

SUMO Lesson Plans

23 First lessons to be used with eight SUMO applications

Specifications

Content & Curriculum Alignment

- Through 23 lessons students learn the basics of using SUMO applications.
- Lessons are designed to align with UK National Curriculum and Finnish National Curriculum.
- Majority of lessons also align with Common Core State Standards and NGSS.
- Subjects covered include **Design & Technology**, **Computing**, **Music**, **Art & Design**, and **Literacy**.
- Development of broad-based competencies and 21st century skills is at the core of all lessons.

Target Age, Duration & Assessment

- Lessons can be used in primary and secondary schools with students **12+ years** of age.
- Duration of lessons vary from 30 minutes to two hours.
- After each lesson students can reflect own learning through self-evaluation.
- SUMO Teacher Guidebook includes assessment framework to be used in evaluating students learning progression and performance.

Overview of Learning Goals you cover with SUMO applications

Along with SUMO comes 20 lesson plans. Here you can see what learning areas are covered when using SUMO applications and lesson plans.

Design & Technology	Computing	Music	English Writing	Art & Design	Handicrafts
3D Paint Tunes Photo Video Pixel	Code 3D Pixel	Tunes Video	Tunes Audio	3D Paint Video Photo Pixel	3D
ICT Competencies	Working Life Skills & Entrepreneurship	Cultural Competence, Interaction, & Self-Expression	Multiliteracy	Thinking and Learning to Learn	

Code Pixel Audio	Tunes Video Paint 3D	Tunes Video Paint 3D Photo	Code Tunes 3D Audio	Code Tunes 3D Photo Code Paint
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SUMO 3D Lessons

Lesson specifications

Lesson 1: Learn the basics of 3D Design (Duration 45 minutes)

Lesson 2: Design a printable 3D model of a mug (Duration 45 minutes)

UK Curriculum

Design & Technology – Key Stages 2 & 3

- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Art & Design – Key Stages 2 & 3

- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Finnish National Curriculum

Working Life Skills & Entrepreneurship – Grades 4-9

- Students learn to design work processes, set up hypotheses, experiment with alternatives, draw conclusions, and find new solutions as circumstances change.

Handicrafts – Grades 4-9

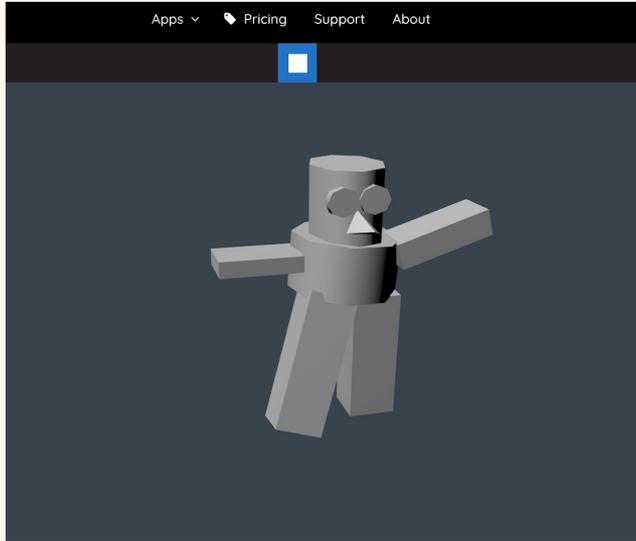
- To guide the student to use the possibilities of information and communication technology in the design, manufacture and documentation of handicrafts, as well as in the production and sharing information within a community.

Cultural Competence, Interaction & Self-Expression – Grades 4-9

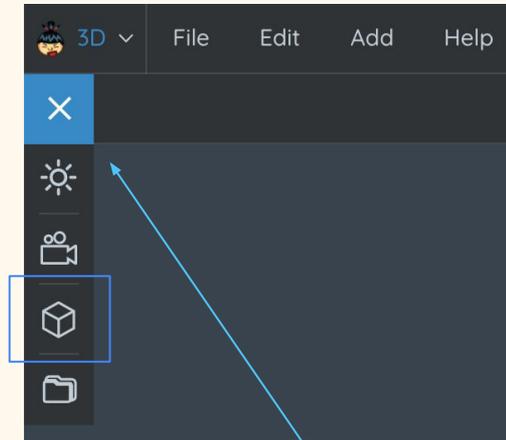
- Students are encouraged to express themselves in a variety of ways.

Learn the Basics of 3D Design

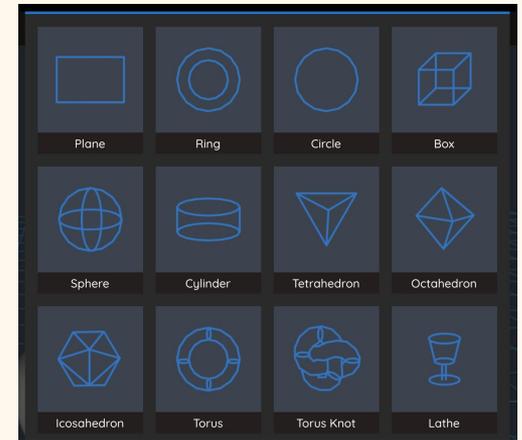
Learn the Basics of 3D Design



With Sumo 3D you can design 3D items through reshaping different types of objects.

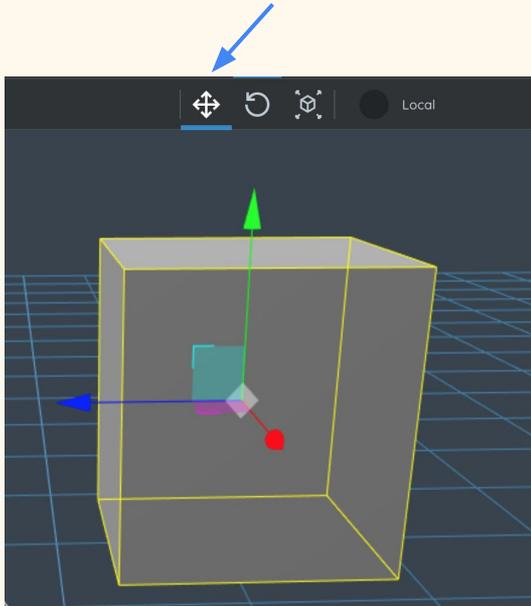


You can add objects by clicking + icon and shape icon.

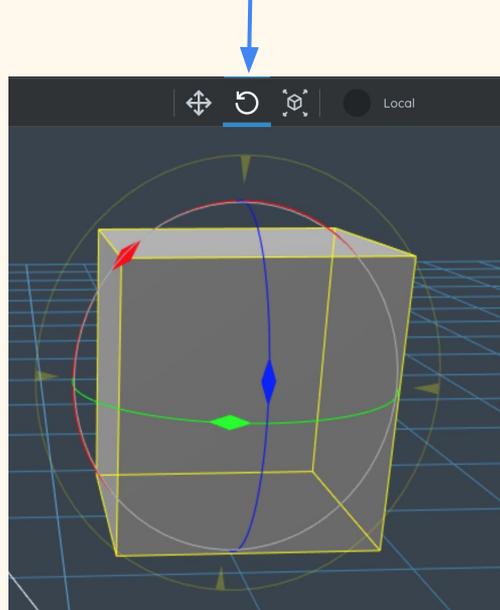


Learn the Basics of 3D Design

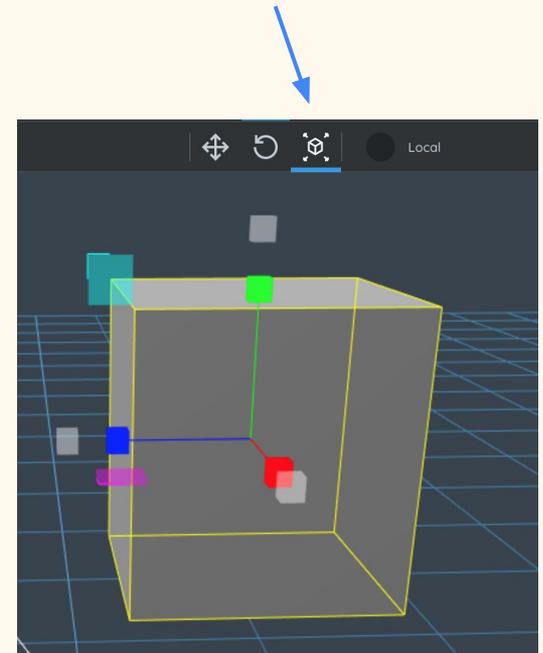
You can **move** objects to any direction.



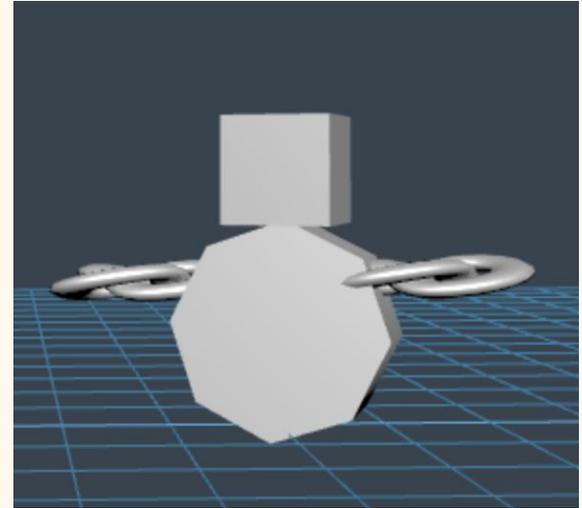
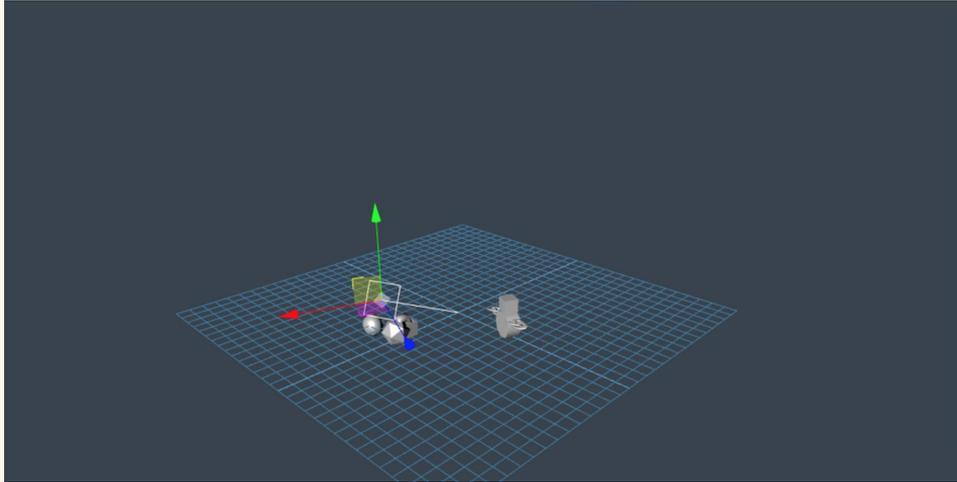
You can **rotate** objects to any direction.



You can **resize** objects.

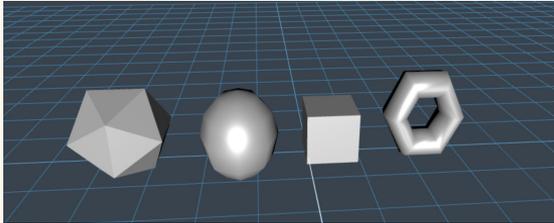


Learn the Basics of 3D Design

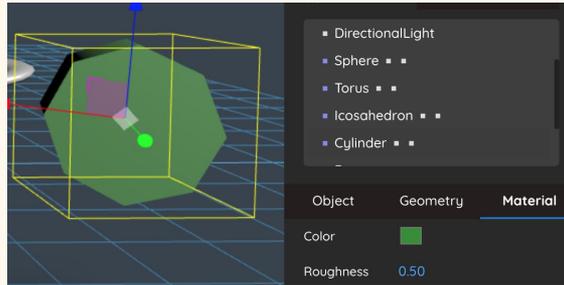


Zoom further or closer and change the perspective to see your design objects from the right angle.

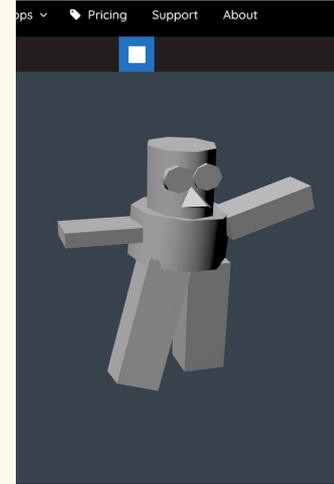
3D-Design Assignment 1



1. Create your own 3D character by using minimum of 4 different types of objects.



2. Use at least two different colours in the design of your character. Change colour by selecting the object and choosing “Material” from the right corner.

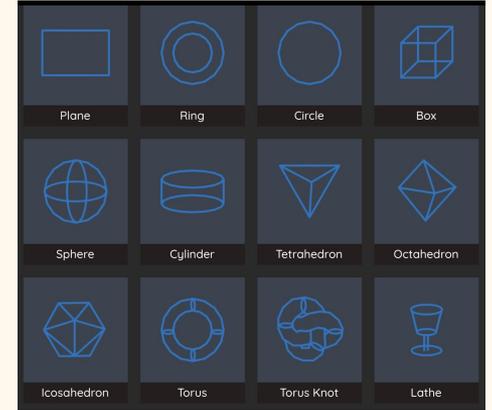
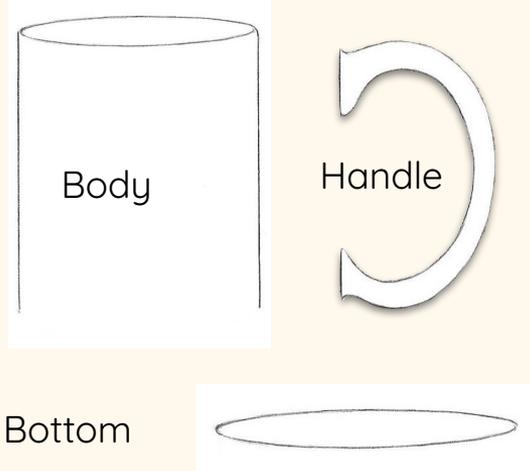
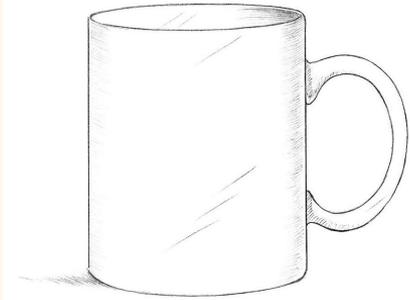


3. Once your character is finalised, press “play” icon and take a screenshot to send it to your teacher to show it to the class for feedback.

Design a printable 3D model of a
mug

3D-Design Assignment 2

DRAWINGFORALL.NET

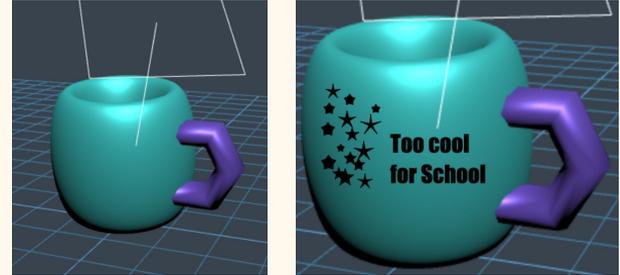
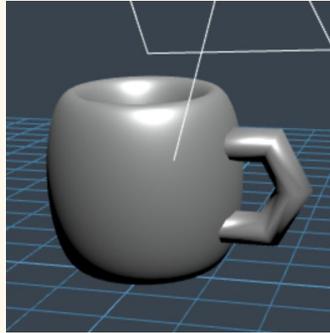
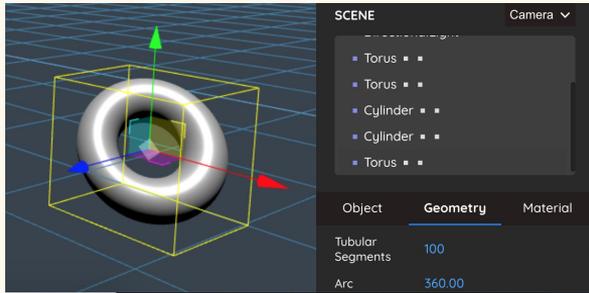


1. Design a mug. Start by drawing a mug with pen and paper.

2. Think which different parts form a fully functional 3D mug.

3. Test which objects you can use to design your own mug.

3D-Design Assignment 2



1. Change values in the “Geometry” of the objects to find the right shape. Teacher will help students to select and reshape objects since this can be tricky.

2. Once your mug is ready, save and change devices with your classmate. Then give your friend’s mug a new design by changing colours and adding text to it.

3. Colour the mug by changing colours of elements in “Material” options. Then take a screenshot and add a text to the mug in SUMO Paint.

Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about 3D Design?



Not at all

A lot

3. Did you learn how to use SUMO 3D application?



Not at all

A lot

SUMO Paint Lessons

Lesson specifications

Lesson 1: What is creativity? (Duration 45 minutes)

Lesson 2: Observe your surroundings (Duration 45 minutes)

UK Curriculum

Art & Design – Key Stages 2 & 3

- Students learn to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- Use a range of techniques and media, including painting.

Finnish National Curriculum

Thinking and Learning to Learn – Grades 4-9

- Learning to listen to yourself and others, see things in the eyes of others, and find alternatives and creative solutions. Encourage to encounter and process unclear and contradictory information.
- Being able to identify different perspectives on the subject they are considering, to find new insights, and to gradually become critical in the subject.

Cultural Competence, Interaction & Self-Expression – Grades 4-9

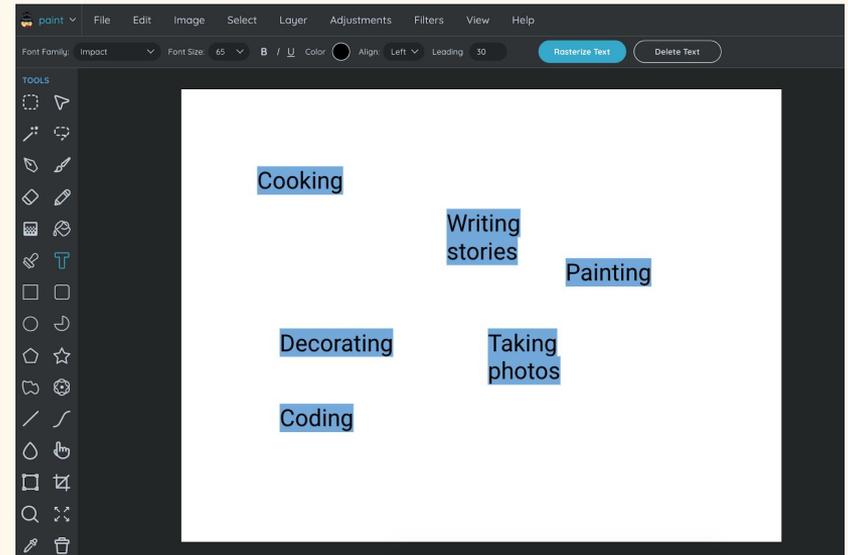
- Students are encouraged to express themselves in a variety of ways.

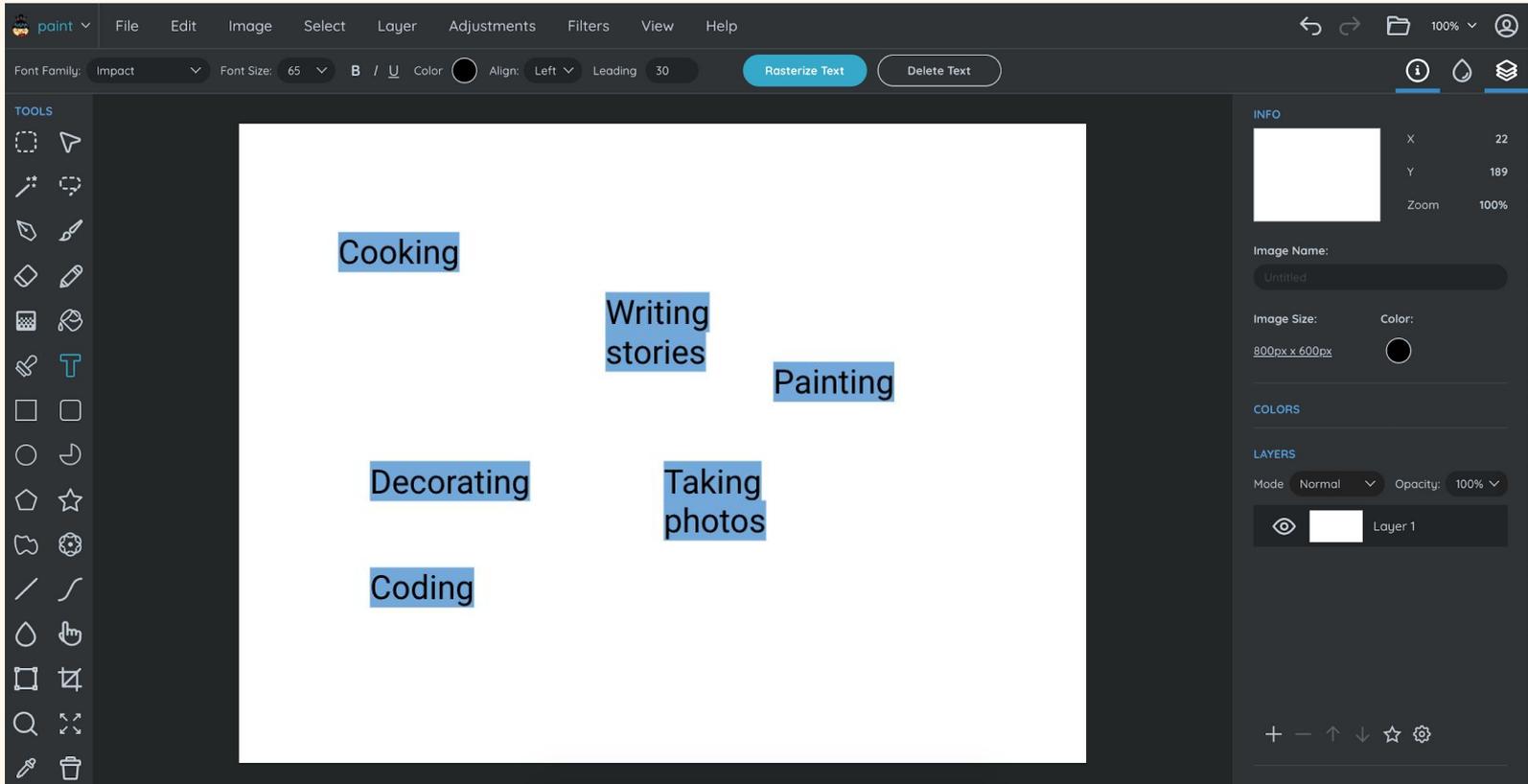
What is Creativity?

Activity: Waking up existing thoughts and perceptions about creativity.

We use our creativity when we create something; drawing a picture, cooking food or dressing up can be creative activities.

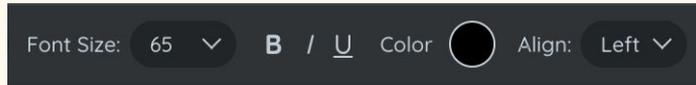
1. Think of things that you like creating
2. Open SUMO Paint application
3. Use Text tool to list things that you create
4. Create separate text box for each listed item
5. Try to come up with at least 10 things/activities
6. Highlight each text box



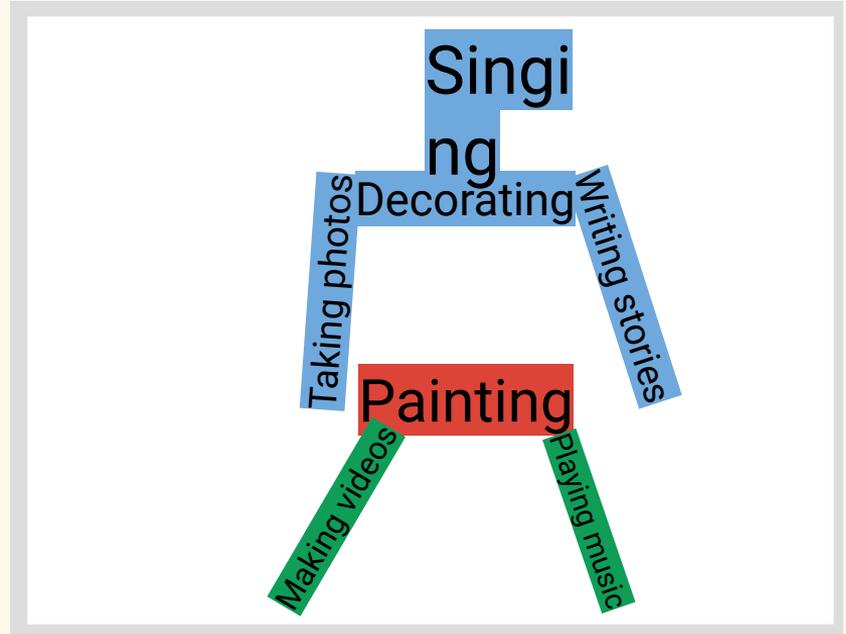


What is Creativity?

1. Create a drawing of your choice using text boxes.
2. Change font size and adjust text box sizes to make them work as drawing blocks.



3. “Save to cloud” and go present your work in front of the class. Tell which creative activities you like the most, what type of work you normally do and when you’ve started to practice the specific creative work?

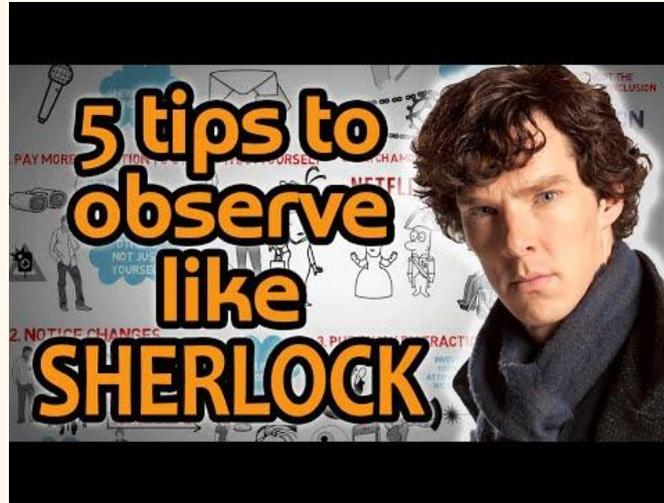


Observe Your Surroundings



Activity: Learn to observe your surroundings

We observe our surroundings all the time. We do it to understand other people and the world around us. Good artists are good observers! Let's learn how to improve observation skills.

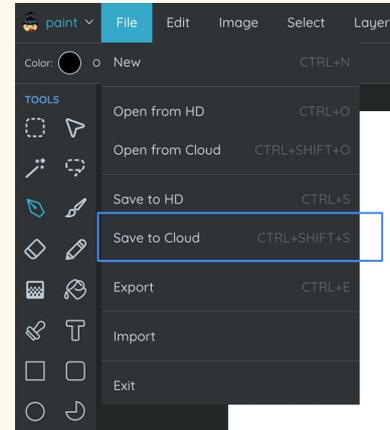
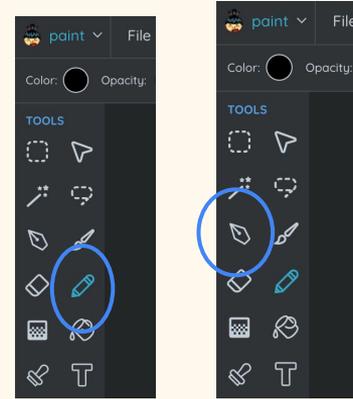


Watch the video and write down the five observation techniques it teaches.

Activity: Learn to record your observations

Following the five observation rules, observe your surroundings for 3-5 minutes and...

1. Choose one observation you find interesting (is it a fun t-shirt print you see, is it a surprising sound you heard, is it a new haircut that your classmate has taken?)
2. Use 5 minutes to draw a picture with SUMO paint about that interesting observation you made. Use only the **Pencil** and **Ink** Tools.
3. After you've finalised your first picture save your image by clicking "**File**" and "**Save to Cloud**". Then make two more observations, one at a time, and draw pictures of those as well and save.
4. If you like, you can make one picture with your mobile phone. Open your phone's web-browser and go to <https://sumo.app/paint/en>. Remember to save!
5. Lastly, teacher checks all saved images from the SUMO platform and picks a few (or one from each student) and asks the student to explain what was the observation and why he/she chose to draw that.



Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Visual Design?



Not at all

A lot

3. Did you learn how to use SUMO Paint application?



Not at all

A lot

SUMO Tunes Lessons

Lesson specifications

Lesson 1: Basics of Music Making (Duration 30 minutes)

Lesson 2: Create a Basic Beat with Drums (Duration 30 minutes)

Lesson 3: Learn the Basics of Bass (Duration 30 minutes)

Lesson 4: Melody & Lyrics (Duration 45 minutes)

UK Curriculum

Music – Key Stages 2 & 3

- Improve and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.

English Writing Composition – Key stage 3

- Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing.
- Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.

Finnish National Curriculum

Music – Grades 4-9

- Guide the student to natural sound use and singing, and develop their playing skills in body, rhythm, melody, and chord instruments as a member of a music group.
- Improve and plan and implement small-scale compositions or multidisciplinary ensembles through various means and also using information and communication technology.
- Practice listening to the sound environment and music, and to guide him or her to structure and share what he or she has heard.

Thinking and Learning to Learn – Grades 4-9

- Students are encouraged to use their imagination to discover and create a new one, to openly combine different perspectives, and to build new knowledge and insight.

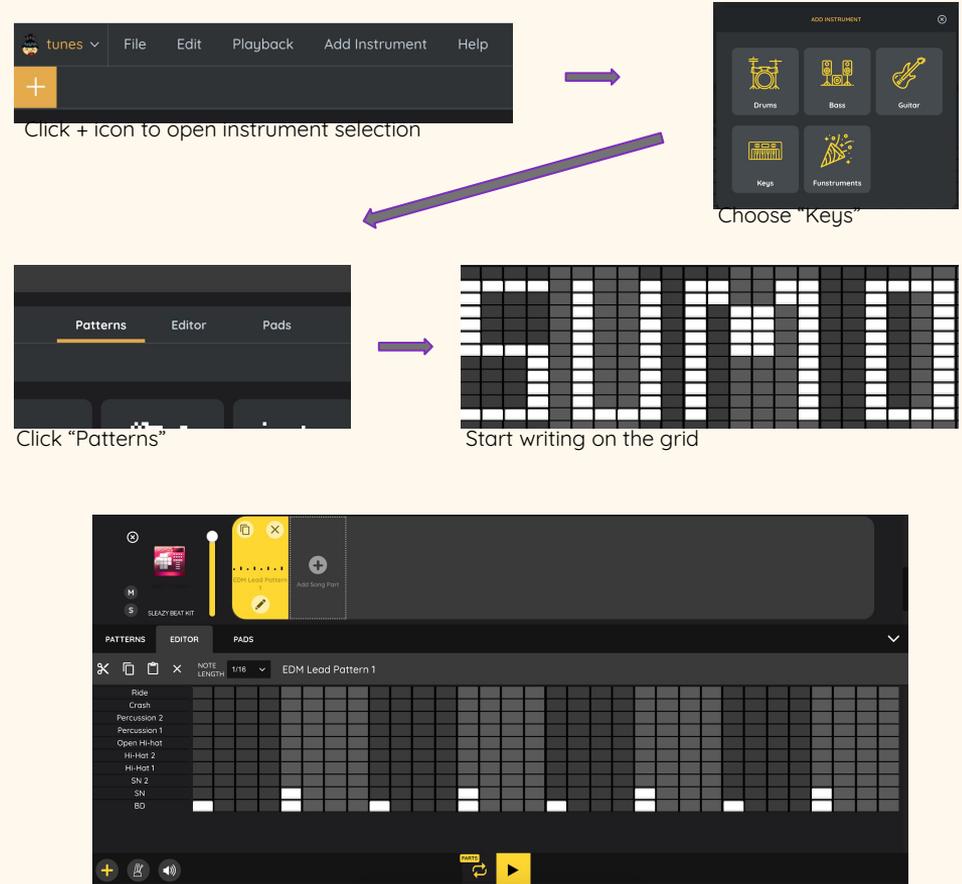
Cultural Competence, Interaction & Self-Expression – Grades 4-9

- Students are encouraged to express themselves in a variety of ways.

Basics of Music Making

Basics of Music Making – What is Music?

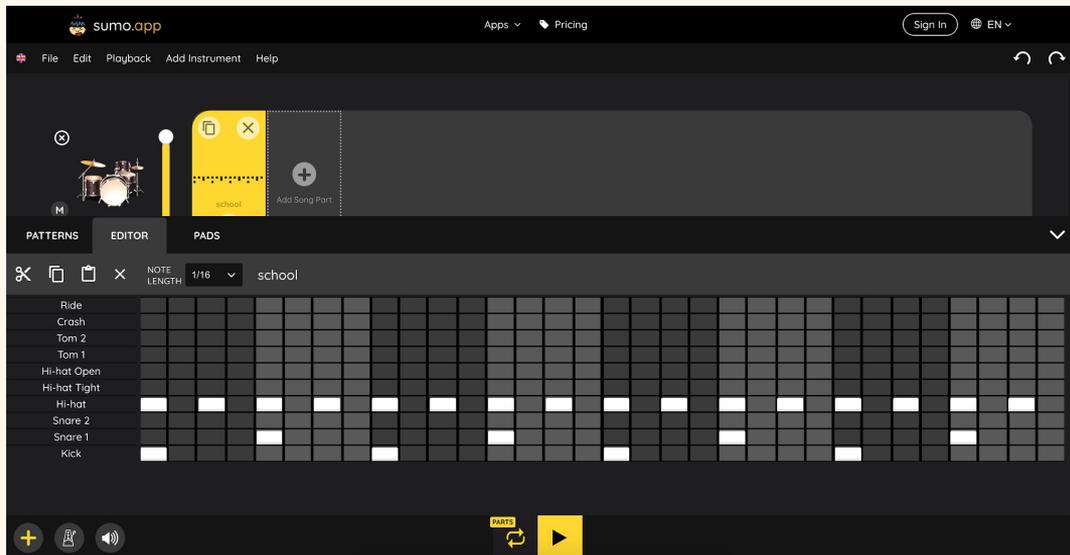
1. Choose “Keys” instrument and write or draw on the grid. (open grid by clicking “Editor” tab)
2. Listen with the class how different names sound like when played on SUMOtunes. Do they sound like music?
3. Then add drums to your song and create a steady beat (example on the lower image).
4. Once again, listen all the songs together with the class. Does it sound more like music now, when there’s a beat?



Create a Basic Beat

Create a Basic Beat – Learn to Play Drums

1. Open a new song and click trash bin icon to delete the existing notes from the drum pattern.
2. Create a basic beat on the grid by following the example image.
3. When your drumbeat is ready you can try out different bass-patterns with it. Rhythm is the backbone of music!
4. Go through the notes on the grid with the teacher using lap drumming.

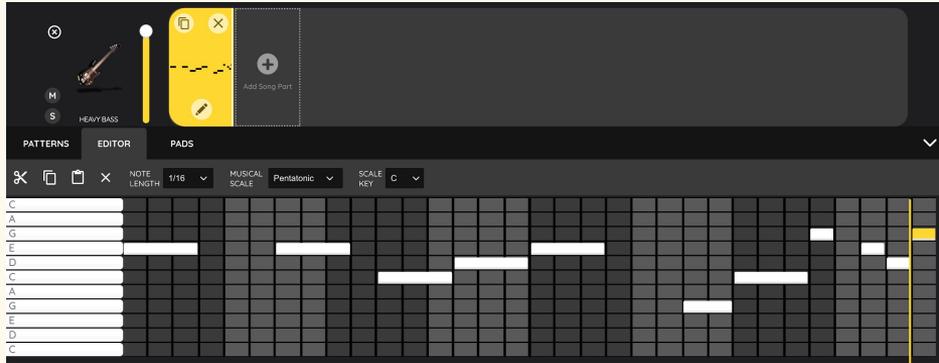


LAP DRUMS ON THE GRID:

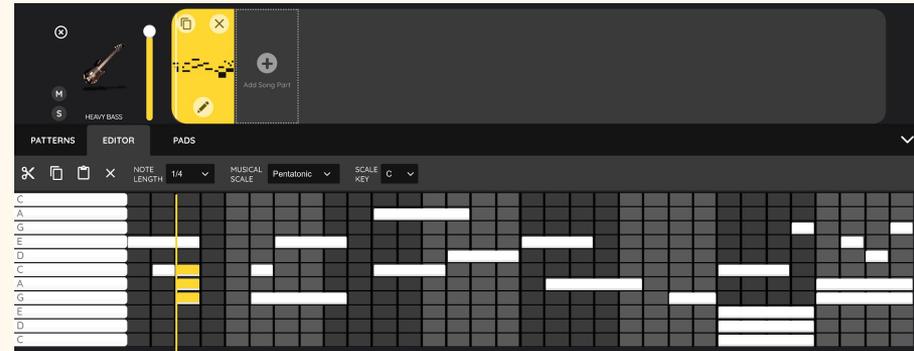
Right Hand=Hihat
Left Hand=Snare
Foot=Kick/Bass Drum

Learn the Basics of Bass

Learn the Basics of Bass



Bass guitar gives oomph to songs. It can be used to form the basic sounds of a song.



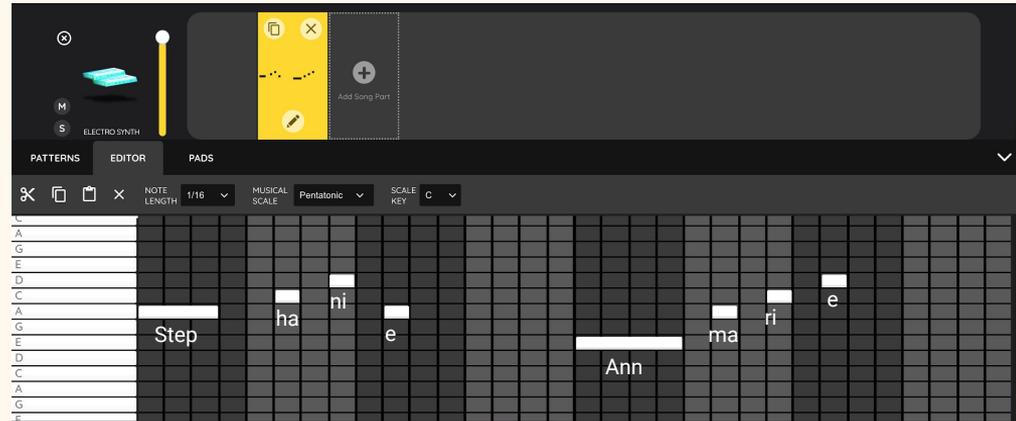
Add consecutive notes to the bass line, NOT OVERLAPPING ones, since bass is not used to form chords.

Melody & Lyrics

Melody & Lyrics

Most of the melody of the song is sung or played as a solo. In this exercise you will write short lyrics and try to align the lyrics with the melody.

1. Choose “Keys” or some other melodic instrument.
2. Create a melody that fits in one pattern (8 beats).
3. Start coming up with words with nouns that are equal to the number of notes in your melody.
4. Copy the pattern and write different words that match with your notes in length. You can change note lengths and add notes in order to have the melody to match with the lyrics.
5. Enrich your song by adding rhythmic instruments. Then write minimum of 4 patterns of melody and lyrics for it. The lyrics don't have to “make sense” but they need to match with the melody.
6. Play the song for the whole class and show / sing the lyrics with the melody.



Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Music Making?



Not at all

A lot

3. Did you learn how to use SUMO Tunes application?



Not at all

A lot

SUMO Code Lessons

Lesson specifications

Lesson 1: Translating Code Language (Duration 45 minutes)

Lesson 2: Basics of Programming (Duration 45 minutes)

UK Curriculum

Computing – Key Stages 2 & 3

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Finnish National Curriculum

ICT Competences – Grades 4-9

- Experiment with programming, to gain an insight into how the operation of technology depends on human solutions.
- Practicing the basics of programming.
- Enhancing understanding of the use and function logic of various devices, software and services.
- Gain an understanding of how ICT can be used in the study of different subjects, in further studies and working life, and in social activities and influence.

Mathematics – Grades 4-9

- To guide the student to develop algorithmic thinking as well as skills to apply mathematics and programming to solve problems.

Translating Code Language

Introduction of the different parts of the Code

SUMOcode uses JavaScript, which is one of the top programming languages. It's widely used in creation of websites and applications.

```
1 var sumo = new Sumo.Core()
2
3 sumo.interactive = true
4 sumo.perspective = Sumo.Perspective.Isometric
5 sumo.shadows = true
6 sumo.lights = true
7 sumo.terrain = Sumo.Terrain.Maze
8 sumo.audio = true
9 sumo.music = Sumo.Music.Game
10
11 var dummy = new Sumo.Dummy()
12 dummy.position(3, 2, -1)
13 for (let i = 0; i < 5; i++) {
14   dummy.moveForward()
15 }
16 dummy.turnRight()
17 for (let i = 0; i < 4; i++) {
18   dummy.moveForward()
19 }
20 sumo.add(dummy)
```

This row forms the core to SUMOcode. It includes the camera, scene and renderer.

This section defines the features of the core and if they're switched on (true) or off (false).

This section creates a new Dummy and it defines the position of the Dummy.

Here is a loop that defines the rules how the Dummy moves. Now it repeats five times "moveForward" command.

This one defines how the Dummy is turning to the right (turnRight).

Adds the Dummy in the game.

Code Vocabulary

var = variable

var sumo = new sumo.core() = variable called sumo is new and its form is sumo.core

For (let i=0, i < 5, i++) {command} = loop which starts from position 0 and repeats the command 5 times.

// = Comment that doesn't affect on the program.

add = adding an element

position = defines the position of an element

You can find more information about
JavaScript at
[https://developer.mozilla.org/en-US/
docs/Web/JavaScript](https://developer.mozilla.org/en-US/docs/Web/JavaScript)

Coding Assignment

1. Choose one of the SUMOCodes ready-made code templates.
2. Write on the 20 first rows a comment that explains what the code on the row does.
3. Save to cloud to continue the work on the next lesson.

Example of a program with code explanations

Please choose another example program when doing the assignment. Open other examples by clicking “Examples”.

```
code File Edit Examples Help
1 //Starting the program by creating a new core called Sumo
2 var sumo = new Sumo.Core()
3 //Turning on the interactivity
4 sumo.interactive = true
5 //Turning on the isometric perspective
6 sumo.perspective = Sumo.Perspective.Isometric
7 //Turning on the shadows
8 sumo.shadows = true
9 //Turning on the lights
10 sumo.lights = true
11 //Setting a maze as a terrain
12 sumo.terrain = Sumo.Terrain.Maze
13 //Turning on the audio and sounds
14 sumo.audio = true
15 //Turning on the music.
16 sumo.music = Sumo.Music.Game
17 //Creating a new variable called Dummy
18 var dummy = new Sumo.Dummy()
19 //Giving Dummy its starting position on the screen
20 dummy.position(3, 2, -1)
21 //Creating a loop which moves Dummy 5 times forward
22 for (let i = 0; i < 5; i++) {
23   dummy.moveForward()
24 }
25 //Turning Dummy to look at right
26 dummy.turnRight()
27 //Creating a loop which moves Dummy 4 times forward
28 for (let i = 0; i < 4; i++) {
29   dummy.moveForward()
30 }
31 //Adding Dummy on the screen
32 sumo.add(dummy)
```

Basics of Programming

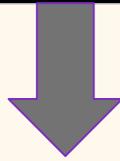
Coding Assignment

1. Continue from your previous assignment and Invent a minimum of 5 additional rows of code. Start by writing only comments explaining what your code will do.
2. Finalise the code. Seek help from the previous rows to make the code work.

Continue the code

Things written with minuscule letters are names of things. Things written with capital letters are predefined command-models.

```
33 //Creating another variable called Buddy
34 //Defining the starting position for Buddy to be the square next to Dummy
35 //Creating a loop that makes Buddy to spin around when Dummy moves away
36 //Adding Buddy on the screen
```



```
33 //Creating another variable called Buddy
34 var buddy = new Sumo.Dummy( )
35 //Defining the starting position for Buddy to be the square next to Dummy
36 buddy.position(2, 2, -1)
37 //Creating a loop that makes Buddy to spin around when Dummy moves away
38 for (let i = 0; i < 25; i++) {
39   buddy.turnRightt( )
40 }
41 //Adding Buddy on the screen
42 sumo.add(buddy)
```

1. First create the explanations only what do you want the code to do.

2. Then finalise the code by adding proper commands that execute your defined commands.

Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Programming?



Not at all

A lot

3. Did you learn how to use SUMO Code application?



Not at all

A lot

SUMO Photo Lessons

Lesson specifications

Lesson 1: Basics of Photo Editing (Duration 45 minutes)

Lesson 2: Imitating Art Masterpieces (Duration 45 minutes)

UK Curriculum

Art & Design – Key Stages 2 & 3

- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- Analysing and evaluating their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Finnish National Curriculum

Multiliteracy T4 - grades 4-9

- Students are guided to develop their image skills using a variety of image interpretation techniques and presentation techniques.
- The skills of producing, interpreting and communicating knowledge are practiced in a variety of subject-specific ways and in a collaborative manner

ICT Competences – Grades 4-9

- Students will be guided through the diverse acquisition and production of knowledge and the diverse use of information resources as a basis for exploratory and creative work.
- Gain an understanding of how ICT can be used in the study of different subjects, in further studies and working life, and in social activities and influence.

Basics of Photo Editing

Basics of Photo Editing

1. Let's practice to use the basics features of Photo editor: **Adjustments** and **Cropping**.

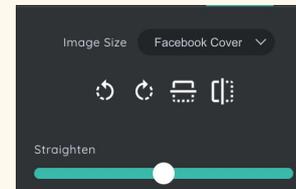
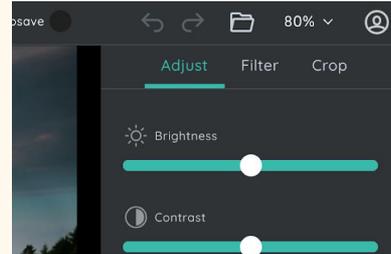
2. First, adjust your photo to look like it's taken in the night time. Use all adjustment features to find the right balance.

3. Once you're done, think and discuss with friends what adjustments were the most critical to make the photo look like it's taken in the night?

4. Crop your photo by moving the white frames. Crop the sky out of your image.

5. Finally, adjust the size of your image to meet with the size guidelines of Facebook Cover.

6. Save your image to Cloud. Then you can play around with other editing features. Can you flip the image other way around?



Imitating art masterpieces

Imitating Art Masterpieces

In this assignment your job is to imitate a famous painting by taking and editing a photo.

1. Search internet for Art Masterpieces
2. Choose 3-4 art masterpieces that you'd like to imitate by taking a photo that looks as much as possible like the painting.
3. If the painting includes several people, form a group to be able to imitate the painting.
4. List things that you need in order to create the imitation (e.g. egg shell, sunflowers, dress)
5. List the requirements for the setting of the photo (e.g. bridge, sunset, lake)



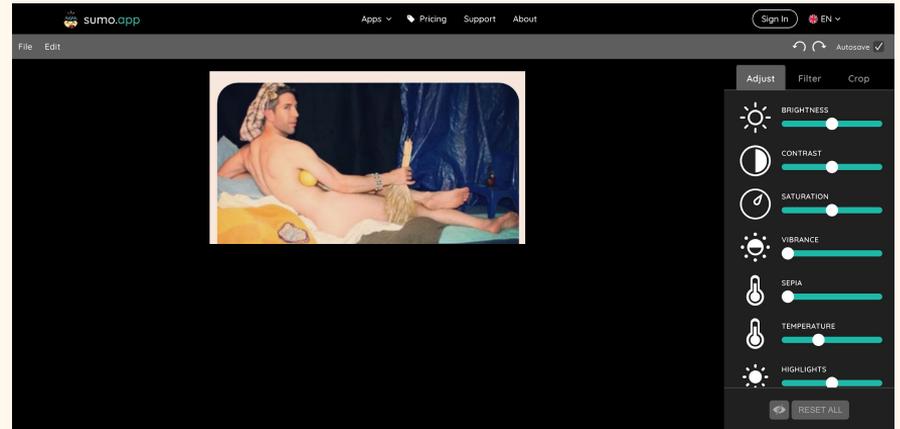
Imitating Art Masterpieces

6. Search examples of how people have created imitations of different pieces. You can search from Google or from Pinterest.
7. List what are the common elements of imitated painting (e.g. one person, minimalistic setting)
8. Choose the painting you want to imitate. Create the setting for taking the photo and search needed items.



Imitating Art Masterpieces

9. Once you've taken the photo, open it in SUMO Photo app.
10. Use crop, Adjustments and filters to make the photo look as much as possible like the original painting.
11. Share the ready-made imitation with your teacher. Hand the imitations on the classroom wall.



Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Photo Editing?



Not at all

A lot

3. Did you learn how to use SUMO Photo application?



Not at all

A lot

SUMO Video Lessons

Lesson specifications

Lesson 1: Basics of Video Editing & Introduction of Myself (Duration 60 minutes)

UK Curriculum

Art & Design – Key Stages 2 & 3

- Analysing and evaluating their own work, and that of others, in order to strengthen the visual impact or applications of their work.

English Writing Composition – Key stage 3

- Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.

Finnish National Curriculum

Multiliteracy T4 - grades 4-9

- Students are guided to develop their image skills using a variety of image interpretation techniques and presentation techniques.
- The skills of producing, interpreting and communicating knowledge are practiced in a variety of subject-specific ways and in a collaborative manner

ICT Competences – Grades 4-9

- Students will be guided through the diverse acquisition and production of knowledge and the diverse use of information resources as a basis for exploratory and creative work.
- Gain an understanding of how ICT can be used in the study of different subjects, in further studies and working life, and in social activities and influence.

Basics of Video Editing & Introduction of Myself

Introduction of yourself: Learn the basics of Video Editing

When editing videos, you work with layers. On different layers you can have video, images, text and sound.

1. Watch the template video, introduction of SUMO. Then erase all text from layers 2, 3, 4 and replace them with your name, and introduction of yourself.

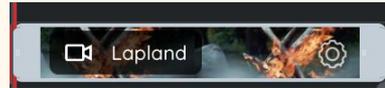


2. Add your name on layer 2. On layers 3 and 4 describe what are your hobbies, what special skills you have/what you like to do?

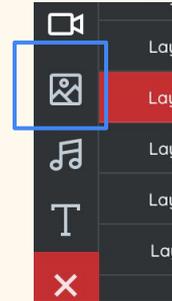
3. Then replace the image on Layer 1, clicking + sign. You can choose another image from templates, or upload own one.



4. Edit the length of the image to last only 2 seconds and then add another image to appear right after. Edit the length by stretching the image. 



5. Finally, change another video to replace the SUMO video. If you have time, you can also change the music to a choice of your own. Then save to cloud.



6. Teacher will show selected video to the whole class.

Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Video Editing?



Not at all

A lot

3. Did you learn how to use SUMO Video application?



Not at all

A lot

SUMO Audio Lessons

Lesson specifications

Lesson 1: Basics of Basics of Audio Editing (30 min)

Lesson 2: Recording an ASMR Podcast Episode (60 min)

UK Curriculum

Physics – Key Stage 3

Sound waves

- frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- sound needs a medium to travel, the speed of sound in air, in water, in solids
- sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal

English - Writing – composition – Key Stage 2

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Finnish National Curriculum

Multiliteracy T4 - grades 4-9

- The skills of producing, interpreting and communicating knowledge are practiced in a variety of subject-specific ways and in a collaborative manner
- Students are guided to work on a variety of media to make the meanings and the reality of the media visible.

ICT Competences – Grades 4-9

- Students will be guided through the diverse acquisition and production of knowledge and the diverse use of information resources as a basis for exploratory and creative work.
- Gain an understanding of how ICT can be used in the study of different subjects, in further studies and working life, and in social activities and influence.

Basics of Audio Editing

Learn the basics of audio recording & editing

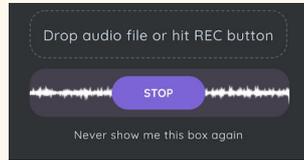
Audiobooks and podcasts have become increasingly popular. Anyone can start hosting and recording own podcast and publish it online. Let's practice audio recording and editing!

1. Plugin a microphone if you have one available. You can also use device's built-in microphone.

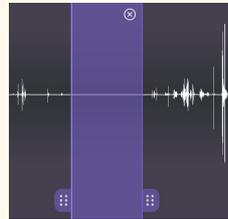
Then open SUMO Audio.



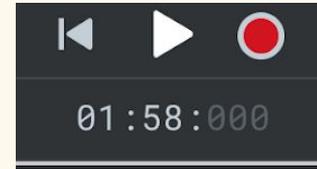
4. The graphic view of your audio track helps to see the sound levels, loud and quiet parts. This helps with editing.



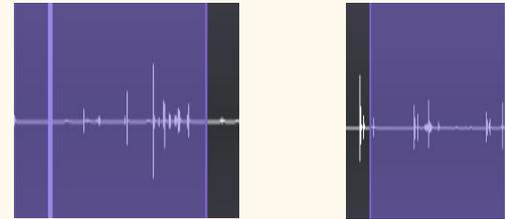
2. Click "Test your microphone" and make a sound. If you see audio level reacting to your sound, you're ready to start recording.



5. Delete quiet parts from your track. Select each quiet part with mouse and click erase button. Listen the track.



3. Take the nearest book to make a 10 seconds recording of you reading the book out loud. Click "Record" button to start and stop recording.



5. Add "Fade in" and "Fade out" by selecting parts from the beginning and end and clicking "Process" + Fade in + fade out.

Recording an ASMR Podcast Episode

Recording an ASMR Podcast Episode

1. Form groups and start planning your Podcast Episode where you aim to **record ASMR sounds**. Find out more about ASMR: What it means, how it's caused, watch a few ASMR videos to get the idea.

en.wikipedia.org › wiki › ASMR

ASMR - Wikipedia

Autonomous sensory meridian response (**ASMR**), sometimes auto sensory meridian response, is a tingling sensation that typically begins on the scalp and moves down the back of the neck and upper spine. A pleasant form of paresthesia, it has been compared with auditory-tactile synesthesia and may overlap with frisson.

[Disambiguation](#) · [Paresthesia](#) · [Frisson](#) · [Effleurage](#)

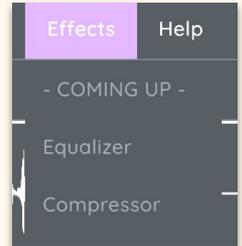
2. Once you've understood the concept of ASMR, start listing ideas of what type of sounds you could record that would cause ASMR reaction in listeners.

Drawing sound
Whisper
Hair brushing

.....

....

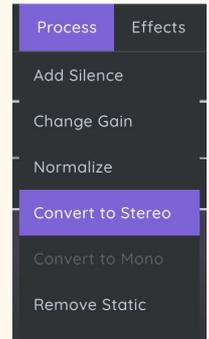
3. Make a test recording with a few sounds. Select who records, who creates the sounds. After recording, open Equalizer. Raise different sound frequencies to find which frequencies are likely to cause ASMR sounds.



4. After testing the sounds, keep the ones that work best for ASMR. Then start planning a full episode to write a script for it. List ideas how you could use your ASMR sounds in the episode. Could it be a story, interview, audio drama or soundscape?

5. Once you've decided the form of your audio recording. Finalize the script so that it helps your group to do the recording in one take.

6. Record your piece, use equalizer and process tools to remove static. Finally, convert to stereo and then start listening all recording with your classmates.



Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Audio recording and editing?



Not at all

A lot

3. Did you learn how to use SUMO Audio application?



Not at all

A lot

SUMO Pixel Lessons

Lesson specifications

Lesson 1: Basics of using Pixel (30 min)

Lesson 2: Cheer up friend! GIF Animation Creation (45 min)

UK Curriculum

Art & Design – Key Stages 2 & 3

- Students learn to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- Use a range of techniques and media, including painting.

Finnish National Curriculum

Multiliteracy – Grades 4-9

- Media literacy is enhanced by participating and working with different media.
- Students are guided to develop their image skills using a variety of image interpretation techniques and presentation techniques.
- The skills of producing, interpreting and communicating knowledge are practiced in a variety of subject-specific ways and in a collaborative manner.

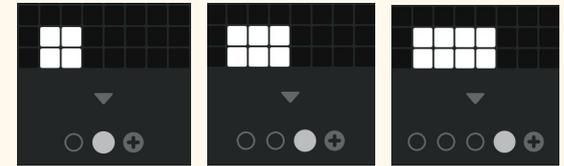
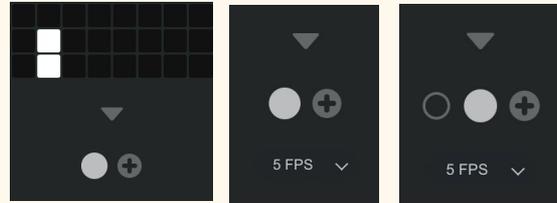
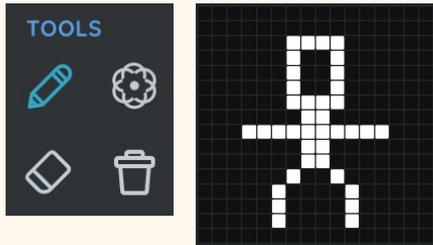
ICT Competences – Grades 4-9

- Practice writing and processing fluent text on a variety of media and learn how to make images, sound, video and animation.

Basics of using Pixel & creating animations

Learn the basics of creating an animation

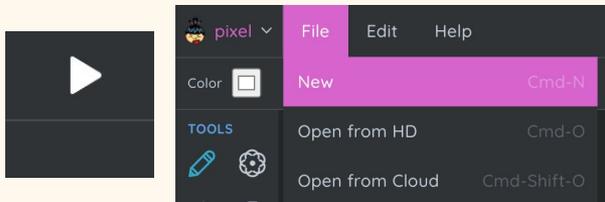
With SUMO Pixel you can create GIF animations. They're done by drawing a series of frames that are then played in sequence. It looks like a continuous moving image – an animation.



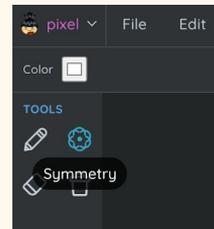
1. When you open SUMO Pixel you see Tools and a drawing board. Pick Pencil and start drawing on the board.

2. Draw something, then click + icon. It creates a new copied frame to your GIF animation.

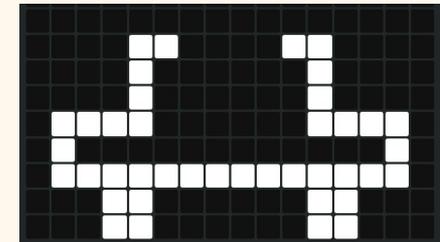
3. Your frames appear as dots below the board. Continue your drawing in the next frame then click + to add more frames.



4. Click Play to see your full GIF animation. Then click “New”.



5. Select “Mirroring” tool. Draw a [symmetric](#) element.



6. When your drawing is ready. Add a new frame and erase 2 pixels. Repeat this as long as your element is fully erased. Press “Play”.

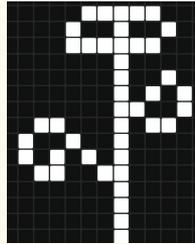
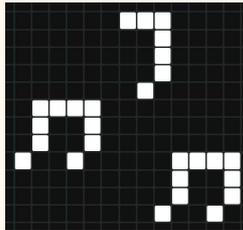
Cheer up friend! GIF Animation
Creation

Cheer Up Your Family Member with GIF Animation

Let's create an animation that you will share with your family member via Whatsapp. The animation should cheer up the recipient and bring energy and happiness for the day.

1. Decide which family member you want to create the animation for. Then list things that the person likes. E.g.:

- Ice cream
- Flowers
- Music



2. Once you've created a list, choose an item that you can draw or write with Pixel.

Text ideas:

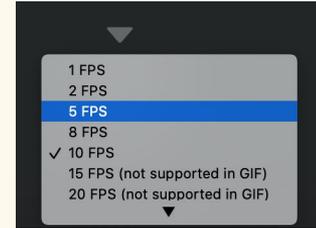
I love You
Happy Day
You are best



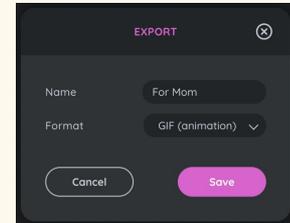
4. Once the image animation is ready. Add empty frame and start animating text. First come up with 2-3 word text piece.

5. Animate the text. Test first if your words fit into the pixel board. 3 words is maximum.

6. Once ready, export animation as GIF file and share via Whatsapp to your family member.



3. Start drawing the items. 2 pixels per frame. Press Play to try the flow and adjust speed if needed.



Self-Assessment: Circle your answer!

1. How well did you succeed?



Very poorly

Very well

2. Did you learn about Animation Creation?



Not at all

A lot

3. Did you learn how to use SUMO Pixel application?



Not at all

A lot

Learning Projects Combining Several SUMO Applications

Learning Project

Design a Service and Advertisement

Project consists of Six lessons

1. Inventing a Service
2. Creating a Slogan
3. Creating an Advertising Poster
4. Creating a Marketing Video
5. Creating a Tune for the Marketing Video
6. Visual branding (for social media)

Project Learning Goals

UK Curriculum

Design & Technology – Key stages 2 & 3

- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

Music – Key Stages 2 & 3

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

English Writing Composition – Key stage 3

- Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.

Finnish National Curriculum

Multiliteracy – Grades 4-9

- Students are guided to develop their image skills using a variety of image interpretation techniques and presentation techniques.
- The skills of producing, interpreting and communicating knowledge are practiced in a variety of subject-specific ways and in a collaborative manner

Entrepreneurship – Grades 4-9

- Students learn to design work processes, set up hypotheses, experiment with alternatives, draw conclusions, and find new solutions as circumstances change.
- Practicing the appropriate behaviors and skills for working life and recognizing the importance of language and communication skills.
- Giving students the opportunity to learn through their own experience the importance of work, entrepreneurial activity, and entrepreneurship in the community and society.

Lesson 1: Invent a Service



Lesson 1: Inventing a Service - 30 minutes

The whole project is done in groups of 2-4 students and it starts by inventing your own service. After inventing the service you will create the marketing materials for it.

1. After the groups are formed you need to invent a service. The service you come up with needs to fulfill the following criteria:
 - i. You need to be able to provide the service in real-life to someone.
 - ii. There can not be any major starting costs.
2. Start by finding references of services/jobs that people of your age are doing (e.g. babysitting, ice-cream sales, house cleaning, etc.) Use the Internet for information gathering.
3. Select your service by thinking what are the competencies and interests of your group members.
4. Write down max 10 potential services that you could provide. Take a vote with your group members which one you will create the marketing materials for.

Lesson 2: Create a Slogan



Activity: Create a Slogan for Your Service - 45 minutes

Now that you've decided what is your offering, you need to create a slogan for your service. You will use the slogan both in your tv-commercial and print add.

1. Start by finding references of good slogans. Search the Internet e.g. "Best slogans of all time"
2. Check from your references
 - a. How many words the slogans normally have?
 - b. What are the typical elements of slogans? (e.g. positive, clever, fun, etc.)
3. Draft 3 different slogans and present them to other groups to get feedback.
 - a. Ask which slogan others like to most
 - b. Ask what's good in them, what's not working in them
 - c. Ask if the slogans could be improved somehow
4. Make a final version of your slogan that you choose to go with.

Lesson 3: Create a Poster



Activity: Create Advertising Poster - 60 minutes.

Now that you have a service and a slogan for it, it's time to create the marketing materials. Start by creating a poster for your service. All groups will present their posters to others.

1. Find more information online about what's the purpose of advertising posters?
2. Search references of advertising posters and observe
 - a. What are common elements of posters?
 - b. How much text, how many images posters normally have?
 - c. How the slogan/tagline is used in posters?
3. Take two laptops/devices for your group and open <https://sumo.app/paint/en> and start designing your poster. Share the work between two drawing units.
4. After the first version is ready, collect feedback. Does your poster explain your service well enough? What could be improved? Do refinements based on the feedback.
5. Finalize your poster and click "Save to Cloud". Teacher will open all posters from projector and groups go to present them to others.

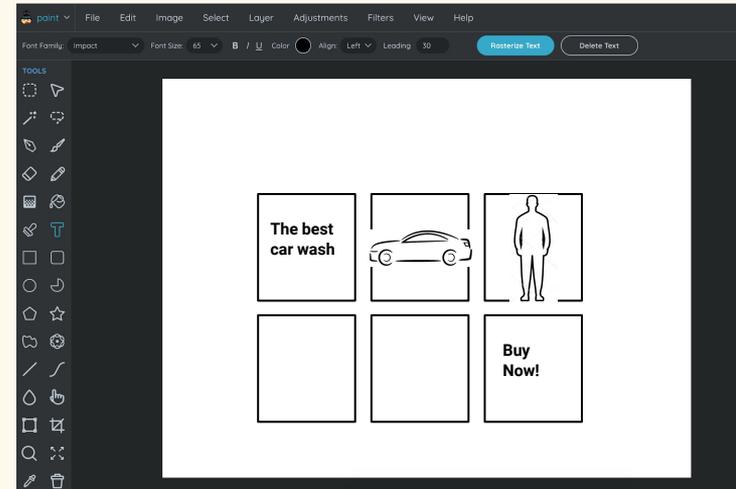
Lesson 4: Create a Marketing Video



Activity: Create a marketing video for Your Service - 60 minutes.

Video is widely used in online marketing, websites and social media. Therefore you need to make your own marketing video for your service.

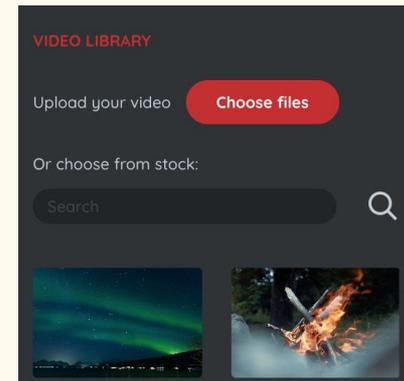
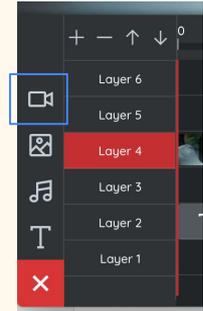
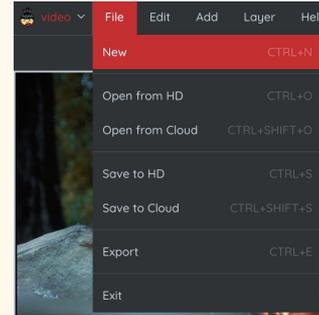
1. Find more information about the benefits of using video for online marketing.
2. Search references of marketing videos.
 - a. What are the common elements of videos (music, style, text)?
 - b. How long marketing videos normally are?
 - c. How the service is described in the video (voice over, text, demonstration)?
3. Start by creating a storyboard for your video with SUMO Paint. Teacher can show an example of storyboards for everyone. Plan the video and describe in 6-8 images what will happen in it.
4. After the storyboard is ready “Save to Cloud” and teacher will show all storyboards for the class. Students will give feedback to each other.
5. Use the feedback to improve your storyboard and when it’s ready it’s time to start shooting the video with tablets.



Activity: Create a marketing video for Your Service - 60 minutes.

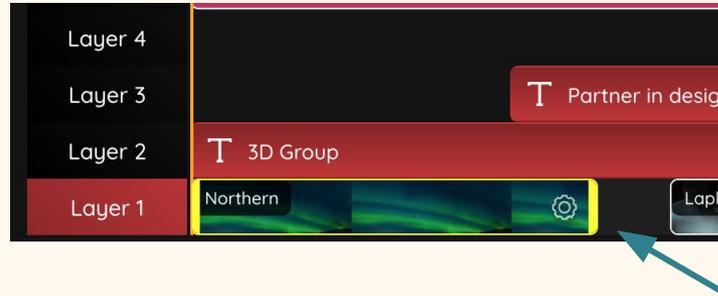
Video is widely used in online marketing, websites and social media. Therefore you need to make your own marketing video for your service.

1. Use tablets for recording the video. Follow your storyboard when shooting the scenes.
2. Once you've completed shooting all the scenes, go to <https://sumo.app/video/en> and
 - a. Click "New Project"
 - b. Click + icon and video icon on the bottom left corner
 - c. Click Choose files to import your videos on the timeline
3. Now you can start editing the video accordingly with your storyboard.

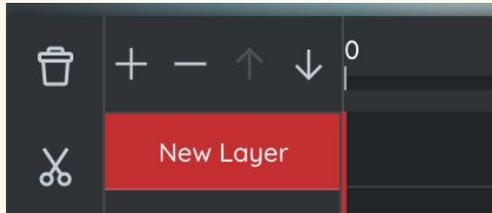


Continue to the next page
with more instructions →

Activity: Create a marketing video for Your Service - 60 minutes.



1. Once you've added your recorded videos on one layer, you can cut them by stretching or shortening. Add one clip at a time and edit its length to be correct before adding the next one.



2. Click + icon to add a new layer. On the other layers you can add text and music.

3. You can edit the text by clicking it and writing your own slogan on the screen. Adjust the time the text is shown by stretching the text bar.

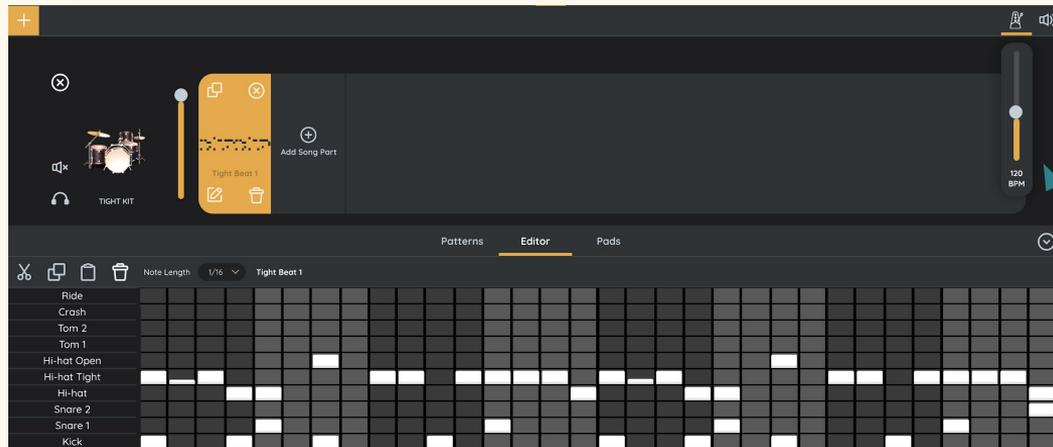


Lesson 5: Create a tune for The Video



Creating a Tune for the Marketing Video

Music is an effective mood builder. A video can be changed from cheerful to sad just by using music.



1. In groups talk about commercial jingles and music in advertisement.
2. Search Internet a few examples of how music is used in commercials.
3. Discuss why the music from commercials many times stays in our mind for a long time.
4. Start the composition by creating a rhythm with drums and/or percussions. Set the Tempo higher.
5. Make an energetic uptempo beat to bring positive mood to your song.

Creating a Tune for the Marketing Video

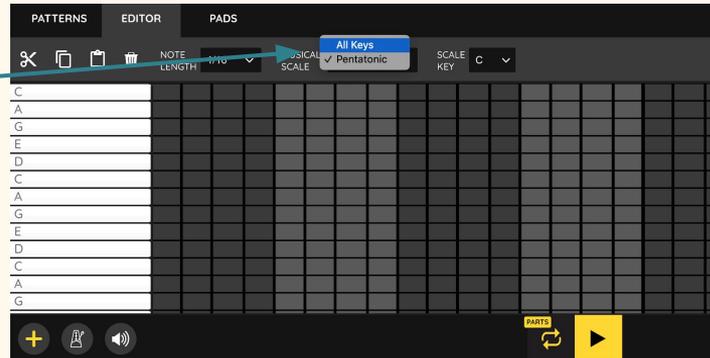
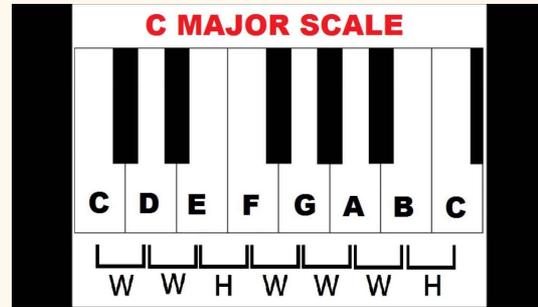
Music is an effective mood builder. A video can be changed from cheerful to sad just by using music.

6. In order to achieve a positive and energetic mood in your song, try using notes in c-major scale in your melody.

7. Choose “Electro Synth” and create a melody in C-major.

8. To find C-major keys, you need to change the scale into “All Keys”.

9. Modify your bass and chords to fit with your positive melody and finalise your song.



Lesson 6: Visual Branding



SUMO Photo lesson

Companies market their services on social media channels like Facebook and Instagram. Using eye capturing photos of products is an important part of social media marketing. Take and edit photos to be used for marketing your product/service on Instagram.

1. Google “social media marketing” to find out more. Find explanations to the following terms: a) Target audience b) Influencer marketing c) Targeted advertising.
2. Search two references of companies’ Instagram profiles. Find out what are common elements of photos companies post on Instagram? Share your findings with others.
3. Use a tablet or a phone and take minimum of three photos to be used on Instagram for marketing your product. Be ready to explain others what’s the idea behind your photos.
4. Once you’re ready, open SUMO Photo, click “File”, + “Import photos from HD”
5. Use “Crop” function to edit photos in right size for Instagram. Use “Filter” and “Adjust” to finalize the look of the photos.
6. Finally, save edited photos on Cloud. Come up with caption and hashtags for your photos. Teacher selects a few photos from Cloud and asks students to explain the idea behind them.

Learning Assessment Framework



Sumo Education - Learning Assessment Framework

Learning criteria	Needs more practice	Progressing well	Progressing very well
Planning and innovative thinking	<ul style="list-style-type: none"> Limited time used in planning Problems following instructions Not aiming for originality in ideas 	<ul style="list-style-type: none"> Spends time in planning in the beginning Follows instructions mainly Expresses original ideas 	<ul style="list-style-type: none"> Planning carefully and iteratively throughout the process Follows instructions to achieve higher standards in work Strives for and shows innovativeness and originality in ideas
Research and information gathering	<ul style="list-style-type: none"> Not finding references or found references are irrelevant No aim to find help when facing problems 	<ul style="list-style-type: none"> Finding some relevant references which have some effect on the work Mostly searching for help when facing problems 	<ul style="list-style-type: none"> Finds references that clearly support the work Searches and finds help when facing problems
Collaboration and social interaction	<ul style="list-style-type: none"> Doesn't carry the responsibilities as a group member Doesn't help others Doesn't ask for help Challenges with giving and taking feedback from others 	<ul style="list-style-type: none"> Carries responsibilities in group-work, but doesn't show leadership Helping others mainly, but selectively Asks for help from others Can give and take feedback 	<ul style="list-style-type: none"> Shows leadership and proactivity in group Encourages and helps others Is willing to receive help from others Seeks feedback actively and is open for other's ideas Gives feedback in an encouraging way
Persistent working	<ul style="list-style-type: none"> Lack of intent in finalizing the work in time Timely loose of focus when working in different stages Doesn't stick with the working plan 	<ul style="list-style-type: none"> Shows intention to finalize the work in time Timely loses deadlines The quality of the work timely suffers from the lack of persistency Utilizes the working plan 	<ul style="list-style-type: none"> Finalizes the work in time Doesn't compromise on quality to make the job easier Utilizes the working plan to support own work & clearly benefits from the use of it