

Be Safe, Be Ready: Girl Planning



Note: This course is actually being developed for Hornet's Nest Girl Scout Council. I included the full course, as requested by them, in the treatment portion of the document, but have identified which portions are being developed as part of the IDT 530 project.

Published Project available at:
<http://carie.whitehead.people.cpsc.edu/BeSafeBeReady/>

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IDT 530

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BE SAFE, BE READY: GIRL PLANNING

An Adult Development Course for Hornets' Nest Girl Scout Council

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Section One: Preplanning

Introduction

Be Safe, Be Ready: Girl Planning is a Computer Based Instruction designed for Hornet's Nest Girl Scout Council. It is the first in a five step series of training for adult Girl Scout volunteers who want to take girls on overnight outings, typically camping in various forms. It is replacing a previous web-based training that was a series of text readings and multiple choice questions. The prior training was created by another council, was hosted on their site and is no longer used by that council. It will no longer be accessible to Hornet's Nest volunteers in the near future, so they need their own training. Instead of recreating the same style, the new training will be highly interactive and engaging, delivering foundation concepts through graphics, audio, and game based learning activities.

Making a Case for Computer Based-Instruction

Be Safe, Be Ready: Girl Planning along with its companion course *Be Safe, Be Ready: Outings & Overnights* (to be developed later) provides prerequisite skills to the hands-on trainings in their series. After these courses, volunteers go on to take classes in Fire Building and Outdoor Cooking, Outdoor Camping, Primitive Camping, and Backpacking if they wish to lead girls on any of those activities. Since *Be Safe, Be Ready: Girl Planning* is not about developing the physical skills, but focuses more on leading girls through the planning process, choosing appropriate equipment, and understanding Girl Scout rules and regulations, it lends itself nicely to on-line learning.

Another reason is the resources available to deliver training. Girl Scouts is a volunteer run organization. All training is delivered by volunteers. Any training delivered in-person runs the risk of inconsistency of quality and content because of this. In addition, it can only be delivered as often as volunteers are available and in locations volunteers choose. Since this training is required before volunteers can bring girls on any overnight experience, even a sleepover in their own homes or meeting place, it needs to be offered often and in a variety of locations. Delivering it on-line as opposed to in-person makes sense.

It is a particularly good candidate for CBI (computer based instruction) because of the feedback received on its current life as a web-based non-interactive training. As it stands now, learners are breezing through it to meet the requirement of being trained, but are not actually learning and retaining to content. Most of the best material is stored in supplemental documents (PDF files) that, when questioned, most students reported that they did not even realize existed and therefore never accessed. It became obvious that the current system was not working and that a more fun, interactive delivery of the material was needed.

The next factor that was considered was the diverse levels of prior knowledge of the learners. We have volunteers who are also Girl Scout Alumna, former Boy Scouts, or past / present military. They know how to survive in the out of doors and may only need to know about the Girl Scout way of doing things (if that). We have other volunteers who have never been camping in their lives and who think that staying in a Super 8 instead of a Hilton is roughing it. CBI allows learners to prove competency on a subject immediately or take as much time as need to master it which is perfect for such a variety of backgrounds.

Finally, one of the purposes of this course is for the adult volunteer to turn around and teach the same concepts to her Girl Scouts. Therefore modeling fun ways to present the material is essential. When the

adult is trained in a dry manner and is not a trained educator, she is more likely to turn around and mirror that when teaching her girls. CBI allows modeling of the concepts in ways that might inspire the adult volunteer to then transfer those computer based activities to troop meeting activities. It also can serve as a future resource for the volunteer.

Type of Computer Based Instruction

Multiple types of CBI will be incorporated throughout the lesson. Getting started, learners will all experience tutorials on the interface. Tutorials will also be used to deliver some of the more basic concepts of policy and procedure.

In order to account for diverse levels of prerequisite knowledge, there will be immediate pretesting for each unit. This will be done through scenarios or case studies. The learner will be presented with a situation, if she knows what to do she can choose to go immediately to the assessment piece. If she does not, she will be guided to learn about the topic along with the Girl Scouts in the story.

Much of the learning will be game based. After being instructed on terms and concepts, the learner will have a chance to practice through games that can be recreated in some form with girls at a troop meeting.

Delivery Considerations

The instruction will be designed using Adobe Captivate 8.0 and published as HTML5 output. It will be hosted on Hornet Nest Girl Scout Council's (HNGSC) website which is a WordPress site. After consultation with HNGSC we determined that it is desirable for the lessons to work in computers, laptops and tablets, but not necessary for them to work on a cell phone.

After some research on responsive projects, I read a blog at <http://captivatecrazy.blogspot.com/2014/05/responding-to-adobe-captivate-8.html> which suggested that when mobile devices are not being considered, it may be faster to create a non-responsive project and publish as scalable HTML content instead of using responsive. With this in mind, I was going to do a single sized scalable project. However, further research led me to concerns that this might not work on iPads, so in the end I went with the true responsive project.

Category	Requirements
Operating System	Windows 7 or later, Mac OS 10 or later, Apple iOS 7 or later, Android
Video Resolution	Laptop or PC at 800x600 or better, tablet at 1024x600 or better
Audio	sound card and speakers or headphones
Software	Web browser (Chrome 17 or later, IE 9 or later, or Safari 5.1 or later) <i>Note: an error message appears when it runs in Firefox, but the only feature that does not work is the video in the title slide</i>

Media Considerations

Graphics

Graphics will be in JPG or PNG format.

Sound

Since the project needs to be accessible on multiple platforms including tablets, all audio will be in MP3.

Video

If video or animation is used, SWF will be avoided to ensure compatibility with Apple iPads. Animation will be in GIF. Full video will be in MP4 or embedded YouTube video.

Fonts

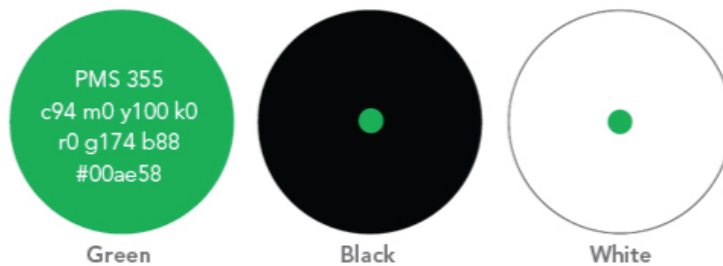
- Title Slide: **Georgia**, bold 50 point, green (R0 G174 B88) in platinum caption box
- Slide Titles: **Georgia**, bold 48 point, black
- Slide Subheadings: *Georgia*, italics 36 point, black
- Instructive text: **Verdana**, regular, 24 point, black in transparent caption box
- Captions: **Verdana**, regular, 20 point, black in frosted caption box
- User input: **Verdana**, regular, 16 point, green (R0 G174 B88) in Halo caption box
- Location button: **Verdana**, bold, 14 point, blue (R0 G170 B229)

Color Palates and System Colors

The Color Plate is based on that defined by Girl Scouts of the United States and used for all council websites and marketing materials. Whenever possible and appropriate colors will be chosen from the palate below or from complimentary colors.

Color Palette

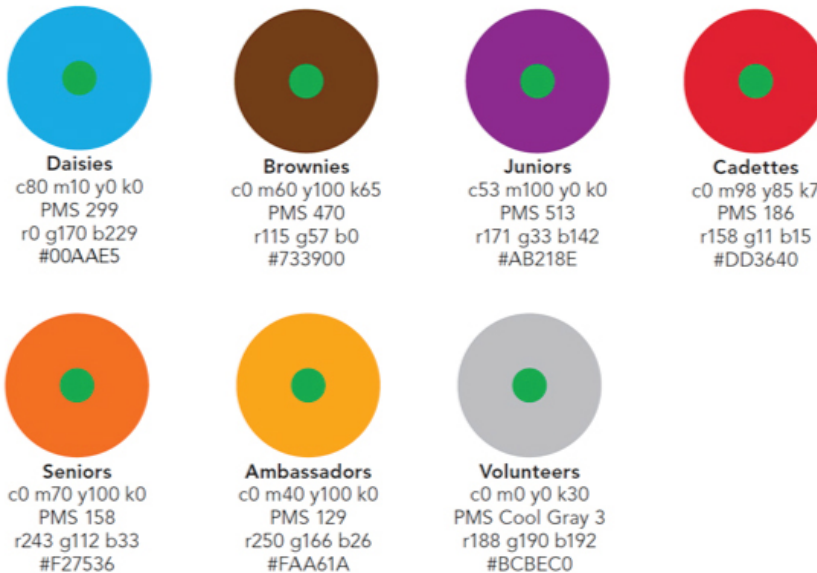
Girl Scouts and green go together. Be sure to include at least a bit of green in every piece you produce. The three core colors are green (PMS 355), black, and white. Whenever possible, limit your work to these three colors and add "pop" via photography or illustration. Please note, an 80 percent tint of PMS 355 is permissible; however, it should only be applied over a solid green background.



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Grade-Level Colors

The core colors are green, white, and black. Secondary colors have been developed and specifically assigned to each grade level. Even secondary colors should be applied in combination with Girl Scout green.



Section Two: Design

Instructional Goal

This course is the first of two required for adult Girl Scout volunteers who wish to bring their troop to an overnight site where girls sleep in an enclosed facility containing flush toilets and where they will not be doing any fire building or outdoor cooking.

Upon completion of this course, adult volunteers will be able to lead girls in planning for these types of overnight activities. They will understand Girl Scout policies and procedures and be able to guide girls in the decision making processes involved in planning an overnight experience. They will also be able to lend age-appropriate guidance to the girl planning process.

Objectives

The Adult Girl Scout Volunteer will be able to:

- Choose appropriate fabrics for outdoor activities
- Layer clothing appropriately for various weather scenarios
- Identify shoes and socks that meet Girl Scout safety standards and are best for outdoor activities
- Lead girls of all ages through the process of preparing a packing list for any Girl Scout approved outdoor activity

Learner Analysis

The students taking this course are adult Girl Scout volunteers who work with girls age 5-18. They plan to take the girls on an overnight activity. They have varying degrees of experience with Girl Scouting, with camping, and with volunteering to work with girls. They may have vast knowledge of the course material and just need to course to prove that they have been trained, or this may be their first exposure to any or all of the concepts being covered.

The learners range in age from 19 and just recently graduated from high school up to grandparents. The most typical learner is the parent of a Girl Scout, so is age 24-50, which is still a broad range. Their educational background is also varied with no minimum requirement, although they must be literate and fluent in English to complete the other training and paperwork required by this council. Because of this, the lesson must be at about a middle school reading level, but not be condescending to those with graduate degrees.

The vast majority of learners will be women and mothers. However, neither of these characteristics can or should be assumed and gender specific pronouns should be avoided as our minority male volunteers already feel alienated.

Many participants work or are stay at home moms with busy schedules. While this training is required, it is a requirement to fulfill volunteer duties. Consideration of their time is a must! In every aspect of the lesson there should be options to show competency and progress when appropriate. Every element needs to have purpose, but users should not be allowed to skip essential content because they will if given the choice.

Assessment Items

Assessment will be a combination of formative and summative. Successful completion of all units and the built in formative assessment elements will lead to the ability to take a final summative assessment and then print a completion certificate. The final summative assessment cannot be created until all units are developed. Since only 2-3 units will be created for the scope of this project, the summative assessment is also not in this design.

Formative Assessments will be created for the Learning Objectives that have been included. These will be integrated into the three units defined in the **Description of Project** below. Questions will be multiple choice, matching, and true/false. Some will be recognizable as quiz questions and some will be done through game simulations.

Objective	Assessment Type
Choose appropriate fabrics for outdoor activities	Either/Or questions
Layer clothing appropriately for various weather scenarios	Game simulation using drag and drop
Identify shoes and socks that meet Girl Scout safety standards and are best for outdoor activities	Multiple Choice and Game Simulation
Lead girls of all ages through the process of preparing a packing list for any Girl Scout approved outdoor activity	Mixed question type final assessment

Objective: Choose appropriate fabrics for outdoor activities

Formative Assessment / Practice:

Question 1. Hot, Sunny, Dry Weather Scenario is given and user must choose between two fabrics:

- Cotton button down shirt, hat, and pants
Feedback: Correct, cotton can be cool on a hot day, but be careful to cover up to protect your skin from harmful UV rays!
- Polypropylene pants, shirt and hat
Feedback: No, this is not the best choice. Polypropylene doesn't breathe well and you may overheat.

Question 2. Cool, rainy weather scenario is given and user must choose between two fabrics:

- Nylon pants and jacket
Feedback: Correct, nylon repels or resists water and dries quickly when it does get wet. It also blocks wind.
- Jeans and a Flannel Shirt under a rain poncho
Feedback: No, this is not the best choice. The poncho helps, but jeans and flannel when wet will make you VERY cold! They take a long time to dry out too.

Question 3. Cold, snowy weather scenario is given and user must choose between two fabrics:

- Wool Sweater and Polyester Jacket
Feedback: Correct, The wool will insulate and keep you warm even if it gets wet. The Polyester jacket will repel water and block the wind and cold!

- Camouflage Hunting gear (pants, jacket, hat, etc.)
Feedback: No, this is not the best choice. Camo is usually made from cotton and does not insulate well. It feels warm at first, but once you work up a sweat or get wet from the weather, it can cause problems!

Objective: Layer clothing appropriately for various weather scenarios

Formative Assessment / Practice:

Question 1. Hot, Sunny, Dry Weather Scenario is given and user must choose appropriate layers from:

- Sunblock
- Long Underwear
- Polyester Pants
- Waterproof Pants
- Polyester Shirt (long sleeves)
- Polyester Shirt (short sleeves)
- Wool Sweater
- Rain Coat
- Poly or Down Filled Coat

Correct Answer: Order does not matter. Sunblock, polyester pants, and polyester short sleeved shirt.

Question 2. Cool Wet Weather Scenario is given and user must choose appropriate layers from:

- Sunblock
- Long Underwear
- Polyester Pants & Polyester Shirt (long sleeves)
- Polyester Shirt (short sleeves)
- Wool Sweater
- Rain Coat & Waterproof Pants
- Poly or Down Filled Coat

Correct Answer: Must be selected in this order. Polyester Pants & Polyester Shirt (long sleeves), Wool Sweater, Rain Coat & Waterproof Pants

Question 3. Cold Snowy Weather Scenario is given and user must choose appropriate layers from:

- Sunblock
- Long Underwear
- Polyester Pants & Polyester Shirt (long sleeves)
- Polyester Shirt (short sleeves)
- Wool Sweater
- Rain Coat & Waterproof Pants
- Poly or Down Filled Coat & Waterproof Pants

Correct Answer: Must be selected in this order. Long Underwear, Polyester Pants & Polyester Shirt (long sleeves), Wool Sweater, Poly or Down Filled Coat & Waterproof Pants

Objective: Identify shoes and socks that meet Girl Scout safety standards and are best for outdoor activities

Formative Assessment / Pretest

Four types of shoes are given: tennis shoes, sandals, flip-flops, and hiking boots.

The question is posed: Which footwear do you think would be a good choice for camping during the summer? Click on any & all shoe types that you would recommend for your girls to wear at camp.

The correct answers are: tennis shoes and hiking boots

Objective: Lead girls of all ages through the process of preparing a packing list for any Girl Scout approved outdoor activity

Summative Assessment - some may be done with images (clickable) in addition to or in place of words

Correct answers are marked in purple

Question 1: Which of the following should not be worn on an outdoor activity?

- a) Flip-flops
- b) Tank-top
- c) Sandals
- d) All of these

Question 2: Sleeping in a hat and/or clean socks will keep your whole body warmer all night.

- a) True
- b) False

Question 3: Cotton is a good choice for clothes in cool damp weather.

- a) True
- b) False

Question 4: Warm layers are best made of:

- a) Fleece or polypropylene
- b) Wool
- c) Cotton knit
- d) A or B
- e) B or C

Question 5: Waterproof layers can be:

- a) Garbage bags with holes for arms and head
- b) Raincoats with optional rain pants
- c) Ponchos
- d) B and C
- e) All of these

Question 6: Everyone should purchase new, perfectly specialized clothing or else they cannot participate in outdoor activities with the troop.

- a) True
- b) False

Question 7: Why is dressing in layers a good plan?

- a) You don't have to pack as much because you are wearing more of your clothing choices
- b) You don't have to check the weather forecast before packing
- c) It allows you to add or remove clothing items as you get warmer/colder due to changing weather or level of activity
- d) It isn't a good plan, it is a pain and not worth the effort!

Question 8: In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.

- a) True
- b) False

Question 9: What is the most versatile item of clothing you can pack?

- a) Raincoat
- b) Tennis shoes
- c) Bandana
- d) Sunglasses

Question 10: Match the following clothing item to its use:

Item	Correct Use
Socks	Protect feet from blisters and scratches
Wool	Warm layer that insulates even when wet
Silk	Good base layer that wicks moisture away from the body
Closed toe and heel shoes	Protect from injuries like twisted ankles as well as cuts and scrapes
Sit-Upon	Keeps bottom dry when you stop for lunch or quiet games

Interface Metaphor

Since the most common first overnight experience for Girl Scouts in camping in a cabin, the interface for this CBI is based on a cabin metaphor. The Table of Contents is the inside of a cabin with each unit represented by an appropriate clickable object. Most slides will have a sky blue background and a simple cabin outline with navigation buttons at the bottom and learning taking place inside the cabin. When the narrative takes the story outdoors, the cabin frame will be replaced by the outside of a cabin and a few trees to set the scene.

Additional elements such as buttons and other graphics will stay consistent with the theme and location. Button icons will appear to be made of wood. Nature and the outdoors as well as simplicity of design and space will be used throughout.

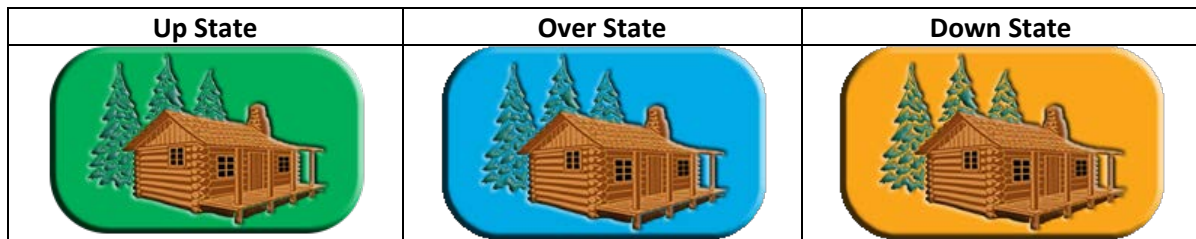
Screen Design Principles

Light and Screen Design

The primary goal is to keep the interface clean and simple so that it does not interfere with learning. A minimalist approach will be taken with an eye on high contrast (for accessibility) while still maintaining a natural feel for the sake of the outdoor / cabin metaphor.

Light sources for both indoor and outdoor scenes will be from the top left. Buttons have been designed with three states based on the Girl Scout color palate. They have a beveled edge to stand out from the wooden background and the wooden icons on them are embossed to provide texture in any color state.

Samples of the multiple states of buttons:



Backgrounds and Borders

Most slides will have a sky blue background. Most slides will have a border of either the cabin shape or a frame of logs. A second green border will divide the slide into subsections when appropriate. The bottom of each slide will be a wide wooden border that will house the navigation buttons.

A Place for Everything

Buttons will always be located at the bottom of the screen on the wide wooden border. The basic layout will be as follows with next/previous buttons excluded when they are not appropriate. The Location icon is not a “button” but will be on every slide except for the title and credits.

Home	Help	Previous	Next	Location
------	------	----------	------	----------

The rest of the screen will be for instruction, surrounded by the cabin or log frame and other subdivisions as appropriate.

Text and Readability

In consideration of both good design and good accessibility principles, I have chosen only two fonts. One, a serif font is used only for titles. This was done to mimic the council website which also uses a serif font for highest level headings. All other text will be in a single sans-serif font of various sizes appropriate to location. The particular fonts Georgia and Verdana were chosen over others because the output will be HTML5 and these are common web fonts supported by most browsers and should not need to be substituted.

Consideration will be given to cognitive load theory when choosing how much text to place on a slide. Instruction will be given in small chunks to minimize the amount of text on any one slide and to keep font sizes readable. When audio narration is chosen, on slide text will be kept to a minimum.

Treatment

Background/Designer Notes

This project combines behavioral and constructivist approaches to learning. The subject matter fits into two distinct categories. Some will be learning the single right way to do things based on council or national policies and procedures. The rest will be constructing best ways of doing things based on multiple variables such as location of the trip, age of the girls, number of girls, number of adults, etc.

Strategies that will be employed to reach these goals include:

- Worked Examples of basic principles
- Case studies, mini-scenarios that lead to problem solving for best solutions
- Games to enforce skills such as dressing in layers or building a kaper chart
- Interactive simulations of a sample meal planning tool and budgeting tool
- Simple quizzing with lots of feedback
- A final assessment

The actual project will consist of nine units: Outdoor Adventure Planning Overview, Where to Go, Meal Planning for Camping, Dressing for the Outdoors, Equipment (personal and group), Budgeting, Kaper Charts, Preparing for the Unexpected, and Evaluating with Girls. It will conclude with a final assessment followed by closing credits/references.

For IDT 530 I plan to develop the Home/Table of Contents screen for all nine of these units, but will only develop completely one unit of instruction. I also plan to develop an introduction that sets the theme, introduces characters, and creates an overarching story. Outdoor Adventure Planning Overview will be more direct instruction, with little opportunity for interactivity, but is an essential introduction. This combined with a more interactive and involved unit such as Dressing for Outdoors should complete the scope for class. I plan to conclude with a shortened version of the final assessment that only includes questions on the two covered units.

Description of Project

The project opens with an introductory slide show of Girl Scouts in the outdoors and the title of the course, “Be Safe, Be Ready: Girl Planning” above it. Below the slide show will be the Girl Scouts Hornet’s Nest Council (further referred to as GSHNC) logo. Girl Scout songs will play in the background. The slide show fades to lighter contrast and continues to play while credits appear.

Music continues as the screen fades out and is replaced by the same cabin that is used for the Home Page/ Table of Contents, but without all of its navigation features. The title “Welcome to Be Safe, Be Ready: Girl Planning” appears in a picture frame above the fireplace. Images of two Girl Scout appears. Through audio narration, they will introduce themselves as your guides through this course explain how the course will work. This will include information about the learner being able to navigate the units in any order (possibly, there may be some control over order once the content is more developed), but needing to visit all 9 topics before they can take the final assessment. The standard course navigation buttons will then appear one at a time into their default locations at the bottom while a description of how they are used is described by the Girl Scout guides. Once every navigation button is explained, the only options that will remain and will be active are “Home” and “Help”.

When the learner clicks the Home button, s/he will go to the Home/Table of Contents screen. This screen which is always available through a home button, is an image of a camp cabin filled with objects representing the units in the course as well as a help function. These are described in detail in the Interface section of this document. From this screen the learner can access all nine units, help, and additional resources. As the units are developed if it makes sense to force some sequencing it will be done here by making certain units unavailable until others are completed. For example, it might make sense to force completion of “The Outdoor Adventure Planning Overview” before accessing any other units, but most others could be done in any order. Once all nine units have been completed, the final assessment will also be available from this screen.

The Outdoor Adventure Planning Overview

This unit covers the who, what, and why of planning for an outdoor adventure. It introduces the topics for the course, explains the necessity of girl-led planning, and introduces ideas of what girls can plan themselves, and talks about progression by age level in what the girls plan vs. the adults. It also covers the rewards of teaching the girls planning strategies. There is a lot of information to give out so this will be a combination of short videos or animations and plain text/voice audio. Much of this will be presented by our Girl Scout course guide. Some “test yourself” questions will be placed at appropriate locations to make sure that the learner is absorbing the material and is ready to move on. Visual aids to demonstrate important points will be used when needed.

Where to Go?

not being developed for IDT 530

This unit is about what to consider when choosing an appropriate location. Its main focus is on the progression of appropriate trips for different ages. After introductory information presented by the Girl Scout course guide, the learner will be able to choose a Girl Scout age level, enter other variables such as budget purpose and season, and then plan a trip location (from a list of choices). Feedback will be given on the appropriateness of the plan.

Meal Planning for Camping

not being developed for IDT 530

This unit is on basic nutrition and hydration, but also planning for factors such as allergies, religious needs, seasonal issues, and more. It also focuses on how girls can help with planning and preparation. Resources will include camp food ideas that do not require cooking as well as a meal planning guide. The learner will be able to put food and beverages into a basket to build a meal of an outdoor outing scenario. They will receive feedback on the appropriateness of the meal. Multiple scenarios will be available.

Dressing for the Outdoors

Topics to be covered in this unit include: planning for the weather, dressing in layers, choosing the right fabrics, shirts and pants (as opposed to shorts and tanks), shoes and socks always, rain gear, hats, sleepwear, and other odds and ends.

The unit opens on a rainy day outside the cabin with our Girl Scout guides dressed inappropriately and audio narration of a conversation between them where they complain about being cold and wet and wanting to go home. When the scene finishes, a question pops up asking the learner, “Do you know how to make sure that we have happy campers in any weather?” Then the next button becomes active.

The Girl Scout guides then take the learner through a series of lessons to present the unit material and to introduce additional resources relevant to the unit.

The practice will come in the form of a dress-up doll. Different outdoor scenarios will be presented along with a “paper-doll” type image. The learner will need to dress the doll appropriately for the weather.

Equipment

not being developed for IDT 530

This unit covers two types of equipment planning/packing, personal equipment and group equipment. A major focus is minimalism. Areas of focus include: clothing, sleeping, how to pack, cooking/cleaning supplies, first aid, and what you don't need (electronic devices among other things). Practice will involve various scenarios and an assortment of supplies and containers. The learner will need to pack appropriately for the scenario by moving the correct supplies into appropriate containers.

Budgeting

not being developed for IDT 530

A big focus of the budgeting unit is how to teach girls to develop and work within a budget. The content will not be about making a budget, but more on what questions need to be asked in order to create a budget so that the adult volunteer can then teach girls the process. Another focus will be on what girls can/should do in order to create a budget and ideas on activities to do with girls. There are a number of worksheet/handout references that will be linked from this unit. For practice, the learner will enter information into a budget to see how costs change based on number of participants, different food and transportation choices, and other variables.

Kaper Charts

not being developed for IDT 530

Kaper is the scouting word for job or chore. A kaper chart is a way of splitting up the work on a trip. In this unit the learner will find out the purpose of a kaper chart and how girls can be involved in developing the chart. There will be links to resource handouts on different types and styles of charts. The practice activity will involve moving objects around to create a kaper chart.

Preparing for the Unexpected

not being developed for IDT 530

This unit is all about back-up plans. What if it rains? What if an activity is much quicker than anticipated? What if an activity is delayed and there is time to kill? In this unit the learner will create a virtual Troop Box while learning about what should go into a real one. They will put supplies into the virtual box, find links to games that do not require supplies, and explore other ideas for time-filler or back-up activities.

Evaluating with Girls

not being developed for IDT 530

The Girl Scout Leadership Experience philosophy is: Discover + connect + Take Action = Leadership
Part of the Take Action step is evaluating the experience. This unit guides the adult volunteer on how to do a post-trip evaluation with girls.

Help

This slide provide a recap of course navigation instructions. It also contains instructions on what is required for course completion and contact information for HNGSC. It will continue with the cabin

theme, showing the same inside as the TOC/Home slide. However, this slide will have a large space for text and a left menu bar with help topics such as navigation, contacting GSHNC, how to complete the course, and how to receive credit for completion.

References

All of the documents referenced in the units will also be organized and linked from this slide or set of slides. Additional resources that did not fit into a unit may also be added here. These may be documents or links to places on the internet. It will continue with the cabin theme, showing the same inside as the TOC/Home slide. The same objects that lead to units will be present, but with some visual change (color maybe) to make it obvious that we are on a different slide. Clicking on each will bring up additional resources related to that unit.

Final Assessment

The final assessment will become available through the Home / TOC slide once all 9 units have been visited. It will consist of 2-4 questions for each unit that test key learning objectives. Once completed, the learner will see a course completion screen, have an opportunity to print a completion certificate, and will then be led to the end credits/closing slide.

Interface

The interface is being designed in conjunction with the Hornet's Nest Girl Scout Council Marketing Specialist. The client (Hornet's Nest GS Council) will provide basic branding elements and color. The basic thought is to match the look and feel of the newly launched website at <http://www.hngirlscouts.org/>. This means bold colors and lots of GS green. The website uses the Bitter and Telex fonts, so I will look for something similar or use the same.

However, I also want to incorporate the "outdoors" theme into the interface. Therefore, I will choose from the browns, greens, and blues in the colors used on-line and avoid the pinks and other bold colors not used in nature. I also want to develop navigation buttons with an outdoor theme.

Since many of the learners taking this course may have minimal on-line learning experience, simplicity and clarity are key elements of the navigation. Less is more! While I want the look to feel branded to Girl Scouts, the council, and the theme, I also want it to be minimalist and uncluttered. I plan to use a very simple and standard navigation:

- Home page in the design of a camp cabin that serves as the Table of Contents and a portal to all of the other course units. Inside the cabin there will be the following labeled images:
 - A window on one wall showing a sunny day leading to "Outdoor Adventure Planning"
 - A photo of an outdoor scene hanging over a fireplace that leads to "Going Places, Where to Go"
 - A table set with food leading to "Meal planning for camping"
 - Coats hanging on the wall and boots on the floor leading to "Dressing for the Outdoors"
 - Bunk beds with sleeping bags and pillows and a footlocker at the foot leading to "Personal and Group Equipment"
 - A piggy bank on the mantle of the fireplace leading to "Budgeting"
 - A Kaper Chart hanging on the wall leading to "Kaper Charts"
 - A window on the other wall showing a rainy or snowy day leading to "Be Prepared for the Unexpected"

- A door out of the cabin leading to “Evaluating with Girls”
- A First Aid Kit on the mantel leading to “Help” which will provide help on using the project as well as info on contacting the GS council
- A smaller table with a map and compass laying on it leading to a “resources” screen full of links to additional files, websites, etc. that are referenced throughout the course or that are additional material
- When all Unit locations have been visited (everything except help and resources) then a new element of an adult GS volunteer standing in the room will appear leading to the “final assessment” which will be labeled on her t-shirt.
- The Home Page is the only page that will not have the other standard navigation elements
- The cabin will continue throughout the units, with much of the instruction and practice taking place either inside or outside the same cabin.
- Content that needs to stand out will be framed in picture frame that looks like it was made at camp by lashing four sticks together.
- All content pages of the course will contain the following navigation buttons at the bottom of the screen. Home and Help will be in the bottom right-hand corner, location in course will be at the bottom left. Previous and Next will be on the left and right bottom of the main content window and will be active when appropriate. A Mouse-Over of any navigation button will provide text for the button.



- **Home** (image of a log cabin) – takes the learner back to the home/Table of Contents screen



- **Help** (an image of a First Aid Kit) – takes the learner to the Help screen which provides navigational instructions, info about the course, and information on contacting the GS Council



- **Previous** (left arrow made from natural looking wooden sticks) – takes learner to the previous slide in the unit or to the previous unit



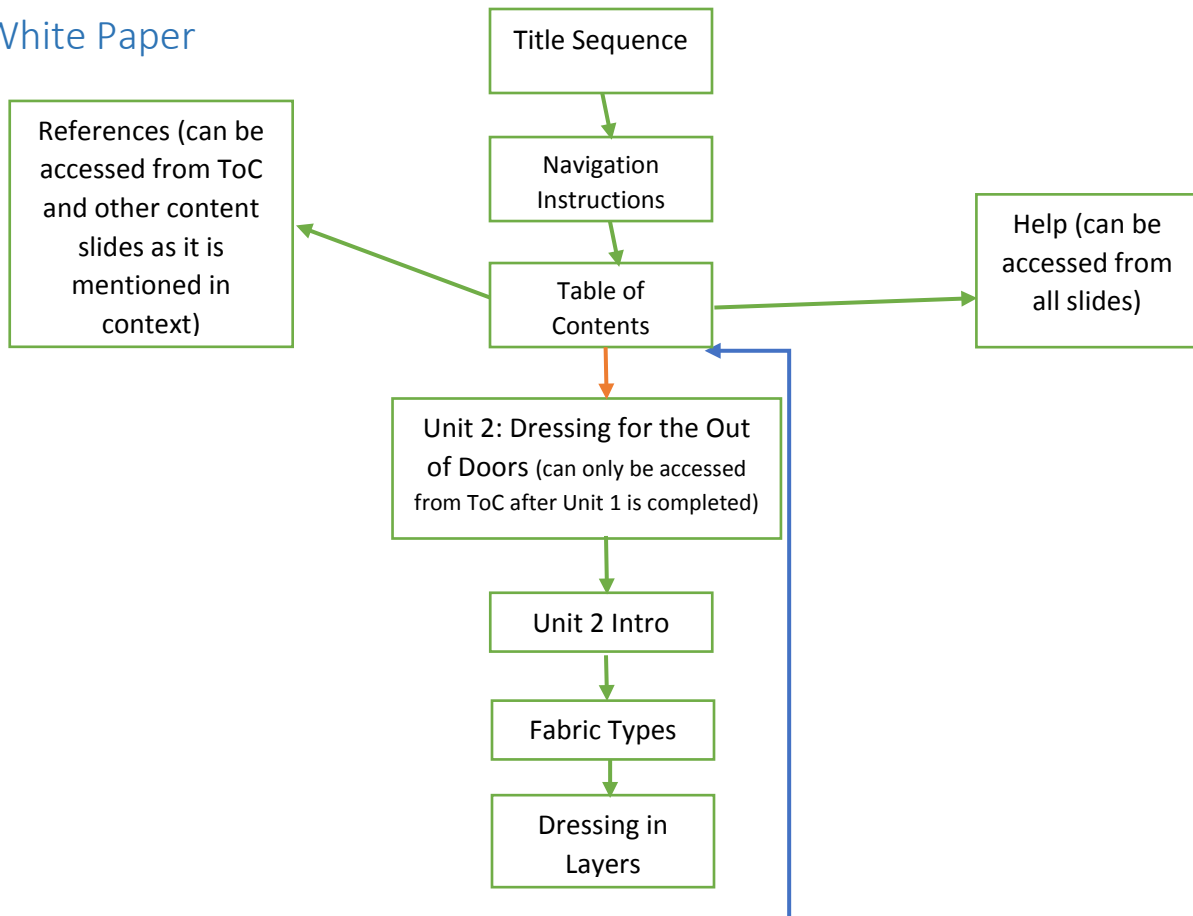
- **Next** (right arrow made from natural looking wooden sticks) – takes learner to the next slide in the unit or to the next unit



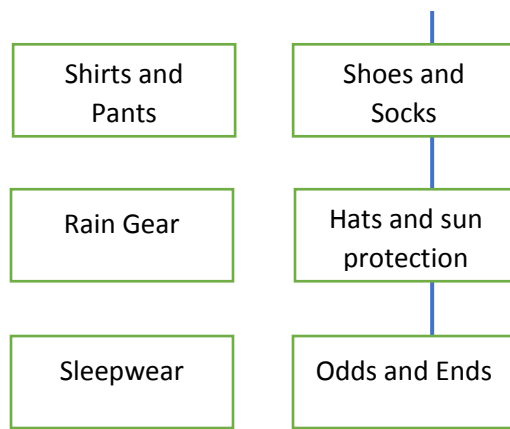
- **Location in Course** (A GS trefoil image with words for the Unit and slide #) – not a navigation button but appears on all content screen to show the learner where s/he is in the course

- In addition if there is video or animation on a slide, navigation to pause/play and replay will be provided at a minimum. Rewind and Fast forward will be provided for longer clips if needed. These will be standard images and be located immediately under the video or animation.

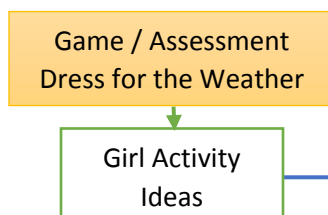
White Paper



The remaining topics can be completed in many different orders depending on decisions made by the learner



When all topics have been explored the final assessment will begin



Variables

The following variables will be used to provide interaction, hide/display objects, determine progression, and track assessment results.

Unit	Detail	Variable Name	Possible Values	Programming Notes
All	Personalization	Name	0 default Any text string up to 20 characters	Holds learner's first name for personalization.
Dressing for Out Doors	Self Assessment	Dress_SelfAssess	0 (default) Not ready for unit assessment 1 ready for unit assessment	
Dressing for Out Doors	Fabric Type Tracking	Visit_Cotton	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1 THEN Jump To Fabric Quiz Intro ELSE Continue
Dressing for Out Doors	Fabric Type Tracking	Visit_Polyprop	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1 THEN Jump To Fabric Quiz Intro ELSE Continue
Dressing for Out Doors	Fabric Type Tracking	Visit_Wool	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1

Unit	Detail	Variable Name	Possible Values	Programming Notes
				THEN Jump To Fabric Quiz Intro ELSE Continue
Dressing for Out Doors	Fabric Type Tracking	Visit_Polyester	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1 THEN Jump To Layers Intro 1 ELSE Continue
Dressing for Out Doors	Fabric Type Tracking	Visit_Nylon	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1 THEN Jump To Fabric Quiz Intro ELSE Continue
Dressing for Out Doors	Fabric Type Tracking	Visit_Silk	0 (default) not accessed/visited 1 visited the slide	Increment on Enter On Exit: If Visit_Cotton AND Visit_Polyprop AND Visit_Wool AND Visit_Polyester AND Visit_Nylon AND Visit_Silk Are all > or = 1 THEN Jump To Fabric Quiz Intro ELSE Continue
Dressing for Out Doors	Fabric Quiz	Quiz_Fabric_Hot	0 (default) not answered 1 correct answer "no" incorrect answer	

Unit	Detail	Variable Name	Possible Values	Programming Notes
Dressing for Out Doors	Fabric Quiz	Quiz_Fabric_Rain	0 (default) not answered 1 correct answer "no" incorrect answer	
Dressing for Out Doors	Fabric Quiz	Quiz_Fabric_Snow	0 (default) not answered 1 correct answer "no" incorrect answer	
Dressing for Out Doors	Fabric Quiz	Quiz_Fabric_Score	0 (default) Increments by 1 with each correct answer	
Dressing for Out Doors	Layers	Visit_LayerIntro	0 (default) Increments by 1 with each visit to the last slide of the topic	Used to show buttons in other topics for easier navigation once a topic has been visited the 1 st time
Dressing for Out Doors	Layers	Visit_LayerBase	0 (default) Increments by 1 with each visit to the last slide of the topic	Used to show buttons in other topics for easier navigation once a topic has been visited the 1 st time
Dressing for Out Doors	Layers	Visit_LayerWarm	0 (default) Increments by 1 with each visit to the last slide of the topic	Used to show buttons in other topics for easier navigation once a topic has been visited the 1 st time
Dressing for Out Doors	Layers	Visit_LayerOuter	0 (default) Increments by 1 with each visit to the last slide of the topic	Used to show buttons in other topics for easier navigation once a topic has been visited the 1 st time
Dressing for Out Doors	Shoe Pretest	Shoe_Tennis	0 (default)	On click, assign as "true"
Dressing for Out Doors	Shoe Pretest	Shoe_HikingBoot	0 (default)	On click, assign as "true"

Unit	Detail	Variable Name	Possible Values	Programming Notes
Dressing for Out Doors	Shoe Pretest	Shoe_FlipFlop	0 (default)	On click, assign as "true"
Dressing for Out Doors	Shoe Pretest	Shoe_Sandal	0 (default)	On click, assign as "true"
Dressing for Out Doors	Shoe Pretest	Quiz_Shoe_Score	0 (default)	If Shoe_Tennis = true add 1 point If Shoe_HikingBoot = true add 1 point If Shoe_FlipFlop = 0 add 1 point If Shoe_Sandal = 0 add 1 point
Dressing for Out Doors	Dressing Extras	Visit_Shoes	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Dressing Extras	Visit_Shirts	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Dressing Extras	Visit_Hats	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Dressing Extras	Visit_RainGear	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Dressing Extras	Visit_NightTime	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Dressing Extras	Visit_Odds	0 (default) not accessed/visited 1 visited the complete topic	Count on last slide of the topic

Unit	Detail	Variable Name	Possible Values	Programming Notes
				Use to show the visited icons on Dressing Extras slide
Dressing for Out Doors	Hats	HatBaseball_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Hats	HatWinter_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Hats	HatBandana_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Hats	HatBrim_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Sun	SunBlock_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Sun	SunGlasses_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Sun	SunClothes_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Sun	SunForm_Click	0 (default) not clicked / viewed 1 clicked / viewed	Tracks views, use to allow access to next slide / Home
Dressing for Out Doors	Final Assessment	Question1_Answer	0 (default) Flip-flops Tank-Tops Sandals All of these	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question1_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question2_Answer	0 (default) True False	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question2_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question3_Answer	0 (default) True False	Appropriate text string is assigned depending on which answer is chosen

Unit	Detail	Variable Name	Possible Values	Programming Notes
Dressing for Out Doors	Final Assessment	Question3_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question4_Answer	0 (default) Fleece or polypropylene Wool Cotton knit Fleece, polypropylene, or wool Wool or cotton knit	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question4_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question5_Answer	0 (default) Garbage bags with holes for arms and head Raincoats with optional rain pants Ponchos Raincoats with optional rain pants and ponchos All of these	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question5_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question6_Answer	0 (default) True False	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question6_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly

Unit	Detail	Variable Name	Possible Values	Programming Notes
Dressing for Out Doors	Final Assessment	Question7_Answer	0 (default) You don't have to pack as much because you are wearing more of your clothing choices You don't have to check the weather forecast before packing It allows you to add or remove clothing items as you get warmer/colder due to changing weather or level of activity It isn't a good plan, it is a pain and not worth the effort!	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question7_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question8_Answer	0 (default) True False	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question8_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question9_Answer	0 (default) Raincoat Tennis shoes Bandana Sunglasses	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Question9_Value	0 (default) / Wrong 1 Correct	Changes to 1 if answered correctly
Dressing for Out Doors	Final Assessment	Question10_Answer	0 (default)	Increment by .2 for each correct match for a possible total of 1 full point

Unit	Detail	Variable Name	Possible Values	Programming Notes
Dressing for Out Doors	Final Assessment	Q10_BaseLayer_Answer	0 (default)	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Q10_WarmLayer_Answer	0 (default)	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Q10_Injuries_Answer	0 (default)	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Q10_ProtectFeet_Answer	0 (default)	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Q10_DryBottom_Answer	0 (default)	Appropriate text string is assigned depending on which answer is chosen
Dressing for Out Doors	Final Assessment	Q10_BaseLayer_Value	0 (default)	Changes to .2 if answered correctly
Dressing for Out Doors	Final Assessment	Q10_WarmLayer_Value	0 (default)	Changes to .2 if answered correctly
Dressing for Out Doors	Final Assessment	Q10_Injuries_Value	0 (default)	Changes to .2 if answered correctly
Dressing for Out Doors	Final Assessment	Q10_ProtectFeet_Value	0 (default)	Changes to .2 if answered correctly
Dressing for Out Doors	Final Assessment	Q10_DryBottom_Value	0 (default)	Changes to .2 if answered correctly
Dressing for Out Doors	Final Assessment	DressingFinalQuiz_Score	0 (default)	Increment by 1 for each correct answer for questions 1-10
Dressing for Out Doors	Final Assessment	DressingFinalQuiz_Attempts	0 (default)	Increments by 1 each time the final assessment is completed in order to track number of attempts

Storyboards

- Title Sequence
- Navigation Instructions (never developed)
- Table of Contents
- Dressing for the Outdoors

Branch Point: 1.0	Scene Title: Title Sequence	Date: 3/18/15
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Branch Point Information: 2.0
Navigation Instructions

Graphics/Animations:
 GS_HORNETSnest_servicemark.jpg
 Slide Show of series of images of Girl Scouts on Outdoor Adventures
 Next button (3 states)

File Name/Location:

Audio Description:
 Girl Scout Songs in MP3 file

File Name/Location: TBD

Interactivity:

Text File Name/Location:

Scene Sketch:



The scene sketch shows a wooden sign with a gabled roof. Inside the sign, the text "Be Safe, Be Ready: Girl Planning" is written in green. Below this text is the Girl Scouts logo, which consists of a green trefoil with a white figure inside, and the text "girl scouts" in a bold, lowercase font, followed by "hornets' nest" in a smaller, lowercase font. At the bottom of the sign, there is a green rectangular button with the text "Click or press the arrow button to start the training when you are ready" in white. To the right of the button is a small icon of a branch.

Notes to Programmer:
 The scene opens with the title and the GSHNC service mark which remains for 3 seconds. The title remains and the service mark is replaced by a slide show of photos, each playing for 3 seconds. After the first 9 seconds, the Next button appears in the navigation area in its normal location along with a text caption telling the learner to click it to continue when ready.

Branch Point Information: 2.1
Navigation part 2

Graphics/Animations:
 GS_HORNETSnest_servicemark.jpg
 Home button (3 states)
 Help button (3 states)
 Previous button (3 states)
 Next button (3 states)
 Location Image
 GSGuide.jpg (note this girl is a place holder and needs to be changed)

File Name/Location:

Audio Description:

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: 2.1	Scene Title: Navigation Instructions Part 2	Date: 3/28/15
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Branch Point Information: 2.2

Graphics/Animations:
 GS_HORNETSnest_servicemark.jpg
 Home button (3 states)
 Help button (3 states)
 Previous button (3 states)
 Next button (3 states)
 Location Image
 GSGuide.jpg (note this girl is a place holder and needs to be changed)

File Name/Location:

Audio Description:

File Name/Location: TBD

Interactivity:

Text File Name/Location:

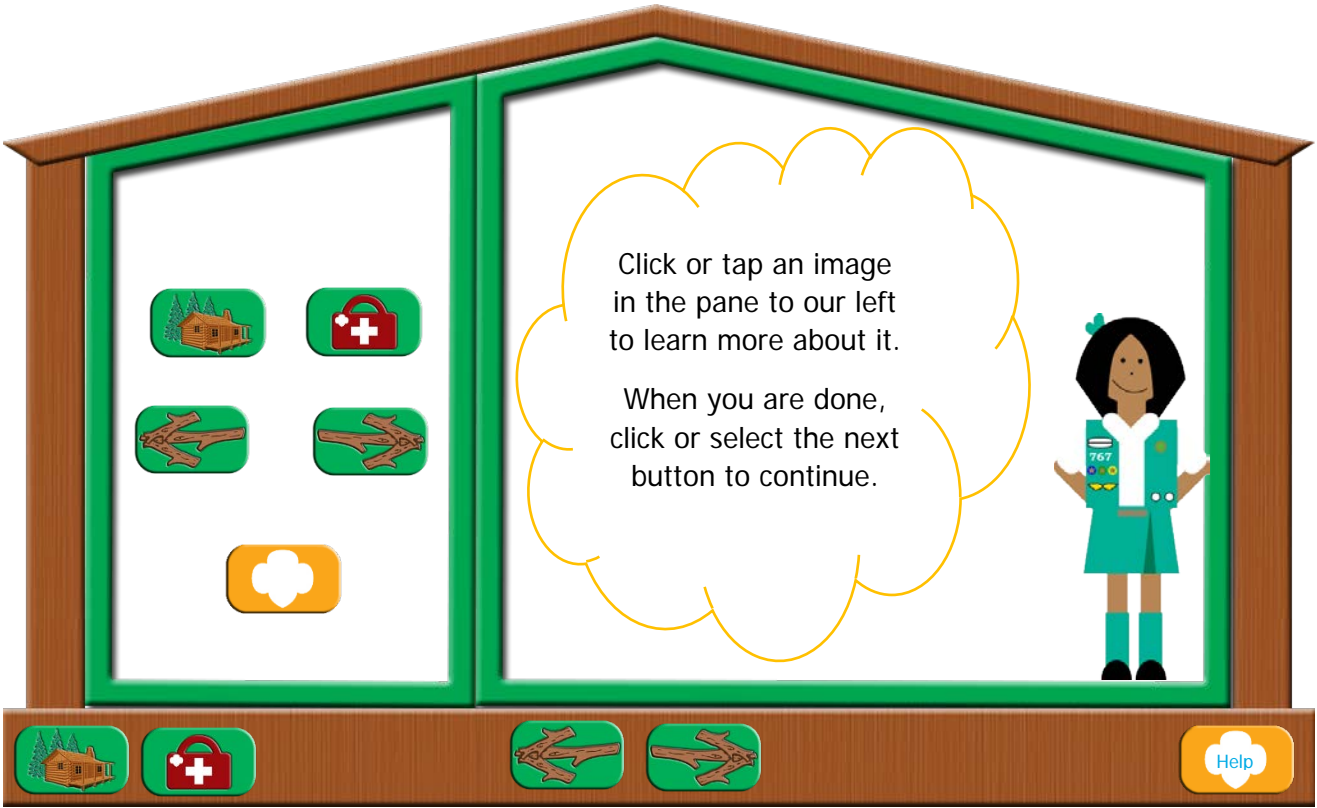
Scene Sketch:



Notes to Programmer:

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Branch Point: 2.2	Scene Title: Navigation Instructions Part 3	Date: 3/28/15
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<p>Branch Point Information: 2.3</p>	<p>Scene Sketch:</p>
<p>Graphics/Animations: GS_HORNETSnest_servicemark.jpg Home button (3 states) Help button (3 states) Previous button (3 states) Next button (3 states) Location Image GSGuide.jpg (note this girl is a place holder and needs to be changed)</p>	
<p>File Name/Location:</p>	
<p>Audio Description:</p>	
<p>File Name/Location: TBD</p>	
<p>Interactivity:</p>	<p>Notes to Programmer: Clicking or tapping (on a tablet) an image of a button in the left frame hides Carly Camper and her speech bubble and replaces them with information about that button or item and how to use it. <i>Note: instruction text needs to be written</i></p>

Text File Name/Location:

Branch Point: 2.3 **Scene Title: Navigation Instructions Part 4** **Date: 3/28/15**

Branch Point Information: 3.0
Table of Contents (ToC)

Graphics/Animations:
GS_HORNETSnest_servicemark.jpg
Home button (3 states)
Help button (3 states)
Previous button (3 states)
Next button (3 states)
Location Image
GSGuide.jpg (note this girl is a place holder and needs to be changed)

File Name/Location:

Audio Description:
Audio voice narration explaining Home Screen: "Your Home for this training is a cabin. You can navigate to any of the Units as well as Help and additional Resources from the Home Cabin. Some units must be completed in a specific order, others you can explore however you want. If a unit is available to you then you will be able to click on it to go there, otherwise it will be greyed out and you will not be able to click on it. When you have successfully completed every unit, a final challenge will open up in the cabin that will result in a certificate of completion."

File Name/Location: TBD

Scene Sketch:

Click play on the video to my right. When it is done click the Home button to begin the Units.


Show video demonstration of Table of Contents screen here

Interactivity:		Notes to Programmer:	
Text File Name/Location:			
Branch Point: 3.0	Scene Title: Table of Contents		Date: 3/25/15

<p>Branch Point Information: all unit Intro slides, help, resources, final assessment Fill in numbers later</p>
<p>Graphics/Animations: Image files for each unit Image for help Image for resources Image for Summative Assessment 3-D Cabin background image</p>
<p>File Name/Location: TBD</p>
<p>Audio Description: Background music of Girl Scout camp songs</p>
<p>File Name/Location: TBD</p>



Interactivity: Each image is a clickbox link to that unit or resource's intro slide.		Notes to Programmer: <ul style="list-style-type: none"> • Not all clickboxes are active at the start of the project. • From the beginning the learner should be able to access only: Help, Resources, and Outdoor Planning. • After completing Outdoor Planning successfully, Dressing for Outdoors and Equipment become available. • Other Clickboxes will not be activated for IDT 530 • After completing: Outdoor Planning, Dressing for Outdoors & Equipment, the Summative Assessment will become Available. • Each item should have help text available. Since mouse-over is not an option in HTML5 we need to determine how to make this available.
Text File Name/Location:		
Branch Point: D1.1	Scene Title: Dressing for Outdoors opening	Date: 4/11/15

Branch Point Information: D1.2	Scene Sketch: 
Graphics/Animations: Rain clouds with rain that slowly move from left to right across slide while voice over plays Guide2 (purple shirt) Guide3 (Yellow Shirt)	
File Name/Location:	
Audio Description: Voice narration or speech bubbles. Guide 3: I hate camping in the rain! It is no fun at all! Guide 2: I know I am cold and wet and it ruins everything! Guide 3: I wish we could just go home now. I can't believe we are here another night. Guide 2: Our Leaders to us to Be Prepared, but I didn't know what to bring, did you?	
File Name/Location:	

Interactivity:		Notes to Programmer: If voice narration happens, have the proper guide highlighted and the other lightened when one is speaking. If speech bubbles are used, make sure only one bubble is on the screen at a time and that the learner can control progress to the next line of dialog.	
Text File Name/Location:			
Branch Point: D1.2	Scene Title: Dressing for Outdoors opening pt 2	Date: 4/11/15	

Branch Point Information: D2.0, D_Quiz	Scene Sketch:
Graphics/Animations: Main Guide	
File Name/Location:	
Audio Description:	
File Name/Location:	

Interactivity:	Notes to Programmer: Store response as variable Dress_SelfAssess If Yes: Dress_SelfAssess = 1, go to Unit Assessment (D_Quiz) If No: Dress_SelfAssess = 0, go to next slide (D2.0)
Text File Name/Location:	

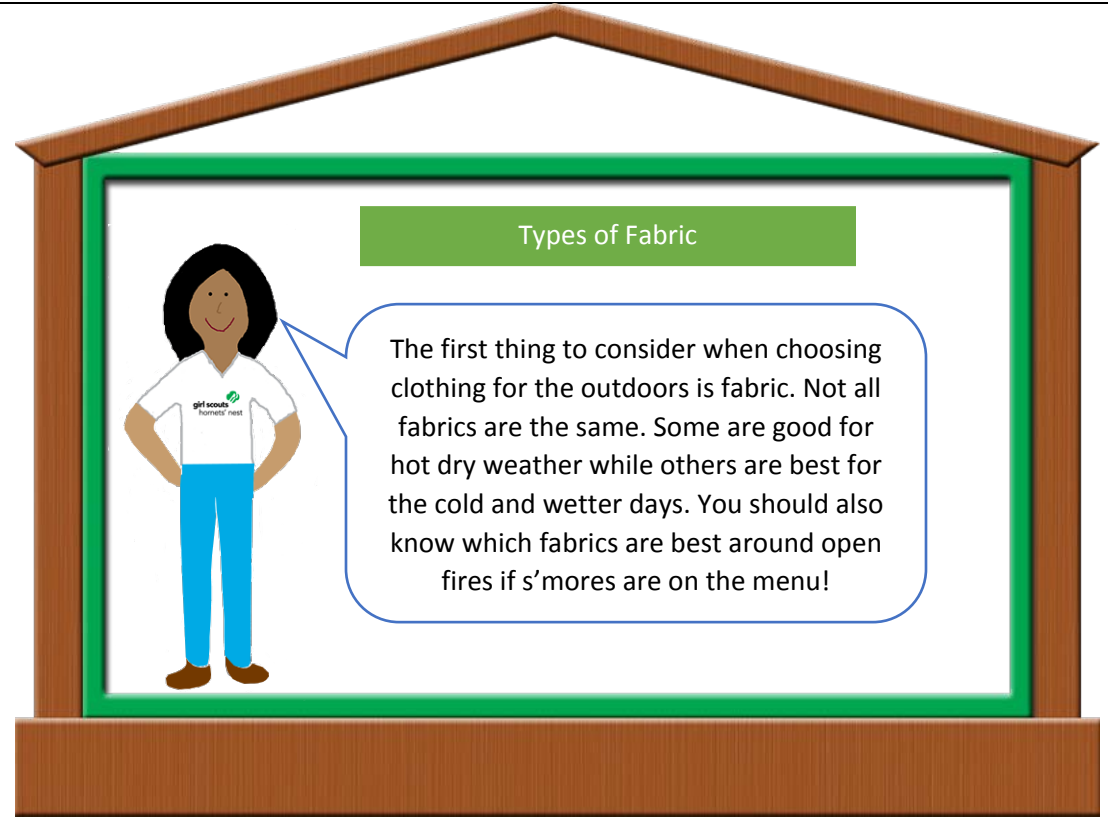
Branch Point: D2.0	Scene Title: Fabrics	Date: 4/11/15
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Branch Point Information: D2.1, D2.2, D2.3, D2.4, D2.5, D2.6	Scene Sketch:
Graphics/Animations: Main Guide	
File Name/Location:	

Audio Description:

Two speech bubbles. First is shown in sketch.
2nd: "Select a fabric below to learn all about it. Once you have explored all of the fabrics and showed me what you learned, you will be able to move on to the next section."

File Name/Location:



Interactivity:

Notes to Programmer:

Allow learner to use next button to move from speech bubble 1 to 2.
When speech bubble 2 appears, put buttons for each fabric type at bottom of screen in navigation bar and leave them there for rest of the Fabric lesson.

Text File Name/Location:

Variables: We will need to track which fabric the learner has visited and only allow progression to Fabrics Practice (D2.7.1) once all fabric slides have been accessed.

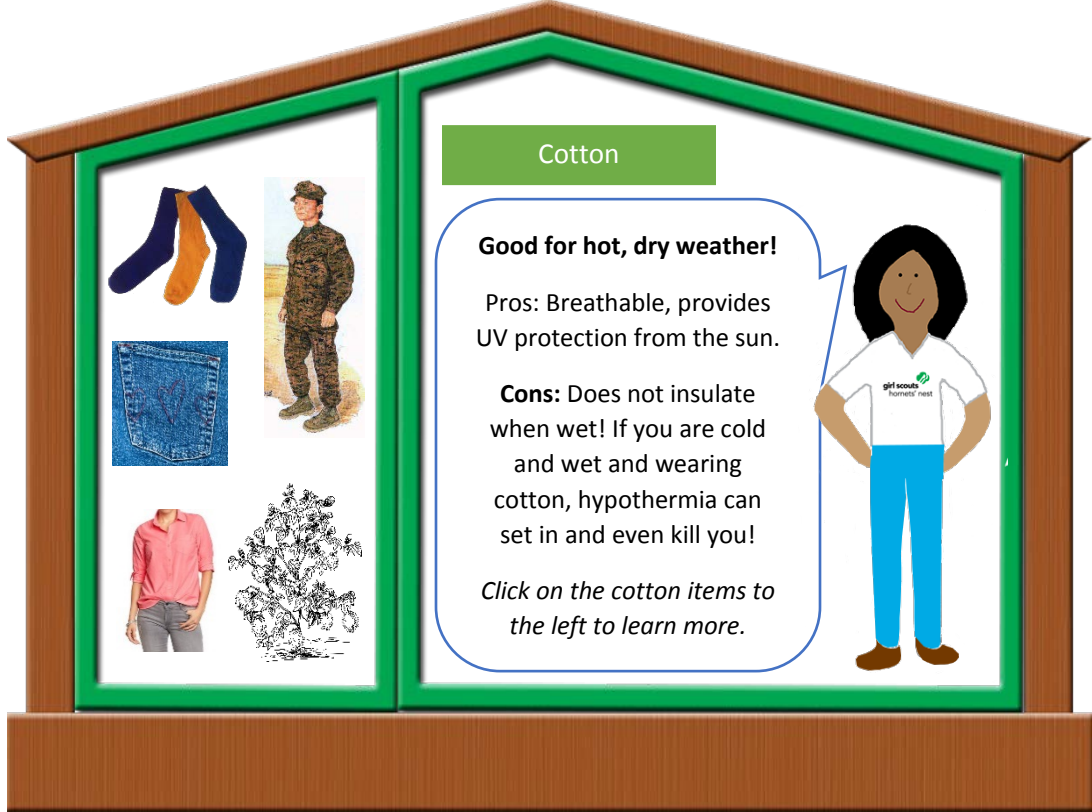
Branch Point: D2.1

Scene Title: Cotton

Date: 4/11/15

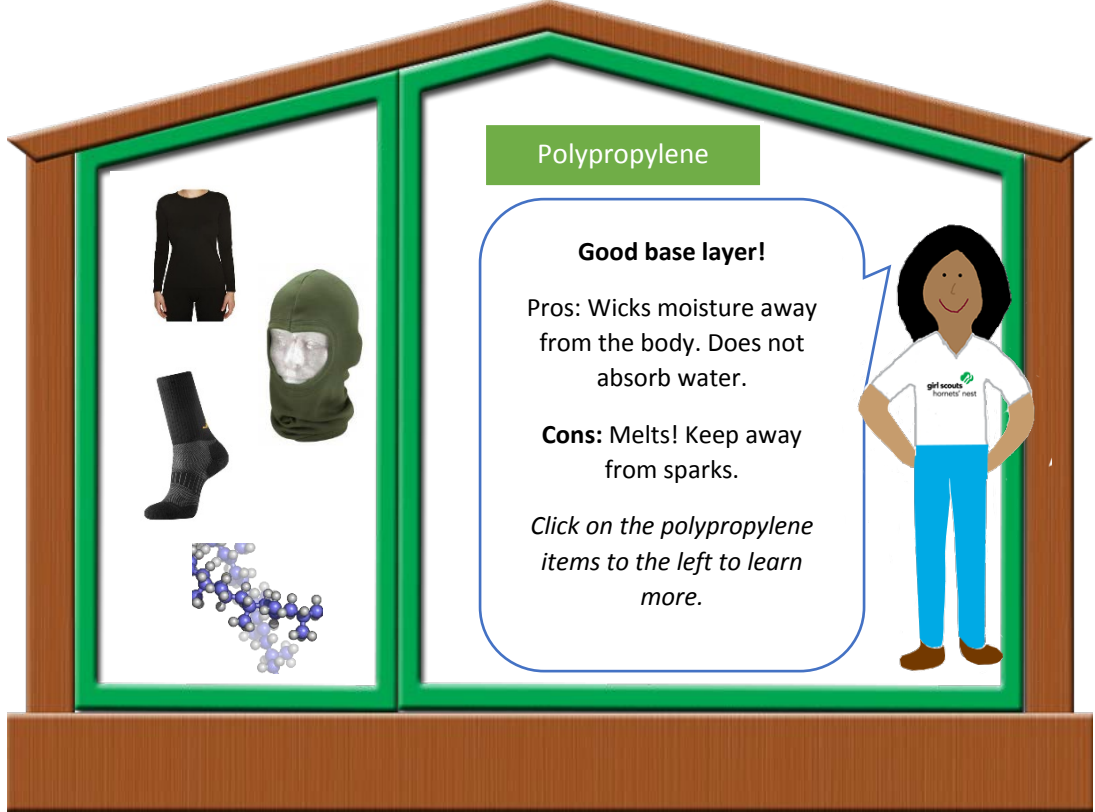
Branch Point Information: D2.2, D2.3, D2.4, D2.5, D2.6, D2.7

Scene Sketch:


<p>Graphics/Animations: Main Guide Cotton Plant Jeans Cotton socks Cotton button down shirt Camouflage Jacket</p> <p>File Name/Location:</p>	
<p>Audio Description:</p> <p>File Name/Location:</p>	
<p>Interactivity: Click/press picture brings up information about the pros/cons of wearing that item. Click/press cotton plant brings learner to slide with website about dangers of cotton in outdoor wear (http://hubpages.com/hub/Why-Cotton-Will-Kill-You).</p> <p>Text File Name/Location:</p>	

Branch Point: D2.2	Scene Title: Polypropylene	Date: 4/11/15
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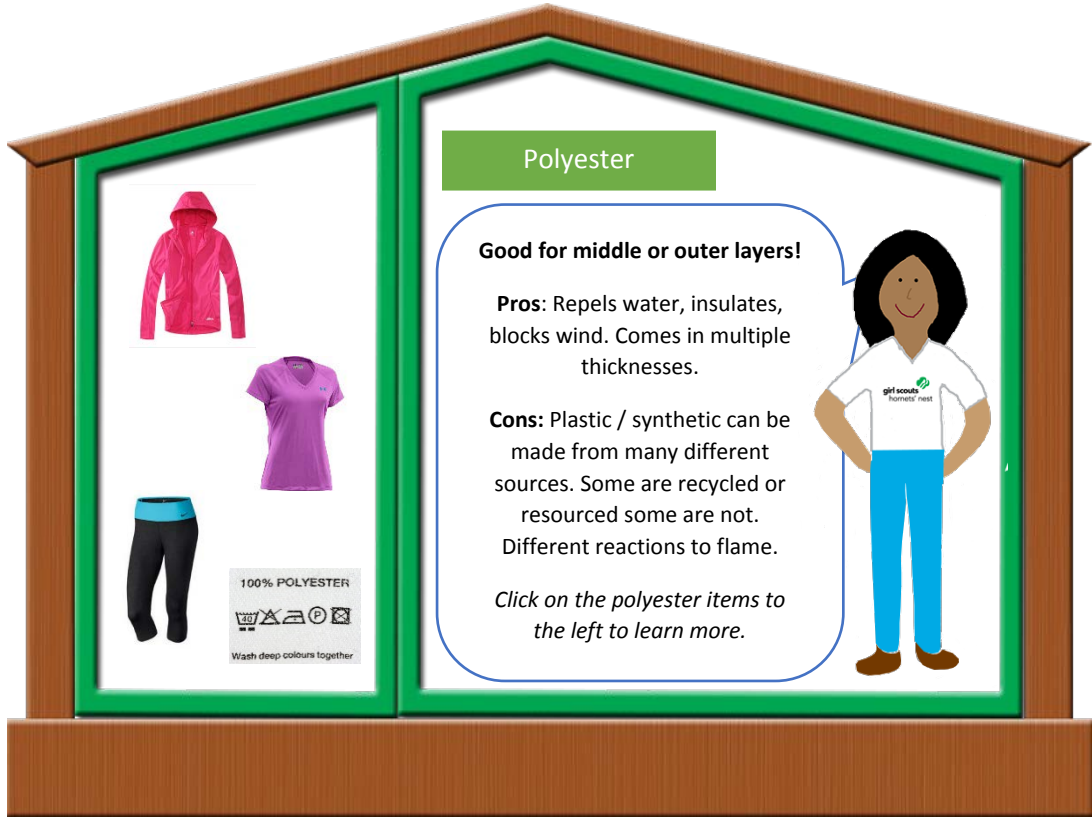
Branch Point Information: D2.1, D2.3, D2.4, D2.5, D2.6, D2.7	Scene Sketch:
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<p>Graphics/Animations: Main Guide Long underwear Balaclava Sock Chemical</p> <p>File Name/Location:</p>	 <p>Polypropylene</p> <p>Good base layer!</p> <p>Pros: Wicks moisture away from the body. Does not absorb water.</p> <p>Cons: Melts! Keep away from sparks.</p> <p><i>Click on the polypropylene items to the left to learn more.</i></p>
<p>Audio Description:</p> <p>File Name/Location:</p>	
<p>Interactivity: Click/press picture brings up information about the pros/cons of wearing that item.</p> <p>Polypropylene Info http://www.nomoredependence.com/2011/03/polypropylene-clothing/</p>	<p>Notes to Programmer:</p> <p>Split speech bubble up into multiple bubbles if it does not fit nicely on slide.</p> <p>When the user selects an item on the left, have the GS Guide and her speech bubble hide and replace them with the info about the item.</p>
<p>Text File Name/Location:</p>	

Branch Point: D2.3	Scene Title: Wool	Date: 4/11/15
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<p>Branch Point Information: D2.1, D2.2, D2.4, D2.5, D2.6, D2.7</p>	<p>Scene Sketch:</p>
<p>Graphics/Animations: Main Guide Sweater Hats and Mittens Underwear Sheep</p>	
<p>File Name/Location:</p>	
<p>Audio Description:</p>	
<p>File Name/Location:</p>	
<p>Interactivity: Click/press picture brings up information about the pros/cons of wearing that item.</p> <p>Benefits of wool (http://www.woolsports.com/wool-info/benefits-of-wool/)</p>	<p>Notes to Programmer:</p> <p>Split speech bubble up into multiple bubbles if it does not fit nicely on slide.</p> <p>When the user selects an item on the left, have the GS Guide and her speech bubble hide and replace them with the info about the item.</p>
<p>Text File Name/Location:</p>	

<p>Branch Point: D2.4</p>	<p>Scene Title: Polyester</p>	<p>Date: 4/11/15</p>
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<p>Branch Point Information: D2.1, D2.2, D2.3, D2.5, D2.6, D2.7</p>	<p>Scene Sketch:</p>
<p>Graphics/Animations: Main Guide Coat Shirt Pants 100% poly</p>	
<p>File Name/Location:</p>	
<p>Audio Description:</p>	
<p>File Name/Location:</p> <p>Interactivity: Click/press picture brings up information about the pros/cons of wearing that item.</p> <p>What Is Polyester? (http://www.whatispolyester.com/)</p>	<p>Notes to Programmer:</p> <p>Split speech bubble up into multiple bubbles if it does not fit nicely on slide.</p> <p>When the user selects an item on the left, have the GS Guide and her speech bubble hide and replace them with the info about the item.</p>
<p>Text File Name/Location:</p>	

<p>Branch Point: D2.5</p>	<p>Scene Title: Nylon</p>	<p>Date: 4/11/15</p>
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Branch Point Information: D2.1, D2.2, D2.3, D2.4, D2.6, D2.7

Graphics/Animations:

Main Guide
Rain Coats
Pants
Hat
symbol

File Name/Location:

Audio Description:

File Name/Location:

Interactivity:

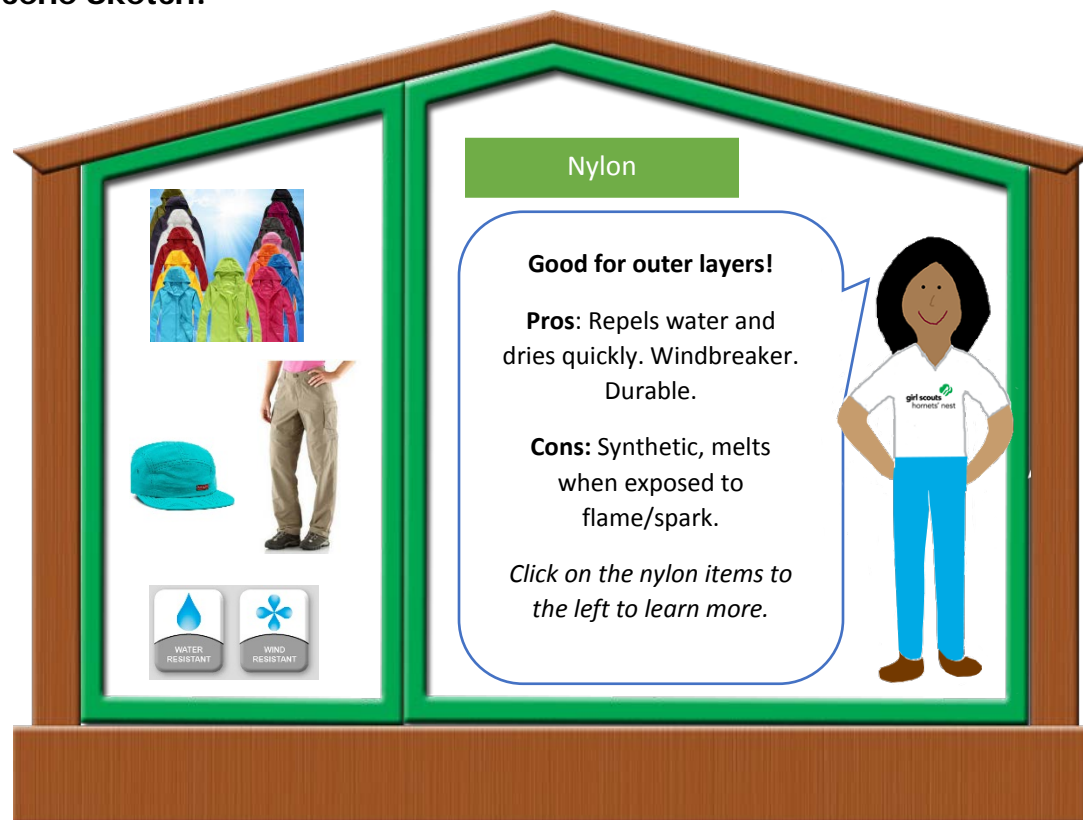
Click/press picture brings up information about the pros/cons of wearing that item.

Summary of Synthetics

[\(http://www.qualitylogoproducts.com/blog/polypropylene-polyester-nylon-guide-to-materials/\)](http://www.qualitylogoproducts.com/blog/polypropylene-polyester-nylon-guide-to-materials/)

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Split speech bubble up into multiple bubbles if it does not fit nicely on slide.

When the user selects an item on the left, have the GS Guide and her speech bubble hide and replace them with the info about the item.

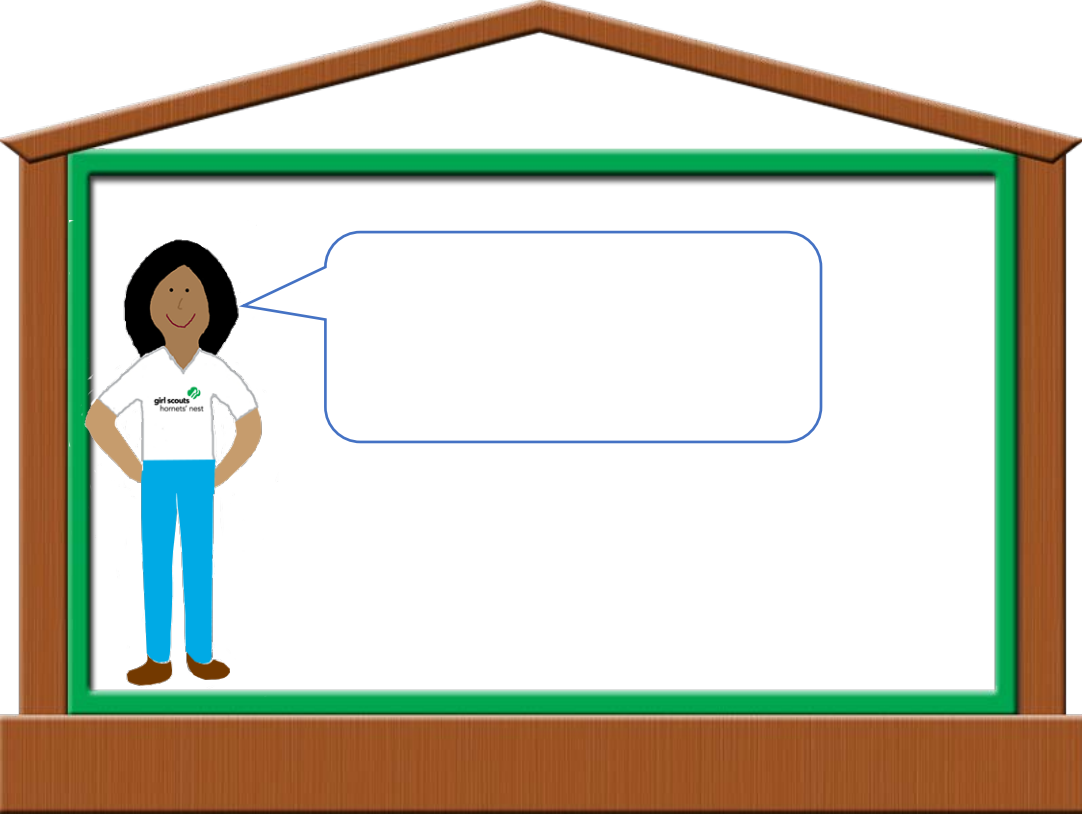
Branch Point: D2.6

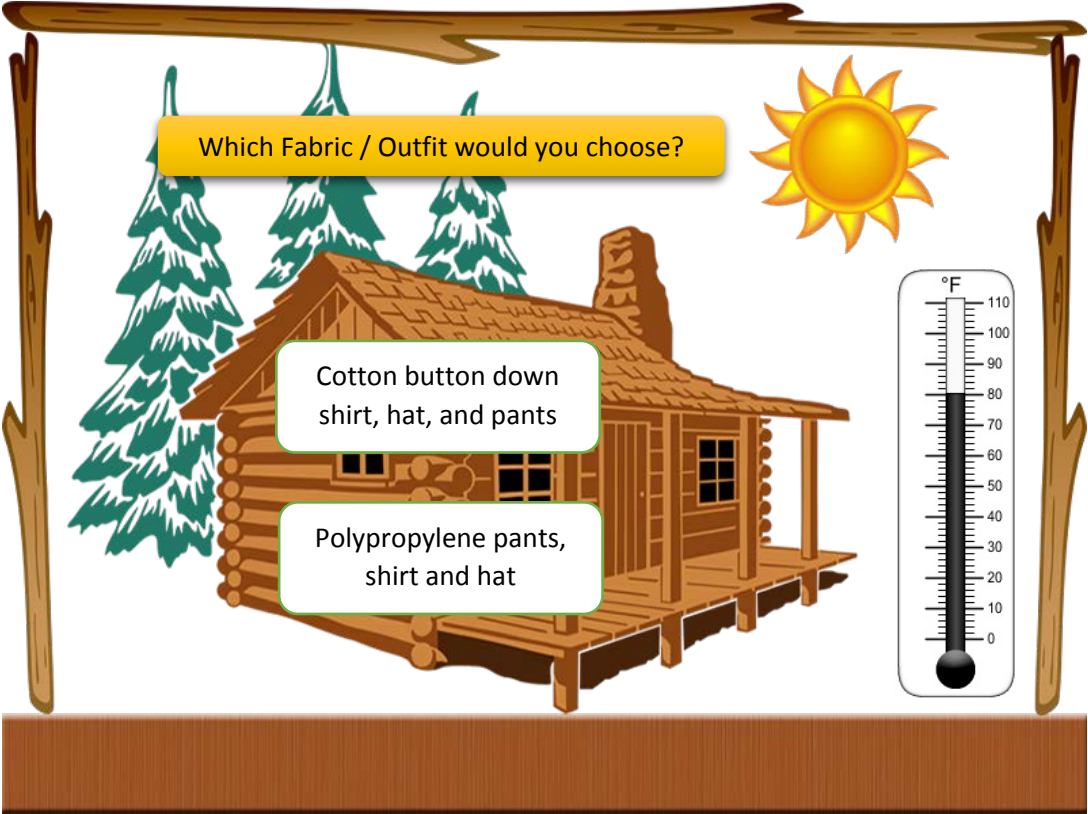
Scene Title: Silk

Date: 4/11/15

<p>Branch Point Information: D2.1, D2.2, D2.3, D2.4, D2.5, D2.7</p>	<p>Scene Sketch:</p>
<p>Graphics/Animations: Main Guide Long underwear Socks Glove liners silkworm</p>	
<p>File Name/Location:</p>	
<p>Audio Description:</p>	
<p>File Name/Location:</p>	
<p>Interactivity: Click/press picture brings up information about the pros/cons of wearing that item. Long Underwear advice (http://www.rei.com/learn/expert-advice/underwear.html)</p>	<p>Notes to Programmer:</p> <p>Split speech bubble up into multiple bubbles if it does not fit nicely on slide.</p> <p>When the user selects an item on the left, have the GS Guide and her speech bubble hide and replace them with the info about the item.</p>
<p>Text File Name/Location:</p>	

<p>Branch Point: D2.7.1</p>	<p>Scene Title: Fabric Practice</p>	<p>Date: 4/11/15</p>
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<p>Branch Point Information: 2.7.2, 2.7.3, 2.7.4, 2.0, 3.0</p>	<p>Scene Sketch:</p>	
<p>Graphics/Animations: Main Guide</p>		
<p>File Name/Location:</p> <p>Audio Description: Speech bubble progression:</p> <ol style="list-style-type: none"> 1. Are you ready to show off your fabric knowledge? 2. Great! Here's how it works... 3. Go outside and check weather. You will be given choices of fabrics. Pick the one that is best, then click or press the submit button. 4. Once you have successfully chosen fabrics for three weather conditions, you will be ready for the next lesson. <p>File Name/Location:</p>	<p>Notes to Programmer: Use next and previous buttons to allow learner to progress through speech bubbles. After last bubble, give button to allow learner to "go outside to begin"</p> <p>Randomly bring up one of the three out-door scenes / question sets each time they go outside, but be sure not to repeat. Once all three have been answer successfully, the learner can progress to the section on layers (3.0). Also allow them to return to the beginning of fabric lesson if needed (2.0).</p>	
<p>Interactivity:</p>		
<p>Text File Name/Location:</p>		
<p>Branch Point: D2.7.2</p>	<p>Scene Title: Fabric Practice Question 1</p>	<p>Date: 4/11/15</p>

<p>Branch Point Information: 2.7.3</p>	<p>Scene Sketch:</p> 
<p>Graphics/Animations: Sun Thermometer edited to read 80-85 degrees F</p>	
<p>File Name/Location:</p>	
<p>Audio Description:</p>	
<p>File Name/Location:</p>	
<p>Interactivity: Answers are clickable buttons.</p>	<p>Notes to Programmer:</p> <ul style="list-style-type: none"> • Cotton button down shirt, hat, and pants Feedback: Correct, cotton can be cool on a hot day, but be careful to cover up to protect your skin from harmful UV rays! • Polypropylene pants, shirt and hat Feedback: No, this is not the best choice. Polypropylene doesn't breathe well and you may overheat.
<p>Text File Name/Location:</p>	<p>Store response in variable Quiz_Fabric_Hot (see variable list for details). On correct response, increase Quiz_Fabric_Score by 1 On Enter, clear all extra text boxes and variable in case the user is redoing the quiz.</p>

Branch Point Information: 2.7.4

Graphics/Animations:

Rain clouds

Thermometer edited to read 50 degrees F

File Name/Location:

Audio Description:

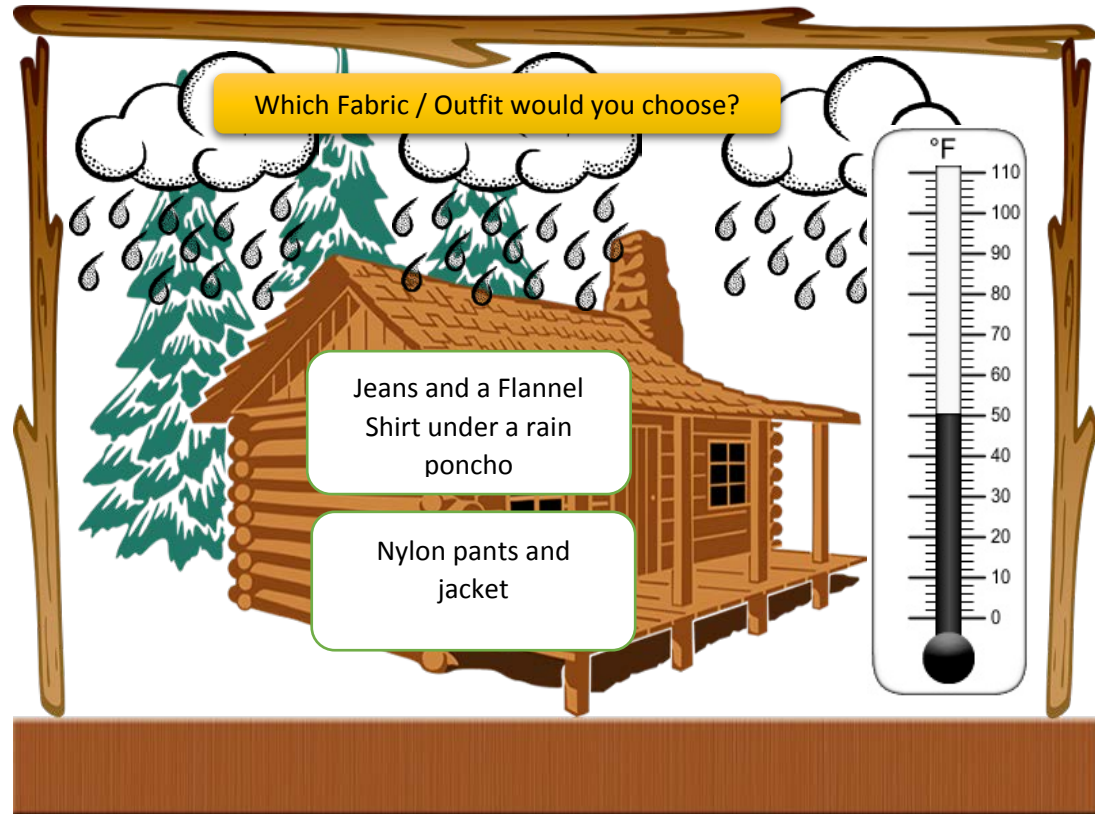
File Name/Location:

Interactivity:

Answers are clickable buttons.

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

- Nylon pants and jacket
Feedback: Correct, nylon repels or resists water and dries quickly when it does get wet. It also blocks wind.
- Jeans and a Flannel Shirt under a rain poncho
Feedback: No, this is not the best choice. The poncho helps, but jeans and flannel when wet will make you VERY cold! They take a long time to dry out too.

Store response in variable Quiz_Fabric_Rain (see variable list for details). On correct response, increase Quiz_Fabric_Score by 1

On Enter, clear all extra text boxes and variable in case the user is redoing the quiz.

Branch Point Information: 2.8

Graphics/Animations:

Snowflakes
Winter lake
Thermometer edited to read 30 degrees F

File Name/Location:

Audio Description:

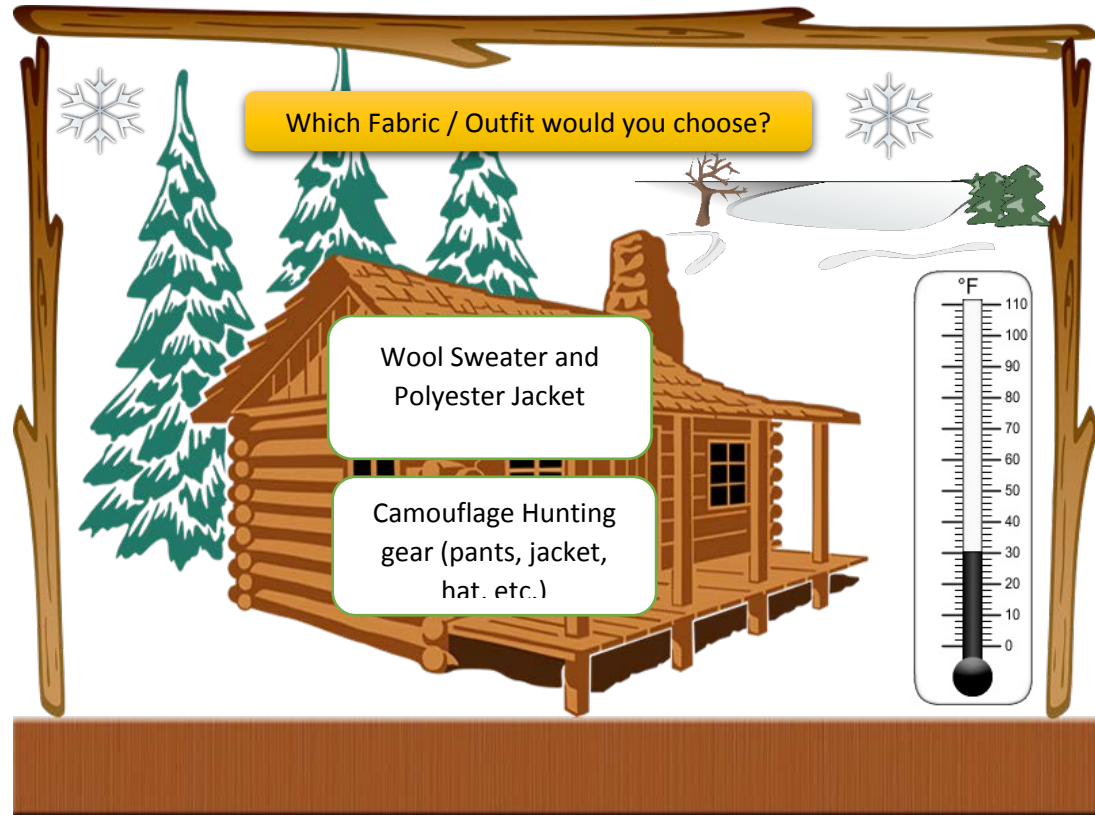
File Name/Location:

Interactivity:

Answers are clickable buttons.

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

- Wool Sweater and Polyester Jacket
Feedback: Correct, The wool will insulate and keep you warm even if it gets wet. The Polyester jacket will repel water and block the wind and cold!
- Camouflage Hunting gear (pants, jacket, hat, etc.)
Feedback: No, this is not the best choice. Camo is usually made from cotton and does not insulate well. It feels warm at first, but once you work up a sweat or get wet from the weather, it can cause problems!

Store response in variable Quiz_Fabric_Snow (see variable list for details). On correct response, increase Quiz_Fabric_Score by 1

On Enter, clear all extra text boxes and variable in case the user is redoing the quiz.

Branch Point: D2.8

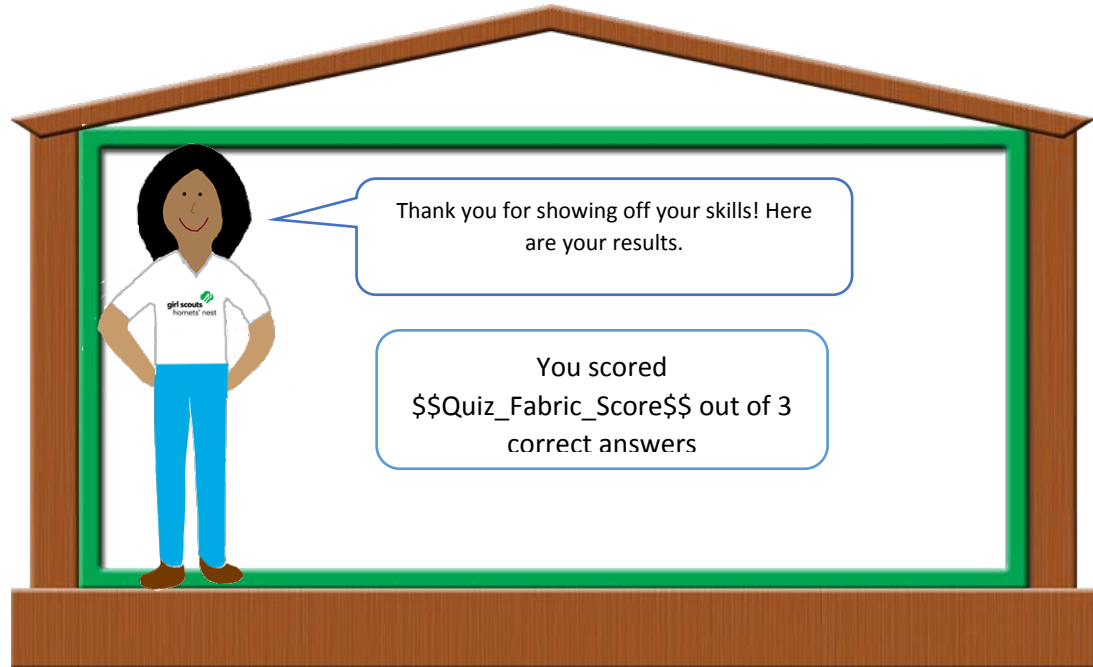
Scene Title: Fabric Practice Question Feedback

Date: 4/11/15

Branch Point Information: 2.7.1, 3.0

Scene Sketch:

Graphics/Animations:



File Name/Location:

Audio Description:

File Name/Location:

Interactivity:

Notes to Programmer:

If result is 2 out of 3 or 3 out of 3, then show third box and show button to advance to 3.0: "It looks like you are ready to learn about dressing in layers. Click or press the arrow to move on to the next lesson."
If result is 0 out of 3 or 1 out of 3 then: show third box and show button to advance to 2.7.1: "You might need to review the fabric information some more and then try again. Click or press the arrow to practice some more."

Branch Point: D3.0	Scene Title: Layers Into	Date: 4/18/15
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Branch Point Information: D3.1

Graphics/Animations:
Main Guide


File Name/Location:

Audio Description:
Bubble 1: shown in scene sketch
Bubble 2: Each layer should provide warmth and ventilation without hindering mobility.
Bubble 3: Put on or take off layers as your temperature changes. This could be due to weather changes during the day or level of activity.
Bubble 4: Remember that depending on the fabric, sweat soaked clothes may lose their ability to insulate.
Bubble 5: Pay attention to what the girls are wearing. When they are having fun they often ignore the signs that they are getting chilled until they are too cold to easily warm up!

Interactivity:
Next buttons progress through text bubbles.
Final next button progresses to next slide

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.1

Scene Title: Layers Base

Date: 4/18/15

Branch Point Information: D3.2

Graphics/Animations:

Main Guide
Guide 2

File Name/Location:

Audio Description:

Conversation between Guide 2 and Main Guide

Guide 2: shown in scene sketch

Main Guide: Well, that depends on the weather! For hot, sunny days, your base layer is sunblock.

Main Guide: In order to keep warm, a base layer is all about insulation and wicking moisture from sweat away from the body.

Guide 2: I just learned that wool, silk, and polypropylene are all good for this, right?!

Main Guide: Absolutely. Those are all good fabric choices for long underwear to be used as a base layer.

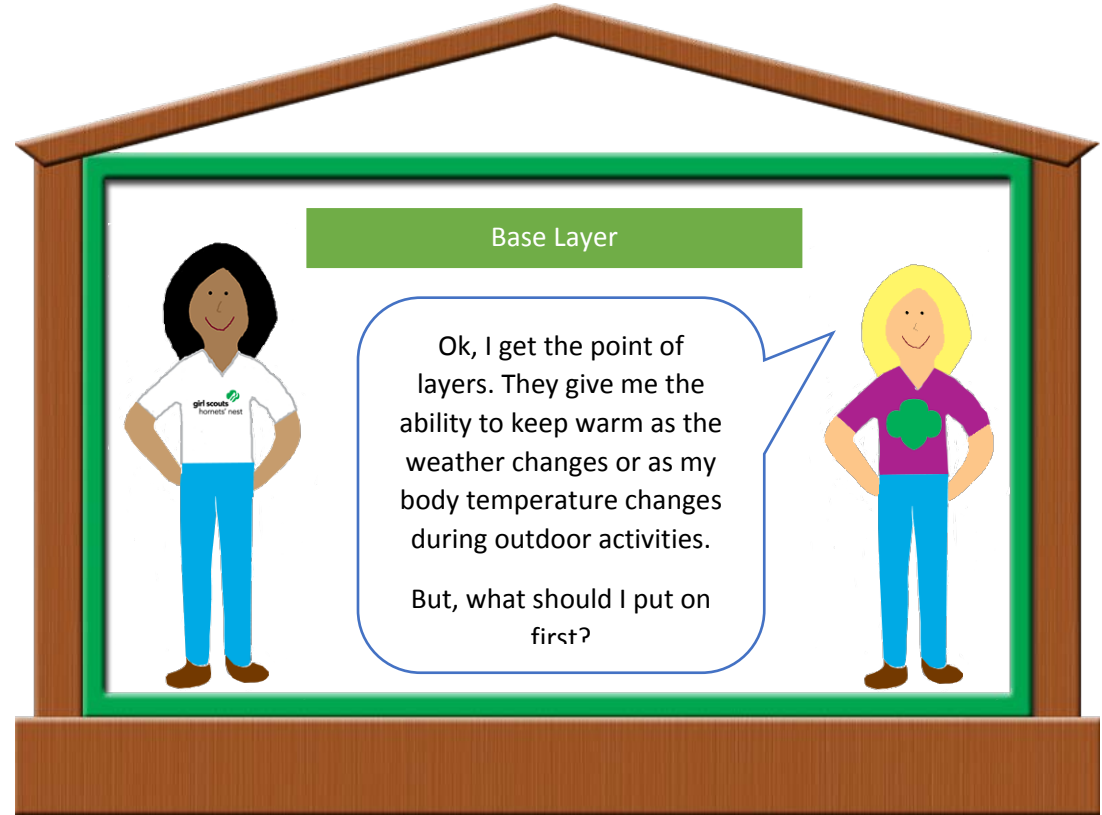
Guide 2: I think I get the idea. So what would be next?

Interactivity:

Next buttons allow learner to go through conversation speech bubbles. Final next button advances to 3.2

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.2

Scene Title: Layers Warm

Date: 4/18/15

Branch Point Information: D3.3

Graphics/Animations:

Main Guide
Guide 2

File Name/Location:

Audio Description:

Conversation between Guide 2 and Main Guide

Main Guide: Next is your warm layer. The only purpose of this middle layer is warmth.

Guide 2: So it should probably be made out of warm fabrics like wool or synthetics, not cotton, right?

Main Guide: Absolutely! It doesn't have to block wind or be waterproof. It isn't right against the skin, but you do want something that will dry quickly and will continue to insulate if it does get wet.

Guide 2: What if all I own are t-shirts and sweat shirts? I know now that cotton isn't the best fabric for this layer. Should I go buy all new clothes for a Girl Scout camping trip?

Main Guide: That depends on where you are going and what the weather will be like. Whenever possible girls should use clothes and equipment that they already have. However, some activities may require very specialized equipment. When this happens, look at second-hand stores or try to borrow clothes to keep costs down.

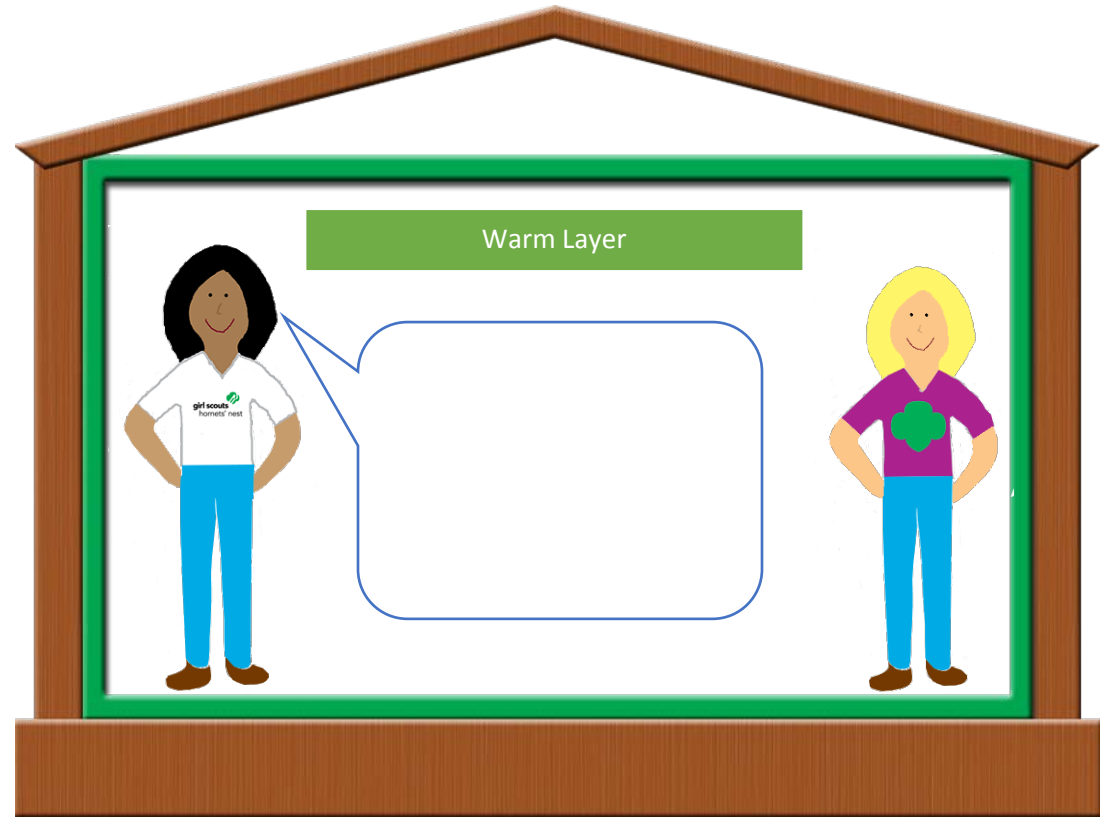
Guide 2: That makes sense! I want everyone to be warm and dry, but I don't want any girls left out because of cost either.

Interactivity:

Next buttons allow learner to go through conversation speech bubbles. Final next button advances to 3.2

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point Information: D3.4

Graphics/Animations:

Main Guide
Guide 2

File Name/Location:

Audio Description:

Conversation between Guide 2 and Main Guide

Main Guide: The last layer is the outer layer.

Guide 2: This one is easy. It's just a coat, right?

Main Guide: Well, there is more to it than that. Your outer layer is the layer that defends you against the weather so it needs to be specific to the forecast.

Guide 2: Like a rain coat on a rainy day or something nylon to block the wind.

Main Guide: Exactly! It may need to add warmth, be water-resistant or waterproof, block wind, or more.

Main Guide: You may even have more than one layer to your outer layer. I sometimes wear a synthetic fleece coat under a waterproof polyester raincoat. The fleece provides the warmth while the polyester blocks wind and water.

Guide 2: How can I learn more about dressing in layers?

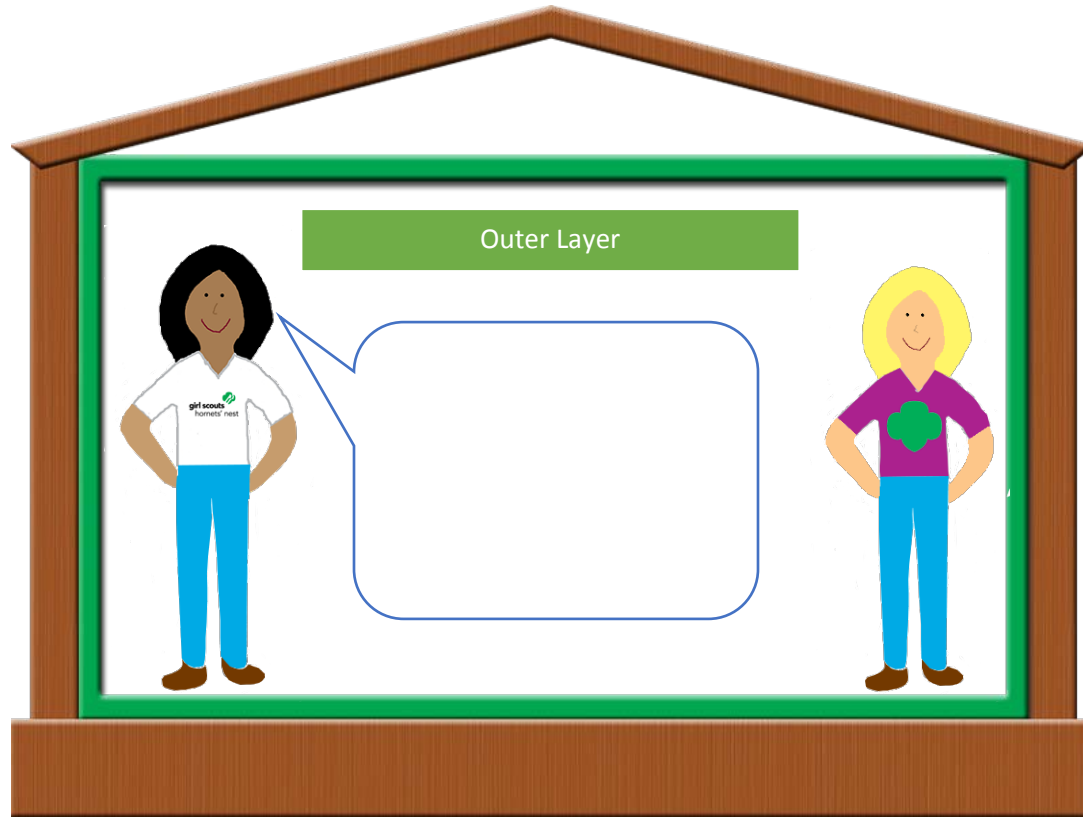
Main Guide: Watch this video from the National Outdoor Leadership School. Keep in mind that it is preparing people for extreme cold and snow, but there is a lot we can learn from it and use even in the Carolinas.

Interactivity:

Next buttons allow learner to go through conversation speech bubbles. Final next button advances to 3.2

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.4	Scene Title: Layers Video	Date: 4/18/15
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Branch Point Information: D3.5

Graphics/Animations:
 YouTube Video embed code from <https://youtu.be/Y-5xJh8jSg4>

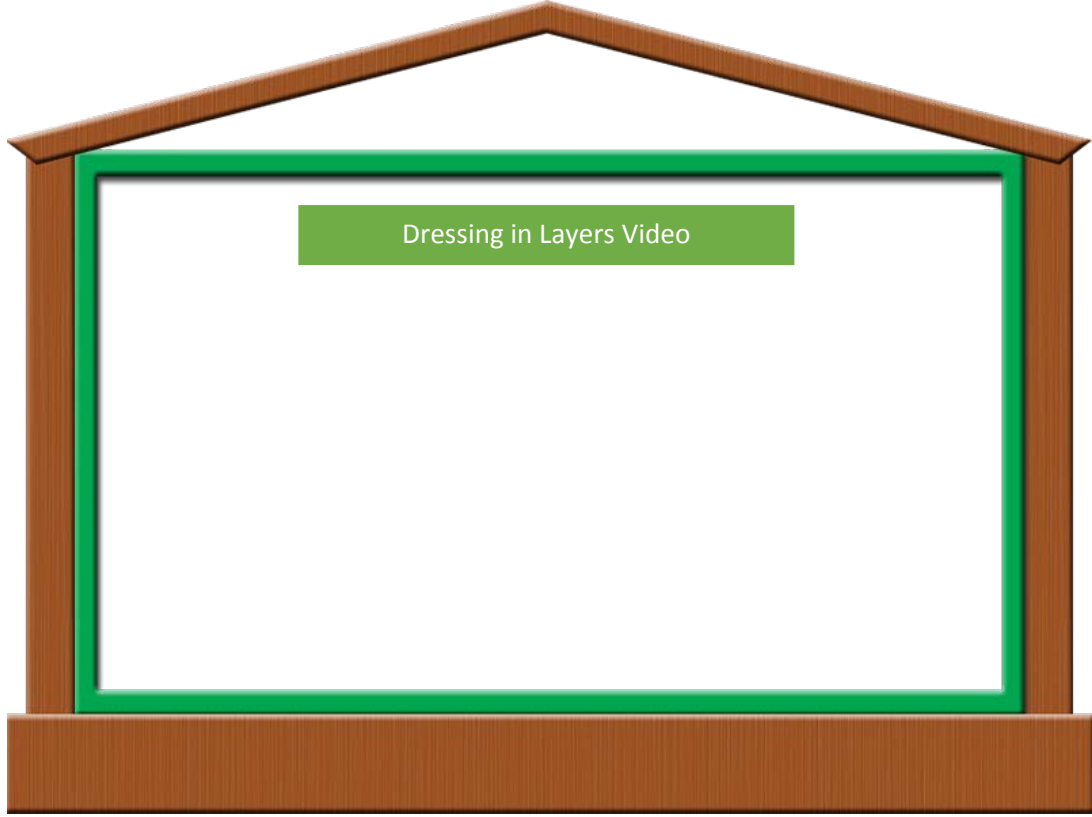
File Name/Location: `<iframe width="560" height="315" src="https://www.youtube.com/embed/Y-5xJh8jSg4" frameborder="0" allowfullscreen></iframe>`

Audio Description:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point Information: D3.6.2

Graphics/Animations:

Main Guide

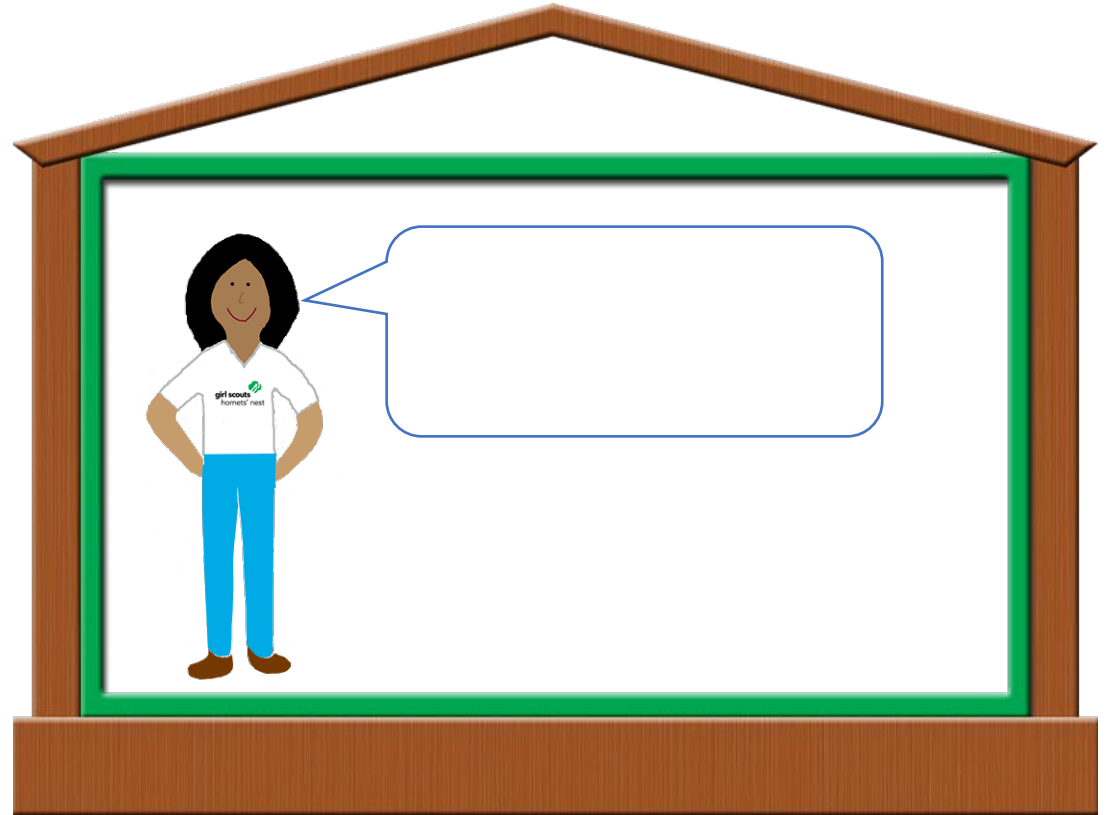
File Name/Location:

Audio Description:

Speech bubble progression:

5. Are you ready to show off what you know about dressing in layers?
6. Great! Here's how it works...
7. Go outside and check weather. You will be given a "paper doll" and a variety of clothing items. Drag the clothes onto the doll in the correct order to build her outfit in layers. There may be clothes left over that aren't needed.
8. Once you have successfully dressed your doll for three weather conditions, you will be ready for the next lesson.

Scene Sketch:



Interactivity:

Notes to Programmer:

Use next and previous buttons to allow learner to progress through speech bubbles. After last bubble, give button to allow learner to "go outside to begin"

Text File Name/Location:

Branch Point Information: 3.6.3

Graphics/Animations:

Sun
Thermometer edited to read 80-85 degrees F
Main Guide

File Name/Location:

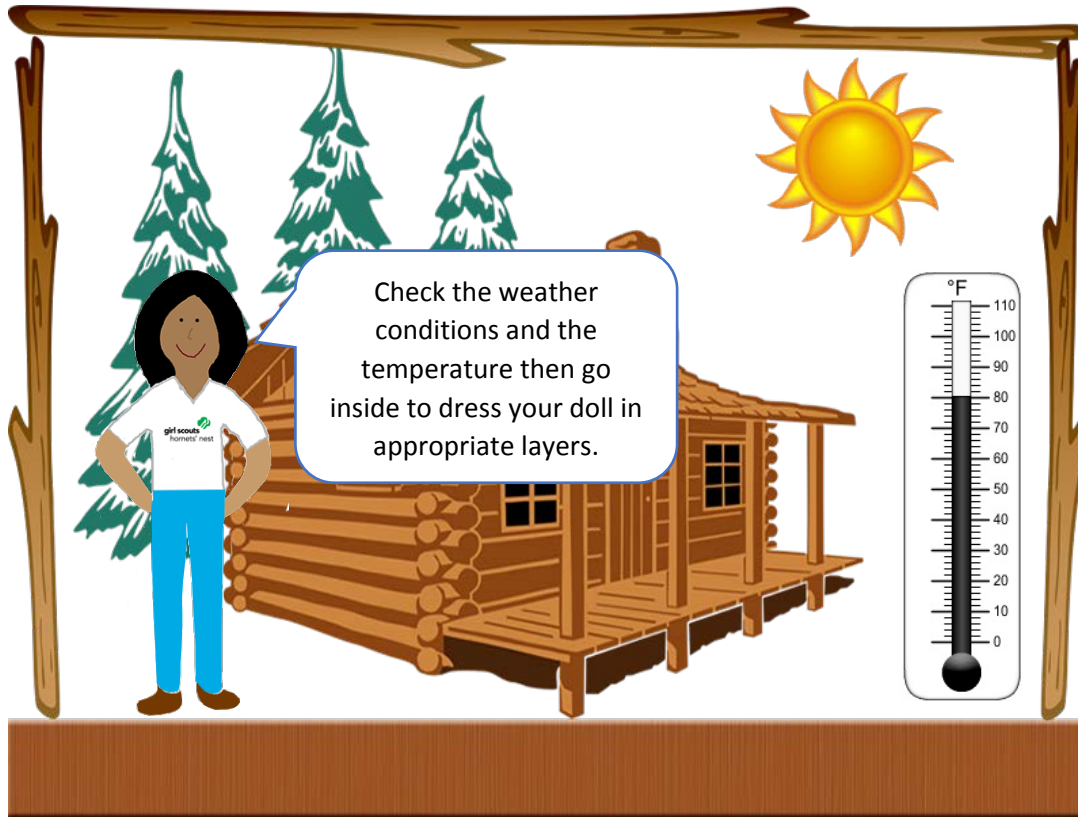
Audio Description:

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.6.3

Scene Title: Layers Practice Hot and Dry Inside

Date: 4/18/15

Branch Point Information: 3.6.4

Graphics/Animations:

- Dress Up Doll
- LongUnderwear
- Polyester Pants
- Waterproof Pants
- Polyester Short Sleeve shirt
- Polyester Long Sleeve shirt
- Wool Sweater
- Rain Coat
- Winter Coat
- Sunblock

File Name/Location:

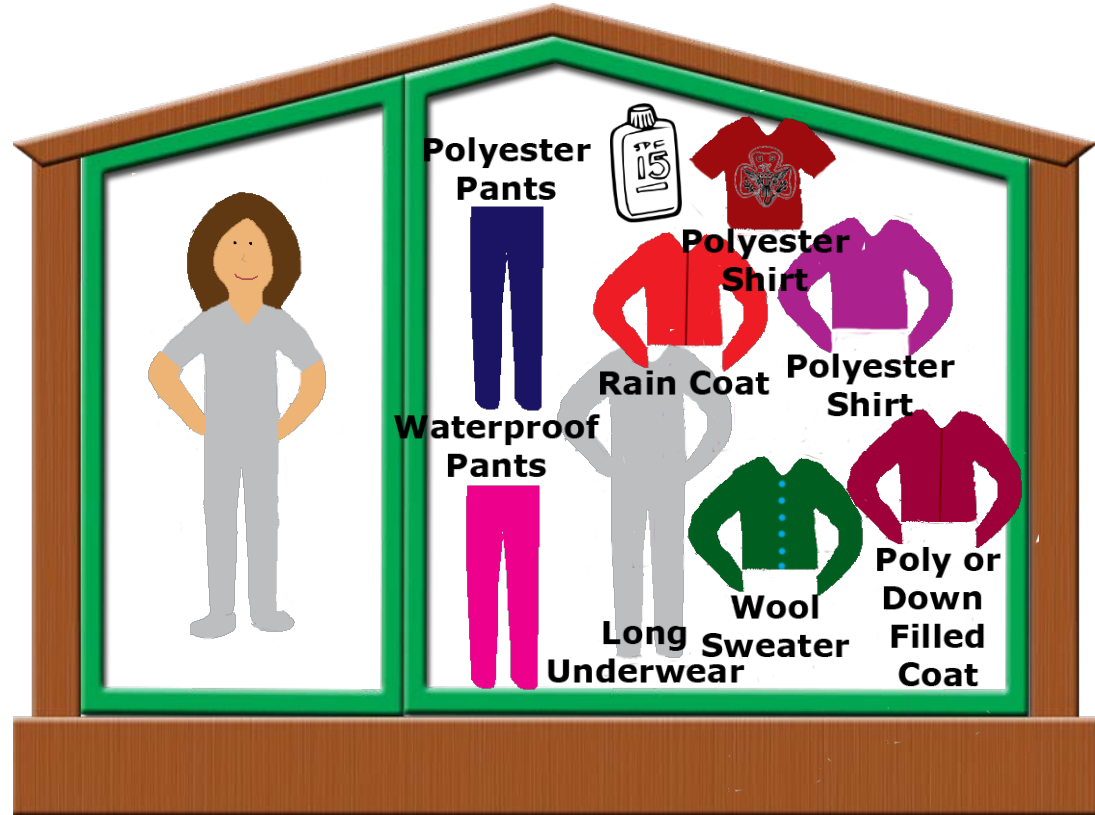
Audio Description:

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

All clothing on left is eligible for click and drag to doll.
 Correct choices and order will allow learner to advance to next scenario. Anything else results in two choices:

1. Go back outside to check the weather (which allows user to go back to previous slide)
2. Reset and try again

Correct answer in ANY order: Sunblock, Polyester Pants, Polyester Shirt (short sleeved)

Branch Point: D3.6.4

Scene Title: Layers Practice Cool and Wet Outside

Date: 4/18/15

Branch Point Information: 3.6.5

Graphics/Animations:

Rain clouds

Thermometer edited to read 50 degrees F

File Name/Location:

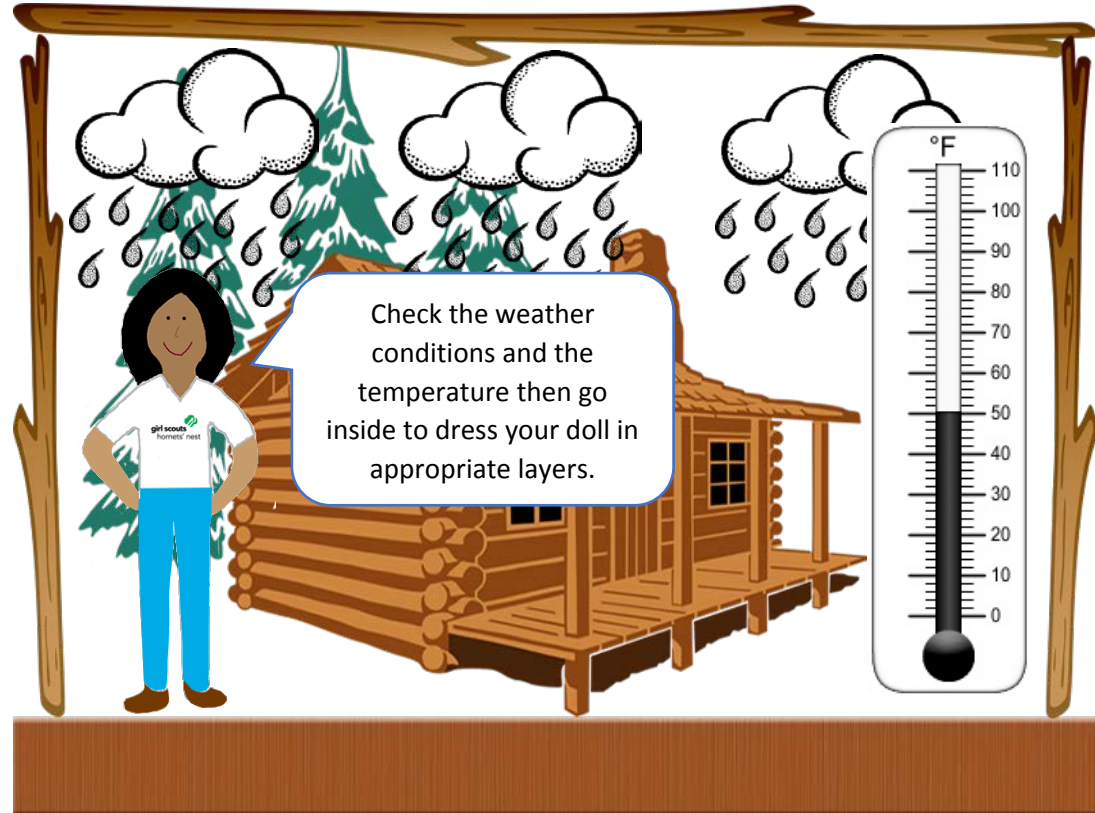
Audio Description:

File Name/Location:

Interactivity:

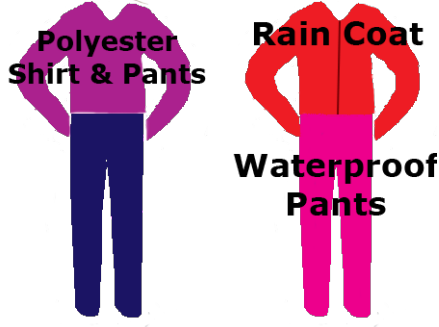
Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.6.5	Scene Title: Layers Practice Cool and Wet Inside	Date: 4/18/15
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<p>Branch Point Information: 3.6.6</p> <p>Graphics/Animations: Dress Up Doll LongUnderwear Polyester Pants & Shirt Polyester Short Sleeve shirt Wool Sweater Rain Coat & Waterproof Pants Winter Coat Sunblock</p> <p>File Name/Location:</p> <p>Audio Description:</p> <p>File Name/Location:</p>	<p>Scene Sketch:</p> <p>See D3.6.3</p> <p>Sub Poly Shirt and Pant combo image for separate pants and shirt images Sub Rain shirt and coat combo image for separate pants and coat images</p> 
<p>Interactivity:</p>	<p>Notes to Programmer: All clothing on left in eligible for click and drag to doll. Correct choices and order will allow learner to advance to next scenario. Anything else results in two choices:</p> <ol style="list-style-type: none"> 1. Go back outside to check the weather (which allows user to go back to previous slide) 2. Reset and try again
<p>Text File Name/Location:</p>	<p>Correct answer in THIS order: Poly shirt & pants, Wool Sweater, Waterproof Pants/Rain Coat</p>

Branch Point: D3.6.6

Scene Title: Layers Practice Cold and Snow Outside

Date: 4/18/15

Branch Point Information: 3.6.7

Graphics/Animations:

Snowflakes
Winter lake
Thermometer edited to read 30 degrees F

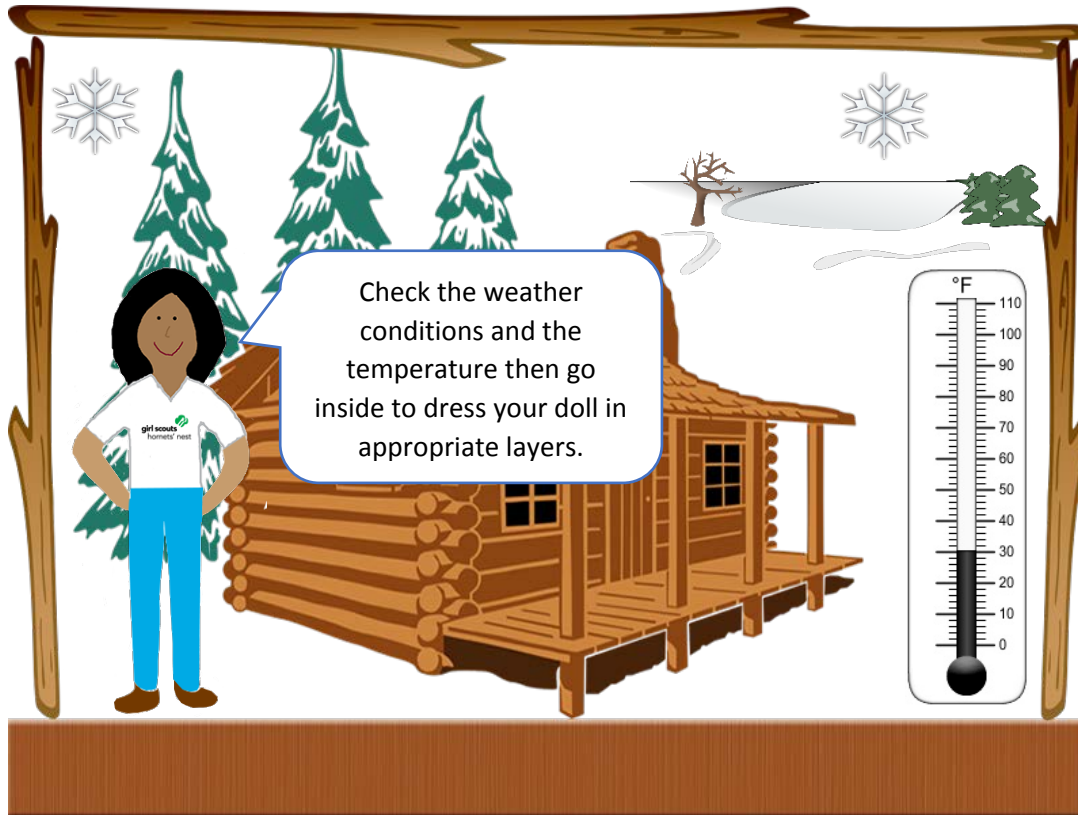
File Name/Location:

Audio Description:

File Name/Location:


Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point: D3.6.7	Scene Title: Layers Practice Cold and Snow Inside	Date: 4/18/15
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Branch Point Information: 3.6.8	Scene Sketch:
Graphics/Animations: Dress Up Doll LongUnderwear Polyester Pants & Shirt Polyester Short Sleeve shirt Wool Sweater Rain Coat & Waterproof Pants Winter Coat & Waterproof Pants Sunblock File Name/Location:	<p style="text-align: center;">See D3.6.3</p> <p style="text-align: center;">Sub Poly Shirt and Pant combo image for separate pants and shirt images Sub Rain shirt and coat combo image for separate pants and coat images Sub Poly or down coat alone for one combined with waterproof pants</p> <div style="text-align: center;">  </div>
Audio Description: File Name/Location:	
Interactivity:	Notes to Programmer: All clothing on left in eligible for click and drag to doll. Correct choices and order will allow learner to advance to next scenario. Anything else results in two choices: <ol style="list-style-type: none"> 1. Go back outside to check the weather (which allows user to go back to previous slide) 2. Reset and try again
Text File Name/Location:	Correct answer in THIS order: Long Underwear, Polyester Pants & Shirt, Wool Sweater, Winter Coat & Waterproof Pants

Branch Point: 4.0	Scene Title: Dressing Extra Intro	Date: 4/19/15
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Branch Point Information: 4.1.1, 4.2.1, 4.3.1, 4.4.1, 4.5.1, 4.6.1

Graphics/Animations:
Main Guide

File Name/Location:

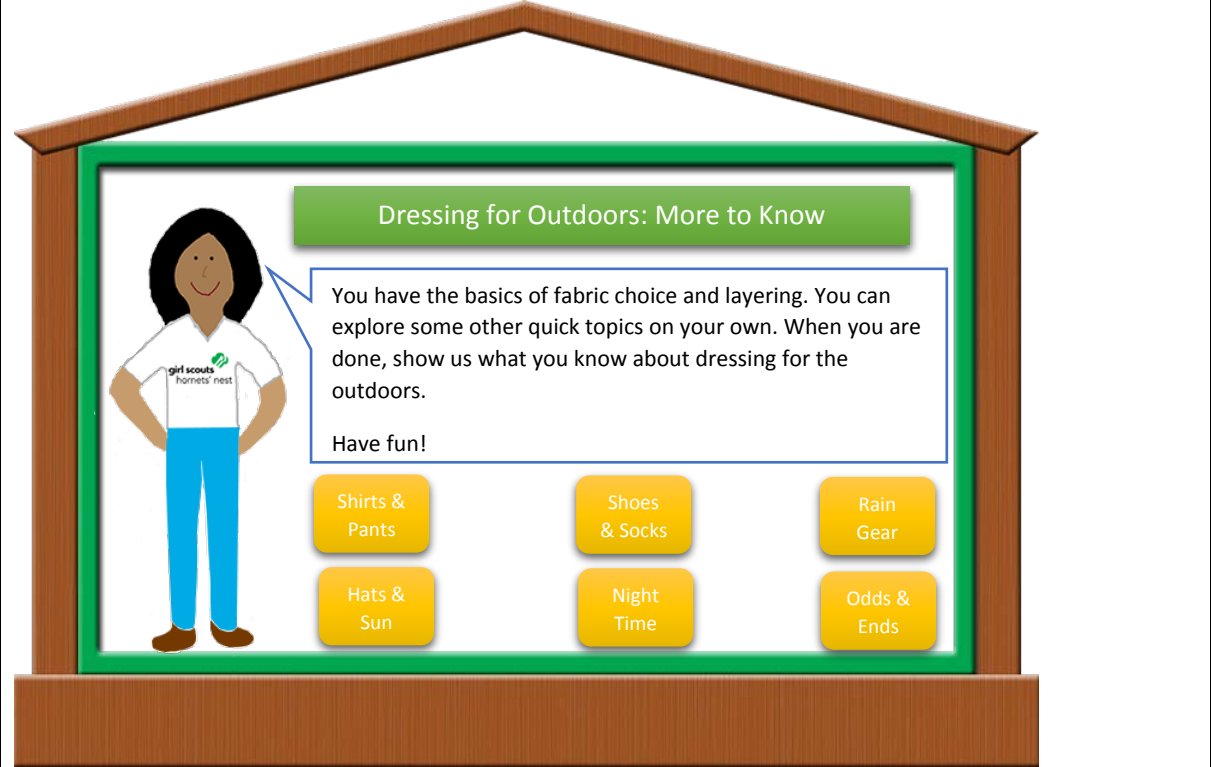
Audio Description:

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:
Each button goes to that slide. Make sure that each slide/topic has the ability to return back to this location. Mark each area as visited once a user has been there once and viewed all content in that area.

Branch Point: 4.1.1	Scene Title: Shirts and Pants Comic	Date: 4/19/15
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Branch Point Information: 4.1.2

Graphics/Animations:
 Comic strip that shows what happens when a camper wears shorts (sunburn, poison ivy, bug bites, etc.)
 Created on <http://www.pixton.com>. Can either use embed code or do a screen cap of finished comic depending on size and how it looks.

File Name/Location:
<http://Pixton.com/ic:pmxml577>

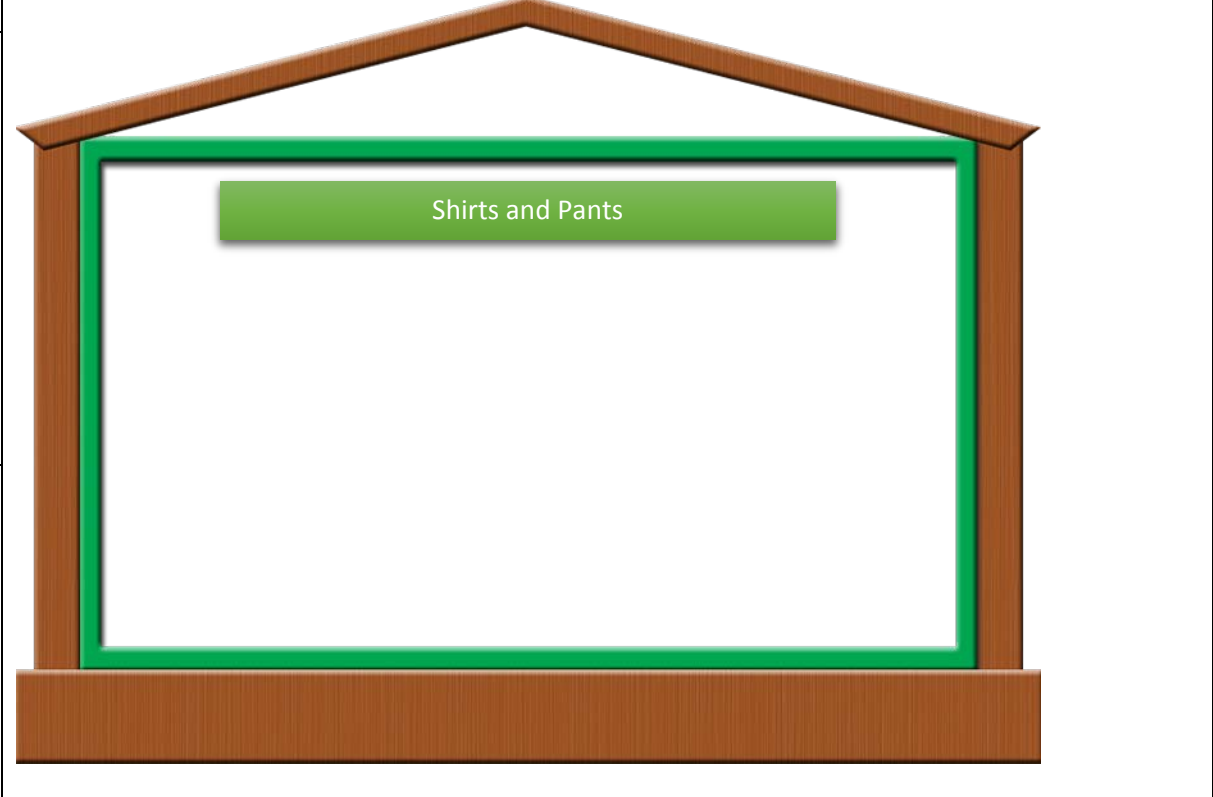
Audio Description:

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:
 Embed code for comic
`<iframe src="//www.pixton.com/embed/pmxml577" frameborder="0" width="100%" height="384" allowfullscreen></iframe>`

Branch Point Information: 4.1.1. 4.0

Graphics/Animations:

Guide 2
Guide 3

File Name/Location:

Audio Description:

Conversation between Guide 2 and 3 about comic that gives main info about shirts/pants:

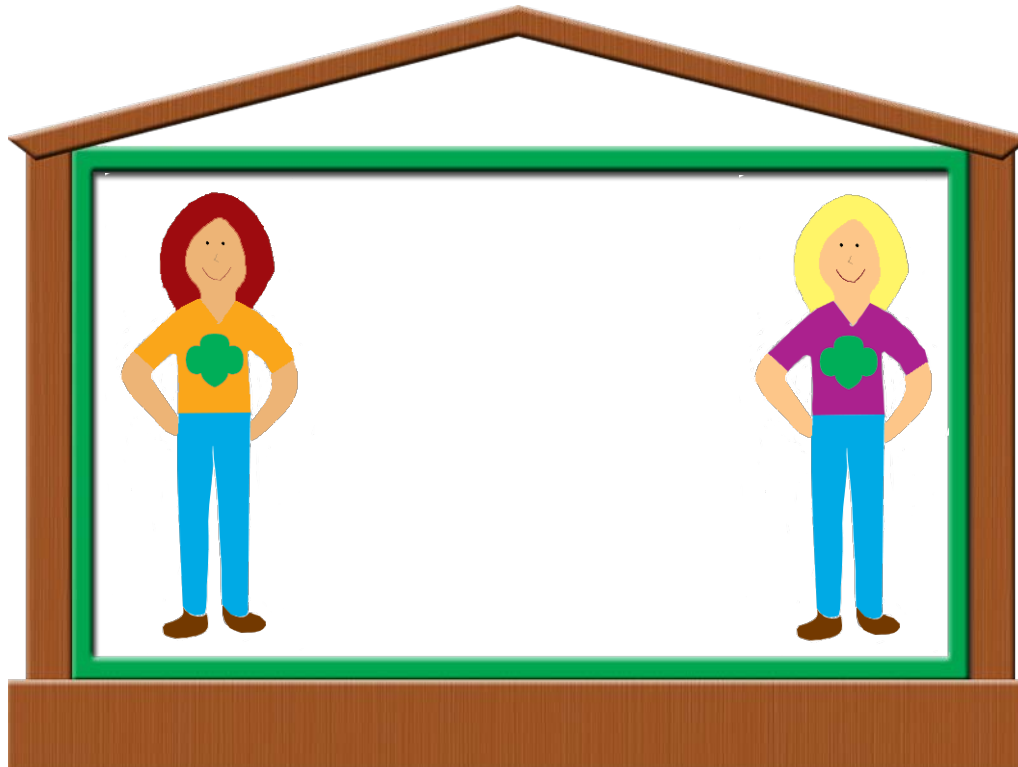
- Leave tank tops, halter tops, crop tops and short shorts at home. Exposed shoulders or midriffs can easily get sunburned or bitten by insects.
- Long sleeves and long pants will help protect you from insects, poison ivy, or brambles.
- Shorts can be worn in warm weather, but beware of sunburn.
- Clothing should be loose enough to allow easy movement.

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Branch Point Information: 4.2.2

Graphics/Animations:

TennisShoe
FlipFlop
HikingBoot
Sandal
Main Guide

File Name/Location:

Audio Description:

Start with image of main guide asking user to choose footwear that would be appropriate for camping in the summer by clicking on any acceptable shoe choices.

File Name/Location:

Interactivity:

Text File Name/Location:

Scene Sketch:



Notes to Programmer:

Each shoe image is clickable. Feedback textboxes appear on click as well as storing results of which buttons were selected in variables:

Shoe_Tennis, Shoe_HikingBoot, Shoe_FlipFlop, Shoe_Sandal

Default for all variables = 0, if clicked, change to "true".

On Enter, reset all variables back to 0.

On Exit (or on button to exit) set Quiz_Shoe_Score based on following


If Shoe_Tennis = true add 1 point

If Shoe_HikingBoot = true add 1 point

If Shoe_FlipFlop = 0 add 1 point

If Shoe_Sandal = 0 add 1 point

Branch Point: 4.2.1	Scene Title: Shoes Follow-up	Date: 4/19/15
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Branch Point Information: 4.2.2	Scene Sketch:
Graphics/Animations: Main Guide	
File Name/Location:	
Audio Description:	
File Name/Location:	Notes to Programmer:
Interactivity:	

Branch Point: 4.2.3	Scene Title: Socks	Date: 4/19/15
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Branch Point Information: 4.0

Graphics/Animations:
Main Guide

File Name/Location:

Audio Description:

Split into multiple speech bubbles if needed. Add 2nd character for her to talk to?

File Name/Location:


Interactivity:

Scene Sketch:



Notes to Programmer:

Branch Point: 4.3.1	Scene Title: Raingear 1	Date: 4/19/15
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Branch Point Information: 4.3.2	Scene Sketch:
Graphics/Animations: Main Guide	
File Name/Location:	
Audio Description:	
File Name/Location:	Notes to Programmer:
Interactivity:	

Branch Point Information: 4.0

Graphics/Animations:

- Main Guide
- Umbrella
- Raincoat
- Poncho
- Garbage Bag
- SitUpon
- Rainboots

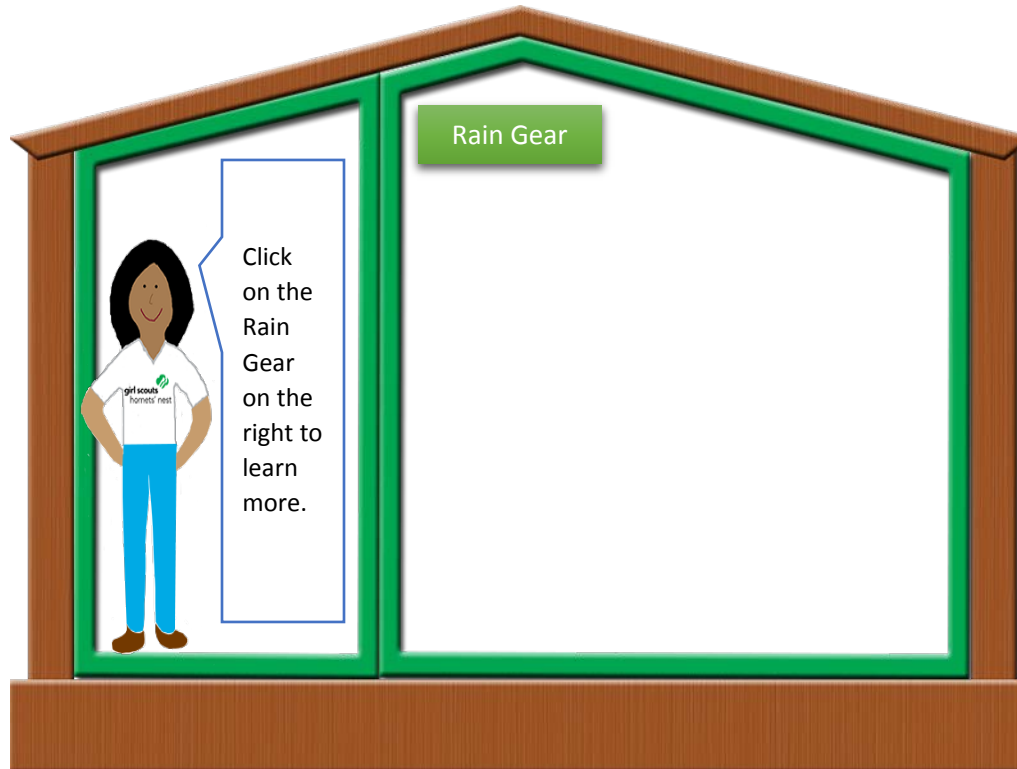
File Name/Location:

Audio Description:

File Name/Location:

Interactivity:

Scene Sketch:



Notes to Programmer:

On click each item should bring up a text box with a description of its use:

Umbrella: Umbrellas are not very practical when camping. It is hard to have fun and participate while holding an umbrella. Leave it at home and bring wearable raingear instead.

Raincoat: A raincoat is a must! They range in price and material from around \$10 up over \$200. For your girls who are growing fast, encourage inexpensive unless this is a major excursion. A pair of rain pants is a nice addition to a raincoat to keep the whole body dry.

Poncho: A nice alternative to a raincoat is a poncho. It fits a growing child for a longer period of time, keeps more of the body dry, and often fits over a backpack or other hiking gear. Just be careful around over flames!

Rainboots: Boots are nice for keeping feet warm and dry. However they take up a lot of space in a pack and are an item that girls may not already own. Bring them along if the climate, location, and / or weather conditions call for it.

Garbage Bags: In a pinch a trash bag can be used to keep the rain off. Rip or cut holes for the head and arms. Voila! Instant poncho! Not ideal, but a great back-up plan for the camper who forgets to pack raingear.

Sit-Upons: Sit-Upons are a Girl Scout Tradition. Making them together before the camping trip or on the first day can be a fun project. They keep everyone's bottom dry even when sitting on damp ground or wet picnic tables.

Branch Point: 4.4.1

Scene Title: Hats and Sun Intro

Date: 4/19/15

Branch Point Information: 4.4.2

Graphics/Animations:

Main Guide

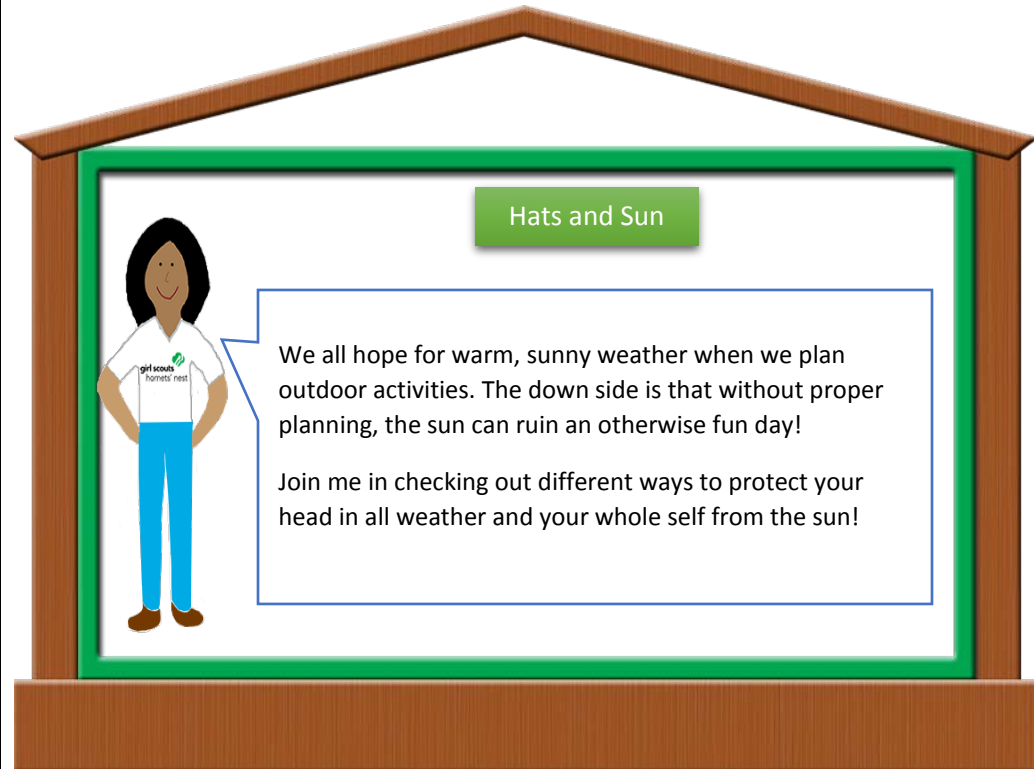
File Name/Location:

Audio Description:

File Name/Location:

Interactivity:

Scene Sketch:



Notes to Programmer:

Branch Point: 4.4.2

Scene Title: Hats

Date: 4/19/15

Branch Point Information: 4.4.3

Graphics/Animations:

Main Guide
Winter Hat
Baseball Hat
Hat with wide brim
Bandana

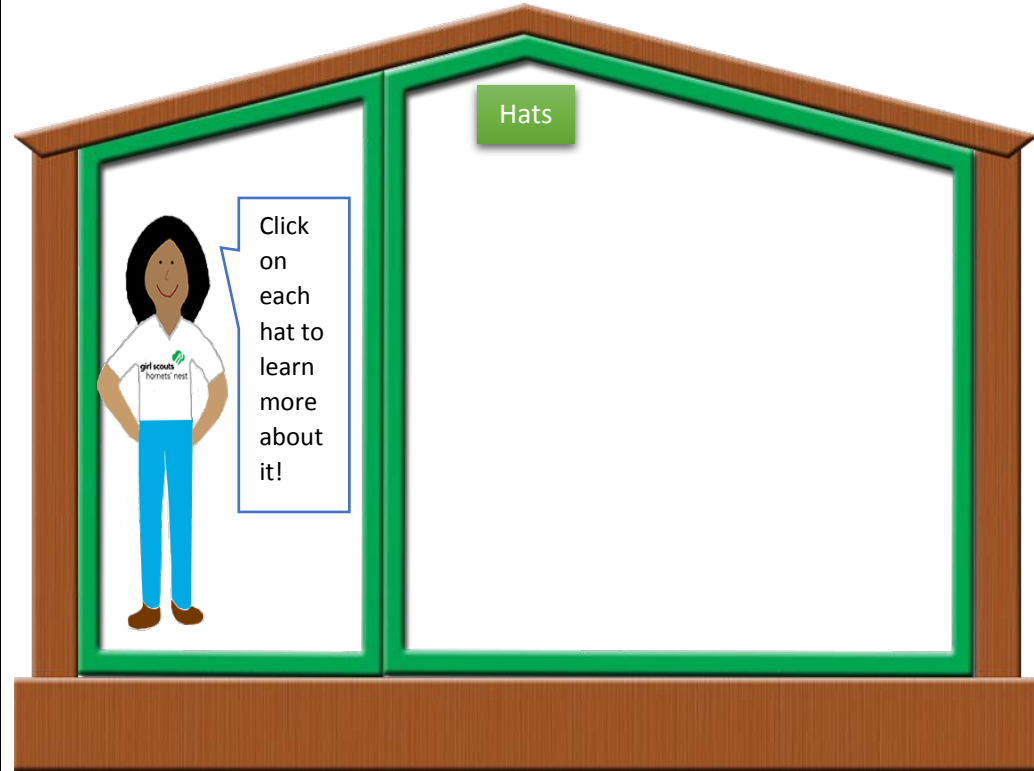
File Name/Location:

Baseball-cap.png, magenta-hat.png,
hat_brim.png, Bandana.png

Audio Description:

File Name/Location:

Scene Sketch:



Interactivity:

Notes to Programmer:

Click on each image to bring up a text caption showing benefits of that hat

Winter Hat: In cool weather, pack a warm knit hat. Sleeping in it will even help keep your feet warm!

Baseball Hat: Keeps sun or rain off the face since it has a brim.

Hat with wide brim: Great for sun protection. Your own personal walking shade.

Bandana: Can cover your head to protect from sun and also provides some protection from ticks!

Branch Point: 4.4.3	Scene Title: Sun	Date: 4/19/15
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Branch Point Information: 4.4.2, 4.0

Graphics/Animations:
 Main Guide
 Sunblock
 Sunglasses
 Long sleeves / Pants
 Consent to Administer Sunscreen Form

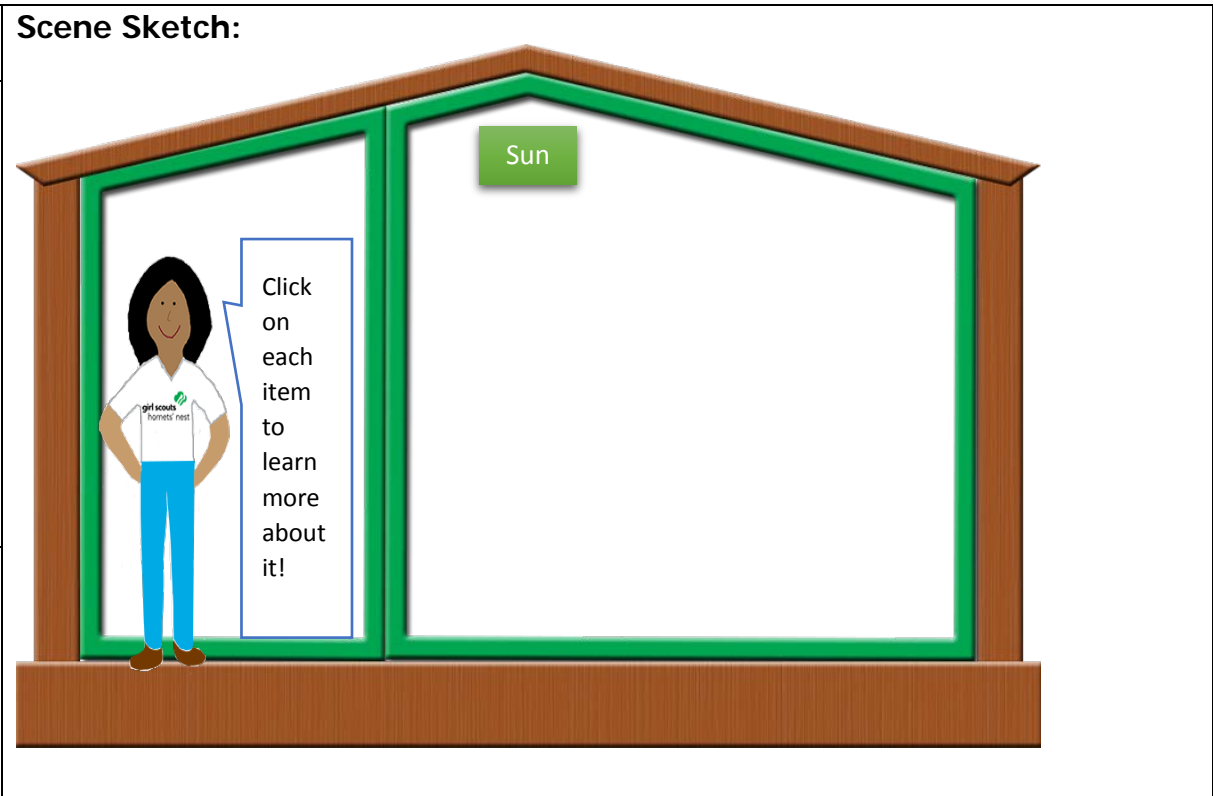
File Name/Location:
 SUNglasses.png, sunscreen.png,
 wheelchair.png, Sunscreenconsentform.png

Audio Description:

File Name/Location:

Interactivity:
 Provide link to form at:
http://www.hngirlscouts.org/wp/wp-content/uploads/2014/12/P_Troop-Mgmt_-Consent-to-Adminr-Med-to-a-Minor_7.2014.pdf

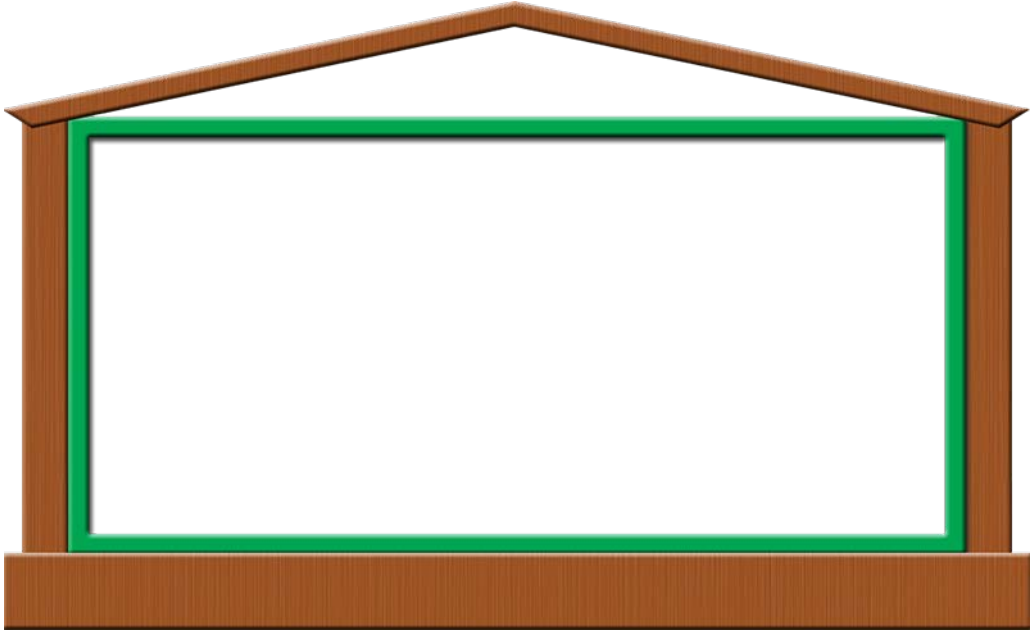
Scene Sketch:



Notes to Programmer:
 Click on each image to bring up a text caption showing benefits of that item:

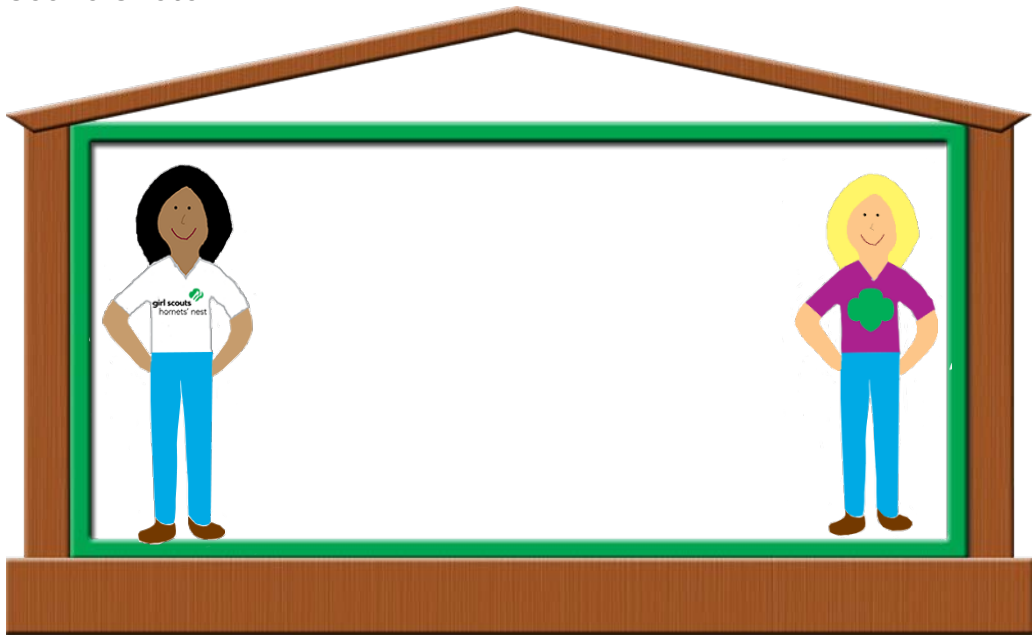
Sunblock: Encourage girls to bring and apply their own. A must on sunny days!
Sunglasses: Don't forget to protect your eyes from harmful UV rays too! Especially important for boating since the sun is reflecting off the water.
Long Sleeves / Pants: The more you cover up the less exposed skin you have to burn.
Consent to Administer Sunscreen Form: If leaders are going to help administer or provide sunblock a Consent to Administer Medication to a Minor form is required. Please make sure that every parent fills out this form before an overnight adventure so that you do not have sunburned campers. Click on the button below to see the full form.

Branch Point: 4.5	Scene Title: Night Time	Date: 4/19/15
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<p>Branch Point Information: 4.0</p>	<p>Scene Sketch:</p>
<p>Graphics/Animations: Animation about night time dressing</p> <p>File Name/Location:</p>	
<p>Audio Description:</p> <p>File Name/Location: https://youtu.be/srgFKSEvY7g</p>	
<p>Interactivity: Provide link to animation at: <iframe width="560" height="315" src="https://www.youtube.com/embed/srgFKSEvY7g" frameborder="0" allowfullscreen></iframe></p>	

Branch Point: 4.6	Scene Title: Odds and Ends	Date: 4/19/15
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Branch Point Information: 4.0
<p>Graphics/Animations: Main Guide Guide 2</p> <p>File Name/Location:</p>
<p>Audio Description: Conversation: Guide 2: Is there anything else I need to know about dressing for the outdoors? Main Guide: There are a few other things to remember.</p> <ul style="list-style-type: none"> • Gloves or mittens are good for cold mornings or nights • Loose or floppy clothing is not to be worn around stoves or fires or around any moving parts (such as playground equipment or bikes). • Synthetic clothing is a danger around fires. It can melt from sparks, so be careful. • A bandana is useful for many things! It can be a handkerchief, a potholder, a blindfold, a belt, keep your hair back around the fire, protect the head from sun, keep sweat out of your eyes, and more! It is probably the most useful clothing item you can pack. <p>Guide 2: Thanks! I really feel more prepared now. I can't wait to go camping with my troop. File Name/Location:</p>

<p>Scene Sketch:</p>  <p>Notes to Programmer:</p>

Interactivity:	Notes to Programmer:
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Implementation / Evaluation Report

Summary

Be Safe Be Ready: Girl Planning Dressing for The Outdoors was tested and reviewed in multiple stages. First I had on-going in-house alpha testing on the micro level. Three test subjects ranging in age from 7-41 tested individual lessons and activities and provided copy editing as elements were developed. This was invaluable. Stage two, involved a formal evaluation by one of my peers. The final stage was an evaluation session that included four live participants and one remote participant. All evaluators in stages two and three were adult women age 25-55, which is the target audience for this project. Unfortunately, they did not encompass the educational diversity I needed, as they all held Master's Degrees and at least some course work towards a Master's Degree, some even had EdD or PhDs.

Processes

Stage 1 was very informal. All review was done at my computer in Captivate preview mode. Feedback was given verbally or on scraps of paper and implemented immediately. In most cases, records of feedback were not maintained.

Stage 2 was meant to be evaluated using the Captivate Reviewer and a .crev file. Due to the unpublished "feature" of Captivate wherein a project must include an e-mail address in the Project Info in order to generate the .crev file, I was unable to do this. This has since been researched and resolved. Instead, I published the project to <http://carie.whitehead.people.cpsc.edu/project/> and my reviewer provided feedback through narrative and screenshots in a Microsoft Word Document. This document is attached as [Appendix A](#) with my fixes inserted in purple text and is summarized below. Most of this feedback was implemented before the Stage 3 review.

Stage 3 took place in a computer lab with the exception of one evaluator who could not be present. She reviewed the project from her own computer. Evaluators used the updated project published again to <http://carie.whitehead.people.cpsc.edu/project/> and provided feedback through a Google form, which is attached as [Appendix B](#). In addition some feedback, such as specific spelling errors, was written down and given to me on paper and some was delivered verbally. Evaluators also took screenshots of their test results when possible. These are shown in [Appendix C](#). Results are summarized below and the completed data from the Google Form is included in [Appendix D](#).

Results

Evaluation was done on a variety of platforms and web browsers. Unfortunately, neither of the tablets we tried to use worked. The android tablet would not connect to the wireless network and the iPad 2 kept crashing during the project. It is believed that the iPad issues are due to the age of the iPad and the lack of space on the device, not the project, but this cannot be confirmed. It was tested successfully in the following browsers/platforms:

- Internet Explorer 9 on Windows
- Google Chrome 42.0.2311.135 m on Windows
- Mozilla Firefox (version unknown) on Windows
- Safari 8.0.3 on a Mac

Of the six evaluators (one in stage two and five in stage three), five were able to complete the project from start to finish. The one evaluator who could not complete it did not pass the final assessment on the first try, went back to review the material and got stuck at the Dressing in Layers paper doll practice. The practice did not reset and she had no way of advancing beyond the first scenario.

I created a new variable to track how many times the final assessment is attempted. This variable is now used to bypass the practice exercises and change the navigation during review. The problem experienced in testing should not be possible anymore and review is now much easier to control and enjoy.

During Stage three evaluation, most learners completed the final assessment with a score of 8/10 on their first try. However, I had it set to not record and show the results until they passed it with a score of 9/10 or better. The screenshots included here only show the results after they passed. Analysis of this common issue tells me that I need to either lower the threshold for passing to 8/10, reword some of the final questions, or shorten the final assessment to fewer than 10 questions as suggested by one evaluator. At this time, I have lowered the threshold to 8/10. Further analysis of the assessment itself is needed.

Another issues with the Final Assessment was in calculation of the final score on re-test. It was not resetting properly and users were able to achieve a score higher than 10/10 as illustrated by Learner 1 in [Appendix C](#). I added a reset of the quiz score variable to the quiz entry script. I was previously resetting the individual questions, but not the final score.

I have the Final Assessment set to highlight the chosen answer on all except the True/False questions. I deliberately left the previously chosen question highlighted when a learner returned to re-take the assessment after not passing. I received mixed feedback (mostly verbal) on this. Some people loved it as it helped them to remember how they answered the first time through. Others were confused because they thought it was broken or that it was telling them the correct answer. In exploring this further I believe that it was also allowing the user to progress without answering a question on second and subsequent attempts. The highlights are now reset on entry to each quiz slide.

One bit of very useful and consistent feedback, was that there was too much text and/or too many click in order to read the text. In places where dialog previously covered 3 or more slides and the learner had to click a next button to progress through those slides, changes have been made. The dialog is now “animated” by putting all speech bubbles on one slide and setting timings. Ideally, I would like to record voice narration and provide that option to the learner, but it did not happen for the scope of this project.

Another common comment was that the location information provided through a yellow image with a trefoil background in the bottom right corner of most slides looked too much like the buttons. About half of the evaluators thought it was a button and tried to use it to get to new locations. At this time, nothing has been done to address this concern, however, I believe it will be alleviated when a navigation or help element is added as shown in the storyboards.

All reported spelling, readability, and functionality errors have been fixed. Other feedback was wonderful and most would be implemented in a real-world scenario. Since this project has plans for

implementation by Hornets' Nest Girl Scout Council, I will be taking this prototype along with the suggestions to them and determining as a team what to incorporate in the final product.

Appendices

Appendix A

3:20

Intro Page: Can the video play on loop?

Fix: The video was embedded YouTube. Since it was so short, I moved it into the project and was able to autoplay and play in a loop. For now, this removed the closed captioning that existed on YouTube, but in production this could be added back in.

Name page: When I click submit it goes to the next page right away. I don't need to click the next arrow.

I did need the arrow the second time through.

Fix: The next arrow was removed and the text entry submit button was set to jump to the next slide to alleviate need for both buttons.

Home Page: I don't know if you need to explain so in detail. I think you do need that in your final write up though. Maybe something like: This instruction consists of nine units. At this time they are under development but Dressing for the Out of Doors is complete and ready....

Could you list what the other units would be. I'm really curious after going through this part.

I'm not sure if you are trying to eliminate all click sounds. I didn't hear any in the beginning. Clicking isn't bad, just wondering if you were intending to go one way or another.

On the Types of Fabric slide, the Home button clicks.

All the fabrics click.

Fix: I completely redid this page based on the evaluator's suggestions. I shortened the descriptions and added inactive buttons to the under construction units.

On **the cotton page** with the website pop up, is it maybe better to copy, paste and site it? All the comments come along with it. And a Newsletter Signup Pop up appears.

If I click cotton, then an article of clothing, then the cotton button, I go to a no info slide and the clothing buttons don't work anymore, the website and other fabric buttons do. Filler slide?

On **the nylon page**: The website for water resistant and wind resistant is the same link for both. Maybe again copy, paste, and site? There is a lot of information that doesn't pertain to nylon on that page. I learned a lot though on it and I think I will pack better next time. 😊

If I click on nylon, then an article of clothing, then nylon, I go to the website that you have linked.

Polyester page: I like this website link better than the others.

If I click on polyester, then an article of clothing, then I click on polyester, nothing happens, then I double click and I go to the website.

Polypropylene: If I click on polypropylene, then an article of clothing, then polypropylene, it goes right to the website.

Silk page: Long underwear: Spelling of insulation. (spelling fixed)

The silk website reference compares a lot of base layers. Anything more silk specific?

If I click silk, then a clothing item, then silk, I go to the website.

Wool Page: wool sweaters: it's should be its & stretch the text box just a bit. (spelling and box size fixed)

Wool itself just sometimes stinks! Ha! I have an itchy hat and mittens from Iceland and scarf from Scotland and they all ITCH and have a "natural" smell

I like the Wool website as well.

If I click on Wool, then a clothing item, then double click wool, I go to the website.

I don't know if you can somehow make those link back to the home screen of each separate fabric, but that's what I expected it to do.

Fix: Not all of this feedback was implemented, but I did research and find better websites to replace some that concerned the evaluator. These websites test to mix reviews and are still under consideration.

Assessment:

1. right
2. right
3. right

Layers:

Talking about layers, You may even have more than one... Should I be able to go back further or just to the last slide visited or neither?

I liked the video. It was very informative. Very true too – I have all those layers for skiing (and living in ND).

Dressing in Layers section: There is a slide that only shows up when I go back. From the Base Layer: Ok, I get the point of layers... If I go back I get a slide: Pay attention to what the girls are wearing, back from that, Remember that depending on the fabric..., back from that Pay attention to what the girls are wearing, and forward from both I go to the Ok, I get the point of layers.

In this section, you could even have back and next all the way through the lesson, not stopping at each layer. From warm layer, I can't get back to base layer.

Fix: I checked every back and next button. A few were set to Continue instead of Jump to Slide. I also added a button to return to the main layer menu after completing each section and the ability to revisit any completed section.

Paper dolls. The last one could be explained more why there is a layer of synthetics and wool sweater.

Being from ND, 30 is not cold enough to justify the layers you had. Thirty wouldn't call for long johns. Maybe 10... Depends on your audience for the project. It's 45 right now and I was out without a coat, hat, gloves.

I do like the drag and drop though.

Fix: This part was changed greatly after the initial evaluation. I adjusted the thermometers so that the winter temperature reads 10 degrees instead of 30. Adjustments were made to the feedback as well.

Assessment:

1. two tries
2. three tries (I guess it needs to go on in the right order...)
3. five tries (I kept leaving off the wool sweater. It didn't seem cold enough for me.)

Fix: I added additional instructions telling the learner how many items were needed to complete each paperdoll successfully.

Dressing for a hike: I think we should leave.... ..covering up with lightweight materials **like cotton**

Those are all wonderful suggestions..... Last sentence: from by

Shirts & Pants: Comic strip: Can this just be screen shot in with individual pictures rather than taken to a separate website?

Fix: I did exactly as suggested. Instead of linking to pixton.com, I took screenshots of my comic and put them in the project.

Hats: can the text stay up longer?

Response: Not with the way I designed it. I am using on success feedback boxes and I cannot find a way to change how long they display. With more time I would change these to show manually made textboxes instead.

Sunscreen form. Can it be opened in a new tab? Hitting back goes to the very beginning.

Fix: Done. This was my intention all along, so I am glad it was mentioned.

Night time: neat skit!

Shoes: Can the boxes stay up longer? Hiking boots – check last sentence.

Response: Not with the way I designed it. I am using on success feedback boxes and I cannot find a way to change how long they display. With more time I would change these to show manually made textboxes instead. Last sentence was fixed, though.

Socks: Another **thing** that

Does it matter if they are ankle or long socks?

Fix: good question. A comment was added to address this.

I don't know if the website link is totally necessary.

Rain Gear: The panda goes to the poncho explanation.

Fix: It was not hiding a textbox so the wrong one was showing.

So do they HAVE to have a raincoat? "This is a MUST"

Fix: Reworded slightly to say that raincoat or other rain cover in a must.

The umbrella panda worked when I clicked him first a second time through. He doesn't work after the poncho is clicked.

Suggestion for a bandana: a blindfold? a blindfold for games, right? Hopefully nothing sinister... 😊

Fix: Reviewer must have been reading Fifty Shades of Gray. I added "for games" incase other learners' minds wandered too! 😊

My final answers. I thought they were right 😊 I did terrible!

Fix: Reviewer did much better than she thought. The code was not working properly to show the thumbs up / thumbs down images. I added a new variable to record a simple 0/1 instead of trying to read off of text strings and it is working much better now.

I didn't put my name in when I went back through the second time after the form kicked me back.

Answer page for the drag and drop?

Fix: This was added. It had not been completed before the review.

First time: I got 5 out of 10

Review



Which of the following should not be worn on an outdoor activity?

First Name's response: All of These



Sleeping in a hat and/or clean socks will keep your whole body warmer all night.

First Name's response: True



Cotton is a good choice for clothes in cool damp weather.

First Name's response: False



Warm layers are best made of:

First Name's response: Fleece, polypropylene, or wool



Waterproof layers can be:

First Name's response: All Of These



Review



Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop.

First Name's response: True



Why is dressing in layers a good plan?

First Name's response: It allows you to add or remove clothing items as you get warmer/colder due to changing weather or le



In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.

First Name's response: True



What is the most versatile item of clothing you can pack?

First Name's response: Bandana



My second try:



Review

girl scouts
hornets' nest

 **Which of the following should not be worn on an outdoor activity?**
Martina's response: Flip-Flops


 **Sleeping in a hat and/or clean socks will keep your whole body warmer all night.**
Martina's response: True

 **Cotton is a good choice for clothes in cool damp weather.**
Martina's response: False


 **Warm layers are best made of:**
Martina's response: Fleece or polypropylene


 **Waterproof layers can be:**
Martina's response: Rain Coat or Poncho





girl scouts
hornets' nest 


Review

 **Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop.**
Martina's response: False

 **Why is dressing in layers a good plan?**
Martina's response: You don't have to pack as much because you are wearing more of your clothing choices

 **In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.**
Martina's response: True

 **What is the most versatile item of clothing you can pack?**
Martina's response: Bandana





My third try: I got 14 out of 10

girl scouts
hornets' nest 

Review

 **Which of the following should not be worn on an outdoor activity?**
Martina's response: Tank-tops

 **Sleeping in a hat and/or clean socks will keep your whole body warmer all night.**
Martina's response: True

 **Cotton is a good choice for clothes in cool damp weather.**
Martina's response: False

 **Warm layers are best made of:**
Martina's response: Wool or Cotton

 **Waterproof layers can be:**
Martina's response: Rain Coat with optional Rain Pants





Review

girl scouts
hornets' nest

 **Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop.**
Martina's response: False

 **Why is dressing in layers a good plan?**
Martina's response: You don't have to check the weather forecast before packing

 **In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.**
Martina's response: True

 **What is the most versatile item of clothing you can pack?**
Martina's response: Bandana



I got a certificate this time! and got to continue

Could you use the text entry box from the beginning on the certificate? Just enter the first and last name in the beginning (two separate boxes)

Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina visited any Fabric Lessons that shows a 1 or higher:

Cotton 1
Polypropylene 1
Polyester 1
Nylon 1
Silk 1
Wool 1

On the Fabric Quiz, Martina scored 3 out of 3

1 = correct, no = incorrect

Hot, Sunny Day: 1
Cool, Rainy Day: 1
Cold, Snowy Day: 1

Please print, then advance to the next slide and print it as well



Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina took the Footwear Pretest and received a score of 0 by choosing:

Tennis Shoe: 0
Hiking Boot: 0
Flip-Flop: 0
Sandal: 0

Martina visited any Dressing Extra Topic that shows a 1 or higher:

Shoes and Socks: 1
Shirts and Pants: 1
Hats and Sun: 1
Rain Gear: 1
Night Time: 1
Odds and Ends: 1

Please print, then advance to the next slide and print it as well



Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina took the Final Assessment and chose the following answers for a score of 16 out of 10

Q1: Tank-tops
Q2: True
Q3: False
Q4: Wool or Cotton
Q5: Rain Coat with optional Rain Pants
Q6: False
Q7: You don't have to check the weather forecast before packing
Q8: True
Q9: Bandana
Q10: 1.9999999999999998

Please print, then advance to the next slide



Best addition to Word 10 was adding an insert screen shot button, no need for the snipping tool and saving.

I think some of the questions need to be looked at if they are right or not. I tried several options for each.

Response: These have not been adjusted at this time, however I think some of the "All of these" answers are confusing people.

I don't like the question " Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop." I'm guessing you mean that they can get away with cheap, or alternatives. Maybe reword it. Specialized clothing must be purchased for each individual activity. ie. Hiking boots for hiking.

Fix: This was reworded.

You have a great metaphor. Each slide was clean. Consistent too.

The bottom right icon looks like a button but isn't one.

Response: This has been common feedback. I hope to alleviate it when a navigation help element is added.

From the website links in the clothing items, how much do you want the learner to actually retain? Some of the information is excessive and doesn't follow with the objectives, is really long, or states what you already stated. If they were all like those couple that I mentioned that I liked that would be better.

You could always screen shot in the website and reference it. Then you could just grab what you want specifically.

Navigation-wise, some way to get to each of the sections would be nice rather than going all the way to the beginning and back through the entire thing. At the end you have the review menu and that is set up very nicely. Anyway to get to that during the lessons or at least before the final assessment?

Fix: Some adjustment was made to navigation.

Is the last assessment an informal assessment for this section:



Or is it a final assessment for all sections?

Answer: This is the assessment for this unit. My vision is to actually shorten it in the full project since there will be similar assessment for each of the 9 units. I would like a more authentic assessment turned into the council as a final assessment on the full lesson, maybe a short trip plan.

There should be one of each I think.

On my fourth try:

5.2 out of 10. I got the last ones wrong on purpose!

Review



Which of the following should not be worn on an outdoor activity?

Martina's response: Sandals



Sleeping in a hat and/or clean socks will keep your whole body warmer all night.

Martina's response: True



Cotton is a good choice for clothes in cool damp weather.

Martina's response: False



Warm layers are best made of:

Martina's response: Wool



Waterproof layers can be:

Martina's response: Poncho



Review



Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop.

Martina's response: False



Why is dressing in layers a good plan?

Martina's response: It isn't a good plan, it is a pain and not worth the effort!



In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.

Martina's response: True




What is the most versatile item of clothing you can pack?

Martina's response: Bandana





I just couldn't get some of the questions right! OR the thumbs up just isn't working right but it is scoring right. I just kept retrying


Fifth try: 10.2 out of 10 I got all the last drag and drop wrong again





Review


 **Which of the following should not be worn on an outdoor activity?**
Martina's response: All of These


 **Sleeping in a hat and/or clean socks will keep your whole body warmer all night.**
Martina's response: True

 **Cotton is a good choice for clothes in cool damp weather.**
Martina's response: False


 **Warm layers are best made of:**
Martina's response: Cotton


 **Waterproof layers can be:**
Martina's response: Garbage bags with holes for arms and head








Review

 **Everyone should purchase the correct specialized clothing so that they can participate in outdoor activities with the troop.**
Martina's response: False

 **Why is dressing in layers a good plan?**
Martina's response: It allows you to add or remove clothing items as you get warmer/colder due to changing weather or le

 **In order to stay warm at night, you should change all of your clothes, including your socks and underwear before going to bed.**
Martina's response: True

 **What is the most versatile item of clothing you can pack?**
Martina's response: Tennis Shoes



Got a certificate this time.

Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina visited any Fabric Lessons that shows a 1 or higher:

Cotton 2
Polypropylene 1
Polyester 1
Nylon 1
Silk 1
Wool 1

On the Fabric Quiz, Martina scored 3 out of 3

1 = correct, no = incorrect

Hot, Sunny Day: 1
Cool, Rainy Day: 1
Cold, Snowy Day: 1

Please print, then advance to the next slide and print it as well



Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina took the Footwear Pretest and received a score of 0 by choosing:

Tennis Shoe: 0
Hiking Boot: 0
Flip-Flop: 0
Sandal: 0

Martina visited any Dressing Extra Topic that shows a 1 or higher:

Shoes and Socks: 1
Shirts and Pants: 2
Hats and Sun: 1
Rain Gear: 2
Night Time: 1
Odds and Ends: 1

Please print, then advance to the next slide and print it as well



Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Martina took the Final Assessment and chose the following answers for a score of 11.000000000000002 out of 10

Q1: All of These
Q2: True
Q3: False
Q4: Cotton
Q5: Garbage bags with holes for arms and head
Q6: False
Q7: It allows you to add or remove clothing items as you get warmer/colder due to changing weather or le
Q8: True
Q9: Tennis Shoes
Q10: 0.8

Please print, then advance to the next slide



Okay. I hope these comments help and don't overwhelm. I wish you so much luck on finishing this for your troop. I learned a lot from the project and I was nodding along with several of the parts. I've taken kids abroad and I know how important the dressing part is and I lecture on it all the time. I learned more about the fabrics though and will definitely consider traveling with less cotton in the future. My husband and I got stuck hiking down a mountain in a torrential rain, while running so we didn't miss our last bus to town. We were DRENCHED. Jeans and t-shirts of course.



Be Safe Be Ready: Girl Planning Feedback

* Required

What device are you using to view the project? *

- PC
- Mac
- Android Tablet
- iPad
- Android Phone
- iPhone
- Other

What web browser did you use? *

- Google Chrome
- Mozilla Firefox
- Internet Explorer
- Safari
- Other

If known, please enter the exact version of the web browser you identified above.

Do you feel that the instruction met the Learning Outcomes? *

Learning Outcomes: 1. Choose appropriate fabrics for outdoor activities 2. Layer clothing appropriately for various weather scenarios 3. Identify shoes and socks that meet Girl Scout safety standards and are best for outdoor activities 4. Lead girls of all ages through the process of preparing a packing list for any Girl Scout approved outdoor activity

- Yes
- No
- Somewhat

Do you feel that this lesson is appropriate for the target learners? *

Target learners are adult Girl Scout volunteers. They are adults, mostly women, age 18 and up with varying levels of education and prerequisite knowledge. They may or may not have any outdoor experience or experience leading girls.

- Yes
- No
- Somewhat

What was your overall impression of the visual presentation?

Please note any comments about the interface, graphics, colors, or general look and feel of the lesson.

Did you experience any problems with the lesson?

Please note any interactions, buttons, audio, or other items that did not perform as you would have expected.

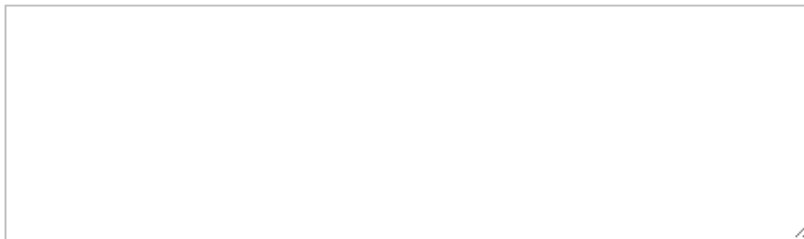
What did you think of the fabric instruction?

Do you have any comments or suggestions about the presentation of material about the different fabric types?

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user input.

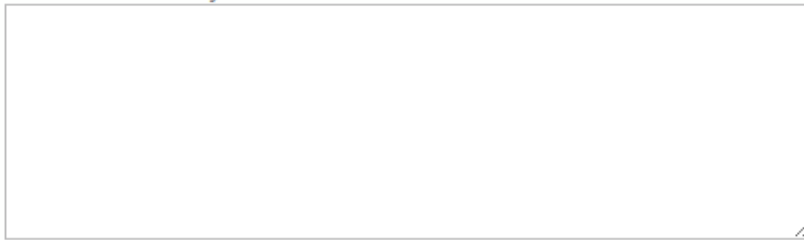
Do you have any feedback concerning the fabric practice questions?

These are the three scenarios where you go outside, check the weather and then choose between two different outfits made of different fabrics.

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user input.

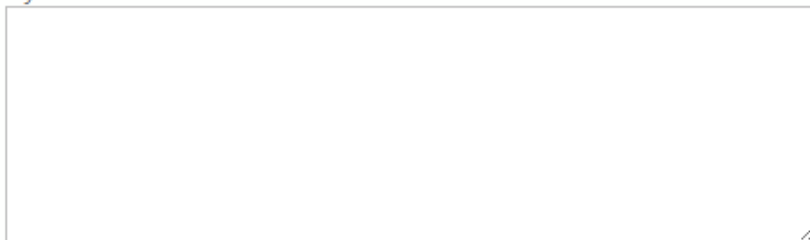
What do you think about the layers instruction?

Do you have any comments or suggestions about the presentation of material that introduces base, warm, and outer layers?

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user input.

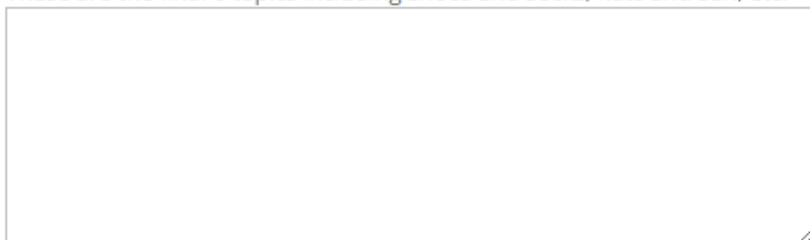
Do you have any feedback concerning the layers practice exercises?

These are the three dress-up dolls where you drag and drop clothing in the proper order to build the layers of an outfit to match a weather scenario.

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user feedback.


What do you think about the Dressing Extras Instruction?

These are the final 6 topics including shoes and socks, hats and sun, etc.

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user feedback.

Do you have any comments about the Final Assessment?

Please note any concerns about question wording, question types, relevance to learning outcomes, technical problems, etc.

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner, intended for user comments.

Additional Comments or Suggestions?

Please note anything that did not fit into a previous question.

Thank you!

Thank you for your help and feedback!

Submit

Never submit passwords through Google Forms.

Live form can be found at: <http://goo.gl/forms/KaQPSq24HG>

Appendix C

Stage Three Evaluation Assessment Results

Learner 1 (Results Column F on Spreadsheet)

girl scouts
hornets' nest

Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Lane visited any Fabric Lessons that shows a 1 or higher:
Cotton 1
Polypropylene 1
Polyester 1
Nylon 1
Silk 1
Wool 1

On the Fabric Quiz, Lane scored 2 out of 3
1 = correct, no = incorrect
Hot, Sunny Day: 1
Cool, Rainy Day: no
Cold, Snowy Day: 1

Please print, then advance to the next slide and print it as well

girl scouts hornets' nest logo

Safari File Edit View History Bookmarks Window Help

carla.whitehead.people.cpsc.edu

girl scouts
hornets' nest

Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Lane took the Footwear Pretest and received a score of 0 by choosing:
 Tennis Shoe: 0
 Hiking Boot: 0
 Flip-Flop: 0
 Sandal: 0

Lane visited any Dressing Extra Topic that shows a 1 or higher:
 Shoes and Socks: 1
 Shirts and Pants: 1
 Hats and Sun: 1
 Rain Gear: 1
 Night Time: 1
 Odds and Ends: 1

Please print, then advance to the next slide and print it as well




Mac OS X dock with icons for Safari, Mail, Google Chrome, Music, Word, PowerPoint, Excel, and other applications.

Safari File Edit View History Bookmarks Window Help

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Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Lane took the Final Assessment and chose the following answers for a score of 14 out of 10

Q1: All of These
 Q2: 0
 Q3: 0
 Q4: Fleece, polypropylene, or wool
 Q5: All Of These
 Q6: 0
 Q7: It allows you to add or remove clothing items as you get warmer/colder due to changing weather or le
 Q8: 0
 Q9: Bandana
 Q10: Good Base Layer - Silk, God Warm Layer - Wool, Protects Feet - Socks, Protects from Injury - Closed to and heel shoes, Keeps Bottom Dry - Sit-Up-on


Please print, then advance to the next slide

Mac OS X dock with icons for Safari, Mail, Google Chrome, Music, Word, PowerPoint, Excel, and other applications.

Learner 2 (Results column C on Spreadsheet)

carie.whitehead.people.cpcc.edu/project/




Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide


Janna visited any Fabric Lessons that shows a 1 or higher:
Cotton 1
Polypropylene 1
Polyester 1
Nylon 1
Silk 1
Wool 1

On the Fabric Quiz, Janna scored 3 out of 3
1 = correct, no = incorrect
Hot, Sunny Day: 1
Cool, Rainy Day: 1
Cold, Snowy Day: 1

Please print, then advance to the next slide and print it as well



carie.whitehead.people.cpcc.edu/project/




Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Janna took the Footwear Pretest and received a score of 0 by choosing:
Tennis Shoe: 0
Hiking Boot: 0
Flip-Flop: 0
Sandal: 0

Janna visited any Dressing Extra Topic that shows a 1 or higher:
Shoes and Socks: 1
Shirts and Pants: 1
Hats and Sun: 1
Rain Gear: 1
Night Time: 1
Odds and Ends: 1

Please print, then advance to the next slide and print it as well



Stop!!!

Please pause here and print the following results for project evaluation. You can take a print screen and paste into a Word Document, or actually print the slide

Janna took the Final Assessment and chose the following answers for a score of 9 out of 10

- Q1: All of These
- Q2: False
- Q3: False
- Q4: Fleece, polypropylene, or wool
- Q5: All Of These
- Q6: False
- Q7: It allows you to add or remove clothing items as you get warmer/colder due to changing weather or le
- Q8: True
- Q9: Bandana
- Q10: Good Base Layer - Silk, God Warm Layer - Wool, Protects Feet - Socks, Protects from Injury - Closed to and heel shoes, Keeps Bottom Dry - Sit-Upon

Please print, then advance to the next slide



Appendix D

Google Feedback Form Results

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
What device are you using to view the project?	PC	PC	PC	PC	Mac
What web browser did you use?	Internet Explorer	Google Chrome	Mozilla Firefox	Google Chrome	Safari
If known, please enter the exact version of the web browser you identified above.	IE9	Version 42.0.2311.135 m		42.0.2311.135 m	8.0.3
Do you feel that the instruction met the Learning Outcomes?	Yes	Yes	Yes	Yes	Yes
Do you feel that this lesson is appropriate for the target learners?	Yes	Yes	Yes	Somewhat	Yes

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
What was your overall impression of the visual presentation?	Aesthetically pleasing - fun and interactive. Would have liked to have dialog to listen to - along with the girl scout intro music or dings/dongs with choosing the correct answers, etc.	Very clear, fun, informative and perfectly relatable to Girl Scouts. Easy to navigate and anticipate screen to screen. Good building from one idea to the next. Awesome use of a variety of graphics and interactivity.	I enjoyed the cartoon characters and the very "girly" colors of everything. The consistent use of the "outdoor": theme was also great--all the way down to the tree branch arrows. It is too bad you couldn't do more animation. The two leaders talking back and forth at the beginning is a little flat--is there any way the dialogue can keep fading and the next comment appearing without having to click the button? I started to worry a bit that I was going to have to keep clicking and clicking throughout the lesson just to get to the next sentence. It turned out not to be so, but I would have a bit more engaged if the conversation had occurred spontaneously in front of me.	I enjoyed the overall look and feel of the project: bright and positive. Cute characters. Changing landscape colors (enhance contrasts in the various temperatures) will help understanding clearly changes in temperature. Although the thermometer is obvious and big, I spent a bit of a time understanding the slide. I would add the temperature next to the question, and make the background of the image more transparent (30% to 40%) so it does not compete with the question content.	Bright, inviting, seems appropriate for young girls.

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
Did you experience any problems with the lesson?	After taking quiz and you get results, instead of asking learner to go back through each lesson, provide a final review that forces them through a summary of all lessons. Add this to slide after quiz results. I was unable to continue to final assessment because I was in the "review" section of the regular lessons (where the drag/drops/submit buttons no longer worked - because I visited it before).	Test results were off when retaking test at end. Audio, buttons and videos all functioned fine. Medication form has alot of info that cannot be read in one, two and maybe even three sittings bc the overlay is too short. Put a Reset all button, if possible in the matching section of the test. The undo button only allows one undo.	I think you probably do need a "how to navigate" slide at the beginning just to inform what are and are not live buttons (I kept wanting the button in the lower right hand corner to do something, but it is just to keep me informed of where I am in the module, correct?) Also include the direction how to get back to each kind of fabric once you go to the website that teaches more about it. I spent some time looking for the "back" arrow begfore I found the button on the bottom left (where I was used to seeing the "home cabin")	"No. Other than the player's control in the intro video is not obvious.	Very few problems. Mostly user error (>o) On one screen I needed to click on the arrow twice to go forward. Duh. Loved the drag and drop.

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
What did you think of the fabric instruction?	Fabric types was very good. I would not recommend embedding the REK webpages - too much info - not sure what you wanted me to read. A lot of distracting advertisements were also on the embedded web pages.	Maybe you'd like to discuss fleece?	Some of the links went to material about JUST that fabric (wool, cotton), while others had their featured fabric presented along with several others, including some of the other ones in the presentation. Is there any way to get this consistent--any fabric industry site that might have little snippets about each fabric, where they would be about that fabric and that fabric only? It was a little frustrating to have to search for the info about some of the specific fabrics.		Seemed okay. I was trying to remember a time when I actually saw polypropylene listed in fabric...is it called something else more often...like a brand name or something? Is it very different from polyester? That's the only thing that occurred to me: that kids might confuse polypropylene with polyester. Would that be a problem if they did in terms of safety.utility, etc?
Do you have any feedback concerning the fabric practice questions?	This was very good! Very interactive and forced me to know how to layer.	Wool in 40 degrees is too warm to wear with all those other layers, if you're from the north ;-)	Good interactivity--relates directly to the info you just gave and directly assesses one of your learning outcomes--Yaaaaayyyy!	"I would condense the instructions to 1 click only. ""Great here is how it works... go outside"" Somehow minimize text, you might like to use bullets.	This was very good! Very interactive and forced me to know how to layer.
What do you think about the layers instruction?	No, this was very good.	I love the paperdoll activity to reinforce this instruction.	Good distinctions and examples.	Somehow resume text.	No

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
Do you have any feedback concerning the layers practice exercises?	I would just add an audio ding (or dong) for the correct layers. So, you see that its the first, second, third layer, but you also hear it. Feedback is very good.	nope- i loved it!	This was my favorite part of the course. I love the interactivity and the immediate feedback. Also great that users have the chance to go back and re-check info if they would like.	I did not see the drag/drop.	I thought the layers practice activity worked very well. I mentioned the idea of having OR appear between the short and long-sleeved shirts. Other than that I thought that it was successful.
What do you think about the Dressing Extras Instruction?	Not as interactive as the first two - but instruction was good.	This is great information esp.in consideration of versatile extras!	Good, they are short enough that users shouldn't lose attention, but give great extra info		They made sense, were logical and seemed useful. Worked well.

A	B	C	D	E	F
Timestamp	5/11/2015 10:20:04	5/11/2015 10:55:51	5/11/2015 16:02:34	5/11/2015 16:27:48	5/11/2015 17:44:29
Do you have any comments about the Final Assessment?	Could not access the final assessment because I choose to review the material.	Final assess did not calculate correctly the second time through. I thought the questions were good-they covered all points. Would 5 questions work plus short answer responses in order to get the volunteers to more critically think about the topics?	<p>These questions were good for checking to be sure that users understood the content presented, but you never really assess your last outcome--which I think is very important.</p> <p>What I would suggest is you change your third outcome to be more than just about the shoes--since you cover so much in those 6 additional pieces, make your outcome #3 something like "Identify additional clothing and accessories appropriate for outdoor Girl Scout activities", then use what you have as your final assessment for the assessing of outcome #3. Then, create another drag and drop--like you have for dressing the doll. Maybe have 2 or 3 blank lists--each labeled with planned activities and predicted weather forecasts--then have a long list of possible clothing items (ones that are correct for the scenarios you have on the list and some that aren't appropriate at all. Users have to correctly drag the correct items to the correct list. In this way they would actually be performing the task you name in outocme #4 and you will have direct proof of whether or not they can do it.</p>		I didn't notice any particular problems. I did groan when I saw that I had to repeat the entire quiz again instead of just the questions that I missed. BUT you pointed out that some of my answers were still identified so that speeded it up.

<p>Additional Comments or Suggestions?</p>	<p>Very well designed! Navigation was easy to follow (except the button in bottom right - thought it was a navigation button, but it is where you are in the tutorial). Progress bar (visited) was also nice. I would add a "how to navigate" course, and transitions between concepts - fabric instruction, layers instruction, etc., and a "final review summary" option instead of going back to review the original content. Thanks for sharing!</p>	<p>I counted about 13 grammar, misspelling and punctuation errors- I'll give you my handwritten notes on these.</p>	<p>1. Early in the program where you first use my name on a slide--Mary-Margaret, do you know. . . .? Then it answers the question for me--"No, I need to learn" What if I think I do know--? Maybe the prompt could be a statement like "Mray-Margaret, let's explore what is needed. . . . and the button could just say "let's go". To me that implies you want to take me on this journey and not "You obviously don't know so you have to go here to learn." 2. A few typos--sorry I can't be more specific about the exact slide; -on one about BAsE Layer-- there is a ? missing from the end of a sentence that reads" But what should -on the feedback for dressing the doll for the sunny, warm day there is a "so" that has to be changed to a "do" -on Socks section there is a "sock" that needs an "s" -on the Rain Gear section-- Ponch--the last sentence needs an "and" 3. I had the same problem that Shantell was having-- some fo the boxes with directions and feedbace were getting cut off. I can tell this has been a ton of work. The Girl Scouts are so fortunate to have you redesigning training for them--I am sure this is tons better than what they had. Good luck onyour submission for your class and your subsequent modules.</p>	<p>Great job, Carie. The buttons work really well. Navigation was easy.</p>	<p>Overall I would say it is a great success. I learned a lot!</p>
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