

Design Resource

## We Create Stories

Designing the story creation module for Class 10  
CBSE Students

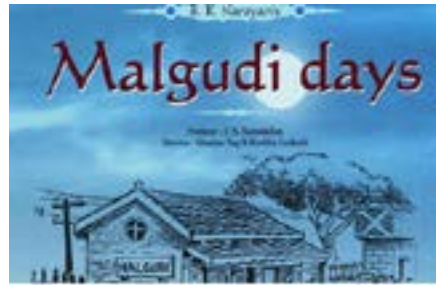
by

Radhika and Prof. Ravi Poovaiah

IDC, IIT Bombay

Source:

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



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<https://www.dsource.in/case-study/we-create-stories/introduction>

## 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.



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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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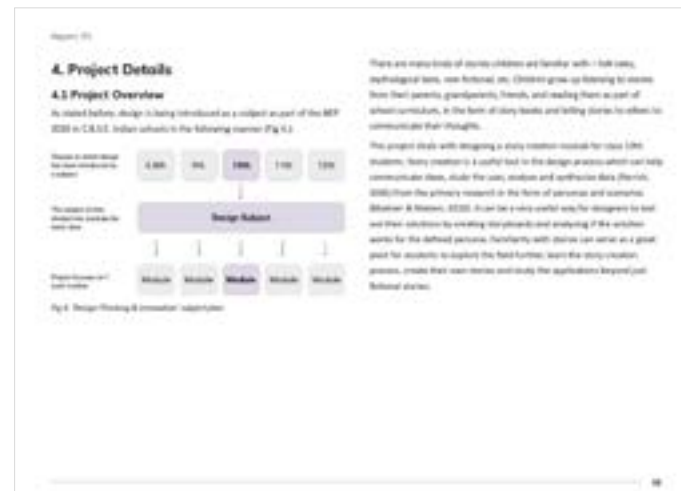
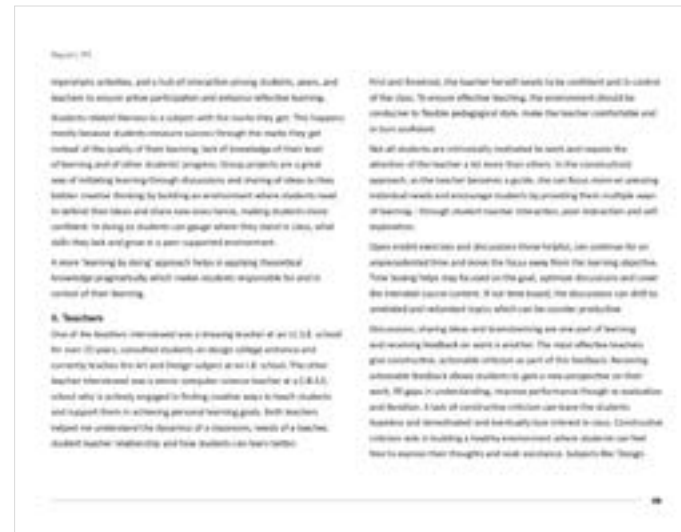
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Figure 5.1

### 5. The Process

The project will be based on the traditional design process (Fig. 5.1). It begins with stating the learning objectives and mapping that as the base for the project. Content will be structured and mapped accordingly. Following the content, will be activities and eventually learner assessment. This section will cover step 1 and 2 objectives & content.

Fig. 5.1. Process Overview

### 5.1 Learning Objectives

The first step in the process is to lay down the learning objectives. These are very specific, measurable and meaningful objectives for which the entire content outcome lies. On a secondary level, these objectives also serve as a personal checklist to-day in the right direction during the course of this project. After multiple rounds of iterations, to write these down in a structured way a classification was specifically devised for a creativespace that very creation. This classification will work from learner's learning and the design thinking process. These classification or phases are very suited for a traditional and iterative process.

After numerous iterations of the phases, these content objectives were finalized as it best aligns with the story creation process (Fig. 5.1).

**Identify** - acknowledge the objectives

**Analyze** - reflect on existing connections among dimensions and social context

**Define** - generate concepts along the dimensions and set the

**Design** - generate new ideas and thinking and lay down the

**Develop** - quality and fine-tune

**Review** - to make sure product aligns with available resources

**Reflect** - to develop the possibility of the use of their creation beyond the project by the thoughtfulness/awareness/for other creation (good up to building)

Figure 5.2

The learner must perform tasks based on the classification to achieve the learning goals. Though the steps naturally flow in an order (top to bottom) but maintaining the order at all times is not crucial. Learners will be switching between the phases, repeating the steps to achieve the desired goal and attain the desired ends. Each phase has specific goals that learners must achieve by performing actions as specified in the learning objectives. The learning objectives serve as their using the design's performance-based learning objective format (Fig. 5.2). The format was chosen as it was simply generalized - which gives the learner freedom to use it as an extension.

Fig. 5.2. Design's Performance-based learning objectives

Following the learning objectives for each phase specified above:

### 5.1 Identify

- in the learner's own surroundings (home, school, locality, etc.) the learner must observe things (personality, family, people, story, culture, behaviors, emotions, etc.) which are interesting and relevant to the class.
- Learners must actively gather information from their surroundings (local events, market, transport, parks, animals, etc.), such that it can be communicated in the class.
- Given the learner's knowledge/skills from previous chapters/units/modules, the learner must share or their narrative, behavioral, preferences, habits, actions, etc., actively.

### 5.2 Analyze

- Learner must be able to write down at least 10 interesting things/ideas from their list of observations.
- Learner must be able to generate a big picture (structure, narrative structure, conflicts and resolution) of a given story (problem/situation) from the list of their ideas.
- Given multiple ideas (previous method), learners must be able to generate similar narrative structures, characters, plot settings, with proper justification.

Figure 5.3

### 5.3 Identify

- Offering dimensions and analysis, learners must be able to build characters, world, and relations about and interesting.
- Learners must be able to create story ideas based on different narrative structures which make the story interesting and engaging.
- Given a group, learner must be able to collaboratively brainstorm and come up with multiple story ideas which are interesting and engaging.

### 5.4 Create

- Picking up new idea, learner must write a single, short story which can be sufficiently related to 2 world lines and is interesting to the audience.
- Picking up new idea, learner must detail out the story (characters, time period, world, activities, etc.) by writing it down. It is a story that is designed to communicate to the reader.
- Learner must decide upon the plot line - conflict, rising action, climax, falling action, denouement, and resolution of a story to engage the audience.
- Learner must take the written story and use a medium which best communicates the emotions and feelings of the story to the audience.

### 5.5 Evaluate

- After writing the story, learner must reflect the story and assess various aspects of the story.
- Learner must be able to justify their decisions (plot line, narrative structure, characters, time period, etc.) to the teacher.

### 5.6 Reflect

- After evaluating the story from various angles, learner must be able to write the parts and share their process of writing to go single learner.
- Learners should create multiple iterations of the story (idea and choice) and which is sufficiently complex for 2 events and interesting.

### 5.7 Reflect

- After completing the given tasks, learner must be able to reflect on the application of stories in other projects/activities.
- After completing the given tasks, learners must be able to reflect on the skills they have learnt through story creation process that are essential to becoming a designer.

Figure 5.4

### 5.4 Class Structure

The entire story creation process has various elements which help create an experience for the story. These elements have been articulated by these goals, objectives and it is important to note that all components can either be used or not as per the learner's needs. Keeping in mind the age group and the experience of the students, learners will learn multiple process which covers the most important aspects of story creation. But at the same time the process should serve as a base on which further knowledge can be built. Based on the course, the class has been structured such that it covers the course content and in-classroom which also allowing time for discussion/engagement and really make this module their own.

Knowing the time frame for each activity, the number of students, number of sessions was created as the content outline and activity design which is based on that. I collected this information before I started with content creation (Table 5.1). These have been pre-decided by the team working on the design outline. Each unit is of 2 hours which can be broken down into smaller chunks consisting of content exposure time, in-class tasks, discussion and group tasks.

This module is an offline module which spans over 8 sessions. There is only 1 session per week over each session is 1 hour long.

It is intended to 1 (Week) + 10 (Week) at school

Students are expected to work on 1 hour of homework after each session.

It is intended to 1 (Week) + 1 (Week) at home

10 (Hours at school) + 1 (Hours at home) = 11 (Hours total)

Module Overview	1.0 week per week
Class strength	40 (Students per)
Class duration	2 hours
Number of sessions	8
Class structure	Exposition (content) - task - reflection - assessment

Note: 1. Session details

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Figure 10

**Topic 2: Story Structure and its Types**  
This topic covers the most important part of the entire module - the story structure. It includes various exercises which help students identify and practice use of structures. They will also get the experience of building characters and story world from scratch. This topic will allow students to learn how to tell a story using the 100-1000 method of writing a story. The sub-topics covered are:

- What is a story structure?
- Types of story structures
- Character design
- World design

**Topic 3: Storytelling and Applications of Stories**  
Students learn how to tell their stories using the story structure. It includes the exercises for the same. They will be exposed to various forms of storytelling. They will be given experience of various media they have in their disposal to tell their story. In the same time, students will also learn applications of the stories they are creating beyond the class and the last sub-topic deals mostly with "The sub-topics covered are:

- Forms of storytelling
- Media used for storytelling
- Application of stories

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Figure 11

**3.3.1 Content Plan**  
The content plan / storyboard is a visual flow of all the topics and sub-topics will be created in every chapter. In Table 3, I have presented the content plan, its sequence and thematic plan that will follow. The content builders were created based on the primary and secondary research and to suggest for the experts. Each section has been mapped according to the learning objective given which helped cover all essential objectives for this module. Previously this plan also covered primary and secondary topics, which has now been removed because it is being covered in detail in another module. Indeed the time has been allocated to a real-world presentation and more time has been allotted to completing the final task.

All group tasks will be done in class whereas individual tasks will done at home and will be more exploratory and reflective nature. The individual tasks will be based on the student's learning in class during a particular session.

Session	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Topic	Introduction to the module	Story Structure and types	Character design	World design	Storytelling and applications of stories	Final presentation
Sub-topics	Introduction to the module	Story Structure and types	Character design	World design	Storytelling and applications of stories	Final presentation
Task Plan	Introduction to the module	Story Structure and types	Character design	World design	Storytelling and applications of stories	Final presentation
Phase	Introduction to the module	Story Structure and types	Character design	World design	Storytelling and applications of stories	Final presentation

Table 3: Storyboard content plan for the project. This is a visual flow of all the topics and sub-topics will be created in every chapter. In Table 3, I have presented the content plan, its sequence and thematic plan that will follow. The content builders were created based on the primary and secondary research and to suggest for the experts. Each section has been mapped according to the learning objective given which helped cover all essential objectives for this module. Previously this plan also covered primary and secondary topics, which has now been removed because it is being covered in detail in another module. Indeed the time has been allocated to a real-world presentation and more time has been allotted to completing the final task.

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Figure 12

**5. Ideation**  
This section covers the third step of the process. Here, the focus is on generating ideas for the story. The goal of this section is to come up with five engaging and educational tasks for students to perform in class and at home which help them learn about story creation. These tasks are based on the content taught during a particular session and focus students with the necessary skills they require to create interesting stories. The tasks comprise of group, individual and reflection tasks which allow the students think and express their ideas through stories.

I kept the support of the accompanying method of student task in order to come up with good ideas. I also identified the four major tasks (Fig. 12) needed to create tasks for - in-class exercises, task book exercises, session content discussion and additional primary school could be introduced as optional or can be done in spare time.

**1. Phase 1: Idea Generation**  
The purpose of this phase was to generate ideas with the topic, getting into and everything onto the board (Fig. 12). I wanted to simply open up my mind and generate various ideas which could help for building combination of tasks. I followed from brainstorming ideas which as I said I would to find myself. These ideas were:

**2. Phase 2: Selection Selection**  
For student selection, I had to first come up with a selection method - engagement, selection to source content, critical thinking, creative integration. Selecting ideas based on the theme helped me eliminate bad ideas for the tasks. Furthermore, I wanted to

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Figure 13

**6. Reflection**  
This section covers the final step of the process. Here, the focus is on reflecting on the learning experience and the outcomes of the project. The goal of this section is to provide students with a platform to share their thoughts and feelings about the project and to receive feedback from the teacher and peers. The tasks are designed to be reflective and to encourage students to think about their learning journey and the challenges they faced. The tasks are designed to be reflective and to encourage students to think about their learning journey and the challenges they faced.

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Figure 101

connected together. Let's build order, structuring and filling in gaps.

**10. Phase II: Structuring Tasks**

Though material created for tasks aligned modularly, the output format for each connected with continuous. During this phase, I started linking the various tasks together and tried to determine further if some of the ideas could be taken. To make sure I covered all the learning objectives, I started connecting the tasks in the same sequence (Fig. 101a). This approach helped me design the

tasks to be performed by students in an interconnected way. Each task would provide the students with a particular set of skills, which will help them carry out their story creation process.

**10. Phase II: Task Detailing**

After designing a rough sequence of the tasks, I started pulling them under each session. I decided to class tasks from each task activities collected. I also defined the important deliverables at the end of each session. The first day was structured in the following way:

Fig. 101a: Phase II: Structuring tasks according to learning objectives

Figure 102

- Class Discussion:** To aid the critical thinking process, teachers will utilize class discussion time to draw their attention to information, analysis and synthesis that will help them understand the world of stories through their own process. These discussions are based on story clips shown in class, students giving examples of a particular genre/ format/media, etc. Some are prompts whereas others are in the form of group dialogue. This activity aims at engaging students in their own learning and develop their thinking process. These discussions ensure the students to have perspectives, seeing that 'thoughts' are better than what appears on the story creation process.
- Group Tasks:** The main task of this module is a group activity where students create a story in a group of 5 students. Students will work on a single element of the story story in each session as part of their individual tasks. Group tasks are an effective way of promoting creative and critical thinking as it pushes the students to share and defend their ideas, listen and build upon each other's perspectives and build an active imagination.
- Individual Tasks:** The module includes 4 hours of homework. During this time, students start individual tasks were created based on each day's session. Since the main outcome of the module is a group activity, carrying out the process individually becomes crucial. These tasks will allow students to recall what they learnt in class or their own work. Students will be able to gauge their progress outside the group and focus on areas that need work. The individual tasks include observations, analysis, evaluation and reflective tasks that provide the students the opportunity to practice the skill of creating stories.

Task 1 Task 2 Task 3 Task 4 Task 5

Fig. 101b: Group task structure. Students work on the same story throughout the module

Figure 103

**6.2 Lesson Plan**

After an introduction phase, the tasks were divided into five sessions. In individual class, class discussion, group task, class and individual task were tasks. The template was created

Keeping in mind all the learning objectives required to teach story a day, I had been built as a unit for the entire module, which can be referred to day to track with the deliverables. The lesson plan template has been described below:

Fig. 103: Lesson plan template

Figure 104

Lesson plan for each session and tasks and discussions covered have been explained below:

**1. Session 1: Introduction to Stories**

This session introduces students to the world of stories. Students start with a story through observation and analysis of story components. They have been provided for students to get comfortable with sharing ideas and thoughts among peers through warm-up activities and discussions (Fig. 104a).

**Discussion:** Prompt students to tell what they already know about stories and story genres to initiate discussions and exchange perspective and knowledge in class.

**Discussion 2:** Keeping with the learning objectives of this module, the first step is 'introduce'. Students are taught how to develop an active discussion by thinking a bunch of images of story. The students consider the obvious things through the prompts the teacher provides them to reflect such elements.

**Warm-up Task:** To make students comfortable with sharing ideas among peers the warm-up task can be conducted. It is a fun task which provides students the freedom to explore stories without any restrictions or process. The plan is divided into four categories and all the groups will together create one part of the story which may or may not follow the scenario. This also helps the teacher gauge the knowledge of the students in their domain before beginning the next task.

Fig. 104: Session 1 task plan

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Figure 101

**Task 101: Storytelling** The main objective of the module is to create a story to engage. The task will be introduced on the very first day as students are introduced to the module. To explore their abilities, the teacher will provide a list of topics to choose from. The students then write the topic that most by brainstorming story ideas that they want to write on.

**Individual Task: Observation & Writing** The students must be given a list of observations on a set of given prompts, e.g., if things just off your daily morning routine. If things you need to do the house without. Students will also be prompted to reflect the reason behind choosing a particular answer for reflective learning and to communicate that thought process to the teacher.

**II. Session 2: Story Structure and Its Types**

**Discussion:** A few story types are discussed here and students are prompted to answer questions on the story structure, characters and world setting. The teacher teaches students about the elements of a story. Students are expected to answer all questions, and discuss about hidden knowledge beyond the topic assigned (Fig. 101.1).

**Task 102: Character design and story world** In students are introduced to designing character and world setting. They build their own character and story world. Using suggested keywords, activity, or objects, or sketches they will create a mind map for their characters and world settings. This helps students visualize



Fig. 101.1: Design a story plan

Figure 102

Each character and story world better and will serve as a reference point to anticipate the reactions of various elements.

**Individual Task 1: Story it out** To understand characters and story world better the best way is to make different groups, get to know their personal experiences. For the same, the task requires students to tell to their group members and will interview them to know information about their lives in their 20s. How things were different and what made their life unique. This enables students to think creatively and critically to ask the right questions to receive the expected answers. Further, mapping and record unique elements about each group's story.

**Individual Task: Storytelling** More than a task, this is a 'good strategy' given that students must have an existing imagination. Through a discussion/brainstorming all ideas of all groups to get clear world ideas and making it a reference point for the future. Students are encouraged to build good habits that will help them in the future.

**III. Session 3: Storytelling and Application of Stories**

**Discussion:** Encourage students to reflect on their learning and experience based on their group work progress and class discussion. Students reflect on the application of the skill and its use in their personal and professional life (Fig. 102.1).



Fig. 102.1: Session 3 Brain map

Figure 103

**Task 103: Story construction & analysis selection** In session 3, students are expected to continue working on their group task and get their doubts clarified with the teacher. If they are stuck somewhere they must consult their teacher and discuss with other groups to come out of the block. This encourages students to become proactive with learning and work in a reflective learning environment. They are expected to get their progress presentation ready for session 4.

**Individual Task: Elements of a story** To read a story to answer questions on elements of story. This task assesses the knowledge students have acquired during class and levels of understanding.

**IV. Session 4: Short Presentation**

The creative comparison of short and point presentation where each group presents their story line, characters and story world and thoughtful justification for the same. They present the story in the form of 10s, where they can choose to not present the ideas of the story in order to build confidence among the audience. They may choose to describe their story and not present how it is achieved (Fig. 103.1).

Students are given time on how to present during feedback session of each group. They want the story in form of a script that will be done based on individual groups and recordings from their presentation. Each group receives constructive criticism on how to improve the story and presentation skills.



Fig. 103.1: Design a story plan

**Individual Task 4: Just Imagine** Students write a 2 to 5 line story on the provided prompts where they write their central ideas without repeating that more period they are writing for. These prompts help students explore different ideas apart from their groupwork, experiment with structure and generate creative thinking beyond the classroom.

Figure 104

**VI. Session 6: Final Presentation and Reflection**

This is the final day of the module. Students are expected to tell their story through the story line, how character, setting, plot, events, characters, or anything else as chosen by each group. All students in each group are expected to be a part of the storytelling and presentation process. Students will be graded individually or group task also.

The presentation will be followed by a reflection process where students must tell what they learnt and what according to them was the relevance of the module.

**VII. Session 7: Working on Group Task**

The students have been permitted to time to reflect their group story belonging to the feedback they received in session 4. The entire session is dedicated to first working on the story and prepare for their final presentation in session 6 (Fig. 104.1).

**Individual Task: Reflection** Reflective learning is an essential part of the module and to promote the same various individual and group reflection exercises have been included. Through their reflections, students present evidence of willingness to receive ideas, connect across material and current experiences and state individual contribution in the group task.



Fig. 104.1: Session 6 Brain map

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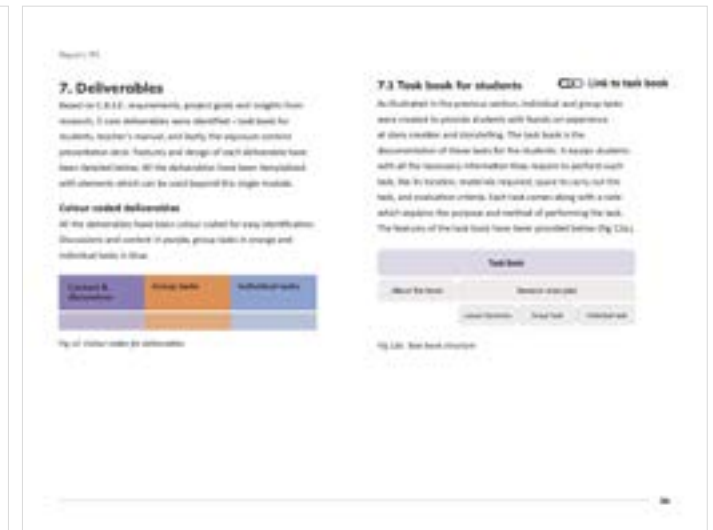
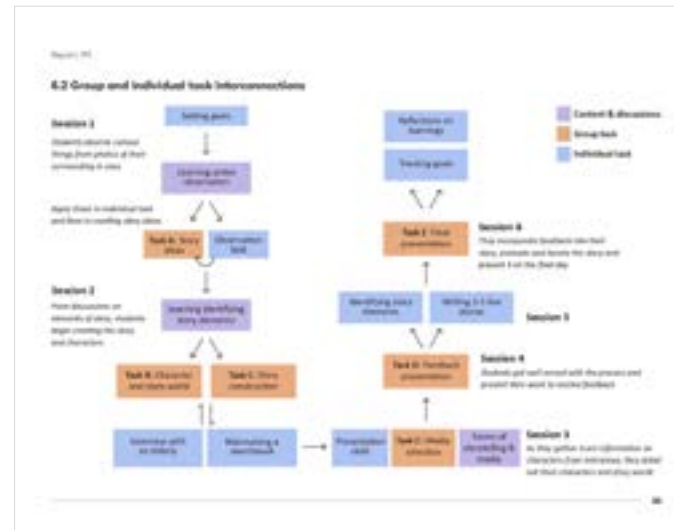
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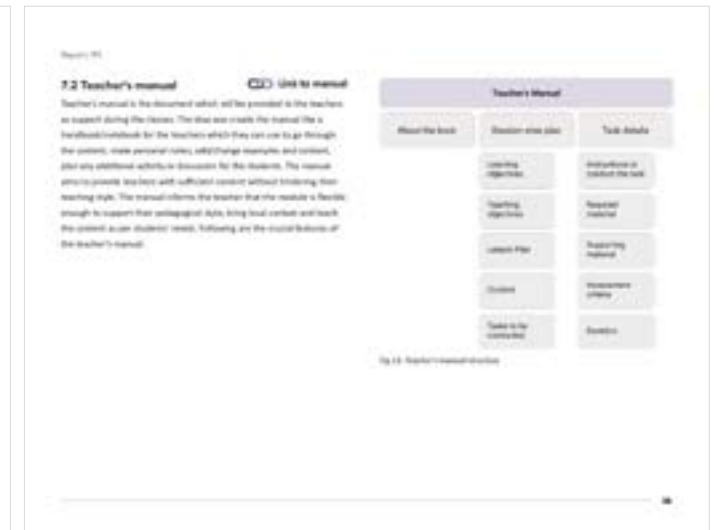
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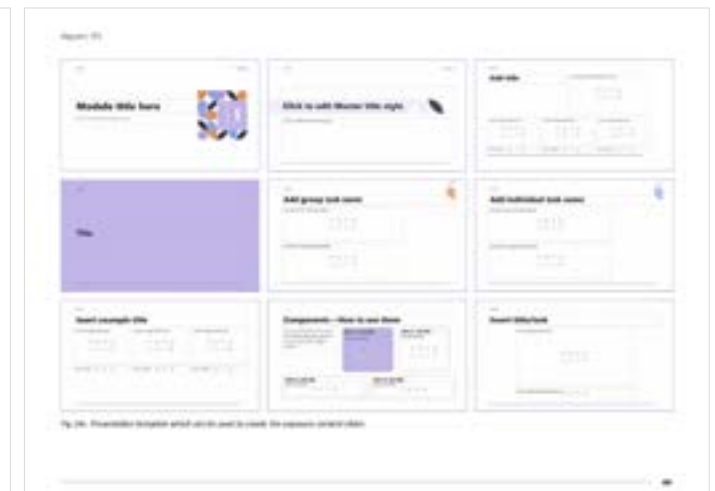
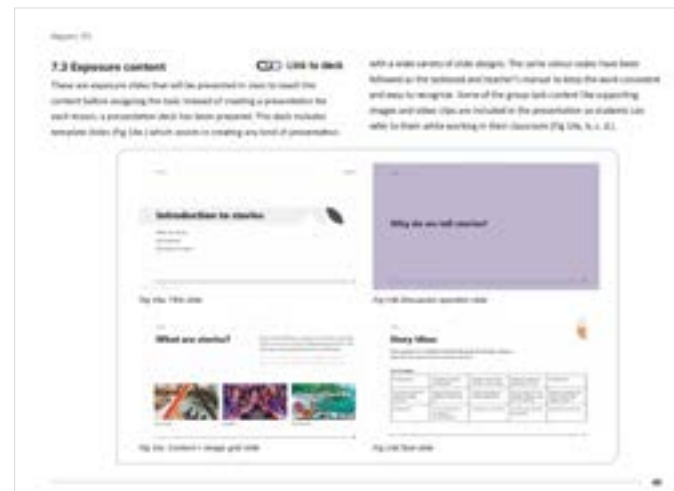
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Figure 15.1

**3.4 Assessment Rubric**

Grading is an essential part of school curriculum and helps teachers and students track a track of their performance. D.SOURCE has decided to carry a post-test grade for design subject and also reviewing the way students will be graded for this subject and in the future, all others. The grade provided to students will denote the level of their skill from 'beginning to promising to excellent' and ranging from 1 to 5.

To grade students, an assessment rubric was created which was tailored to all levels (Fig 15.2). The grade is awarded based on their assessment criteria or student score for a particular task.

Grade	Meaning
1-2 Beginning	Insufficient understanding of all or some of the criteria
3-4 Developing	Insufficient understanding of more than one but not all criteria
5-6 Promising	Insufficient understanding of all criteria
7-8 Excellent	Insufficient understanding of all criteria
9-10 Excellent	Insufficient understanding of all criteria

Fig 15.2 Assessment rubric

**3.4.1 Assessment Criteria**

Assessment criteria is an efficient way of measuring achievement in an observable and measurable way for all kinds of task from written to visual. For the purpose of this module, key components were designed upon which the criteria is based. These components cover the essential elements that must be present in the work submitted by the students for successful completion of task. The rubric then defines the level of various student has achieved in particular tasks.

These components have been adapted from assessment criteria used in the 'National Curriculum Framework for the University of Education'. The criteria framework is an effective set of assessment criteria for reflective tasks. As an essential feature of the module is creating, critical and reflective learning, these criteria are most appropriate to this task. The components were selected based on their relevance with the learning outcomes of this module. Some components were taken as it is as they were sufficiently generic to be adapted to any form of task whereas others were modified to fit the context of story creation (Fig 15.3).

Figure 15.2

Component	Meaning
Quality of ideas	Essential elements required for a story to be deemed successful (highlighted in the text)
Extensiveness of creativity	An attempt to go beyond the usual to make the story interesting and engaging
Extensiveness of creativity	Extensiveness of thinking, connection among elements, thoughtfulness, uniqueness and making major alternative points of view
Quality of presentation	How the content is communicated clearly and easily, final work submitted has been presented with clarity and has established foundation

Fig 15.3 Assessment criteria

The four components assessed were 'Quality of ideas', 'Extensiveness of creativity', 'Extensiveness of creativity', and 'Quality of presentation'. Students were advised to achieve a level of understanding of each of the components to achieve a higher grade.

The rubric, specifically, logical, and measurable criteria have been created based on these components to measure subjectivity, as grading (Fig 15.4).

Fig 15.4 Assessment criteria for each task has been provided to the subsequent pages.

Figure 15.1

Task Name	Assessment Criteria
1. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
2. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
3. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
4. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
5. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
6. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
7. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
8. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
9. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
10. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.

Fig 15.1 Assessment rubric with assessment criteria of group task

Figure 15.2

Individual Task	Assessment Criteria
1. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
2. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
3. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
4. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
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6. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.
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10. Storytelling	1. The student has demonstrated a clear understanding of the task. 2. The student has demonstrated a clear understanding of the task. 3. The student has demonstrated a clear understanding of the task.

Fig 15.2 Assessment rubric with assessment criteria of individual task

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## 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/case-study-slide-show>



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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 coming back, I am going to cherish these 2 years wherever I go.



Batch 2022 was here and met in person!

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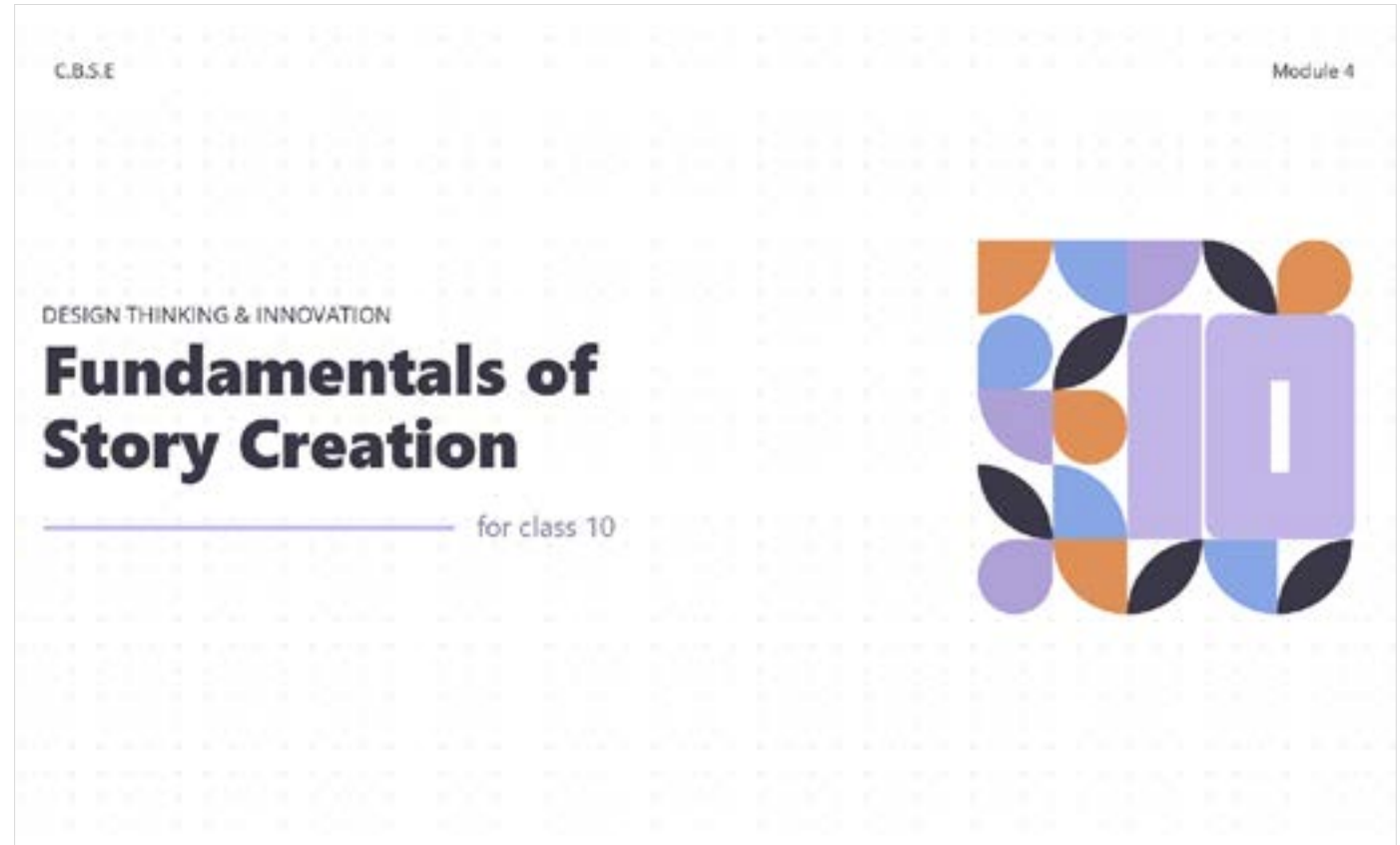
Radhika and Prof. Ravi Poovaiah  
IDC, IIT Bombay

Source:

<https://www.dsource.in/case-study/we-create-stories/fundamentals-story-creation>

## 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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## We Create Stories

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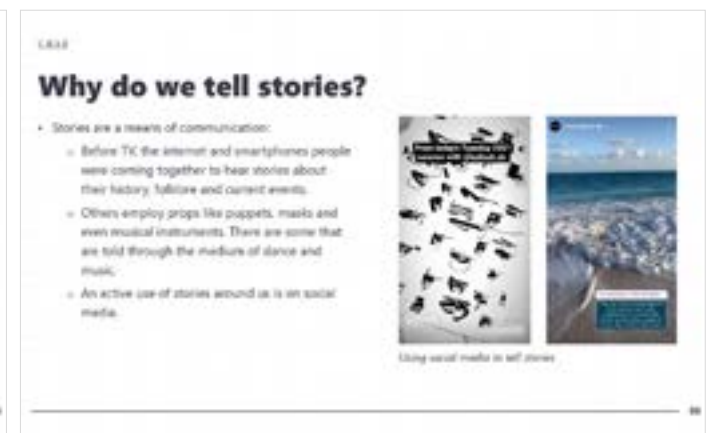
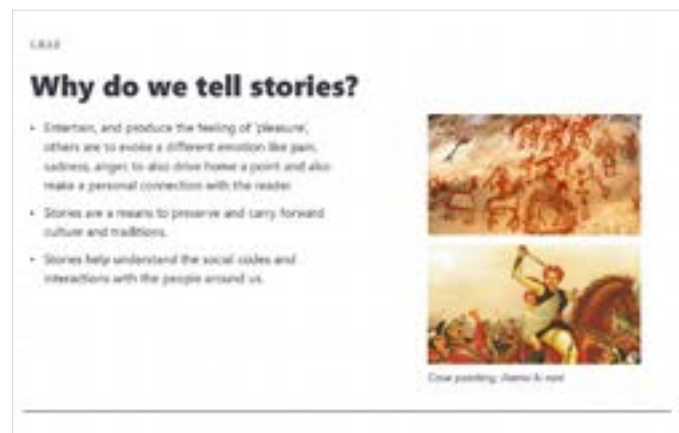
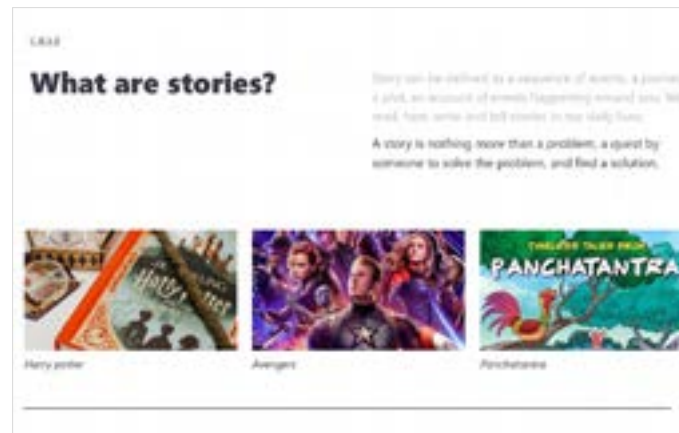
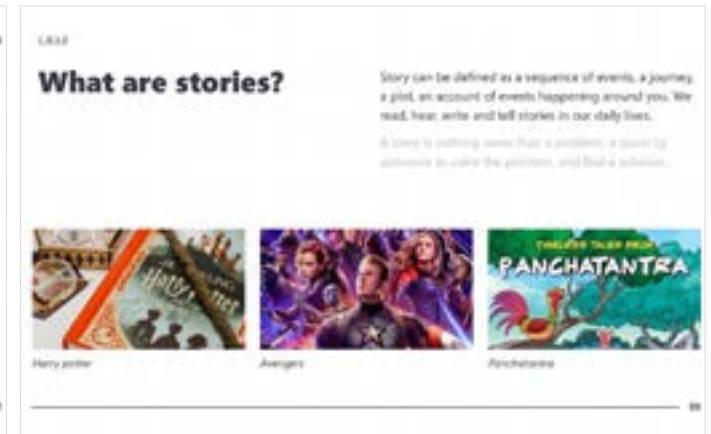
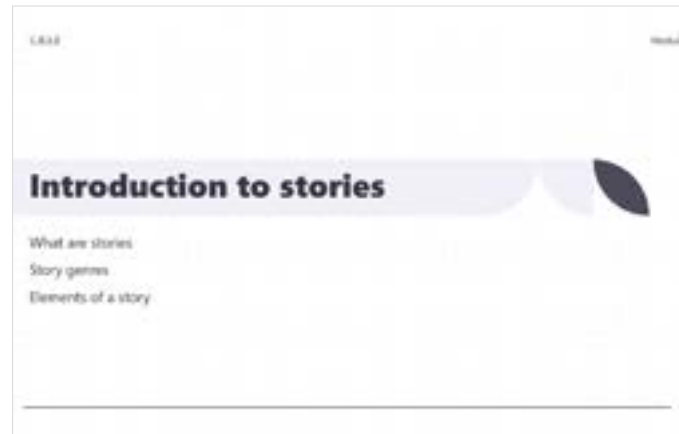
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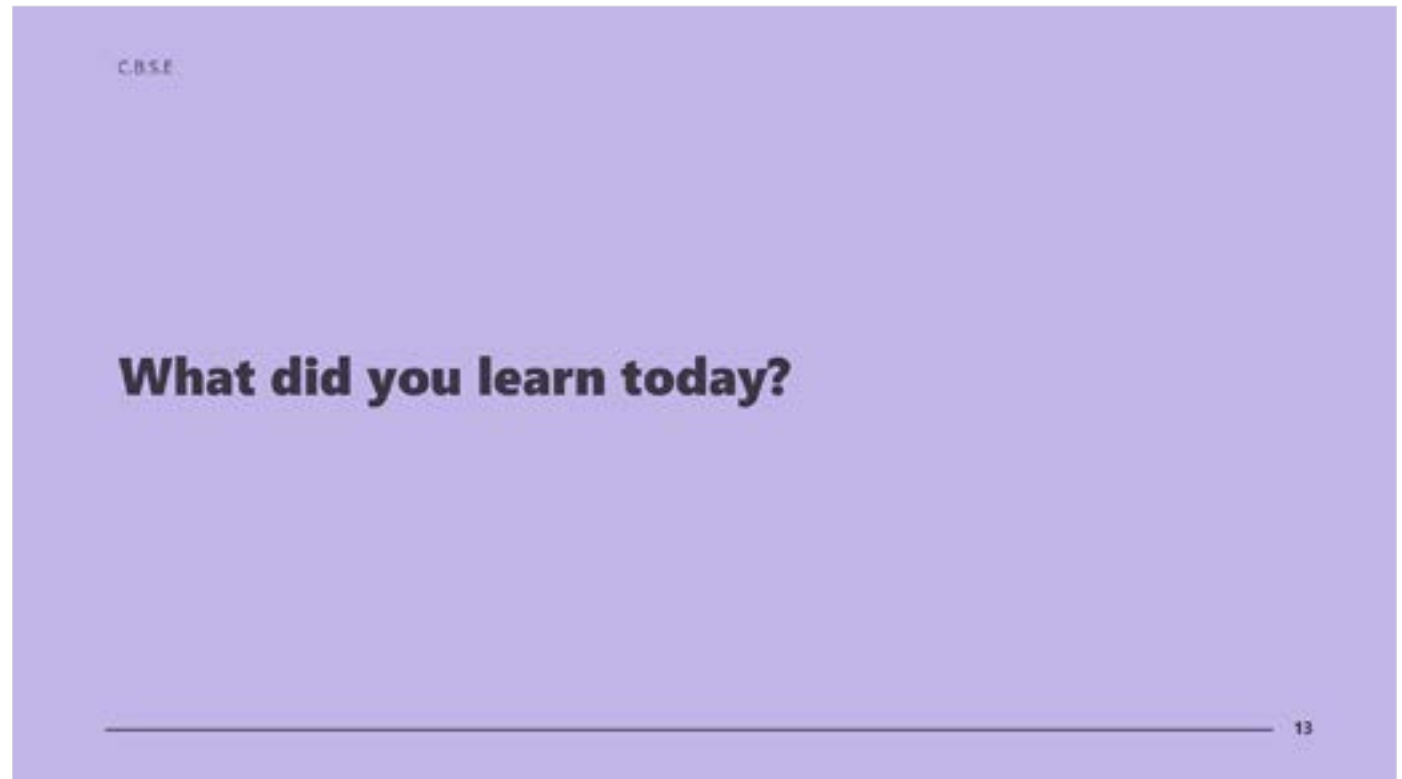
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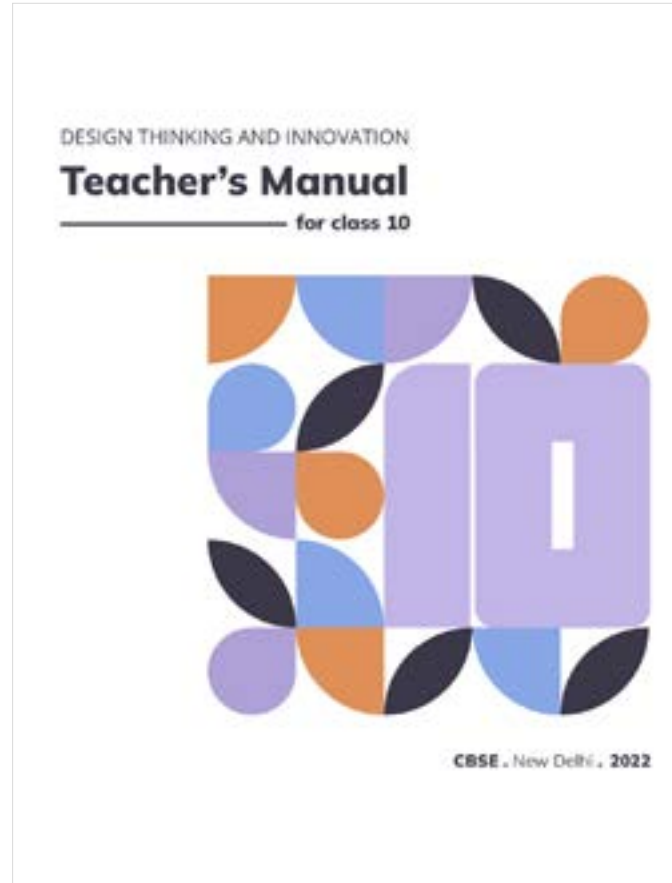
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IDC, IIT Bombay

Source:

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## 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.



### Contents

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### I. Purpose of story creation module

Storytelling is an essential 21st century skill for students. Telling stories has many uses apart from casual conversation. Students can use the art to present and communicate their ideas to peers and teachers. Stories are an essential tool for all designers and can also be used by people in non-design fields.

#### Design related fields

**Graphic design:** creating poster ideas, board stories & posters, brochures, visual storytelling, and creating a narrative to communicate information to the audience.

**Interaction design:** user stories and ideation, personas and scenarios, presenting thought process to the audience, making information easy to understand.

**Product design:** Defining the problem statement, keeping the stakeholders engaged during product presentations.

**Animation:** the entire discipline is based on stories and storytelling, helps evoke certain emotions in the audience as inspired by the animator, animation is the visual form of storytelling.

#### Other fields

**Use outside of the design field:** become more empathetic, confident as one can communicate better through this art. Communicating ideas, presenting work to stakeholders and talking to public in the form of stories can help you create an edge above others.

### II. How to use the manual

This teacher's manual aims to provide teachers the guidance, support and actionable knowledge required to successfully conduct the classes. The manual is equipped with the following features to aid the process:

- The lesson plan provides an overview of each session to help plan ahead.
- Content and examples add to the existing knowledge and fill missing knowledge.
- Space to add more discussions, content, examples, stories, videos, images has been provided throughout the manual.
- Learning and teaching objectives allow teachers to align the content to their pedagogical style.
- Details of the tasks are provided to conduct the tasks with efficiency.

**Please note**  
The sequence of content, tasks and discussions can be altered at the teacher's discretion.

### III. Class structure

This module is an 18-hour module which spans over 8 sessions. There is only 1 session per week and each session is 2 hours long.

**8 (sessions) × 2 (hours) = 12 (hours) in school**

Students are expected to work on 1 hour of homework after each session.

**8 (sessions) × 1 (hour) = 8 (hours) at home**

**12 (hours at school) + 8 (hours at home) = 18 (hours total)**

Total time for the module	
12 hours in school	6 hours at home
18 hours total time	

**Time taken for the module**

Time taken (per week): 12 hours in school, 6 hours at home

Time taken (per week): 12 hours in school, 6 hours at home

### IV. Learning objectives and taxonomy

A new classification of steps based on Bloom's taxonomy and design thinking process has been created as follows:

Objective	Backgrounds for inspiration
<b>Analyze</b>	Reflect and drawing connections among observations and course content
<b>Identify</b>	Narrative structure, story line, characters, world, etc.
<b>Create</b>	Produce new stories and detailing out key elements.
<b>Evaluate</b>	Justify and take a stand
<b>Iterate</b>	To modify and produce the best possible outcome
<b>Reflect</b>	To develop the sensibility of the use of their creation beyond this project

**Please note**  
Learning objectives for all sessions have been provided at the beginning of each session content.



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## We Create Stories

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### V. Lesson plan

The lesson plan has been carefully designed to provide a concise overview of all crucial topics and tasks. **Though entire content provided needs to be covered, you can change the order in which it is taught.** The lesson plan has been divided into five sections to provide ease of use as follows:

**Exposure content:** Overview of topics from the exposure presentations. The total time (inclusive of discussions) to present a particular content has been provided before each box.

Session		
Exposure Content		
Topic Name		
Exposure Presentation	Time	
Exercises	Group Task	Individual Task
Time	Time	Time
Deliverables of the session		
Deliverable 1	Deliverable 2	Deliverable 3

**Class discussion:** Discussions are a part of the exposure content to ensure student engagement and attention. All the questions are present in the PDF provided to you and in this manual. The time required to complete each discussion has been provided before each discussion box.

**Group task in-class:** This is the main task which students perform in a group within school hours. This task comprises complex activities which leads to one story at the end of the 6 sessions. The students form groups to create and present a story at the end of the module. You will act as a guide, encouraging students to think critically and creatively, guiding them in a direction where the students make their own decisions.

**Individual tasks:** These are homework tasks. Each student has their own task book and are expected to complete these tasks individually. These tasks test students' capability of being creative outside of the group, their progress on the story creation process and confidence of carrying out tasks individually.

**Deliverables of the session:** To keep students on track, each session comes with specific deliverables due for each session. This sheet helps teachers and students to time box their tasks and keep a track of their progress.

## 1 Introduction to stories

### Learning objectives

- Learners will be able to define what is a story and identify story genres with 85% accuracy.
- Given instructions on how to actively observe things around them, learners will be able to gather information from their surroundings and record interesting ones for the classroom.

### Teaching objectives

The purpose is to get students acquainted with stories through examples. The teacher must encourage the students to answer when prompted to discuss and also welcome any questions students might have about stories. Teaching the role of observation and conducting an in-class exercise to demonstrate the same. This topic will set the tone of the entire module and must be kept light, fun and interesting. Teachers must encourage students to reflect on their learning throughout the module.

Notes

## What are stories?

### Definition of a story

Story can be defined as a sequence of events, a journey, a plan, or account of events happening around you the 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 wars like fighting Loki, erasing 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.

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## 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 over the long periods (see visual examples).
2. Different stories serve different purposes like some stories are to entertain, and produce the feeling of 'yesteryear', others are to evoke a different emotion like pain, sadness, anger, to also draw 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)
  1. Humans have been telling stories for thousands of years, from ancient cave paintings.
  1. Before TV, the internet and smart phones people were coming together to hear stories about their history, folklore and current events.

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- India being a land of diverse culture has every state and district follow its own style of storytelling. While some narrates, others employ props like puppets, masks and even musical instruments. There are some that are told through the medium of dance and music.
- An active use of stories around us is on social media. People tell stories through their posts, and stories and the viewers are drawn and contribute to those stories through comments and likes. Each photo posted is a story of the moment the person spent. Though it is not the most direct way of telling a story, it does contribute to the art.

**Examples**

- Malgudi Days:** a collection of short stories by R.K. Narayan
- Stories by Sudha Murthy:** Multiple collections of short stories of love, family and friendship  
• How I Taught My Grandmother to Read and Other Stories, The Uppala Down King
- Mythological tales:** Ramayana and Mahabharata
- Folktales:** Panchatantra by Vishnu Sharma - stories of animals who have human like intelligence, Jataka tales, Panch Roman, Akbar Baital
- Movies:** Harry Potter, Inception, Santhoshi, Andhaapuri, Panga, Games, Inside Out, Room, The Nun, Death Note, etc.
- Add examples you feel the class will relate to better.

Let students answer

3-5 mins

**Why do we tell stories?**

- Stories are also used to convey personal experiences. Parents pass on knowledge to their children through stories. We classify our experiences during, surprising, terrible, etc like our friends in the form of stories.
- To teach values to children
- To teach and learn about social interactions, what things are accepted by society or not.
- To build empathy
- To entertain
- To foster artistic expression, to stimulate imagination, and to clarify thinking

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Notes

**Active observation for inspiration**

- The first step in creating your own story is finding the inspiration, picking up clues and actively observing interesting things around you.
- No matter which story we watch/read it has some aspects which help make the story relatable, whether it is the world design - market, a house, characters - based on real people, or people we see around us, etc.
- As a designer and story creator you must learn to have an active observation. It is just a matter of practice and knowledge about what to observe and how to interpret an observation.

Let students answer

10 mins

Give more such examples of each category

Warm up task

20-30 mins

Story relay (refer to task sheet)

Let students answer

10 mins

Showing a bunch of images from the exposure PPT, prompt students to answer some questions about the image - colour, setting, people, interesting objects, animals, season, time, emotions, etc.

**Story genre**

- Genre is a style or category of art, music, or literature. As an author, genre controls what you write and how you write it. It describes the style and focus of the story you write. Genres give you blueprints for different types of stories.
- Five genres that we all know of are:
  - Romance, action-adventure, science fiction, fantasy, speculative fiction, suspense/thriller, horror, mystery, historical, comedy, etc. (with images)
- But why do story creators use a genre for writing?
- Why does genre matter?
  - Genres are great because they fulfil reader expectations. We buy certain books because we have enjoyed similar stories in the past. Reading these novels gives us a sense of belonging, of sitting down with an old friend and knowing we're on familiar ground. Writers can use this to their advantage because their boundaries are models on which to base stories. Genres reflect trends in society and they evolve when writers push the boundaries.

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## Design Resource

# We Create Stories

## Designing the story creation module for Class 10 CBSE Students

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Let students answer

2-5 mins

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

- Genres are great because they fulfil 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 lessons 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 cohesively. For that to happen, story creators must study each element first individually and then together.
3. The elements of stories can be divided into **5Ws** and **1H**:
  - **Why:** Story Goal
  - **Who:** Character and viewpoint - whose viewpoint are you sharing 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 points one by one in the subsequent lessons. For today, we will take you through what you are supposed to do by the end of this module.

### Group 1234 A

20 mins

**introduce group task 6, Story Vision, 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.

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[illegible]



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## 2 Story structure & its types

### Learning objectives

- Given a story, learners will be able to identify the structure used to write that story
- From their observations and insights, learners will be able to create their own story, which is sufficiently complex using the 3Cs process

### Teaching objectives

This section picks up from where we left off session 1. Help students understand the importance of each story element in detail and later use this knowledge to begin creating their story. Let students take as much time as they require to build a deeper understanding. Provide students opportunities to reflect and answer during discussion time.

### Lesson plan

Session 2: Story Structure and Its Types				
Exposure Content				
Sub-Topic	1. What is a story element?	2. Types of story elements	3. Character Design	4. World Setting
Content to be Covered	1. Introducing the concept of story structure 2. Beginning, middle and end 3. The concept of 3Cs Examples of good stories (movies, books, stories, etc.)	1. Types of structures they can use to create their stories 2. Identify the structure used in a given story 3. Structure types that they can use to retell stories	1. Identify characteristics of famous characters 2. Relevance of these characteristics 3. Creating their own characters	1. Identify features of world settings in stories of different genres 2. Relevance of these features 3. Relevance of these features 4. Creating their own story world
Activities - Discussion and Reflection				
Class Discussions		Group Task: In-Class		Individual Task: Taskbook
<b>Discussion</b> Share a short movie clip of famous movies and let students identify structural elements (beginning, middle, end, etc.) of the story.		<b>Task: Character design and story world</b> Create a character design and story world (setting, events, characters, personality, location, etc.) and use it to create a story.		<b>Individual Task</b> Let students create their own story world (setting, events, characters, etc.) and use it to create a story.
<b>Discussion</b> Share a short movie clip of famous movies and let students identify the characters, settings, and other elements used in the story.				<b>Individual Task: Story world</b> Let students create their own story world (setting, events, characters, etc.) and use it to create a story.
Deliverables of the Session				
Story characters and their personalities - through storyboard or role-play activity		Story world through a storyboard		Explore and decide the story structure and start out the 3Cs through writing, sketching, brainstorming, etc.

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>

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### 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 is at the end of the story. The sequence of events that lead to answering that question that make up the narrative structure. Each story has nearly 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 move. 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
  - Reveal 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):**

Complete your story arc. Show a change in your main character. Satisfies your reader. Use foreshadowing 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 mostly right.
  - Climax: The character makes that right move/choice and attempts are final/valued effort to resolve his problem.
  - Conclusion: the main character switches 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.

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Notes

### Examples

- 1. The thirsty crow**

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

In a more complex story like the Hercules:
- 2. Harry Potter:**

**Beginning:** Harry finds out he is a famous wizard who is destined to defeat the dark powers, while 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 signs/20-30 mins

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

### Types of story structure

- There are mainly 4 types of narrative structures:
  - 1. 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.
  - 2. 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 unweave different ideas. The narrative can switch between multiple characters at different points in time.
  - 3. Circular:** In a circular story, the story only where it began. Although the starting and ending points are the same, the characters go through a change, affected by the story's events.

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- Parallel in parallel structure, the story follows multiple storylines, which are tied together through an event, character, or theme.
- Many detailed structures have been devised by writers and storytellers but they all seem to be in one of these 4 structures.
  - Joseph Campbell's Hero's Journey's model - mostly works on building a single character's arc.
  - Cosmic-trip/Pyramid - towards monological
- Good stories are not written - they are rewritten - Phyllis Whitney

### Characters

- There are mainly 4 types of characters a story might need. They are:
  - The Protagonist
  - The Antagonist
  - The Confidant - a person who always has the protagonist's back
  - The Affliction - a person/thing/event which brings out the vulnerability of the protagonist
- To create the characters you may follow all or some of the tips provided below:
  - Observe people around you - their personality, clothes, way of talking, their routines, etc. You can start by observing your own parents and friends and take notes on the same. You might get inspired by some unique characteristics of one (or more) people you observe.
  - You can recall characters from movies, jot down their unique and interesting characteristics and build upon those.
  - You may also build characters from your own imagination, or a combination of many different people you may have observed, using the brainstorming techniques can help you build a sufficiently complex protagonist and antagonist.
- To detail out your character you can:
  - Write down 5 keywords which describe the character.
  - Write down incidents from past/present/future and how you think your character must respond to the stimuli.
  - Write down the goal of each of your characters in the story.

Let students answer

- Students name their favourite characters and a unique trait which makes them appealing (Optional)
- Students name a protagonist, antagonist, confidant or affliction character (Optional)

Notes

### Story world

- Setting is defined as the physical location and time of a story. Nobody exists in a vacuum. We all do things somewhere. Setting in storytelling includes the basic surroundings, the era, or the moment the story occupies, and it often has its own personality.
- We should introduce our main settings in the beginning of the book. Readers like to feel comfortable with the places you are going to use.
- The world can be set in the past, present or future. The characters will be part of the world and follow rules of the world.

Let students answer (optional)

Show a few movie clips of famous movies and let students identify: The protagonist, antagonist, and other relevant characters and their personalities, features of the world and their relevance. (Clips are provided in the presentation)

Group task B

All roles

Introduce group task B: Character design and story world, from the task reference sheet at the end of the book.

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Session 3: Storytelling and Applications of Stories			
Exposure Content			
Sub-Topic	1. Forms of storytelling & media	2. Application of stories	3. Presentation presentation
Exposure to the concept	1. Introducing the concept of story structure 2. Beginning, middle and end 3. The concept of life Examples of great stories (novels, books, movies)	1. Individual 2. Experience of stories 3. Turntable 4. Storytelling	1. Purpose of the presentation 2. Storytelling 3. Expected outcome 4. Type
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook	
<b>Discussion</b> Let students present their stories of storytelling (their own or others) to each other.	<b>Office hour</b> Working on the group task, spending time with the group, discussing with each other, getting things and sharing out the task, getting presentation ready.	<b>Individual Task</b> Read the following story/scene and answer the following questions: • What was the story about? • What is it about the world (setting, characters)? • How did the story/scene end? • How did the story/scene end? • How did the story/scene end? • How did the story/scene end?	
<b>Discussion</b> Let students present their stories of storytelling (their own or others) to each other.	<b>Story creation</b> Write down their story, make a plan and share it with the class.	<b>Story creation</b> Write down their story, make a plan and share it with the class.	
Deliverables of the Session			
Understanding the story, characters, world	Create the beginning, middle and end	Story creation end	

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### Notes

### Forms of storytelling

Storytelling has been part of humanity even before any words were written. People have used stories to communicate, explore, 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 as a interest and bolstered our appreciation for it. While storytelling promotes 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 current 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 legends and legends, tales of battles, moral stories, fantasy and also to entertain people.
- There is also a form of oral storytelling, the 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 readable stories with themes of survival or war with, 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. Poems, storyboards, 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 most 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.

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- With social media, we are all storytellers, trying to make sense of our ever-changing story one post at a time. With each tweet and status update, we sharpen the storytelling skills that we've been practicing for millennia.
- Audits:** With the advent of technology and storytelling moved to radio and now podcasts and audiobooks. It has made access to oral stories easier. The Internet is not limited to the way that the story 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.
- Visuals:** The art of storytelling has evolved even further through the modern mediums of film and television, which offer an abundant, powerful way for a good storyteller to tell a compelling story. We all engage ourselves in such 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 cartoons, and use digital photography.

**4. Written:**

- The written tradition of storytelling has been around us in terms of epics, novels, 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, 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:** 3-5 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. Now, storytelling has moved into conference rooms, classrooms, ads, and entered our lives through social media.

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**Notes**

**1. Making information accessible**

- Stories can be used to explain and illustrate abstract ideas in a way that makes them accessible and memorable. 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 as 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 format, 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 the idea, stories can be used in the form of testimonials, user stories, a story about what sparked the motivation to begin this journey.
- Business 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 engaged in your idea, storytelling can help your listener build empathy, sensitivity towards the problem you are addressing.

**4. Their 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 1:** 20 mins

**Introduce group task 1:** Story construction and medium selection, from the task reference sheet at the end of the book.

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**beginning discussion**




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**Group Task D**

**30 mins**



Students present key components and storyline to the class and the plan for the final presentation; teacher to provide feedback and help course correct.

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## 5 Wrapping it up

### Learning objectives

- Learner must be able to justify their decisions (plot line, narrative structure, characters, time period, etc.) to the teacher
- After evaluating the story from various angles, learner must rewrite the parts and show their process of writing as a complete narrative

### Teaching objectives

This session is for students to work on their own and incorporate the feedback provided to them in session 4. Encourage them to continue working creatively and critically. Go around and discuss their progress. Talk to them about their presentation plan and guide them if there are any major red flags. Make sure the students are having fun in this process.

### Lesson plan

Session 5: Working on group task		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Textbook
<b>Asynchronous discussion</b> Time left for unplanned discussions as needed (appropriate for the class discussion)	<b>Afternoon</b> Incorporating feedback and working on finishing the story 10 minutes	<b>Individual Task</b> Write down 5 things you feel include in a good story. You are going to write a story. You can write from your experience you feel in class while presenting your ideas and asking others' feedback. (10 minutes)
Deliverables of the Session		
Final draft of the story	Final presentation prepared	

### Asynchronous discussion

Time left for unplanned discussions as needed (appropriate for the class). Use this time and space to plan presenting any material that you feel relevant for your students. This material can be used to build students' knowledge beyond the course content. Do make sure to keep this material relevant to the module and the task at hand.

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## 6 Presentation and reflection

### Learning objectives

- After completing the given tasks, learners must be able to reflect on the application of story creation in other projects effectively.
- After completing the given tasks, learners must be able to reflect on the skills they have learnt through story creation process that are crucial to becoming a designer.

### Teaching objectives

Student groups present their work in progress turn by turn. Provide feedback on their topics, storylines and presentation skills at the end of each presentation. Guide students to evaluate their own work through your feedback.

### Lesson plan

Session 6: Final Presentation and Reflection		
Exposure Content		
Session content		
Class Discussions	Group Task: In-Class	Individual Tasks: Textbook
<b>Discussion</b> Post presentation, prompt students to reflect on their learning and tell others in the class. 10 mins	<b>Task: Final presentation</b> Presenting the story to the teacher and class. 10 mins	<b>Individual Task</b> Write about 3 things you learnt from this module and how you think you can utilize your learnt acquired skill in the future. 10 mins  <b>Individual Task</b> 1. What was your individual contribution in this project? Write points of the project you personally did your best and the team actively contributed to. 2. Reflect on the story creation process, where you felt confident about, learning and on what were you? 3. If things you were not happy with, what were they? 10 mins
Deliverables of the Session		
Final presentation of the story	Reflection	Individual contribution

### Group Task 6

90 mins

Students present the story they were working on for the past 5 sessions. This presentation can be an enactment, video, photo book, sketches, audio storytelling, or any other form the students found relevant through the module.

### Reflection

20 mins

Post presentation, prompt students to reflect on their learning and tell others in the class.

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### Task sheets & assessment criteria

#### Assessment Criteria

Each task (group or individual) has 3-4 evaluation criteria which will help in assessing the tasks against concrete parameters. To provide students with a grade for each task, use the rubric provided below.

Evaluation criteria has provided along with all the tasks and also in Table 1 & Table 2, for your reference.

1-2 Beginning
Demonstrates understanding of at least one of the criteria
3-4 Developing
Demonstrates understanding of more than one but not all criteria
5-6 Promising
Demonstrates understanding of all criteria
7-8 Proficient
Demonstrates and explains most of the criteria
9-10 Excellent
Demonstrates deep understanding and explains all the criteria

#### SETTING UP TASK

##### Story relay

**DURATION** 20-30 mins **PLACE** School

A story which is built by various groups in class which may or may not follow a formal process

#### Conduct the task like this

- 01 Divide the students into groups based on fun categories like favourite month, favourite season, name birth month, favourite emoji, hobbies, etc.
- 02 Teacher prompts a story beginning and each group continues building upon the prompt turn by turn.
- 03 The relay stick is passed to each group as their turn comes. (Optional step)

#### Time per step

- 2-3 mins
- 3-10 mins per story

#### ADDITIONAL TIPS

- 01 Wait for each group to get a chance before moving onto another prompt or second round of the same prompt.
- 02 Mix and match group sequences so each group gets a fair chance.
- 03 Do not let the other groups discard each others' ideas but creatively build upon it.
- 04 If the story comes to a halt too soon or the class members are creating, are not taking the story ahead, the teacher should intervene by adding a problem and let students think creatively to make the characters reach their goal.

#### DELIVERABLES

1. Stories by groups of students

#### ASSESSMENT CRITERIA

NA

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**GROUP TASK 1**  
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 wakes up, it feels only six inches tall
10. A group of students get stuck in school with magical powers	11. Period drama	12. A story inspired from punchcards to a animals/ characters
13. A cell phone - less world	14. A cell phone - less world	15. Life without electricity

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**GROUP TASK 2**  
**Character design and story world**

**DURATION** 20-30 mins **PLACE** School **EDF EE** Exposure 2

Create a month-long timeline 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**

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

**Time per step**

**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 artefacts which convey the idea 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 foster 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, colours

**DELIVERABLES**

A month-long timeline profile/story incident for the characters  
Artefacts for the world

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**GROUP TASK B**

### Character design and story world

**DURATION** 20-30 mins **PLACE** School **EDF EE** Exposure 2

Create a moodboard/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, location, 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/geographical/cultural).
    - 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 scene.

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**GROUP TASK C**

### Story construction and medium selection

**DURATION** 30 mins **PLACE** School **EDF EE** 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 finalized. Now it is time to detail out the story itself.	The final detailing of the story can be done during session 3
<b>B1</b> Create the beginning. Students will brainstorm potential ideas of how their story must begin.	45-60 mins
<b>B2</b> The middle. Students will decide on the conflicts and challenges the protagonist will face and probably fall before reaching the end.	
<b>B3</b> The end. Decide the end step/ climax and conclusion to draw the story home.	
<b>B4</b> Decide which structure - chronological, parallel, fractured or circular works for the story. If required use examples like Disney's pyramid to detail out the story.	20-30 mins
<b>B5</b> Prepare for the presentation during session 4.	

---

ADDITIONAL TIPS	DELIVERABLES
<b>B1</b> Assess the presentation for answer 4 and provide the details (pt. to next page).	1. Beginning, middle and end.
<b>B2</b> Talk to the students about their ideas and remind them that 'Good stories are not written - they are rewritten'.	2. Structure used.
<b>B3</b> Encourage them to elaborate.	
<b>B4</b> Sometimes each step as students start up spending too much time on a single step.	

---

**ASSESSMENT CRITERIA**

1. The SCs have been stated clearly and utilized according to their specified function.
2. As the story unfolds there is an element of surprise which sets it apart from generic 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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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>

**GROUP TASK B**

**Short presentation**

**DURATION** 30 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 when 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**

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

**GROUP TASK C**

**Final presentation**

**DURATION** 30 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.

**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, ask students to reflect on the module and tell what they learnt from it and their presentations.

**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**

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

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### Assessment Criteria - Group Tasks

Group Tasks	Assessment Criteria
Task 1: Story idea	<ol style="list-style-type: none"> <li>The group has collectively brainstormed and produced a unique story idea.</li> <li>The group has selected 1 out of the 5 ideas with thoughtful justification.</li> <li>The concept of the story idea is an imaginative one.</li> <li>The idea is simple yet engaging and sufficiently complex for the students.</li> </ol>
Task 2: Character design and story outline	<ol style="list-style-type: none"> <li>The student understands the following aspects: character traits, setting, and plot (beginning, middle, and end) of the story.</li> <li><b>Character</b> <ol style="list-style-type: none"> <li>Basic age, gender, location, personality, and other traits, and a list of traits.</li> <li>Character traits, through a personality.</li> <li>Character traits which make the character unique and memorable.</li> </ol> </li> <li><b>World setting</b> <ol style="list-style-type: none"> <li>Location, time period, and other details of the story (e.g., a story set in a city).</li> <li>Details about the world and the characters' environment.</li> <li>Specific rules of the world which characters must follow.</li> </ol> </li> <li>The group designs its characters in the storyboard which make them unique and interesting.</li> <li>The storyboard is well-drawn and clearly explains the characters and their traits.</li> <li>The group has made thoughtful decisions about the characters, world setting, and story plot.</li> <li>The group has shown evidence of evaluating alternative plans of how to select a character.</li> </ol>
Task 3: Story development and character evolution	<ol style="list-style-type: none"> <li>The idea has been clearly stated and explained according to their specific function.</li> <li>As the story unfolds, there is a clear evolution of the characters and their traits.</li> <li>The group uses at least one character as a central figure to develop the story.</li> <li>The group has made thoughtful decisions about the characters, world setting, and story plot.</li> <li>The group has made thoughtful decisions about the characters, world setting, and story plot.</li> <li>The group has shown evidence of evaluating alternative plans of how to select a character.</li> </ol>
Task 4: Story presentation	<ol style="list-style-type: none"> <li>The group has well-organized and consistent story plot and design.</li> <li>The presentation is engaging and the students are confident with presenting.</li> <li>The group has clear evidence of evaluating alternative scenarios before finalizing their idea.</li> <li>The group has shown evidence of evaluating alternative plans of how to select a character.</li> </ol>
Task 5: Story presentation	<ol style="list-style-type: none"> <li>The group has well-organized and consistent story plot and design.</li> <li>The presentation is engaging and the students are confident with presenting.</li> <li>The group has clear evidence of evaluating alternative scenarios before finalizing their idea.</li> <li>The group has shown evidence of evaluating alternative plans of how to select a character.</li> </ol>

Table 1. Group tasks and their evaluation criteria

### Assessment Criteria - Individual Tasks

Individual Tasks	Assessment Criteria
Task 1: Observation & log	<ol style="list-style-type: none"> <li>Accurately and thoroughly integrates unique moments in their surroundings.</li> <li>Analyzes and integrates relevant information while answering the questions.</li> <li>Articulates the observations clearly and precisely.</li> <li>Justifies observations and explains assumptions clearly.</li> </ol>
Task 2: Story idea	<ol style="list-style-type: none"> <li>The student comes up with a unique and relevant story idea.</li> <li>The student clearly states the aim of their interview.</li> <li>Articulates the observations clearly and precisely.</li> <li>Analyzes the answers and their application in the story creation process.</li> <li>The student shows evidence of evaluating alternative plans of how to select a character.</li> </ol>
Task 3: Elements of a story	<ol style="list-style-type: none"> <li>Student demonstrates a clear understanding of the elements of a story.</li> <li>Shows meaningful connections between the story elements.</li> <li>Shows evidence of thoughtful interpretation of the story through the alternate idea.</li> </ol>
Task 4: Just imagine	<ol style="list-style-type: none"> <li>Stories created are creative, meaningful, and imaginative.</li> <li>Connects higher stories creatively with the world.</li> <li>The selection of power and plot is appropriate and convincing effectively and creatively.</li> <li>Demonstrates understanding of the story creation process.</li> </ol>
Task 5: Presentation reflection & Task 6: Looking back	<ol style="list-style-type: none"> <li>Presents evidence of willingness to receive ideas.</li> <li>The reflections are authentic and reflect the student's personal experience of the module and go beyond factual descriptions of the experience.</li> <li>Use of clear language without making what they have said seem to share (longer answers should be allowed).</li> <li>Connects current experiences and course materials.</li> <li>Evidence of arguing a new skill and its application beyond the course.</li> <li>The student shows thoughtful individual contributions and provides evidence of willingness to receive ideas.</li> </ol>

Table 2. Individual tasks and their evaluation criteria

Design Resource

## We Create Stories

Designing the story creation module for Class 10  
CBSE Students

by

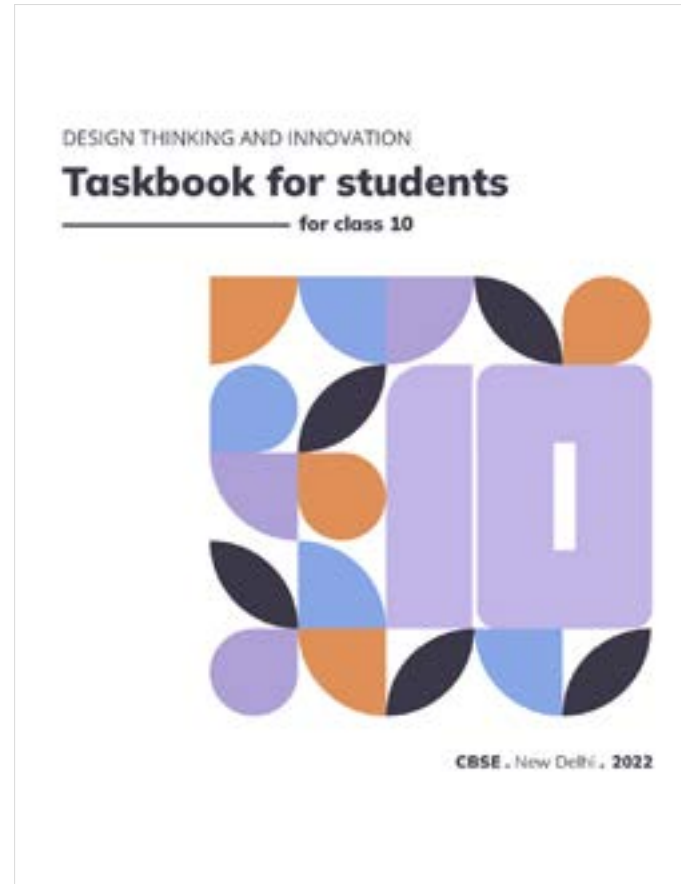
Radhika and Prof. Ravi Poovaiah  
IDC, IIT Bombay

Source:

<https://www.dsource.in/case-study/we-create-stories/task-book>

## 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.



Contents			
<b>About the book</b>		Purpose of story creation module 4 Set your own goals 4 Track your goals 5	
<b>Introduction to stories</b> 01		<b>Feedback day</b> 11	
Reflection exercise	01	Reflection exercise	11
Story ideas	02	Short presentation	12
Observation & key	03	Just imagine	13
<b>Story structure &amp; its types</b> 05		<b>Working on group task</b> 14	
Reflection exercise	05	Reflection exercise	14
Character design & story world	06	Presentation reflection	15
Talk it out	07		
<b>Storytelling &amp; application of stories</b> 08		<b>Final presentation &amp; reflection</b> 16	
Reflection exercise	08	Reflection exercise	16
Story construction & medium selection	09	Final presentation	17
Elements of a story	10	Looking back	18

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### I. About the book

This task book aims at allowing the students to work on the story creation process on their own at home. The tasks provided in the book require the student to observe, analyse, create and create at their own pace. The tasks will encourage students to reflect at each step of the way and get started with the process of becoming critical and creative thinkers.

### II. Purpose of story creation module

Storytelling is an essential 21st century skill for students. Telling stories has many uses apart from casual conversation. Students can use the art to present and communicate their ideas to peers and teachers. Stories are an essential tool for all designers and can also be used by people in non-design fields.



#### Design related fields

**Graphic design:** creating poster ideas, brand stories & pitches, brochures, visual storytelling, and creating a narrative to communicate information to the audience.

**Interaction design:** user courses and flows, personas and scenarios, presenting thought process to the audience, making information easy to understand.

**Product design:** Defining the problem statement, keeping the stakeholders engaged during product presentations.

**Animation:** the ending (payline & twist) on stories and storytelling, helps evoke certain emotions in the audience as intended by the animator, animation is the visual form of storytelling.



#### Other fields

**Use outside of the design field:** becomes more empathetic, confident as one can communicate better through this art. Communicating ideas, presenting work to stakeholders and talking in public in the form of stories can help you create an edge above others.

### III. Before You Begin

Since you have idea about stories and uses of stories, let's set some goals you want to achieve from this module.

Write down in your notebook 2-4 skills you aim to achieve through this module. Some of the applications have been given to you below for your reference.

Presenting skills	Storytelling skills	Being more confident in speaking in public
Story creation process	Building empathy	Sharing ideas in an interesting way
Being more creative and imaginative	Improving communication skills	To create better stories
Being a better observer	To be better at teamwork	

### IV. Track your goals

After all the tasks assigned to you during school and home hours are completed reflect and write down how many of these skills you have acquired and which ones you didn't expect but ended up acquiring.



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# 1 Introduction to stories

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**Session tasks**

Reflection exercise

**GROUP TASK**  
Story ideas

**INDIVIDUAL TASK**  
Observation is key

**Reflect what you learnt**

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

---

## Story ideas

**DURATION** 40 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**  
The final output can be an enactment, video, sketches, or any other form you find relevant.

**DELIVERABLES**  
1. Story topic selection  
2. Storyline/ story goal

**Carry out the following steps:**

<b>45</b> Form a group of 3-4 students (as decided by the teacher).	<b>Time per step</b> 3.5 mins
<b>60</b> From the given list of topics, choose a topic that your group wants to create a story.	3.5 mins
<b>65</b> Come up with 3 story ideas and create a storyline for each.	All remaining time

**ASSESSMENT CRITERIA**

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

**Please note**

You can use a notebook/sketchbook to write down your ideas. You can sketch, write, create storyboards for the ideas you may have. Skip mind maps and brainstorming to generate these ideas. Keep in mind to write down every idea you get, even the discarded ones.

---

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**GROUP TASK 1**  
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 brooch, a pizza and her/his 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 meat tucked 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. Faked drama	12. A story inspired from publisher's animal characters
13. A cell phone - less world	14. A cellphone - less world	15. Life without electricity

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**INDIVIDUAL TASK 1**  
**Observation is key**

**DURATION** 30 mins    **PLACE** Home    **EDFEE** Experiment 1

Today, in school, you were introduced to stories and story genres and you engaged in some observation exercises. Now you have some experience on 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 see in the neighbourhood/family (only 1 family member can be taken as an 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/town. Mention 3 unique things about each place.

**Q4.** Write down 2 moments which you found very interesting/funny/interesting here 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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## We Create Stories

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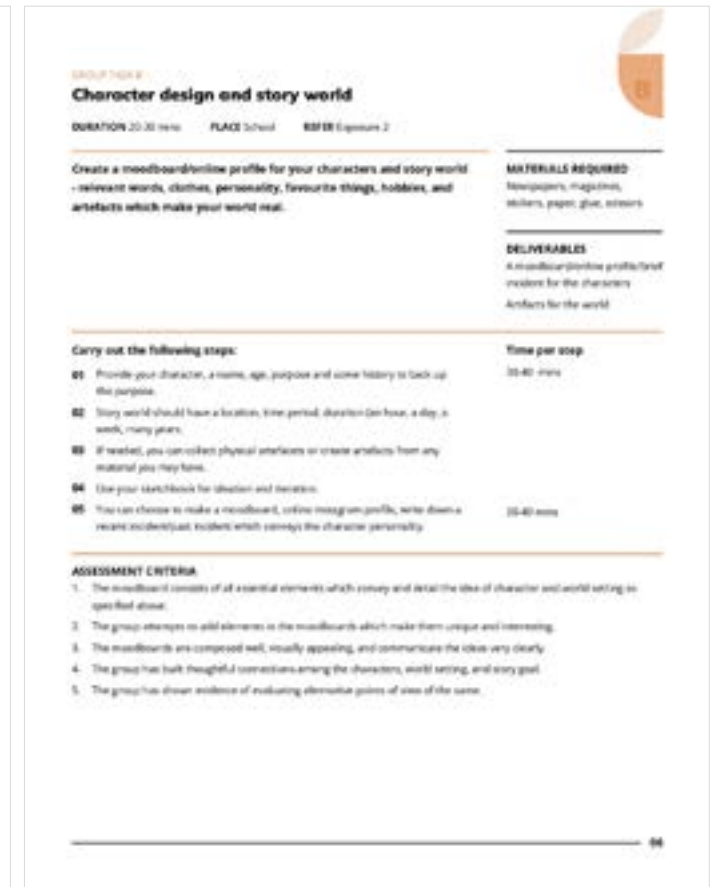
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### GROUP TASK 2

#### Story construction and medium selection

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

With the storyline you created in session 1, character and story world designed in session 3, 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**

By now the story has started taking shape with the characters and world finalized. 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.** Decide the end into ideas, climax and conclusion to draw the story home.

**04 Decide which structure.** Chronological, parallel, flashback or similar works for the story. If required use examples like Gatsby's premise to detail out the story.

**05** Prepare for the presentation during session 4.

**Time per step**

The final detailing of the story can be done during session 3

01-02-03-04-05

05:00 mins

20:30 mins

**ASSESSMENT CRITERIA**

1. The SDs have been stated clearly and utilized 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.

### INDIVIDUAL TASK 3

#### Elements of a story

**DURATION** 10 mins    **PLACE** Home    **REFER** Exposure 1, 2 & 3

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 character (protagonist, antagonist, conflict, affection - 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 structures and meanings of the story.
4. Shows evidence of thoughtful interpretation of the story through the alternate title.



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# 4 Feedback day

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**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 Figure 1.




---

**GROUP TASK 01**

## Short presentation

**DURATION** 30 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**  
10 mins per group

- 01** verbally tell about your story idea in an engaging way.
- 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 story.

**Please note**

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

---

Design Resource

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**INDIVIDUAL TASK 4**

### Elements of a story

**DURATION** 45 mins    **PLACE** Home    **REFER** Exposure 1, 2 & 3

---

**Write a 3-5 line story on both the following themes**

**Q1.** Choose a power: being invisible, at will or fly high. Imagine that you suddenly realised you possess one of these powers, what do you think would happen in the next 5 minutes? Without mentioning which power you chose, write a very short story describing your encounter.

**Q2.** Choose a year: 2000 or 1950. What if you were transported to your chosen year, what would be the first thing you would want to encounter? Without mentioning which year you chose, write a very short story describing your encounter.

---

**ASSESSMENT CRITERIA**

1. Stories created are creative, interesting, and imaginative.
2. Conveys further stories properly along with word limit.
3. The selection of power and year is unambiguous and conveyed effectively and creatively.
4. Demonstrates understanding of the story creation process.

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## 5 Wrapping it up!

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**Session tasks**

**GROUP TASK**  
Completing your story

**INDIVIDUAL TASK**  
Presentation collection

**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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**INDIVIDUAL TASK 5**

**Presentation reflection**

**DURATION** 45 mins    **PLACE** Home    **REFER** Exposure 1, 2 & 3

Write down 5 things you must include in a presentation you are giving to others/viewers/teachers. You can write from your experience you had in-class while presenting your ideas and watching others present theirs.

**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 3 things you learnt from this module and how you think you can utilize 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 factbook descriptions of the experience.
3. Use of clear language without floundering what they genuinely want to share (anger 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.

**Please note**

Reflecting on the work you have done is crucial as it helps to develop critical thinking beyond the task itself.

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**6 Presentation and reflection**

**Section tasks**

**GROUP TASK**  
Final presentation

**INDIVIDUAL TASK**  
Looking back

**Recollect what you learnt**

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

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GROUP TASK 1

Final presentation

DURATION 30 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**

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**

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

**Please note**

- Tell your story with enthusiasm.
- Be confident.
- Practice beforehand and enjoy the process.

INDIVIDUAL TASK 1

Looking back

DURATION 10 mins

PLACE Home

REFER Experiments 1, 2 & 3

Answer the following questions.

**Q1.** What was your individual contribution in the 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.** Things you wish had done differently and how.

**Q4.** Write down 5 things you learnt from this module and how you think you can utilize your newly acquired skill in the future.

**ASSESSMENT CRITERIA**

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

1. Introduction
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7. Contact Details

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/links>

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## Links

### References

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### Content References:

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### Assessment Criteria:

- “Assessment Criteria.” The University of Edinburgh, February 22, 2020.  
<https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/criteria>
- Promoting and Assessing Critical Thinking. Centre for Teaching Excellence, University of Waterloo.

### Other Links:

- Useful resource e-links related to ‘Interaction Design’
- Interaction Design at IDC, IIT Bombay



Animation – inside out



Anime – Naruto, Death Note, etc.



Fictional movie – Andhadhun

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<https://www.dsource.in/resource/we-create-stories/contact-details>

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