Design Resource

We Create Stories

Designing the story creation module for Class 10 CBSE Students

by
Radhika and Prof. Ravi Poovaiah
IDC, IIT Bombay

Source:
https://www.dsource.in/resource/we-create-stories

1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
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https://www.dsource.in/case-study/we-create-stories/introduction

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7. Contact Details

Introduction

Creativity, problem-solving and critical thinking are core components of the design thinking process which will be disseminated among Indian students through the Design Thinking & Innovation (DT&I) subject. The novelty and challenge of this project lie in translating a field like design into a secondary school education system and transforming the classroom into a flexible, creative and innovative environment. This project exposes students to foundational knowledge about stories through the 'Fundamentals of Story Creation' module, one among the many modules under the DT&I subject for class 10th students. The process of story creation bolsters imagination, curiosity and empathy, which are identified as the core skills to be successful in the 21st century. I use the instructional design process to create content and activities such that they support the students in becoming active observers and discovering stories as an effective communication skill. Since this module is not carried out in a silo, all deliverables have been designed to be scalable to all other modules' parts of the subject. The larger purpose is to have all tools and methods at the student's disposal, therefore, empowering them to select ones which build their own design process.

Harry potter | Avengers | Panchatantra

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Case Study - Slide Show

Design process that was followed in this project:

- **Introduction**
  - Project focus
  - Project outcome
- **Motivation**
  - My Personal Goals
  - My Contribution as a Designer
- **Secondary and Primary Research**
  - Pedagogy for 21st century
  - Stories in the design process
  - Existing story creation lessons
  - Primary research
- **Project Details**
  - Project Overview
  - Aim/Objective
- **The Process**
  - Learning Objectives
  - Class Structure
  - Content
- **Ideation**
  - Lesson Plan
  - Task interconnections
- **Deliverables**
  - Task book for students
  - Teacher's manual
  - Exposure content
  - Assessment rubric

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- Evaluation plan
- Limitation
- Future steps
- Conclusion
- Reflection

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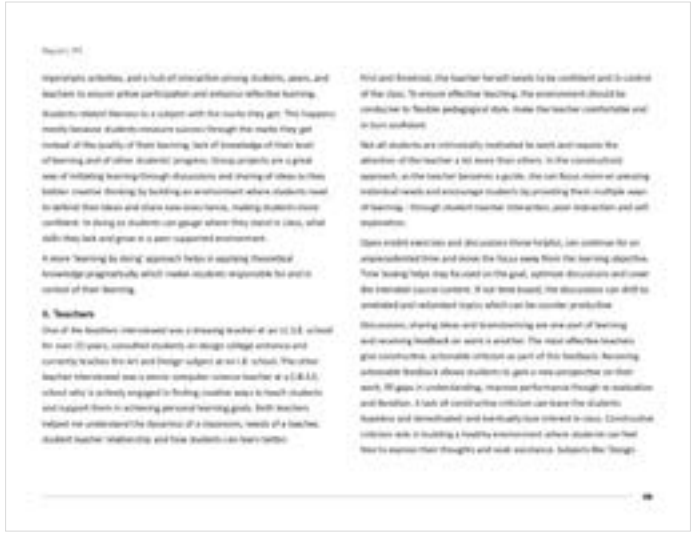

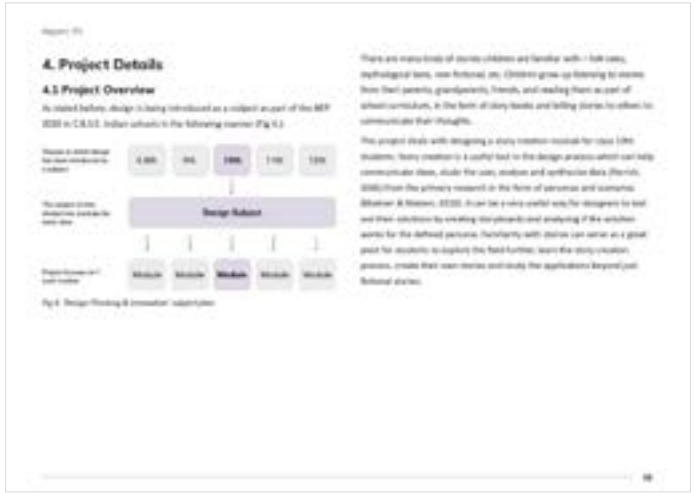

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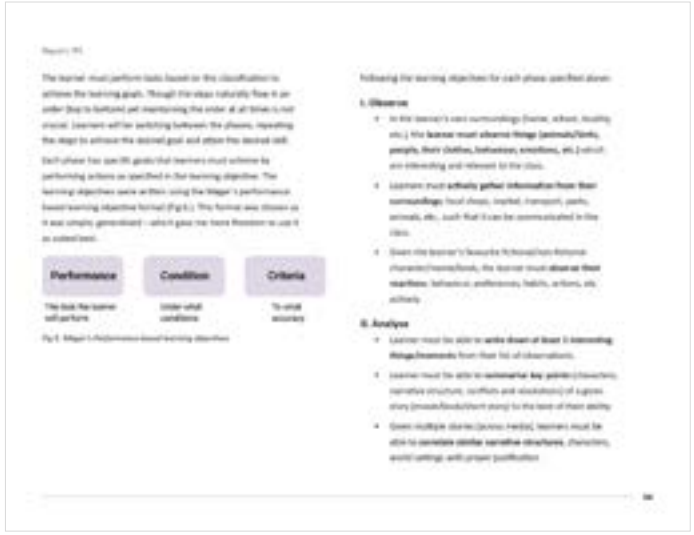

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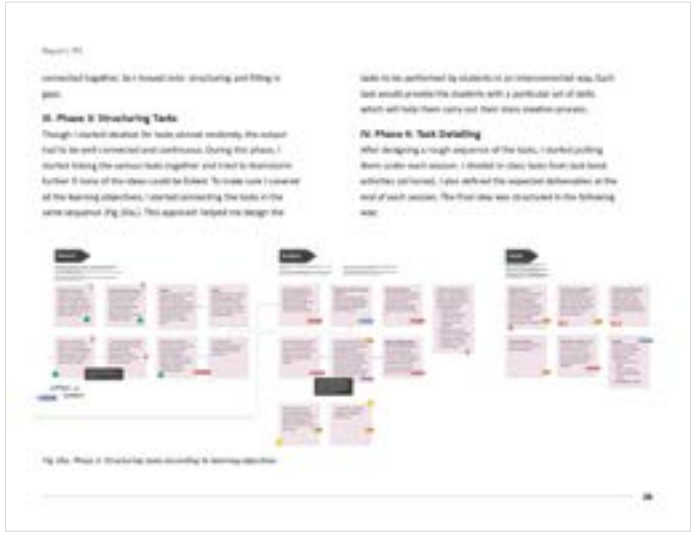

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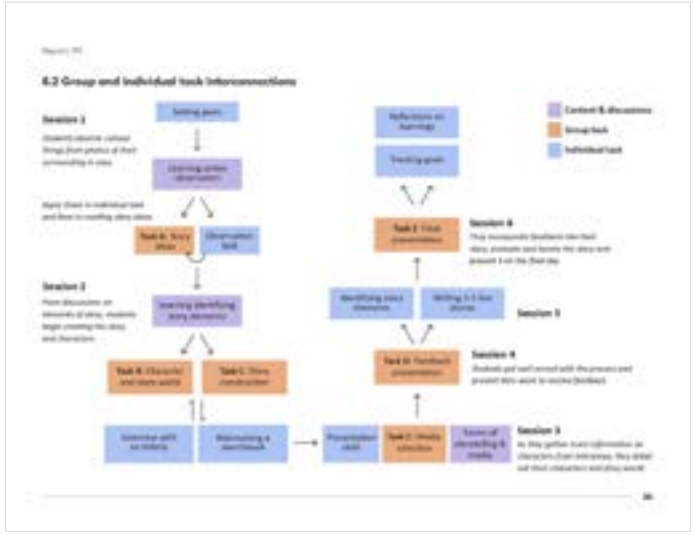

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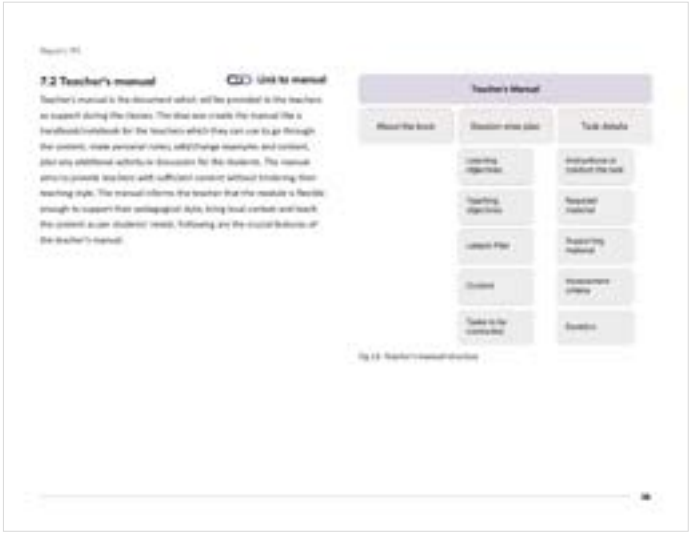

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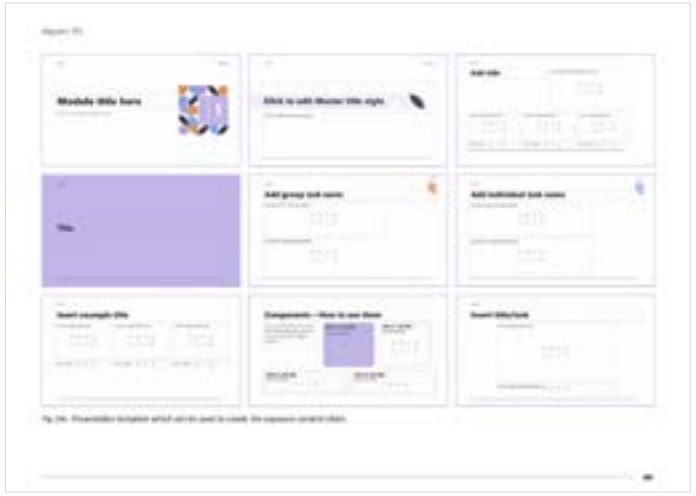

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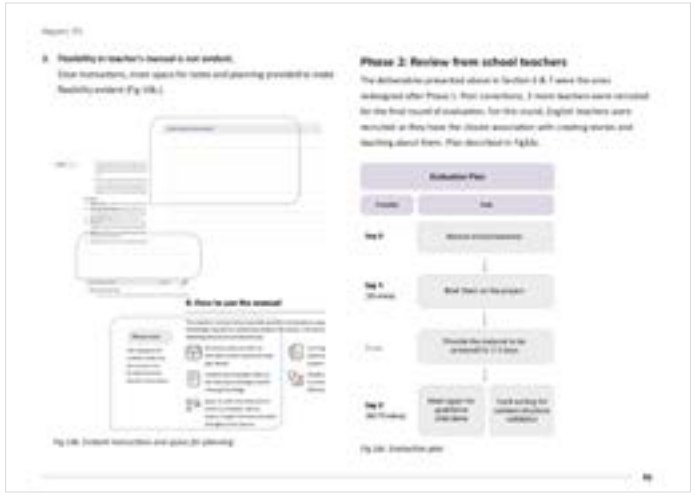

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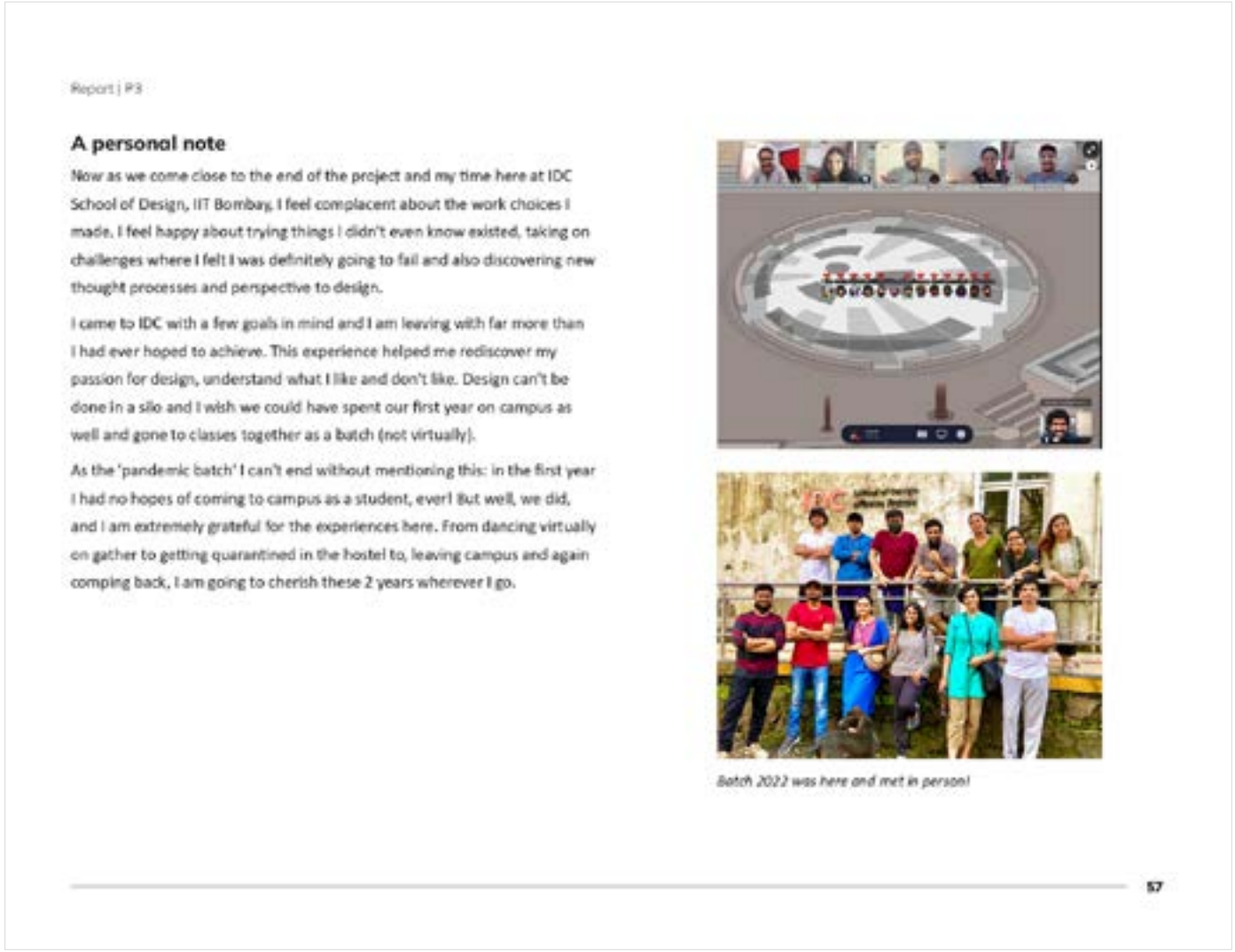

Report | P3

A personal note

Now as we come close to the end of the project and my time here at IDC School of Design, IIT Bombay, I feel complacent about the work choices I made. I feel happy about trying things I didn't even know existed, taking on challenges where I felt I was definitely going to fail and also discovering new thought processes and perspective to design.

I came to IDC with a few goals in mind and I am leaving with far more than I had ever hoped to achieve. This experience helped me rediscover my passion for design, understand what I like and don't like. Design can't be done in a silo and I wish we could have spent our first year on campus as well and gone to classes together as a batch (not virtually).

As the 'pandemic batch' I can't end without mentioning this: in the first year I had no hopes of coming to campus as a student, ever! But well, we did, and I am extremely grateful for the experiences here. From dancing virtually on gather to getting quarantined in the hostel to, leaving campus and again comping back, I am going to cherish these 2 years wherever I go.

Batch 2022 was here and met in person!

57

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6. Links
7. Contact Details

Fundamentals of Story Creation

A visual template for the presentations which will be presented in class. This has been done to provide teachers visual support so they can focus on the content of presentations rather than visuals. The template consists of title pages, image grids, assignment templates, and image plus text, among many others.

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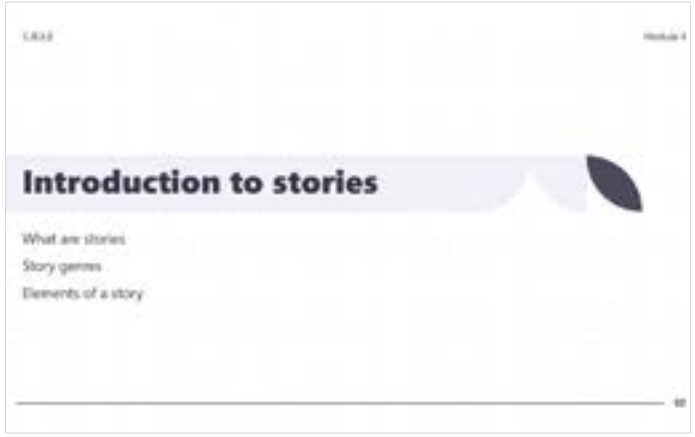

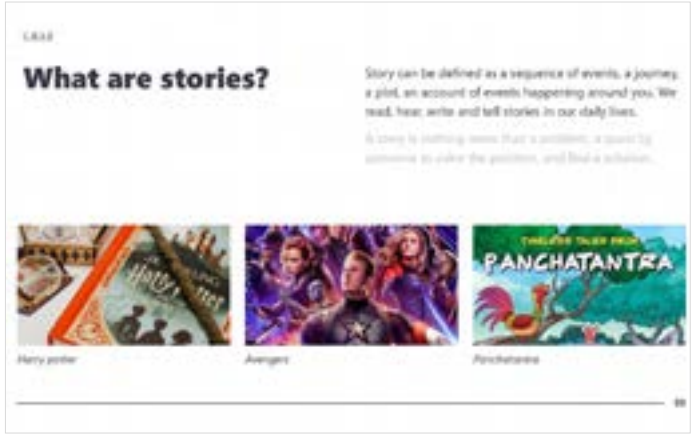

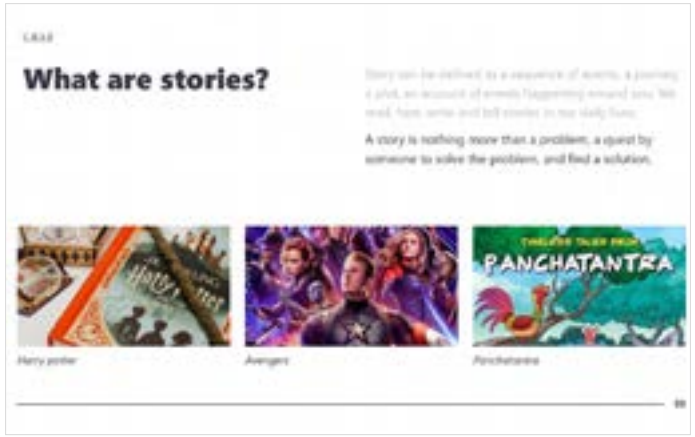

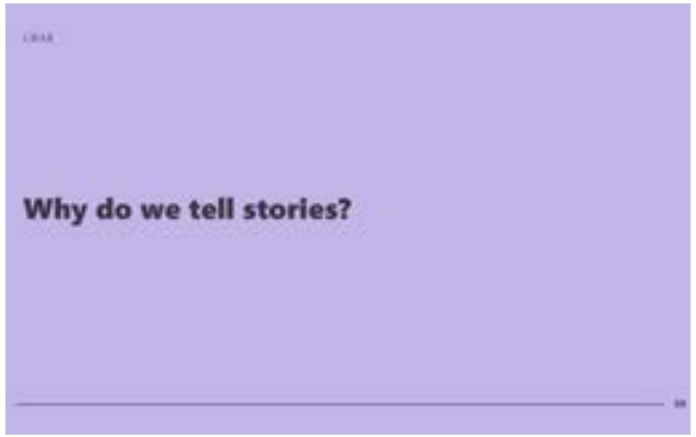

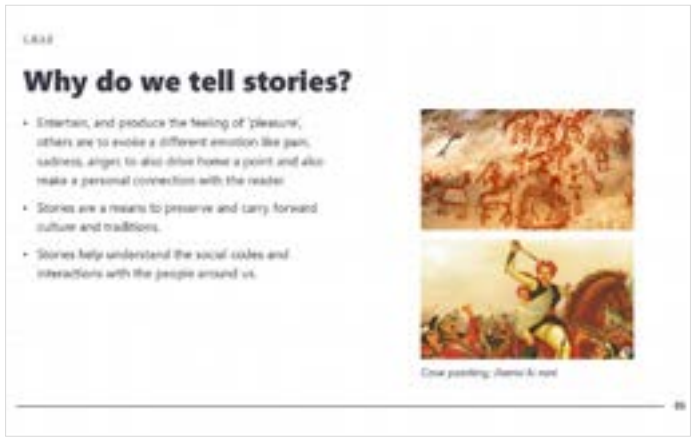

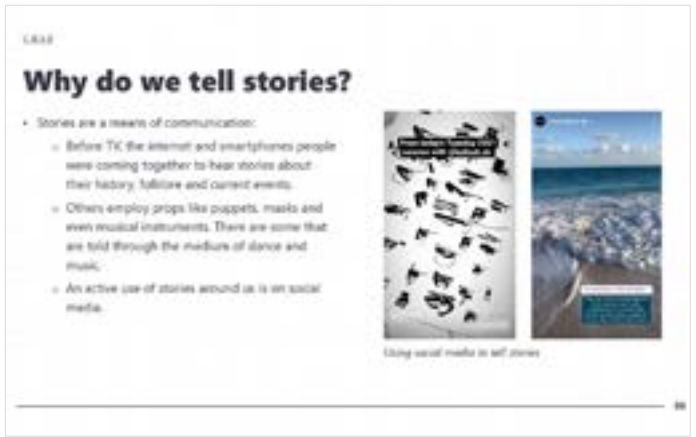

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6. Links
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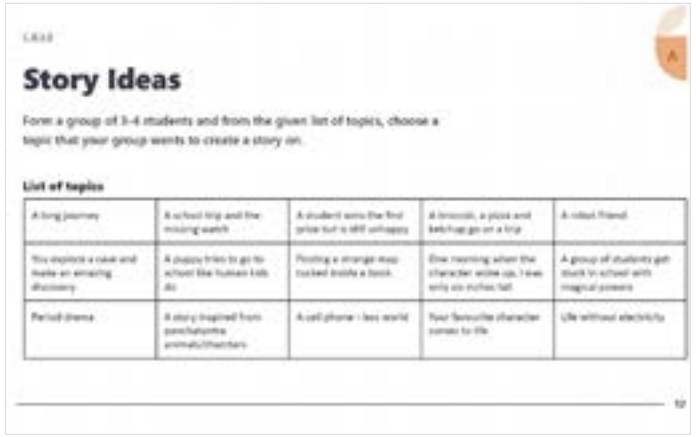

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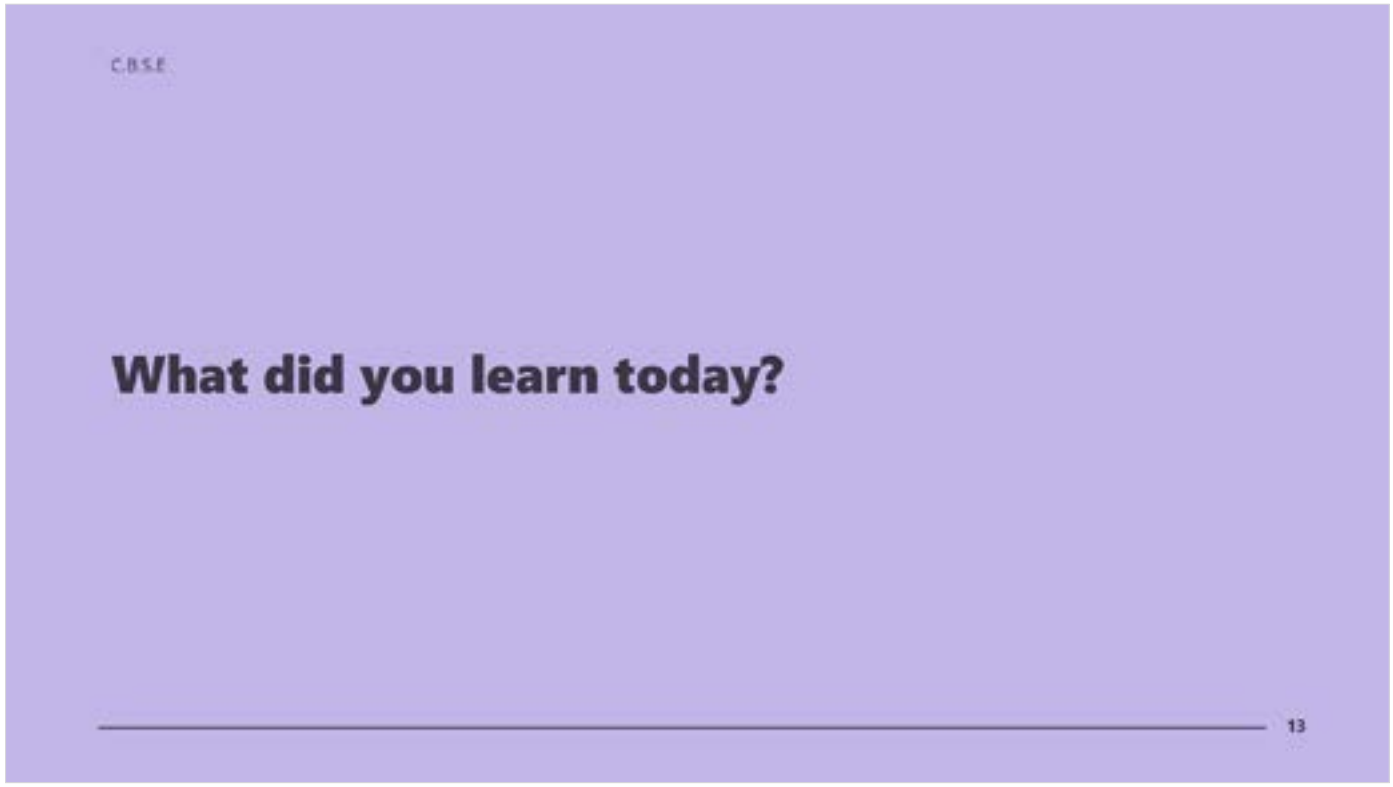

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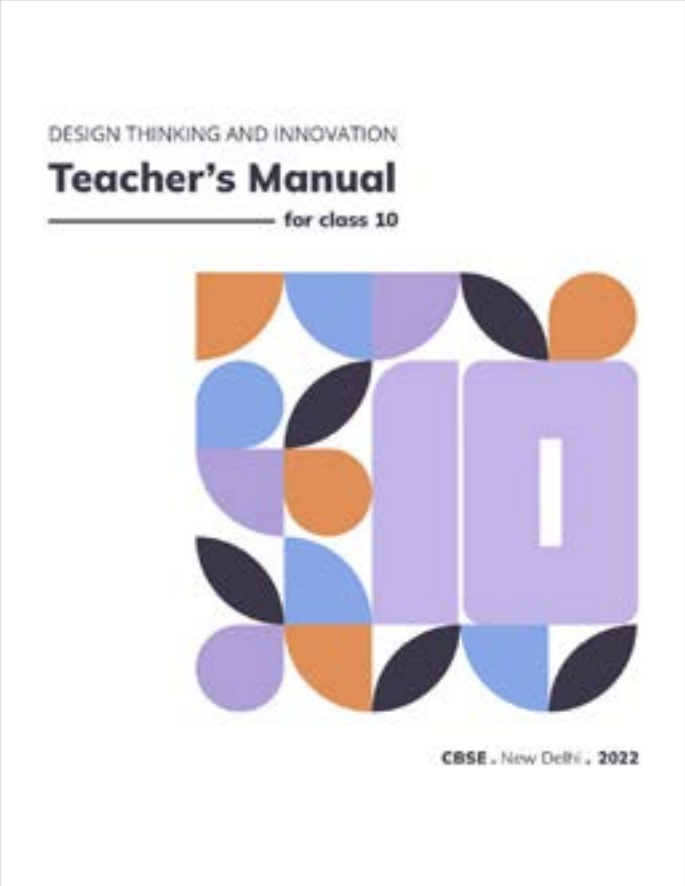
1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Teacher's Manual

Designed especially as a support for the teachers which acts as a companion in navigating through the course content, and exercises and also provides her ample freedom to make the course her own. Teachers can choose to edit or add any of the activities as they seem fit for the students.



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3. Fundamentals of Story Creation
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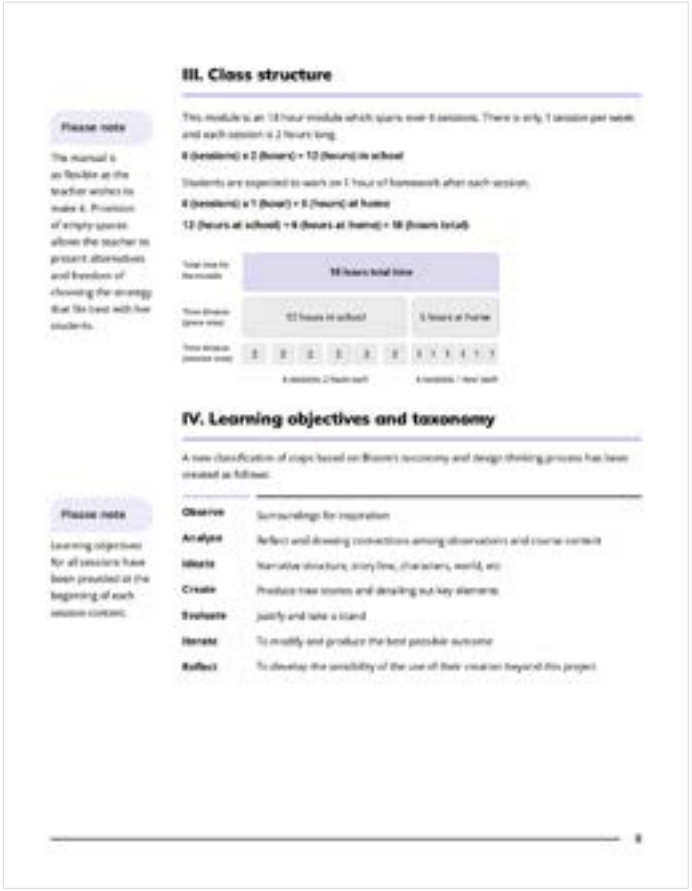

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V. Lesson plan

1 Introduction to stories

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Lesson plan

Session 1: Introduction to Stories

Exposure-Content

Sub-Topic	1. Introduction to module	2. What are stories	3. Story genres	4. Elements of a story
Content to be Discussed	1. 1 slide mentioning the topics that will be covered and the expected outcome of the module	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Types of genres 2. Examples 3. Purpose 4. Discussions	1. Listing elements of story 2. One line explanation 3. Cliffhanger for the next session 4. Introduction of task assignment

Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Discussion Ask students - Why do we tell stories? 2-3 mins Discussion Showing a bunch of images for students to answer some questions about the image - colour, setting, people, interesting objects, activity, reason, time, emotion, etc. 10 mins Discussion Ask students to answer - Can you tell your friend the gossip? Can you narrate a few stories relevant to some or more genres? 2-3 mins Discussion Ask students to answer - What is the importance of knowing a genre for a story you are creating? 2-3 mins Warm-up task Story relay - Two class a great activity to begin a story with. Students are grouped and each group continues the story	Group Exercise (3-4 students per group) Students are provided with prompt cards, so they don't spend too much time on which topic they are picking. They can spend time researching, finding inspiration, observing and analysing. 5 - 10 mins Task: Story idea In groups and come up with potential story ideas based on the topic they choose from the list. They will use brainstorming techniques to come up with 2-3 story ideas which they will discuss with the teacher. 10 mins	Individual Task Listing down various things as part of observation exercise: • List down 2 people from different professions who you see in the neighbourhood/family (only 1 person can be taken as example) • List down 5 things that is a part of your family's daily morning routine • List down 2 places you most visit in your locality/city • Write down 2 moments which you found very interesting/funny/ astonishing/ one in the recent past 20-30 mins

Deliverables of the Session

2-3 story ideas on the topic	Lead of each story	Plan for finding relevant information for the story

02

Notes

What are stories?

Definition of a story

Story can be defined as a sequence of events, a journey, a plot, an account of events happening around you. We read, hear, write and tell stories in our daily lives.

A story is nothing more than a problem, a quest by someone to solve the problem, and find a solution.

Examples

1. **Harry Potter series:** Harry is a child who is supposed to defeat Voldemort, the dark lord. Various events transpire like him making friends at Hogwarts, building relations with professors and fighting evil to reach his destination. Here Harry is supposed to solve a problem which is not letting evil forces consume the world.
2. **Marvel Avengers:** Avengers are supposed to stop Thanos from destroying 50% of the population in the entire universe. They also go through multiple events like fighting Loki, meeting Iron man's father, etc. to achieve their goal.
3. **Panchatantra:** The animals with human intelligence come together to fight a bully, which is usually another animal who is unfair to all others, by devising a clever plan.
4. Add examples you feel the class will relate to better

Purpose of telling a story

1. Stories are a means to preserve and carry forward culture and traditions. Oral storytelling has been used to take forward culture and information since the cave paintings (give visual examples)
2. Different stories serve different purposes like some stories are to entertain, and produce the feeling of 'pleasure', others are to evoke a different emotion like pain, sadness, anger, to also drive home a point and also make a personal connection with the reader.
3. Stories help understand the social codes and interactions with the people around us.
4. Stories are a means of communication (past to future)
   - Humans have been telling stories for thousands of years, from ancient cave paintings
   - Before TV, the internet and smart phones people were coming together to hear stories about their history, folklore and current events

03

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Notes

Let students answer 2-3 mins

Why do you think the importance of choosing a genre for a story you are creating?

- Genres are great because they fulfill reader expectations.
- We buy certain books because we have enjoyed similar stories in the past.
- People who follow the same genres also become a social community.

Elements of a story

We know what stories and story genres are, but what makes a good story? This section will define the essential elements of a story and the following lectures will cover these topics.

1. "A good story - if very simply put - is one which people want to hear" - Robert McKee
2. A good story is one where all the elements of the story are linked seamlessly. For that to happen, story creators must study each element first individually and then together.
3. The elements of stories can be divided into Bits and Iris:
   - Why: Story Goal
   - Who: Character and viewpoint - whose viewpoint are you viewing in your story
   - Where & when: World Setting - Period, duration (story's length through time), location
   - What: Plot - overall storyline along with subplots
   - How: Structure - linear, circular etc.

Tip: You will be taken through all the parts one by one in the subsequent sessions. For today, we will take you through what you are supposed to do by the end of this module.

Group task A 40 mins

Introduce group task A. Story Ideas, from the task reference sheet at the end of the book.

Please note

End the day by giving a lesson summary. Prompt the students to cover the crucial points they learnt today. Let students volunteer to answer or pick students one by one. Cover the points they did not and provide emphasis on the most important points students must remember.

94

Let students answer 10 mins

- Stories are a sequence of events or a quest by someone to solve the problem, and find a solution.
- We tell stories to preserve and carry forward culture, and information.
- Stories can be used as a means of entertainment and to evoke certain emotions.
- Observation is key to writing relatable stories.
- Genre controls what you write and how you write it. It describes the style and focus of the story you write.
- There are many genres like, romance, action-adventure, science fiction, fantasy, speculative fiction, suspense/thriller, horror, mystery, historical, comedy, etc.
- Elements of a story can be remembered through 5W and 1H.
- They are: story goal, characters, world setting, plot, and structure.

Additional notes

97

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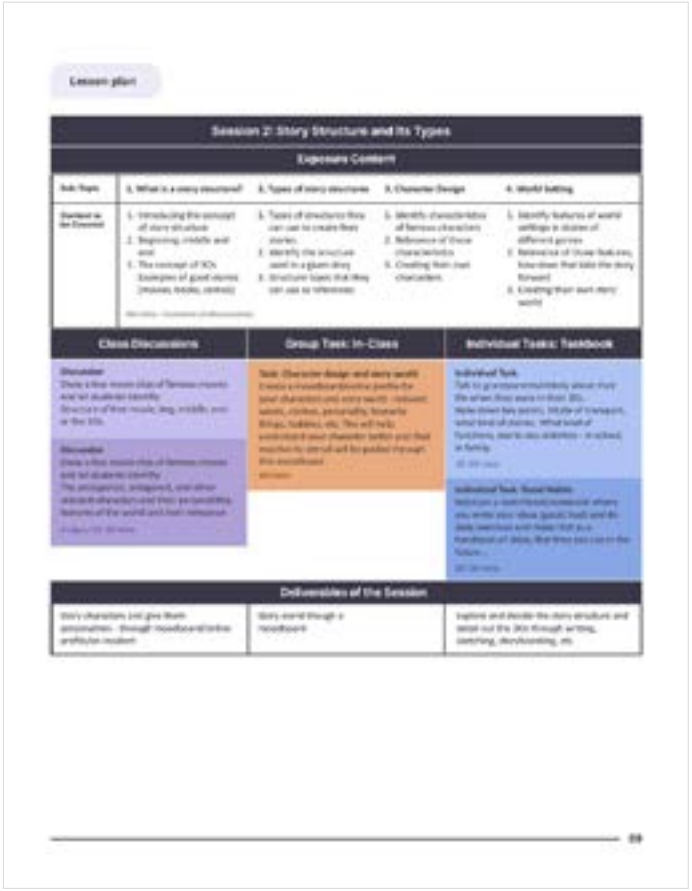
1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details



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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Notes

What is a story structure?

Narrative structure is how the plot is revealed to the reader. Most stories revolve around answering one question - will Harry defeat Voldemort, will Frodo destroy the ring? This is the story goal which you all started chasing yesterday. The sequence of events that lead to answering that question that make up the narrative structure. Each story has mainly 3 parts which are commonly identified as beginning, middle and end.

1. **Beginning (Objective):**
   This is the part of the story where the action starts to brew. The main character may end up in a difficult position and he or she develops the story goal here. This is the best time to hook the reader into your plot.
   - The problem the main character faces - the conflict
   - Reveals the story goal
   - Decision to do something about the problem to achieve the goal
   - Using this structure will help define the characters, the plot, and the time zone. They give a general idea of what the reader has to expect from the narrative.
   - These parts can be described under the following headings: Who, what, why, when, where, how - 5Ws and 1 H.
2. **Middle (Obstacle):**
   The middle of a story begins with the character taking the first action toward achieving the objective and promptly runs into obstacles.
   - This phase usually consists of the failed attempts of the protagonist.
   - The middle part of a story ends on this high crisis.
3. **End (Outcome):**
   Completes your story arc. Shows a change in your main character. Satisfies your reader. Lee Boddy mentions 3 parts which help with the end of the story:
   - Crisis: The main character has very limited choices to get out of his predicament. One is hard, but morally right.
   - Climax: The character makes their right moral choice and attempts one final valiant effort to resolve his problem.
   - Conclusion: the main character snatches victory from defeat and solves his problem. Someone changes (usually the main person showing character development or that he has learned something (a moral, virtue, or theme). Loose ends are tied up, rewards and punishments are given, the outcome answers the story question either yes or no, and preferably in a way that surprises the reader.

Notes

Examples

1. **The thirsty crow:**
   Beginning: The crow is thirsty and finds a pot of water. Middle: Tries to drink directly but fails. In this effort, as beak doesn't reach the depth, so he starts dropping pebbles in it. End: He realises the water rising and is able to drink the water and quench his thirst.

In a more complex story like the famous -

2. **Harry Potter:**
   Beginning: Harry finds out he is a famous wizard who is destined to defeat the dark powers, Middle: He along with his friends tries to find ways to defeat Voldemort but fails many times; End: Finally comes face to face with Voldemort and with the help of everyone at Hogwarts defeats him.
3. Add examples you feel the class will relate to better

Let students answer — 4 clips/20-30 mins

Show a few movie clips of famous movies and let students identify Structure of that movie, beg, middle, end or the 3Cs. (Clips are provided in the presentation)

Types of story structure

1. There are mainly 4 types of narrative structure:
   - **Chronological (linear):** In such stories the author tells the story in the chronological order. That means what happened first, later and finally. This structure can include flashbacks, but most of the narrative is told in the order that it occurs. Most books tend to fall under this narrative structure.
   - **Nonlinear (non-linear):** In this case the author tells the story out of chronological order, jumping abruptly through the timeline. Here the author can link and interweave different ideas. The narrative can switch between multiple characters at different points in time.
   - **Circular:** In a circular story, the story ends where it began. Although the starting and ending points are the same, the character(s) go through a change, affected by the story's events.

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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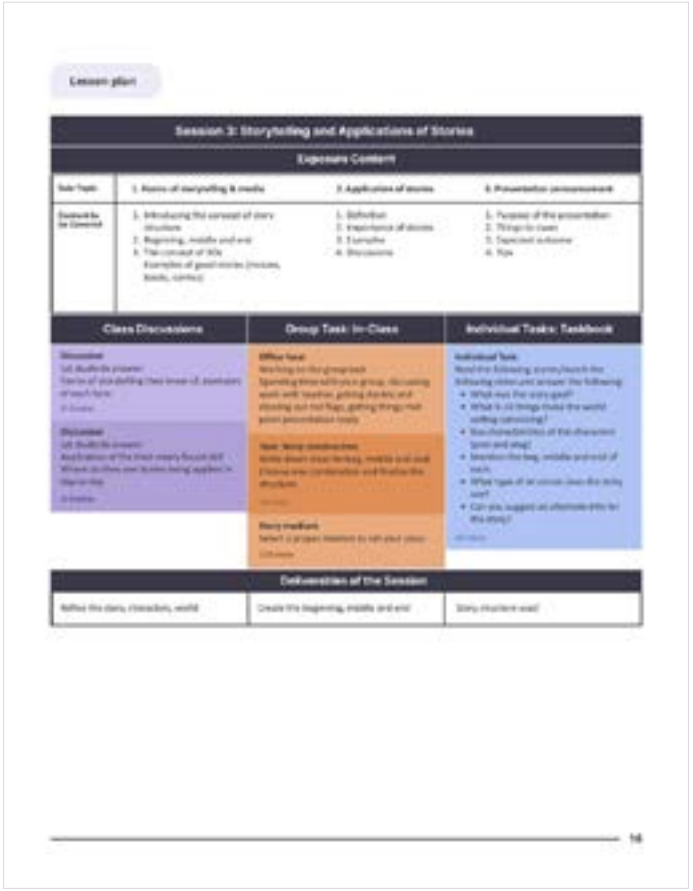
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details


Lesson plan

Session 3: Storytelling and Applications of Stories

Exposure Content

Sub-Topic	1. Forms of storytelling & media	2. Application of stories	3. Presentation process/content
Content to be Covered	1. Introducing the concept of story structure 2. Beginning, middle and end 3. The concept of title Examples of good stories (movies, books, comics)	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Purpose of the presentation 2. Things to cover 3. Expected outcome 4. Tips

Class Discussions	Group Task: In-Class	Individual Tasks: Textbook
Discussion Let students answer: Examples of storytelling they know of, examples of each form 2 marks Discussion Let students answer: Applications of the three media forms discussed. Which do they use more during explore in their life 2 marks	Offline Task Working in the group (each group/each team/working time with your group, discussing work with teacher, getting the key and showing out mid flags, getting things mid point presentation ready Task: Group Introduction Write down group the key, middle and end. Choose one combination and finalise the structure. 10 marks Story medium Select a proper medium to tell your story 10 marks	Individual Task Read the following stories/watch the following video and answer the following • What was the story goal? • What is 10 things make the world working/amazing? • Key characteristics of the character (pros and cons) • Mention the key, middle and end of each. • What type of an emotion does the story use? • Can you suggest an alternate title for this story? 20 marks

Deliverables of the Session		
Refine the story, characters, world	Create the beginning, middle and end	Story structure used

14

Notes

Forms of storytelling

Storytelling has been part of humanity even before any words were written. People have used stories to communicate, explain, educate and enlighten since the beginning of time, whether it was cave paintings, traditional dances, songs, puppetry, or any other form. As time and technology progressed, newer forms of storytelling emerged and renewed our interest and bolstered our appreciation for it. While storytelling perpetuates cultural heritage and helps individuals make sense of the world, it also fulfills a basic biological need for entertainment and escape.

Four broad forms of storytelling have been discussed below:

1. **Oral:**
   - Stories that are told and carry on for ages in the form of folklore, mythological stories and carried forward orally for generations. In India, stories have been passed on from generation to generation in the form of Kathas.
   - These stories can be in the form of poems, narration. These stories could be about kings and queens, tales of battles, moral stories, fantasy and also to entertain people.
   - Theatre is also a form of oral storytelling. We tell stories to one another everyday. Stories that you tell your friends/parents or you are told by others.

   Tip: Students can choose to narrate the stories they create if they feel that is the best way to communicate their story. They may choose appropriate props and clothing for the same.
2. **Visual:** Humans have told visual stories for tens of thousands of years, as visual media represents a simple way to tell a good story.
   - Ancient cave paintings depicted animals, figures with human characteristics, and real-life stories with themes of survival on cave walls. As society progressed, the evolution of storytelling progressed along with it.
   - The hieroglyphs of ancient Egypt communicated information and told a complex, engaging story composed of pictograph symbols representing both sounds and characters. Posters, storyboard, photography, illustrations, paintings are all forms of visual storytelling.

   Tip: Students may choose to make a storyboard, photo album or any relevant medium to tell their story visually. A challenge could be that students use the least amount of text in visual storytelling.
3. **Digital:** As technologies grew, so too did the reach of storytelling. Stories have been spread over the phone, via fax, in emails, on radio, television, film and other forms of media.
   - Storytelling is no longer limited to the live performance of an event in front of a single audience. The rise of technology has been blamed for a decrease in oral tradition and a loss of traditional storytelling.
   - However, recent examples might argue that technology is strengthening both traditional and contemporary storytelling by making it available to a larger audience. Millions of Twitter, Instagram, and Facebook users tell their own personal stories with their own points of view every day.

17

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Notes

- With social media, we are all storytellers, trying to make sense of our own origin story one post at a time. With each tweet and status update, we sharpen the storytelling skills that we've been practising for millennia.
  - **Audio:** With the advent of technology oral storytelling moved to radio and now podcasts and audiobooks. It has made access to oral stories easier. The listener is not limited to the time that the event is being produced, but has the option of listening at a more convenient time. Podcasts may be downloaded and used with mobile technologies. Podcasting has provided exposure to storytellers that were once known only locally, making their stories available globally.
  - **Visual:** The art of storytelling has evolved even further through the modern mediums of film and television, which offer an advanced, powerful way for a good storyteller to tell a compelling story. We all engross ourselves in web series, movies, videos on social media which are powerful mediums of storytelling. The emergence of digital stories has provided a new dimension to the world of storytelling. Professional, amateur, traditional, non traditional, formal and informal stories all meet in digital space, sharing audiences and crossing boundaries. Video sharing sites such as YouTube return storytelling to the age of when everyone was a storyteller, providing the platform for anyone to share their stories.

Tip: Students may choose to make a video (short film) of their story, use Instagram story format to cleverly tell their story, take inspiration from carousels, and use digital photography.

4. **Written**
   - The written tradition of storytelling has been around us in forms of symbols, words, books and other media. The invention of the printing press brought a wave of mass communication of written stories.
   - Newspapers, magazines, novels reached global audiences and altered the history of storytelling forever. Written storytelling may consist of poems, prose, short stories to novels, sagas, mythological stories and much more.

Tip: Students may write a short story as their deliverable. They may choose to mix and match media like creating comics which requires both visual and written storytelling.

Let students answer — 2-3 mins

Forms of storytelling they know of, examples of each form

Applications of storytelling

Current trends make use of storytelling in unconventional ways and unconventional ways, how storytelling has entered into conference rooms, classrooms, ads, and entered our lives through social media

19

Notes

1. **Making information accessible**
   - Stories can be used to explain and illustrate abstract ideas in a way that makes them accessible and actionable. Storytelling breaks down the communication barriers between experts and novices and forms an accessible bridge for both to meet intellectually.
   - It has been established through research that story format makes concepts in even STEM subjects easier to grasp.
   - Stories help make sense of the world and draw out obvious connections between two seemingly unrelated things.
2. **Data and stories to communicate**
   - Data is a huge part of today's world. With emerging fields like data science, data analytics, and other similar fields it is crucial that collected data is communicated to the stakeholders in an easy to understand way.
   - When data is put into story formats, it makes it relatable, brings in a personal connection and tells much more than what simple numbers could.
3. **Communicating ideas**
   - We all know that India is emerging as a startup hub with the help of the Indian government's startup initiatives. To get the right investment, and connecting with your audience communicate this idea, stories can be used in the form of testimonials, user stories, a story about what sparked the motivation to begin this journey.
   - Elevator pitches is another concept where a person pitches an idea in the shortest amount of time. Every good elevator pitch is a story told in a good and engaging way.
   - When you have an idea, to make the listener engrossed in your idea, storytelling can help your listener build empathy, sensitivity towards the problem you are addressing.
4. **User stories**
   - An essential part of design is being empathetic towards the people you are designing for. Stories make you sensitive and empathetic towards others.
   - When you build solutions for people, you put these solutions back into their daily stories which helps the designer build connections which were otherwise invisible.
   - As you must have learnt in your previous course, persona and user scenarios can help identify hidden problems, build robust solutions which cover every possible part.

Let students answer — 2-3 mins

Application of the their newly found skill – where do they see stories being applied in day to day

Group task C — 70 mins

Introduce group task C: Story construction and medium selection, from the task reference sheet at the end of the book.

19

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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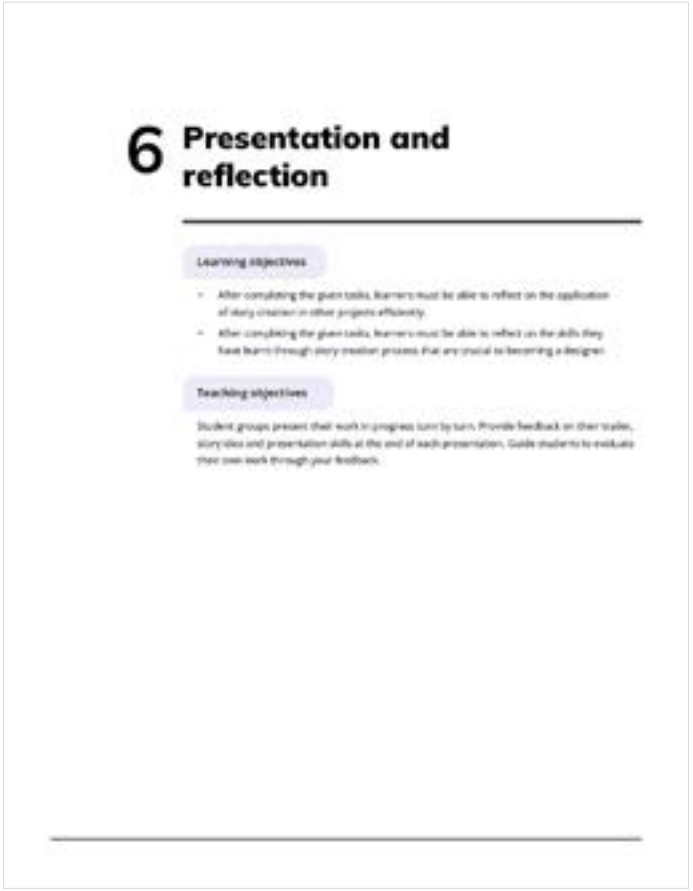
1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details



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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
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6. Links
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WARM UP TASK

Story relay: Supporting resources

List of prompts

Teachers may use these prompts for the story relay warm-up task. Teachers may also give their own prompts and may choose the change the sequence depending on what they think necessary

01 The school is attacked by aliens and you can't go home. You notice a strange object shining the middle of playground...imagine how the events unfold.

02 _____ (Add a character name), a 13 year old girl, finds a secret door in her school, which opens a magical world.

03 _____ (Add a character name), a 50 year old person, gets stuck in an elevator and has an important meeting to reach to. Phone doesn't have any network. How does the event unfold?

04 _____ (Add a character name), _____ (add age), is going on the _____ (add place), to do _____ (add activity). But_____ (new character name) could not, because _____ (add a reason)_____ (new character name) does what is finally accomplish the goal.

Add your own prompts

GROUP TASK A

Story ideas

DURATION 60 mins **PLACE** School **REFER** Exposure 1

This task has to be done in a group of 3-4 students. Your task is to select a topic and come up with 3 story ideas for the topic and select 1 single idea to be carried forward till the end of the module.

OUTPUT

The final output can be an assessment, video, sketches, or any other form you find relevant

Conduct the task like this

Time per step

The entire group task is divided into smaller tasks which will be conducted every day and are based upon the content taught on each day. Begin the group task as follows:

01 Introduce the group task to the students. — 5-5 mins

Students form groups of 3-4 students (you may choose to form these groups yourself)

02 Each group must choose a topic from the topic list provided on the next page. — 5-5 mins

03 Each group must create a story goal for each story idea they choose. Students can shortlist not more than 3 story ideas and discuss them with the teacher for final approval. — All remaining time

ADDITIONAL TIPS

01 Explain to the students what the purpose of the story goal will be. Encourage them to come up with a short storyline within their groups.

02 Teachers must interact with each group to understand where the group is getting stuck.

03 Teachers must question the students' thought process instead of providing direct solutions.

SUPPORTING RESOURCES

Story topic list

DELIVERABLES

1. Story topic selection
2. Storyline/ story goal

ASSESSMENT CRITERIA

1. The group has collectively brainstormed to produce 3 unique story ideas.
2. The group has selected 1 out of the 3 ideas with thoughtful justification.
3. The story goal of the story idea sets the expectations of the story.
4. The idea is simple yet engaging and sufficiently complex for the module.

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Story ideas: Supporting resources

List of topics

This task has to be done in a group of 3-4 students. Your task is to select a topic and come up with 3 story ideas for the topic and select 1 single idea to be carried forward till the end of the module.

1. A long journey	2. A school trip and the missing watch	3. A student wins the first prize but is still unhappy
4. A broccoli, a pizza and ketchup go on a trip	5. A robot friend	6. You explore a cave and make an amazing discovery
7. A puppy tries to go to school like human kids do	8. Finding a strange map hidden inside a book	9. One morning when the character woke up, I was only six inches tall
10. A group of students get stuck in school with magical powers	11. Period drama	12. A story inspired from panchatantra animals/ characters
13. A cell phone - less world	14. A cell phone - less world	15. Life without electricity

Character design and story world

DURATION 20-30 mins **PLACE** School **REFER** Exposure 2

Create a moodboard/online profile for your characters and story world - relevant words, clothes, personality, favourite things, hobbies, and artefacts which make your world real.

Conduct the task like this — **Time per step**

After deciding a storyline, students will spend time creating characters and designing their story world.

For character design

01 Students can choose to make a moodboard, online instagram profile, write down a recent incident/past incident which conveys the character personality. 30-40 mins

02 Characters should have a name, age, purpose and a little bit of history.

03 Use images from the material you brought to convey the character's personality.

04 Students can use digital images as well if the school has the provision (optional).

For story world:

01 The students must decide a location, time period and duration of their story (an hour, a day, a week, many years). 30-40 mins

02 Students will collect artifacts which convey the vibe of the time period they are working in.

03 If the students are working in the current time period, they should collect items necessary to convey the current circumstances and their setting.

ADDITIONAL TIPS

01 Ask questions on what the students are creating in order to bolster critical thinking.

02 Point out any loopholes in their story that you might notice.

03 The character belongs to the world they design and must follow its rules.

MATERIALS REQUIRED

Newspapers, magazines, stickers, paper, glue, scissors

DELIVERABLES

A moodboard/online profile/brief incident for the characters

Artifacts for the world

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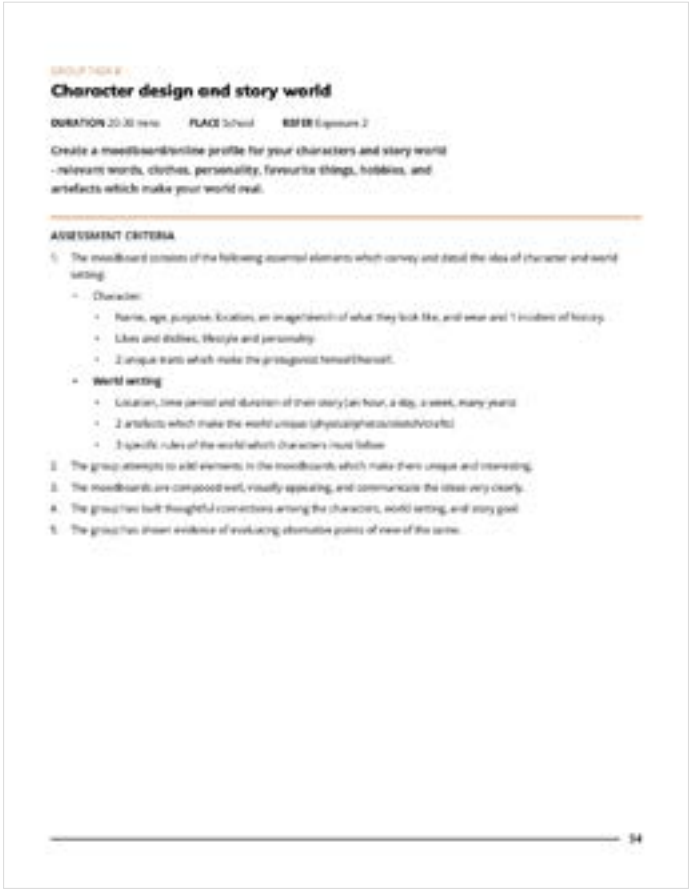
1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details



Character design and story world

DURATION 20-30 mins **PLACE** School **REFER** Exposure 2

Create a moodboard/online profile for your characters and story world - relevant words, clothes, personality, favourite things, hobbies, and artefacts which make your world real.

ASSESSMENT CRITERIA

1. The moodboard consists of the following essential elements which convey and detail the idea of character and world setting:
   - Character:
     - Name, age, purpose. Evokes an image/sketch of what they look like, and wear and 1 incident of history.
     - Likes and dislikes, lifestyle and personality
     - 2 unique traits which make the protagonist himself/herself.
   - **World setting**
     - Location, time period and duration of their story (an hour, a day, a week, many years)
     - 2 artefacts which make the world unique (physical/photos/sketch/words)
     - 3 specific rules of the world which characters must follow
2. The group attempts to add elements to the moodboards which make them unique and interesting.
3. The moodboards are composed well, visually appealing, and communicate the ideas very clearly.
4. The group has built thoughtful connections among the characters, world setting, and story goal.
5. The group has shown evidence of evaluating alternative points of view of the same.

Story construction and medium selection

DURATION 90 mins **PLACE** School **REFER** Exposure 3

With the storyline you created in session 1, character and story world designed in session 2, detail out the beginning, middle and end of your story. Also select a proper medium to tell your story.

Conduct the task like this	Time per step
By now the story has started taking shape with the characters and world finalised. Now is a time to detail out the story itself.	The final detailing of the story can be done during session 5
01 Create the beginning. Students will brainstorm potential ideas of how their story must begin.	45-60 mins
02 The middle. Students will decide on the conflicts and challenges the protagonist will face and probably fail before reaching the end.	
03 The end. Divide the end into cross, climax and conclusion to draw the story home.	
04 Decide which structure - chronological, parallel, fractured or circular works for the story. If required use examples like Gustav's pyramid to details out the story.	20-30 mins
05 Prepare for the presentation during session 6.	

ADDITIONAL TIPS

01 Announce the presentation for session 6 and provide the details (ref. to next page).
02 Talk to the students about their ideas and remind them that 'Good stories are not written - they are rewritten'.
03 Encourage them to rehearse.
04 Timebox each step so students don't up spending too much time on a single step.

DELIVERABLES

1. Beginning, middle and end.
2. Structure used

ASSESSMENT CRITERIA

1. The 3Cs have been stated clearly and utilised according to their specified function.
2. As the story unfolds there is an element of surprise which sets it apart from similar stories.
3. The group uses at least one structure evidently and justifies its use to build seamless connections among the story, story world, and the characters.
4. The group states and justifies the medium selection to tell their story.
5. The group has shown evidence of evaluating alternative points of view for selecting a medium.

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1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Short presentation

DURATION 90 mins **PLACE** School

Prepare a presentation including key components and storyline to the class and the plan for the final presentation, to get feedback and course correct.

Conduct the task like this	Time per step
01 Each group presents the following about their story: • Verbally tell about your story idea in an engaging way • Introduce your main characters and story world and communicate your story goal • The medium chosen to tell the story and its relevance • Each group member must present some portion of the presentation.	10 mins per group
02 Post-presentation, the teacher will ask questions based on the justification of the structure used.	2-3 mins for feedback and questions

ADDITIONAL TIPS

01 Teachers must provide students with tips on presentation
02 Tell what the students did right and wrong both
03 Provide students with actionable feedback and ways to improve for their final presentation
04 Teachers must note each student's individual contribution.
05 Prompt other students to ask each group any questions they might have.

DELIVERABLES

1. A presentation in a media preferred by each group
2. Individual contribution poster, slide, etc.

ASSESSMENT CRITERIA

1. The group was well coordinated in communicating their story goal and storyline.
2. The presentation was engaging and the students were confident while presenting.
3. The group has shown evidence of evaluating alternative viewpoints before finalizing their ideas.
4. The work presented lays down the context of building the idea.

Final presentation

DURATION 90 mins **PLACE** School

Present your story to your teacher and class. This presentation can be an enactment, video, photo book, sketches, audio storytelling, or any other form you found relevant through the module.

Conduct the task like this	Time per step
01 Groups present their stories through their chosen media 02 Each student from each group must tell about their individual contribution as well. 03 Each group receives feedback from the teacher at the end of their presentation. 04 After all presentations are done, ask students to reflect on the module and tell what they learnt from it and their presentations.	10 mins per group 20-30 mins

ADDITIONAL TIPS

01 Praise students for their effort.
02 Point things that could have been better.
03 Make students reflect on their work.

DELIVERABLES

Presentation

ASSESSMENT CRITERIA

1. The group was well coordinated in communicating all elements of their story.
2. The group shows overall teamwork and efforts.
3. The story process has been followed successfully and tailored to add unique and fun elements to the story.
4. All the tasks tie back to the final story thoughtfully.
5. Group has shown evidence of thoughtful justifications and self-learning throughout their presentation.

Design Resource

We Create Stories

Designing the story creation module for Class 10 CBSE Students

by
Radhika and Prof. Ravi Poovaiah
IDC, IIT Bombay

Source:
https://www.dsource.in/case-study/we-create-stories/teachers-manual

1. Introduction
2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Assessment Criteria - Group Tasks

Group Tasks	Assessment Criteria				
	1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent

Assessment Criteria - Individual Tasks

Individual Tasks	Assessment Criteria				
	1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent

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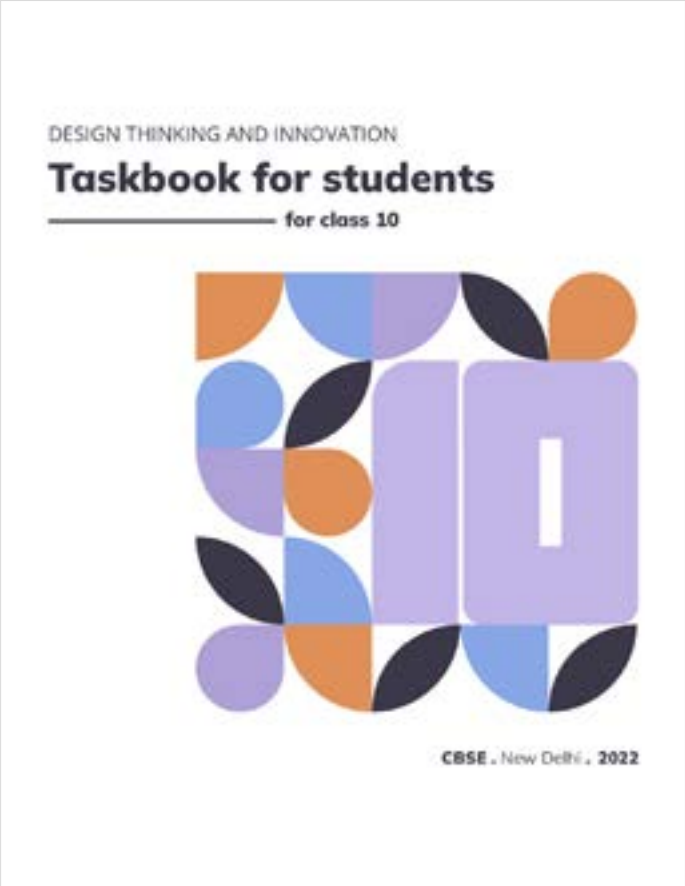
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Task Book

This book is for the students and comprises of multiple groups and individual exercises for students which will teach students the importance of story creation, how to create their stories, and become critical and creative thinkers. The exercises encourage teamwork, discussions and active exchange of thoughts and ideas among students.



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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

I. About the book

II. Purpose of story creation module

Design related fields

Other fields

III. Before You Begin

IV. Track your goals

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4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

1 Introduction to stories

Session tasks

GROUP TASK

INDIVIDUAL TASK

Recollect what you learnt

Story ideas

DURATION 60 mins PLACE School REFER Exposure 1, Story topic list

This task has to be done in a group of 3-4 students. Your task is to select a topic and come up with 3 story ideas for the topic and select 1 single idea to be carried forward till the end of the module.

OUTPUT

DELIVERABLES

Carry out the following steps:

Time per step

ASSESSMENT CRITERIA

Please note

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Story ideas: Supporting resources

List of topics

This task has to be done in a group of 3-4 students. Your task is to select a topic and come up with 3 story ideas for the topic and select 1 single idea to be carried forward till the end of the module.

1. A long journey	2. A school trip and the missing watch	3. A student wins the first prize but is still unhappy
4. A broccoli, a pizza and ketchup go on a trip	5. A robot friend	6. You explore a cave and make an amazing discovery
7. A puppy tries to go to school like human kids do	8. Finding a strange map tucked inside a book	9. One morning when the character wake up, I was only six inches tall
10. A group of students get stuck in school with magical powers	11. Period drama	12. A story inspired from panchatantra animals/ characters
13. A cell phone - less world	14. A cell phone - less world	15. Life without electricity

Observation is key

01

DURATION 30 mins PLACE Home REFER Exposure 1

Today, in school, you were introduced to stories and story genres and you engaged in some observation exercises. Now you have some experience of how to have an active observation. **You will find below a list of things you will find in your surroundings, only if you have an active observation. Answer the questions mentioned below:**

Q1. List down 3 people from different professions who you are in the neighbourhood family (only 1 family member can be taken as example). What features helped you identify them?

Q2. List down 3 unique things that are a part of your family's daily morning routine - mention what makes these things unique?

Q3. List down 3 places you visit the most in your locality/city. Mention 3 unique things about each place.

Q4. Write down 2 moments which you found very interesting/funny/interesting/new in the recent past and why?

ASSESSMENT CRITERIA

1. Accurately and thoroughly interprets unique moments in their surroundings.
2. Analyses and evaluates relevant information while answering the questions.
3. Articulates the observations clearly and precisely.
4. Justifies observations and explains assumptions clearly.

Please note

You can use similar observations as your inspiration to create a new story. To make your story more relatable, you can use such insights to detail your story, story world and the characters in it. For each exercise, it is recommended that you reflect on your answers beyond the questions. Think of application of your answers within the story creation process and outside of the process too.

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4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

INDIVIDUAL TASK 2

Talk it out

02

DURATION 60 mins **PLACE** Home

Talk to grandparents/elderly about their life in their 20s. Note down answers to questions given below. Before you interview the elderlies, plan 4-5 questions in addition to the ones mentioned below. These questions should help you find answers to questions related to their lives in their 20s, difference between now and then, and any unique stories which are intriguing and inform you about a different era.

Q1. What was a typical daily routine?
Q2. What were their modes of entertainment?
Q3. Main differences between carrying out day to day tasks.
Q4. What were the modes of transport present back in the day?
Q5. What kind of clothes did they wear?
Q6. Write down the other questions you want to cover, you can use the above questions as your reference.

ASSESSMENT CRITERIA

1. The student comes up with 4 unique and relevant open-ended questions.
2. The student clearly states the aim of their interview.
3. Articulates the observations clearly and precisely.
4. Analyses the answers and their application in the story creation process.
5. The analysis of observations goes beyond the description of answers and reflects self-understanding of the experience.

Please note

Plan your questions ahead. It is easy to get lost in stories and not cover your questions. Try to bring the conversation back to your question without interrupting the flow of the stories. Enjoy the process. Discuss you questions with your teacher.

07

3 Storytelling and applications of stories

Session tasks

Recollection exercise

GROUP TASK
Story construction and medium selection

INDIVIDUAL TASK
Elements of a story

Recollect what you learnt

Write down 3-4 important points which can work as a recap of your lesson in school. You can refer to Exposure 1.

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Story construction and medium selection

DURATION PLACE REFER

With the storyline you created in session 1, character and story world designed in session 2, detail out the beginning, middle and end of your story. Also select a proper medium to tell your story.

DELIVERABLES
1. Beginning, middle and end.
2. Structure used

Carry out the following steps

Time per step

By now the story has started taking shape with the characters and world finalised. Now it is time to detail out the story itself.

01 Create the beginning. You will brainstorm potential ideas of how their story must begin.

02 The middle. You will decide on the conflicts and challenges the protagonist will face and probably fail before reaching the end.

03 The end. Divide the end into crisis, climax and conclusion to draw the story home.

04 Decide which structure. Chronological, parallel, fractured or circular works for the story. If required use examples like Gustav's pyramid to detail out the story.

05 Prepare for the presentation during session 4.

ASSESSMENT CRITERIA

1. The 3Cs have been stated clearly and utilised according to their specified function.
2. As the story unfolds there is an element of surprise which sets it apart from similar stories.
3. The group uses at least one structure evidently and justifies its use to build seamless connections among the story, story world, and the characters.
4. The group states and justifies the medium selection to tell their story.
5. The group has shown evidence of evaluating alternative points of view for selecting a medium.

Please note

Use the knowledge you acquired during exposure 2 & 3. You will be required to present your work up to now and the medium selected to tell your story in session 4. Prepare for the presentation simultaneously.

09

Elements of a story

DURATION PLACE REFER

Read the stories provided by your teacher and answer the following questions for each of them.

Q1. What was the story goal?
Q2. What 3 things make the world setting convincing?
Q3. Key characteristics of the characters (protagonist, antagonist, confidant, effector - as applicable)
Q4. Mention the beginning, middle and end of each.
Q5. What type of structure does the story use?
Q6. Can you suggest an alternate title for the story?

ASSESSMENT CRITERIA

1. Student demonstrates a clear understanding of the elements of a story.
2. Draws meaningful connections between the story elements.
3. Digs deeper to find the hidden structure and meanings of the story.
4. Shows evidence of thoughtful interpretation of the story through the alternate title.

10

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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4 Feedback day

Session tasks

GROUP TASK

Short presentation

INDIVIDUAL TASK

Just imagine

Recollect what you learnt

Write down 5-6 important points which can work as a recap of your lesson in school. You can refer to Exercise 1

Short presentation

DURATION 90 mins PLACE School

Prepare a presentation including key components and storyline to the class and the plan for the final presentation, to get feedback and course correct.

DELIVERABLES

1. A presentation in a media preferred by each group
2. Individual contribution poster, slide, etc.

Carry out the following steps

Time per step

01 Verbally tell about your story idea in an engaging way. 10 mins per group

02 Introduce your main characters and story world and communicate your story goal.

03 The medium chosen to tell the story and its relevance.

04 Each group member must present some portion of the presentation.

05 Rehearse your presentation as a group multiple times before the presentation day.

06 Assign each group member a part to present.

ASSESSMENT CRITERIA

1. The group was well coordinated in communicating their story goal and storyline.
2. The presentation was engaging and the students were confident while presenting.
3. The group has shown evidence of evaluating alternative viewpoints before finalizing their ideas.
4. The work presented lays down the context of building the idea.

Please note

Make a note of all the feedback you receive post presentation.

13

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2. Case Study - Slide Show
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5. Task Book
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7. Contact Details

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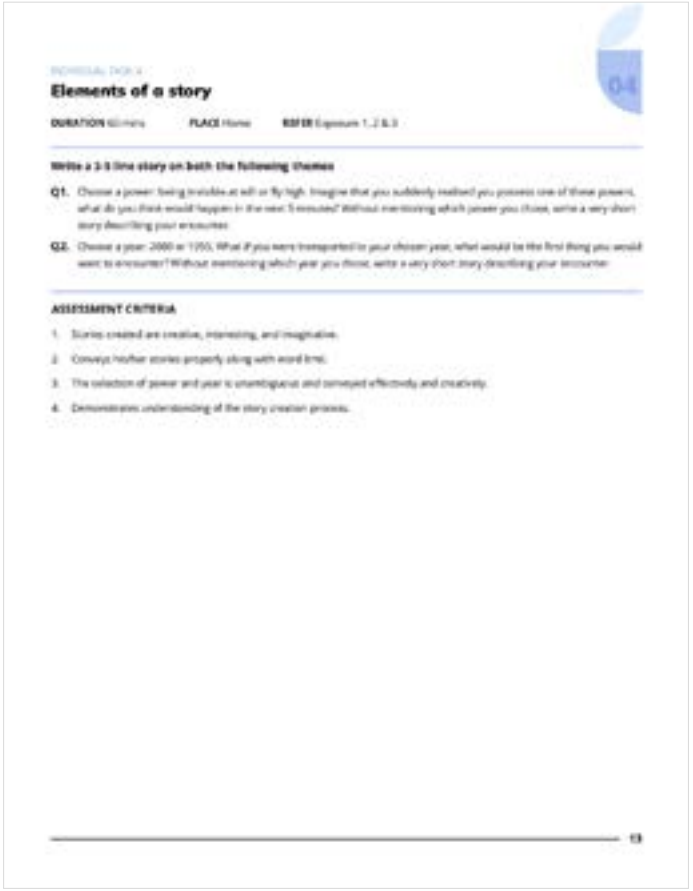

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
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5. Task Book
6. Links
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Final presentation

DURATION 60 mins PLACE School

Present your story to your teacher and class. This presentation can be an enactment, video, photo book, sketches, audio storytelling, or any other form you found relevant through the module.

DELIVERABLES
Presentation

Carry out the following steps — Time per step

01 Groups present their stories through their chosen media. — 10 mins per group
02 Each student from each group must tell about their individual contribution as well.
03 Each group receives feedback from the teacher at the end of their presentation.
04 After all presentations are done, students to reflect on the module and tell what they learnt from it and their presentations. — 20-30 mins

ASSESSMENT CRITERIA

1. The group was well coordinated in communicating all elements of their story.
2. The group shows overall teamwork and efforts.
3. The story process has been followed successfully and utilized to add unique and fun elements to the story.
4. All the tasks tie back to the final story thoughtfully.
5. Group has shown evidence of thoughtful justifications and self learning throughout their presentation.

Please note

1. Tell your story with enthusiasm.
2. Be confident.
3. Practice beforehand and enjoy the process.

17

Looking back

DURATION 60 mins PLACE Home REFER Exposure 1, 2 & 3

Answer the following questions.

Q1. What was your individual contribution in this project? Which parts of the project can you truly call your own and the ones where you contributed less.
Q2. Parts of the story creation process which you feel confident about carrying out on your own in the future.
Q3. 3 Things you wish had done differently and how.
Q4. Write down 5 things you learnt from this module and how you think you can utilise your newly acquired skill in the future.

ASSESSMENT CRITERIA

1. Presents evidence of willingness to revise ideas.
2. The reflections are authentic and speak of student's personal experience of the module and go beyond factual descriptions of the experience.
3. Use of clear language without hindering what they genuinely want to share (longer answers should be allowed).
4. Connects current experiences and course materials.
5. Evidence of acquiring a new skill and its application beyond the course.
6. The student states thoughtful individual contributions and provides evidence of willingness to revise ideas.

18

Source:
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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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2. Case Study - Slide Show
3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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Other Links:

• Useful resource e-links related to 'Interaction Design'
• Interaction Design at IDC, IIT Bombay

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3. Fundamentals of Story Creation
4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

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