

Timing: 1 to 2 hours

Level: Ages 15 and up

Importing and organizing content in Adobe Flash Professional

Activity Overview

Adobe Flash Professional documents can involve hundreds of different elements. Elements can be imported or created from within Flash. You can import a variety of file types - including images, sounds, and video - into a Flash document to use for Flash movies, mobile apps and games. Once you begin importing and creating elements, organizing them will make developing content much easier. Use this activity to teach your students how to import and optimize a variety of file types. They will also learn how to use symbols, instances, layers, and the library to help them organize their content. Finally, students will learn how to organize assets on the Stage and how to use templates to help maintain consistency in their projects.

Note: Portions of this activity align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: [1.1](#)

Activity Objectives

Technical Skills

Flash

- Working with layers
- Organizing layers and libraries
- Creating folders and labels
- Creating and working with symbols
- Creating and working with instances
- Creating interactive buttons
- Creating transparent buttons
- Importing and compressing audio
- Importing images
- Optimizing images
- Using Trace Bitmap
- Producing Flash video
- Creating templates

Project Assets

- *Flash guide:* How to organize content [2.5, 3.3, 4.7, 4.10](#)
- *Flash guide:* Symbols, instances, and the Library [4.6, 4.7](#)
- *Flash guide:* How to optimize Flash content [3.8, 4.14](#)
- *Flash guide:* How to create a button symbol [4.6, 4.7, 4.8](#)
- *Flash guide:* How to use transparent or invisible buttons [4.6](#)
- *Flash guide:* How to use guides and rulers [3.5](#)
- *Flash guide:* How to import sound [4.12](#)
- *Flash guide:* How to import images [4.3](#)
- *Flash guide:* How to produce Flash video for the web [3.7, 4.13](#)
- *Electronic file:* Sample_audio.mp3
- *Electronic file:* Sample_Flash-Movie fla
- *Electronic file:* Sample_Flash-Movie.swf
- *Electronic file:* Sample_Flash-Video.flv

- *Electronic file:* Sample_HTML5_animation.zip
- *Electronic file:* Sample_HTML5_Video.mp4
- *Electronic file:* Sample_HTML5_Video.ogv
- *Electronic file:* Sample_HTML5_Video.webm

Background preparation resources

[Technical and content information](#)

[ISTE NETS*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

Activity Steps

1. Adobe Flash documents can involve hundreds of different elements. Organizing these will make developing content much easier. Introduce symbols, instances, and the Library to help your students organize their projects. Remind students of the following:
 - *Symbol*: An element, such as a graphic, button, or movie clip you create once, and can use any number of times throughout your movie. Symbols are stored in a library for reuse in a Flash document. Discuss the editing modes, such as editing an object on the Stage versus editing a symbol.
 - *Instance*: A copy of a symbol when it is on the Stage. Each instance references the complete information stored in the corresponding library symbol, without duplicating that information. Using instances minimizes the file size of a Flash movie. ^{3.8}
 - *Layers*: Where you organize the various content elements in a Flash document. Discuss and demonstrate how non-symbol shapes merge when you place one over the other in the same layer. Demonstrate how to add, delete, rename, and organize layers and how to lock and unlock layers to protect objects. ^{3.3}
 - *Library*: Store and organize symbols, sounds, bitmap graphics, video, and other elements in the Library. ^{4.7}
2. Distribute the technical guides and demonstrate how to organize content with the Library, layers, and labeling. Demonstrate how to add assets to the library and how to move assets between the Stage and the Library.

Flash guide: How to organize content ^{2.5, 3.3, 4.7}

Flash guide: Symbols, instances, and the Library ^{4.6, 4.7}

Note: It is recommended that students complete the *Creating content by using Adobe Flash Professional* activity prior to this activity.

3. Using the "I do, we do, you do" method, demonstrate the following: importing images, importing sound, producing Flash videos for the web, the benefits of making FLV files for Adobe AIR.

Flash guide: How to import sound ^{4.12}

Electronic file: Sample_audio.mp3

Flash guide: How to import images ^{4.3}

Flash guide: How to produce Flash video for the web ^{3.7, 4.13}

Electronic file: Sample_Flash-Movie fla

Electronic file: Sample_Flash-Movie.swf

Electronic file: Sample_Flash-Video.flv

Electronic file: Sample_Flash-Movie fla

Electronic file: Sample_HTML5_animation.zip

Electronic file: Sample_HTML5_Video.mp4

Electronic file: Sample_HTML5_Video.ogv

Electronic file: Sample_HTML5_Video.webm

4. Discuss the importance of optimizing content so their Flash files are as small as possible, especially as content is delivered across a variety of devices. Demonstrate some or all of the following techniques:
 - Apply appropriate audio compression settings to the document.
 - Name layers and organize layers into folders.
 - Organize items such as buttons, graphics, movie clips, and imported images into folders in the Library.
 - Label frames to organize sections of the document.
 - Set appropriate JPEG quality when publishing.

Flash guide: How to optimize Flash content [3.8](#)

5. Demonstrate how to turn graphics into buttons, symbols, instances, and movie clips. Remind them to create new layers and labels for each graphics symbol and instance.

Flash guide: How to work with symbols [4.6, 4.7, 4.8](#)

Flash guide: How to create a button symbol [4.6, 4.7, 4.8](#)

Flash guide: How to use transparent or invisible buttons [4.6](#)

7. Ask students to use 3-5 imported elements, (it is best if it is a combination of images, sound, video and so on) and do the following:
 - Organize them in the Library.
 - Turn at least one into symbol and give it an instance name.
 - Optimize the file types as necessary.
 - Place at least one symbol onto the Stage from the Library and turn it into a button.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Imported elements	Absent or incomplete.	The elements are organized in the Library and optimized as necessary. At least one element is turned into a symbol with an instance name and then turned into a button.	All elements are organized in the Library and optimized as necessary. Students take two or more elements and turn them into symbols with appropriate instance names, that are then turned into buttons, both transparent and invisible.

Background preparation resources:

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of *Adobe Flash Professional*, see *Flash Help*.

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. apply existing knowledge to generate new ideas, products, or processes.
6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
 - a. understand and use technology systems.
 - b. select and use applications effectively and productively.
 - c. troubleshoot systems and applications.
 - d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Interactive Media objectives

- 2.5 Organize an interactive media design document.
- 3.3 Use the Timeline.
- 3.7 Understand Flash file types.
- 3.8 Identify best practices for managing the file size of a published Flash or HTML document.
- 4.3 Import and modify graphics.
- 4.6 Create objects and convert them to symbols, including graphics, movie clips, and buttons.
- 4.7 Understand symbols and the library.
- 4.8 Edit symbols and instances.

4.12 Import and use sound.

4.13 Add and export video.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



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