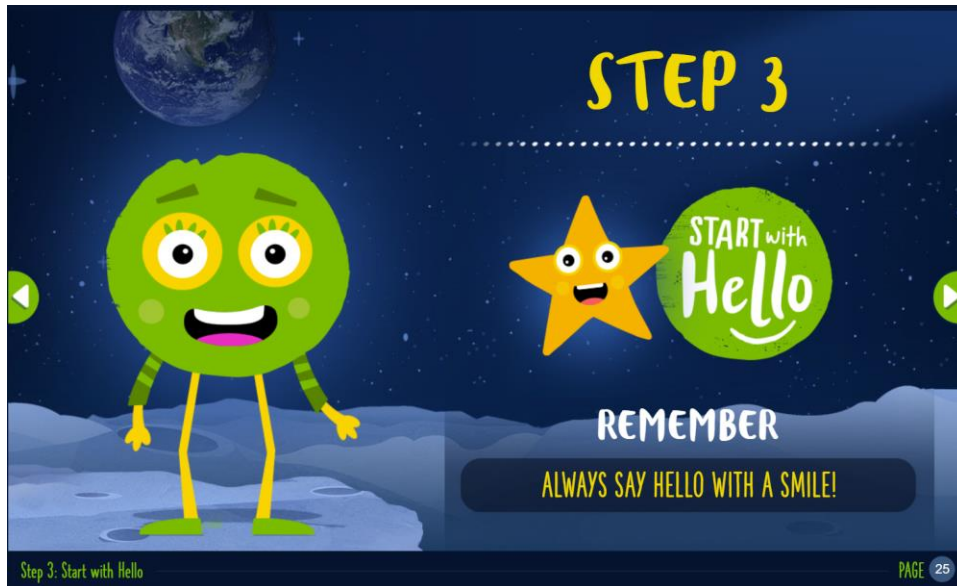
Another great thing to do is to ask a friend to go with you. That's a great way to feel more comfortable and gets other people involved in helping!

Reaching out AND saying hello can sometimes feel uncomfortable, but you're doing everything just right.

Interactions:

None

1.25 Step 3: Start With Hello



Visual Description:

Dot on the moon, with text that corresponds to audio.

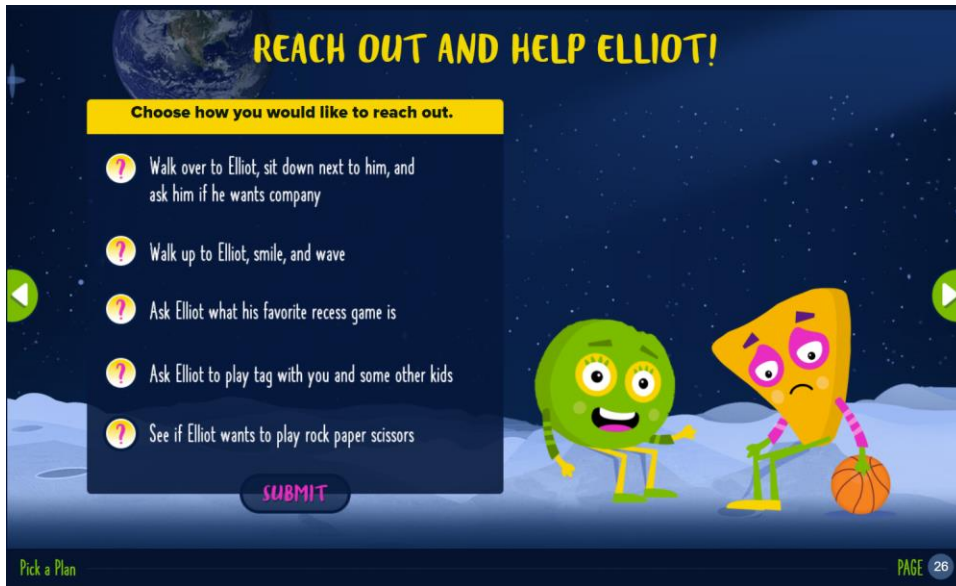
Audio:

Now that you're feeling more comfortable, it's time for step 3: Start With Hello!

Interactions:

None

1.26 Pick a Plan



Visual Description:

Dot, sitting next to Elliot with text that corresponds to audio.

Audio:

Earlier, you explored different ways to reach out and help Elliot. From those different options, choose the one that you think will work best for you and Elliot. Once you've decided, select submit.

- Walk over to Elliot, sit down next to him, and ask him if he wants some company
- Walk up to Elliot, smile, and wave.
- Ask Elliot what his favorite recess game is.
- Ask Elliot to play tag with you and some other kids.
- See if Elliot wants to play rock-paper-scissors.

Interactions:

Instructions: Choose how you would like to reach out.

Feedback for any selection: Great choice! You chose this option because you liked it best and you are probably most comfortable with it. Not everyone has the same comfort level and not everyone has the same hello style. That's what's fun about it!

Now, let's see how Elliot reacts.

1.27 Elliot's Feeling Shy



Visual Description:

Dot, sitting next to Elliot with text that corresponds to audio.

Audio:

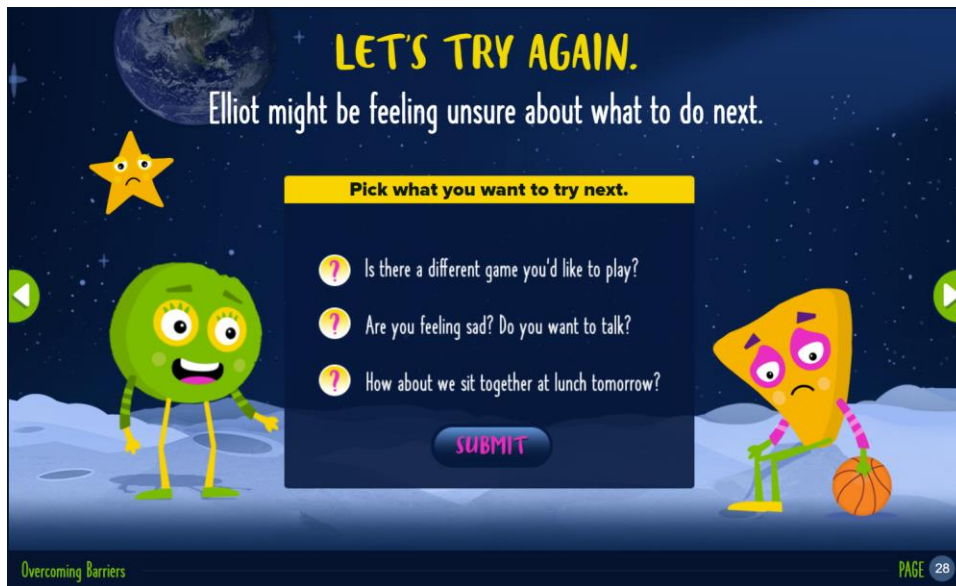
Hmm...it looks like Elliot is feeling shy about your offer, and that's ok!

Remember how you were feeling hesitant to approach Elliot? Well, he might *also* be feeling a little unsure about what to do next, too.

Interactions:

None

1.28 Overcoming Barriers



Visual Description:

Dot and Elliot with text that corresponds to audio.

Audio:

Let's not give up on Elliot just because he's feeling shy. Keep trying to connect with him.

You could try saying:

- Is there a different game you'd like to play?
- Are you feeling sad? Do you want to talk about it?
- How about we sit together at lunch tomorrow?

Pick what you want to try next. Then, select submit.

Interactions:

Pick what you want to try next. Submit transitions to next screen.

1.29 That Worked!



Visual Description:

Elliot is now smiling; his head is up and he seems happy. Text that corresponds to audio.

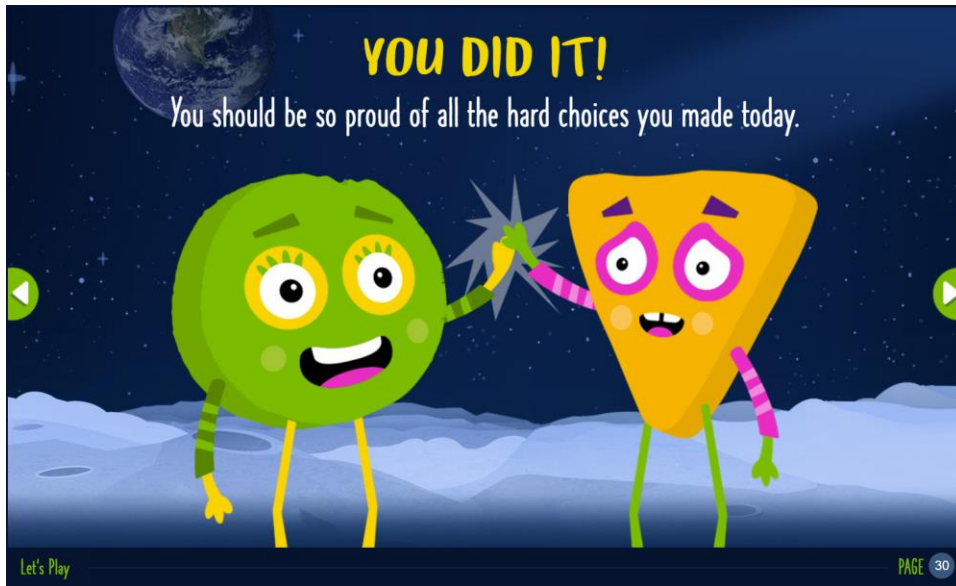
Audio:

Perfect! Your suggestion worked. You can tell that Elliot is already feeling better! Look at that big smile on his face.

Interactions:

None

1.30 Let's Play



Visual Description:

Elliot and Dot are high-fiving. Text that corresponds to audio.

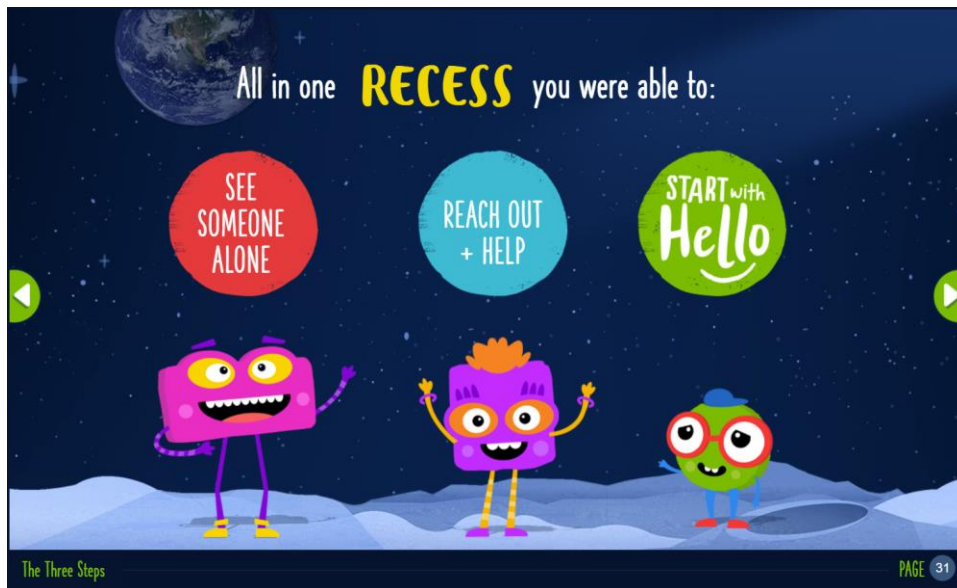
Audio:

You did it! You should be so proud of all the hard choices you made today.

Interactions:

None

1.31 The Three Steps



Visual Description:

Three characters standing beneath text correspond to audio narration.

Audio:

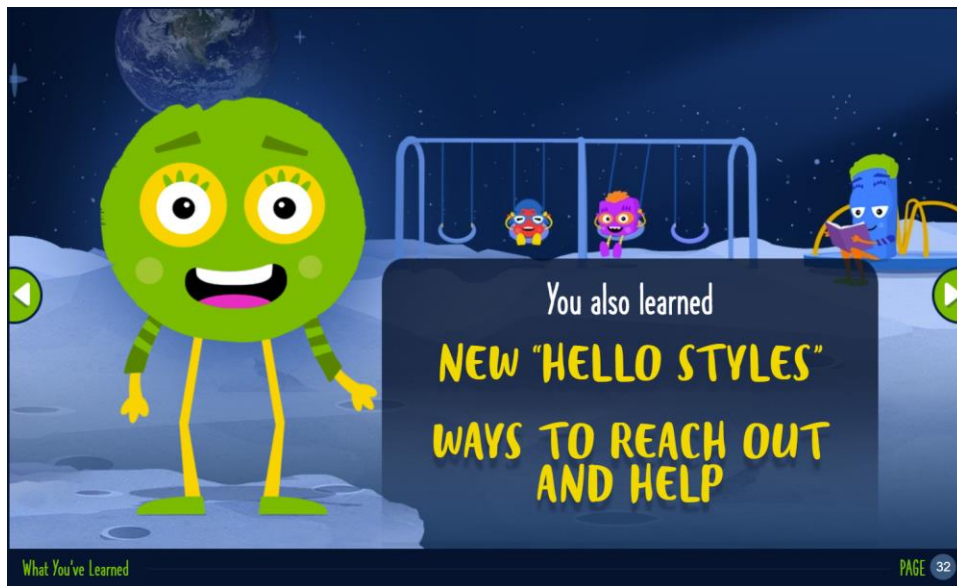
All in one recess you were able to accomplish all 3 of our steps:

- See someone alone
- Reach out and help them, and
- Start with Hello!

Interactions:

None

1.32 What You've Learned



Visual Description:

Dot, is talking to you from a playground on the moon. Other characters can be seen in the background. Text corresponds to audio.

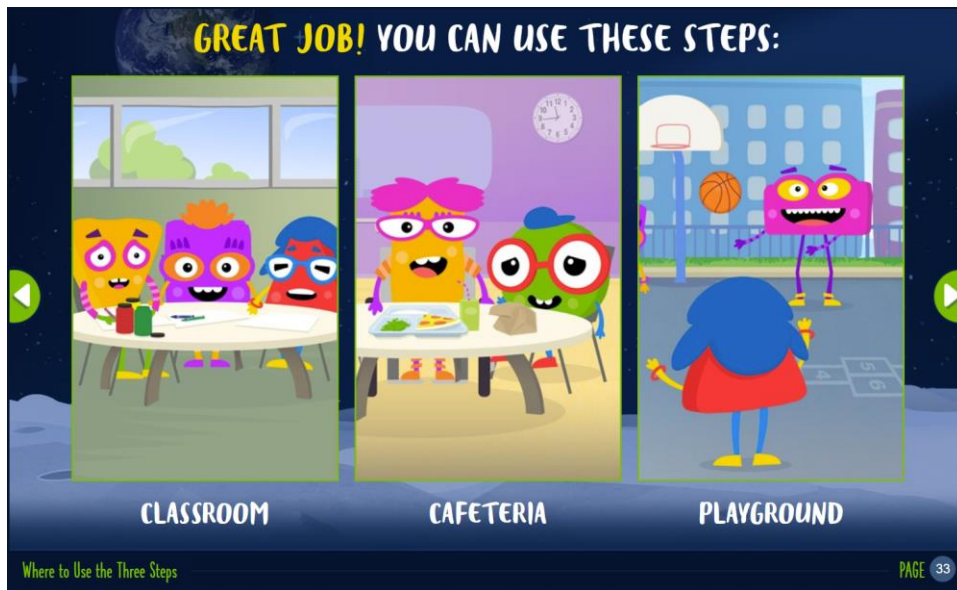
Audio:

As we went through each step, you learned lots of great new "Hello Styles!" that you can use when you see someone is feeling left out and alone, and you discovered some pretty neat ways to reach out and help someone who might be feeling sad.

Interactions:

None

1.33 Where to Use the 3 Steps



Visual Description:

Images of characters in a classroom, the cafeteria, and playground appear.

Audio:

Great job!

You can use the steps you learned today in the classroom, the lunchroom, the school bus, anywhere! -to help make sure other students aren't feeling left out.

Interactions:

None

1.34 Remember: Just Start with Hello



Visual Description:

Dot, is talking to you from the moon. Text that corresponds to audio appears.

Audio:

Remember, if you're ever not sure what to do, you can always just start with hello!

Interactions:

None