

Design Resource

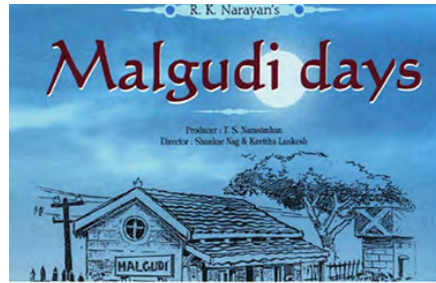
We Create Stories

Designing the story creation module for Class 10
CBSE Students

by
Radhika and Prof. Ravi Poovaiah
IDC, IIT Bombay

Source:

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



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

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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
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- **Deliverables**
 - Task book for students
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- Evaluation plan
- Limitation
- Future steps
- Conclusion
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PROJECT 03 | M.DES

We Create Stories

Designing the story creation module for class 10th
students of C.B.S.E. Indian school



PROJECT BY **Radhika** • ROLLNO **206330005** • GUIDE **Prof. Ravi Poovaiah**

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1. Introduction

As part of the National Education Policy (NEP) 2020, design is being introduced as a subject within C.B.S.E. Indian schools under the name of 'Design Thinking and Innovation' (DT&I). This is our chance as a design community to be at the core of this change, to provide our future generation with a view on design and design thinking.

The overall learning outcomes of the DT&I subject are to enhance observation and communication skills among students, instil empathy and make them creative and innovative thinkers by teaching them how to not only visualize but also execute their ideas through mock-ups and prototypes. To carry out the same, the subject itself is being designed in an engaging, hands-on and creative way which will bolster curiosity and creativity among students.

The subject is being deployed from class 6th to 12th in C.B.S.E schools. It is divided into smaller modules (or chapters) per standard, which will focus on specific skills and tools required to carry out the design thinking process. In class 6-8th the subject is an 18 hours per year subject whereas class 9th onwards it becomes a 160 hours per year subject (Fig 1.).

1.1 Project focus

The project focuses on a single module of class 10th called 'Fundamentals of Story Creation'. The novelty of the project is not in developing instructions for yet another school subject but translating a subjective field like design into a school curriculum and in the context of secondary education. The challenge lies in creating tasks which can be taught by

	Class	Aim	Duration	Launch	Status
FOCUS	6-8	Short exposure to design skills, sensitivity and process	18 hours	2022	Done
	9	Learning design skilld, empathy, analysis and application of design thinking process to simple problems	160 hours	2022	Done
	10	Further the process, discovery through creative exploration, prototyping and applying DT process to contextual problems	160 hours	2023	In progress
	11	Introduction to diff. branches + start a design enterprise	160 hours	2022	Done
	12	Applying design problem solving to diff environments + capstone project	160 hours	2023	In progress

Fig 1. Plan for the 'Design Thinking & Innovation' subject and my project focus

teachers with varied expertise and limited design knowledge, learnt and performed by students of diversified interests and executed in schools with all kinds of resource constraints and thought processes. The plan had to be flexible enough to accommodate these differences in requirements at various levels.

To achieve the same, learning objectives were identified before creating any deliverables for the module. Learning objectives helped tie back the deliverables to one point and achieve desired results. To make the module as interest as I hoped to, I dedicated a larger chunk of time to ideation of the tasks that would be performed by the students. This resulted in

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designing tasks which received an overall positive feedback and was seen as interesting, engaging and age appropriate for 10th class students.

The second challenge lies in the assessment of such tasks that do not yield "a single correct" answer. The assessment is a lot different from other STEM subjects. Hence defining an observable and measurable assessment criteria was crucial for the module. Again, a great deal of time was spent creating the assessment criteria and mapping them to the learning outcomes.

During evaluation, teachers found it difficult to evaluate students' thought process and questioned the parameters of grading subjective exercises. Making both students and teachers comfortable with this change while making the subject interesting and engaging was crux of the project. Though teacher training is out of project scope, the project definitely takes into account course content comprehension by teachers, if the tasks spark creative thinking among students and teacher's comfort with grading given the current set of expertise.

This report captures the process of creating deliverables which help in overcoming certain challenges, acknowledging constraints and designing them such that they are dynamic, scalable and practical. All deliverables have been designed kept in mind their scalability beyond this single module.

1.2 Project Outcome

I. Exposure Content

The approach to study material content in the DT&I subject is similar to that of any design school. The concepts and materials will be taught through presentations which includes templates for teachers to add their

personalized content as well. The presentation content hence loses its rigidity as it is customizable.

II. Lesson plan

The lesson plan provides students and teachers with the overview of the content, discussions, group and individual tasks. This helps teachers get an overview of each session, tweak it to suit their students' needs and plan ahead.

III. Tasks and assignments

Tasks help students apply theoretical knowledge practically. The subject takes a more constructivist approach of 'learning by doing'. Hence, all the tasks focus on making students responsible for their own learning and coming up with stories with the help of creative thinking and content taught. The tasks consists of both group and individual tasks to provide students different experiences. A major part of the tasks are reflection exercises, where students look back at their work, acknowledge mistakes and move forward with new knowledge.

IV. Teacher's manual

A new approach has been taken at designing the teacher's manual. Instead of making it an information dump for teachers, it has been designed like a handbook/notebook through which teachers not only add to existing knowledge but take notes, add content, examples, etc. to bring in their own pedagogical style to the module.

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2. My Motivation

2.1 My Personal Goals

As a design student and professional, I try to maintain a growth mindset and find opportunities to constantly learn. In pursuit of the same, I hope to achieve the following through this project:

- Contribute to the community of design and design educators by using the skills I have learnt, to enable aspiring designers to get the information they need to become one.
- I like to try new things and P3 is a good opportunity to attempt a project in instructional design which is a new field for me.
- I have worked on many live projects in the past but this is an untouched domain altogether, so, I aim to understand this field by working on a live project through the constraints it comes with.
- I love stories and telling stories yet I have never formally used the process of story creation to build one. While designing this curriculum, I aim to also get exposure on the process and use it in my future projects consciously.
- I want to explore the challenge of bringing a subjective and intuitive field such as design to schools, where the nature of education is objective and rigid.

2.2 My Contribution as a Designer

- Introducing story creation as a tool to school children in an engaging and interesting way that students build appreciation for it, experiment with it and use it in their projects.
- With the help of the iterative design thinking process, I will bring innovation in the classroom which will not only make learning easy but also fun at the same time.
- By prioritising tasks, help students learn just enough in story creation that they are not overloaded with information yet have a solid foundation to build on in the future.
- Translating a design thinking tool which is story creation into the context of secondary school education through the blend of design process and instructional design process and with the help of lesson plan, task book, teacher's manual and assessment rubric.

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3. Research

3.1 Design thinking pedagogy for 21st century

Many researchers have dedicated their time to identifying the skills essential for success in the 21st century and how pedagogy should support children learning these skills. Mainstream education is still focused on age-old methods of teaching which have created the “twenty-first century gap” as termed by Trilling and Fadel (as cited in Noel et al., 2016). The following are some of the crucial skills that students must have to be successful in this century:

- Growth mindset (Noel et al, 2016)
- Curiosity, innovation and critical thinking (Noel et al, 2016, Aflatoony & Wakkary, 2015 and Carroll et al., 2010)
- Social skills such as empathy, and collaboration (Noel et al, 2016 and Carroll et al., 2010)
- Problem identification and solving (Aflatoony & Wakkary, 2015)

These skills are core features of the design thinking pedagogy. Design thinking has its roots in supporting innovation through creative thinking. As students engage in collaborative work which is central to design pedagogy, they are able to become better team players, express their opinions and develop a sense of empathy. In an 8 week long design thinking workshop conducted by Aflatoony & Wakkary (2015) with secondary school children, they observed high levels of engagement and concluded that the process

was beneficial in enabling thoughtful decisions in solving simple and complex problems.

Noel et al. (2016) in their literature review on design thinking pedagogy insist on using this process in classrooms as it complements the constructivists approach as opposed to current pedagogy which are more instructive in nature. They recognize that such an approach is not only suited for design-related fields but also STEM subjects by bolstering critical thinking among students.

Researchers and educators are calling for a paradigmatic shift in the approach of education at all levels. If we suggest the design thinking pedagogy to instil this shift, it is crucial to look at the tools which are essential for practising the process.

3.2 Stories and their use in the design process

Any design process has these basic stages, research (empathy) → understand problem (define) → ideate → iterate → evaluate. To yield the best result, designers use various tools and methods at each stage. These tools differ from designer to designer yet the essence remains the same. Few of these tools are user research, empathy mapping, storytelling, storyboards, brainstorming, evaluation among many others.

Parrish (2016) views the design process as composing a story of the learner's experience. He suggests stories can be used as “revealing journeys” of situations which enable a designer to evaluate possible features by anticipating the reaction of a user (or learner) in that situation. He brings home the point by giving a detailed example of a design story of a

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weather forecaster wanting to gain new skills in the domain. Parrish (2016) writes this in the context of the instructional design process which is not far removed from the design thinking process itself. He synthesises the use of stories in mainly three parts, 'design story in design phase', 'design story in communication', and 'design story in formative evaluation'. He explains how detailed design stories can help communicate the anticipated impact of a solution by delving into the thoughts and feelings of the persona.

Madsen and Nielsen (2010) suggest combining narrative elements to a persona-scenario to make a larger impact and draw better insights from the scenario. They provide carefully crafted guidelines on how to combine the two to yield better results. The paper aims to use persona scenario stories to create new and shared understanding and build design ideas off of them.

It is logical to conclude that stories are indeed a useful tool in the design process. It is important that students use the right methods to carry out their design process so their approach is structured and enables them to dive into the details.

Stories can be used for various things like communicating ideas, clarifying thought, finding connections between unrelated things to yield better solutions for the problem at hand. As students of class 10th embark on their first big design project, they must have all the necessary tools at their disposal to enable them to explore freely.

3.3 Existing story creation lessons

I. C.B.S.E. Creative Writing

As the focus of this project is on creating a design curriculum for C.B.S.E. schools, it was imperative to know the current curriculum in place. Story creation in schools for class 10th comes in the form of creative writing

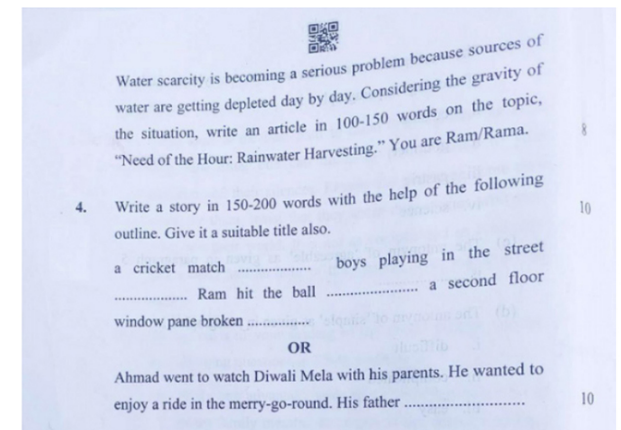


Fig 2. C.B.S.E. Class 10th English Paper, Writing and Grammar section.
Image Source: Jagranjosh

which is part of the language and literature subjects where students have to write a story of 150-200 words (Fig 2.). Students are evaluated based on their ability to write creative narrations using correct grammar under the

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specified word limit and given storyline. Some of the other questions are based on their comprehension skills of drawing meaningful insights from a passage which are supposed to be marked against MCQs (Multiple Choice Questions).

Similar approach is taken for other language and literature subjects like Hindi. The topics given in these papers are usually based on current affairs, social and environmental topics which requires the student to be up-to-date with the current affairs and write their critical thoughts on the subject matter while following rules of grammar and narration.

In 11th & 12th standard, C.B.S.E. introduces creative writing with a dedicated book on the subject. This subject aims to teach students how to write stories and eventually gain enough information to become writers. Unit 1 focuses on helping students analyse composition, moving to writing a short story using narrative structures and finally, focuses on writing an article for a newspaper or a journal. The final assessment question paper follows a similar pattern as the language paper, but it is more detailed with writing and reflective exercises (Fig 3.).

Unit 2 delves into the world of writing fictional stories, understanding short stories and finally writing them using various exercises given in the book itself. Both the units have a 'Writing for the Portfolio' section, which gives a story idea prompt and allows students write a story based on the idea for their portfolio.

II. E-Learning

Popular e-learning websites like udemy, and coursera, all provide courses on storytelling and creative writing. These courses are video based

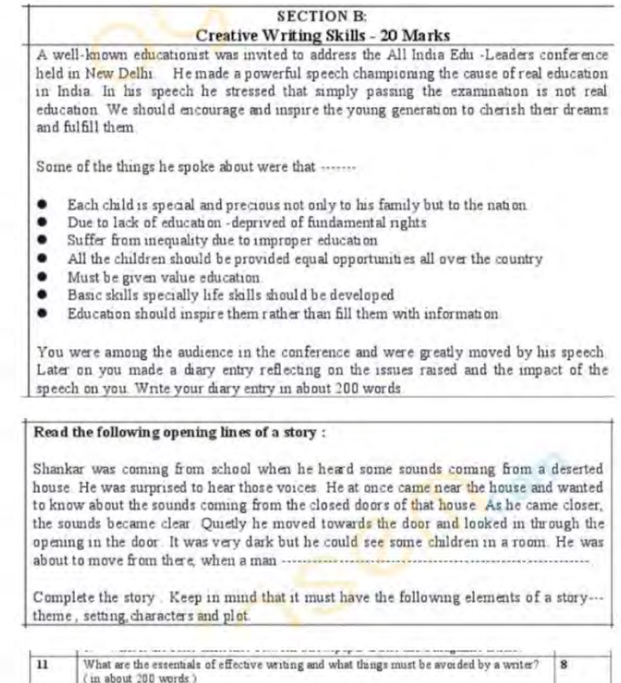


Fig 3. C.B.S.E. Class 12th Creative writing paper Image Source: Aglasem.com

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instructional videos and peer review of assignments for learning. Students enrolled can engage in peer discussions, ask questions to the instructors (in some courses) or get their doubts resolved from the frequently asked questions (FAQs) section. These courses are asynchronous and are mostly aimed at adult learners rather than school going children.

Moving to educational websites specifically designed for school children, Khan Academy provides a course called 'Art of Storytelling' which enables students to write stories from the learner's own experiences, reflect on their favourite movies and analyse why they like them. They also delve in a small video lecture on how to build characters for a story. Websites like Unacademy focuses more on helping students with the course structure assigned by the education board itself, and does not provide self made courses.

Youtube is one site where story creation process videos are available for every generation and purpose. These are instructional videos which students can watch, pause and practice at will and at their own time. The video is asynchronous and to clarify doubts one has to post comments, but they may or may not get answered in time, or the answers may not be correct. Students can choose to watch more videos to clarify a concepts which is unclear in one video.

3.4 Primary Research

Primary research was conducted with the stakeholders of the project - 2 storytellers, 2 school teachers, and 3 class 10th students to get their perspective on learning and teaching in general. The storytellers were interviewed to understand the process of story creation and also to structure the module to enhance learning.

I. Students

Education in schools is mostly focused on teaching methods than learning methods. Student is a passive participant in the process and the teacher is the sole source of knowledge in the classroom. Such generalization works in getting the course content completed on time but it doesn't ensure that each student has achieved their learning goals. A constructivist approach is more suited today as the learner becomes the active participant and teacher becomes a guide who encourages students to move in a direction suitable for their goals. The broader goal to achieve today is making the student a creative and critical thinker and providing them with the tools and environment to bolster learning.

During primary research the students mentioned multiple times that their learning improved if the teacher taught with enthusiasm and brought real life examples to explain textbook concepts. Real life examples bring a personal context which makes it easier to comprehend information and retain it for longer duration. Another way to comprehend content better is to discuss it among peers, relate it to personal experiences and reflective thinking. The classroom should become a place of informal discussions,

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impromptu activities, and a hub of interaction among students, peers, and teachers to ensure active participation and enhance reflective learning.

Students related likeness to a subject with the marks they got. This happens mostly because students measure success through the marks they get instead of the quality of their learning, lack of knowledge of their level of learning and of other students' progress. Group projects are a great way of initiating learning through discussions and sharing of ideas as they bolster creative thinking by building an environment where students need to defend their ideas and share new ones hence, making students more confident. In doing so students can gauge where they stand in class, what skills they lack and grow in a peer supported environment.

A more 'learning by doing' approach helps in applying theoretical knowledge pragmatically which makes students responsible for and in control of their learning.

II. Teachers

One of the teachers interviewed was a drawing teacher at an I.C.S.E. school for over 15 years, consulted students on design college entrance and currently teaches the Art and Design subject at an I.B. school. The other teacher interviewed was a senior computer science teacher at a C.B.S.E. school who is actively engaged in finding creative ways to teach students and support them in achieving personal learning goals. Both teachers helped me understand the dynamics of a classroom, needs of a teacher, student teacher relationship and how students can learn better.

First and foremost, the teacher herself needs to be confident and in control of the class. To ensure effective teaching, the environment should be conducive to flexible pedagogical style, make the teacher comfortable and in turn confident.

Not all students are intrinsically motivated to work and require the attention of the teacher a lot more than others. In the constructivist approach, as the teacher becomes a guide, she can focus more on pressing individual needs and encourage students by providing them multiple ways of learning - through student teacher interaction, peer interaction and self-exploration.

Open ended exercises and discussions those helpful, can continue for an unprecedented time and move the focus away from the learning objective. Time boxing helps stay focused on the goal, optimize discussions and cover the intended course content. If not time boxed, the discussions can shift to unrelated and redundant topics which can be counter productive.

Discussions, sharing ideas and brainstorming are one part of learning and receiving feedback on work is another. The most effective teachers give constructive, actionable criticism as part of this feedback. Receiving actionable feedback allows students to gain a new perspective on their work, fill gaps in understanding, improve performance through re-evaluation and iteration. A lack of constructive criticism can leave the students hopeless and demotivated and eventually lose interest in class. Constructive criticism aids in building a healthy environment where students can feel free to express their thoughts and seek assistance. Subjects like 'Design

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Thinking & Innovation' and within it the module 'Story Creation' require active participation to achieve learning goals. This is a subject which will require constant engagement and interaction from both the teacher's and student's side.

The module design supports the teacher by allowing her to practice her pedagogical style and supports the students by providing a interactive, reflective learning environment. It is flexible enough to allow diverse outputs, customize content and learn through personal experiences.

III. Storytellers

Students and teachers provided an overview of the classroom and learning dynamic but the story creation process needed to be understood as well. The aim of interviewing storytellers was to understand this process, structure the module and recognize the crucial aspects of story creation.

Both the storytellers advised that the goal of creating a story should be to teach students how to draw connections from their natural surroundings and find interesting moments which can be converted into stories. Making students cognizant of their surrounding can make them better observers and empathetic designers in the future. Blending story creation in the school curriculum will pose its own challenges like how abstract can the stories become, despite it being a core subject will it be treated like one by students, teachers and parents alike.

Another challenge a module like this would face is the misinterpretation of the content at hand. Every teacher will have a different perspective, so goals and learning objectives must be communicated clearly. Tying content, tasks

and assessment to the learning objective is crucial to make a subjective topic slightly concrete.

The aim of the module would not be make a 'good' story but go through the process of creating one. A salient point to create a story would be the main character and the conflict the character faces. Students would utilize creative thinking to come up with ideas for a story which can be inspired from their surroundings, their favourite characters, or their personal experiences. Stories are a great way to express emotions, communicate better and make sense of the world by connecting two seemingly unrelated things. It is a tool not only for designers but anyone wanting to be successful in the 21st century.

P.S.: The insights on structure of module is covered in Section 5.3 Content.

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4. Project Details

4.1 Project Overview

As stated before, design is being introduced as a subject as part of the NEP 2020 in C.B.S.E. Indian schools in the following manner (Fig 4.):

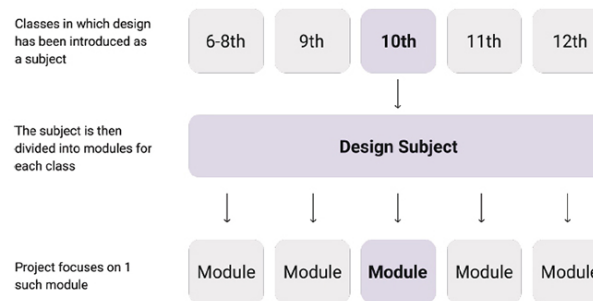


Fig 4. 'Design Thinking & Innovation' subject plan

There are many kinds of stories children are familiar with – folk tales, mythological tales, non-fictional, etc. Children grow up listening to stories from their parents, grandparents, friends, and reading them as part of school curriculum, in the form of story books and telling stories to others to communicate their thoughts.

This project deals with designing a story creation module for class 10th students. Story creation is a useful tool in the design process which can help communicate ideas, study the user, analyse and synthesise data (Parrish, 2006) from the primary research in the form of personas and scenarios (Madsen & Nielsen, 2010). It can be a very useful way for designers to test out their solutions by creating storyboards and analysing if the solution works for the defined persona. Familiarity with stories can serve as a great pivot for students to explore the field further, learn the story creation process, create their own stories and study the applications beyond just fictional stories.

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This is where the 'Fundamentals of Story Creation' module lies in all the modules covered in class 10th.

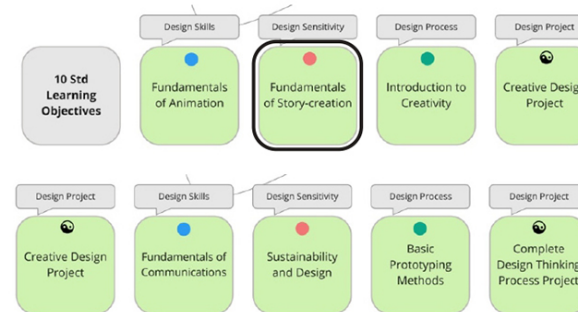


Fig 4a. All modules covered in class 10th for DT&I subject

4.2 Aim/Objective

This project aims to achieve the following -

- How might we make learning story creation engaging, interesting, exciting, and also, easy to understand at the same time for 10th class students?
- How might we help students become critical and creative thinkers through story creation?
- How might story creation process be taught such that it can be utilized as a tool in the design process and a 21st century skill to communicate thoughts and ideas?

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5. The Process

This project will be based on the instructional design process. (Fig 5.) It begins with stating the learning objectives and keeping that as the base for the project, content will be structured and curated accordingly. Following the content, will be activities and eventually learner assessment. This section will cover step 1 and 2: objectives & content.

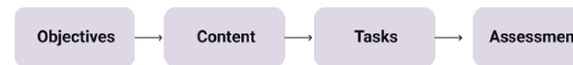


Fig 5. Process followed

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 on which the entire project outcome lies. On a secondary level, these objectives also serve as a personal checklist to stay 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 creative topic like story creation. This classification utilised verbs from Bloom's taxonomy and the design thinking process. These classifications or phases are more suited for a creative and iterative process.

After innumerable iterations of the phases, these nomenclatures were finalised as it most aligns with the story creation process (Fig 5a.).

Observe *surroundings for inspiration*

Analyse *reflect and drawing connections among observations and course content*

Ideate *narrative structure, story line, characters, world, etc.*

Create *produce new stories and detailing out key elements*

Evaluate *justify and take a stand*

Iterate *to modify and produce the best possible outcome*

Reflect *to develop the sensibility of the use of their creation beyond this project*

Fig 5a. Classification/Phases for story creation (read top to bottom)

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The learner must perform tasks based on this classification to achieve the learning goals. Though the steps naturally flow in an order (top to bottom) yet 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 skill.

Each phase has specific goals that learners must achieve by performing actions as specified in the learning objective. The learning objectives were written using the Mager's performance based learning objective format (Fig 6.). This format was chosen as it was simple, generalised – which gave me more freedom to use it as suited best.

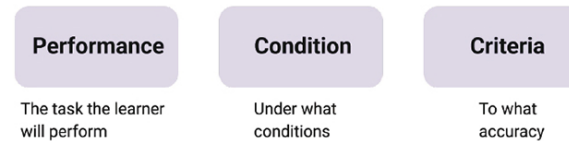


Fig 6. Mager's Performance based learning objectives

Following the learning objectives for each phase specified above:

I. Observe

- In the learner's own surroundings (home, school, locality, etc.), the **learner must observe things (animals/birds, people, their clothes, behaviour, emotions, etc.)** which are interesting and relevant to the class.
- Learners must **actively gather information from their surroundings**, local shops, market, transport, parks, animals, etc., such that it can be communicated in the class.
- Given the learner's favourite fictional/non-fictional character/movie/book, the learner must **observe their reactions**, behaviour, preferences, habits, actions, etc. actively.

II. Analyse

- Learner must be able to **write down at least 5 interesting things/moments** from their list of observations.
- Learner must be able to **summarise key points** (characters, narrative structure, conflicts and resolutions) of a given story (movie/book/short story) to the best of their ability.
- Given multiple stories (across media), learners must be able to **correlate similar narrative structures**, characters, world settings with proper justification

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III. Ideate

- Utilising observations and analysis, learners must be able to **build characters, worlds, and relations** which are interesting
- Learners must be able **create story ideas based on different narrative structures** which make the story interesting and engaging
- Given a group, learner must be able to **collectively brainstorm and come up with multiple story ideas** which are interesting and engaging

IV. Create

- Picking up one idea, learner must write a **simple, short story which can be sufficiently** detailed in 2 weeks time and is interesting to the audience
- Picking up one idea, learner must **detail out the story (character, time period, world, artefacts, etc.)** by writing it down in a way that its essence is communicated to the readers
- Learner must decide upon the **plot line — conflict, rising action, motivation, turning points, protagonist, antagonist** 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

V. Evaluate

- After writing the story, learner must revisit 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

VI. Iterate

- After evaluating the story from various angles, learner must **re-write the parts** and show their process of writing in a simple manner
- Learners should **create multiple iterations of the same idea** and choose one which is sufficiently complex for 2 weeks and interesting

VII. Reflect

- After completing the given tasks, learners must be able to **reflect on the application of stories** in other projects efficiently
- 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

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5.2 Class Structure

The entire story creation process has various elements which help create and enhance the story. These steps have been articulated by many great storytellers and it is important to note that all storytellers use their versions of this process as it supports their thought process. Keeping in mind the age group and the purpose of this module, students will learn a simple process which covers the most important elements of story creation. But at the same time this process should serve as a base on which further knowledge can be built. Based on the same, the class has been structured such that it covers the course content and in-class tasks while also allowing time so learners can experiment and really make this module their own.

Knowing the time I have for each session, the number of students, number of sessions was crucial as the content curation and activity design would be based on that. I collected this information before I started with content curation (Table 1.). These have been pre-decided by the team working on the design subject. Each slot is of 2 hours which can be broken down into smaller chunks consisting of content exposure time, in-class tasks, discussions and group tasks.

This module is an 18 hour module which spans over 6 sessions. There is only 1 session per week and each session is 2 hours long.

6 (sessions) x 2 (hours) = 12 (hours) in school

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

6 (sessions) x 1 (hour) = 6 (hours) at home

12 (hours at school) + 6 (hours at home) = 18 (hours total)

Module timeline	1-2 slots per week
Class strength	40 students (avg)
Class duration	2 hours
Number of sessions	6
Class structure	Exposure content + tasks + on the spot guidance

Table 1. Session details

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5.3 Content

To figure out the content for this module subject matter experts (SMEs) were consulted. Prof. Nina Sabnani (IIT Bombay) and Sherline Pimenta (storyteller Kathanika) helped me understand the topics that must be covered and the approach to content curation. Following are the suggestions I got from the two SMEs:

- The module should not be too intense for school children. It must be fun and engaging and should allow students to explore their ideas freely. The tasks must encourage exploration at the same time contain restrictions which allow students to grow creatively.
- Story structure is the core of any story and to create a story students must know how to use the structure to their advantage. Being acquainted with the types of story structures will allow students to experiment with it and create unique stories.
- Students should be taught how to write the beginning, middle and end of a story and enhance their story by adding elements which make it relatable and engaging.
- While writing a story it is essential that the characters and situations follow the rules of the story world. Students will be taught how to create a story world and build their scenes within their world.
- The story needs to be conveyed using a media and forms of storytelling which is most appropriate to convey the emotions and sensory feelings of the story.

- Understanding the target audience is crucial. Before beginning students must know the age, demographic, purpose of people engaging with the story. This will help students rationalize what story they are creating, how complex it must be and what course it must take.

5.3.1 Important Topics

I. Story Genres

Working with a genre means that the story creator will follow the rules and styles of that particular genre throughout the story. Though any genre list is never comprehensive as every writer has a different set of combinations and sub-genres that they fit in one story, Robert McKee points out that deciding a genre first and then researching its governing practices is critical. He also draws the attention towards genres being crucial for the audience as it sets their expectations even before beginning to immerse themselves into the story.

Genres help writers 'anticipate the anticipation of the audience'. Genres guide the story creators to build a base for their stories. To avoid clichés, and to give the audience a surprise elements, story creators may choose to mix genres. Genres are also representations of changes going on in the society. If the reality changes, so does the story. To choose an appropriate genre for the audience, creators must know about their audience first.

For the purpose of this module, the students will focus on importance of genres, identifying various genres and using this knowledge to select one for their main task.

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II. Story Structure

A story plot is the 'what' of a story and story structure is the 'how'. Any story, from any genre revolves around a story goal, e.g., will Harry Potter defeat Voldemort?, will Frodo destroy the ring?. The structure helps unveil the circumstances, the conflicts, the situations in which the protagonist will achieve the goal - or not. As deconstructed by Lee Roddy in his book 'How to Write a Story', any story can be divided into 3 major sections - the objective (beginning), the obstacle (middle) and the outcome (end).

- **Objective (Beginning):** A story usually begins when there is a changed situation, a conflict, in the character's life. Beginning delves into the details of the motive that drives the character to initiate the effort to resolve the conflict. This conflict maybe be external (someone cheating, back stabbing, loss of something/someone) or internal (lack of confidence, a change in mental state). To detail out these aspects the story creators can use the 5Ws, 1H method (who, what, where, when, why, and how). This part informs the audience of the plot, world, time and characters of the story.
- **Obstacle (Middle):** This is the part where the character takes the first step to resolving the issue and fails. The character may try more than one way to solve the problem but will usually end up in a bigger crisis. Middle ends at a high crisis note.
- **Outcome (End):** The end shows the character giving one last try at resolution and comes out victorious (at least in some aspects). This marks a change in the character's personality, situation, approach

to life, etc. The outcome ties loose ends to eventually satisfying the audience.

- **Types of Structures:** There are mainly 4 types of structures - parallel, linear, fractured and circular. Myriad writers have come up with methods which help create an interesting story, e.g., the hero's journey (Joseph Campbell), the story pyramid (Gustav Freytag), 7 point story structure (Dan Wells), are among many others.

For the purpose of this module, students will be expected to follow a structure to write their story. With the help of types of structure and other methods, the students will be encouraged to explore and create interesting stories at the end of the module.

III. Characters

Characters are naturally central to any story. The stories are usually based on the journey of a character within the story world. This character maybe a person (Swami from Swami & friends), an animal (Baloo from Mowgli), a fish (Nemo from Finding Nemo), an inanimate object (Woddy from Toy Story), an emotion (Joy from Inside Out) or a random shape (Minions from Despicable Me). There are mainly 4 types of character classification - the protagonist, the antagonist, the confidant and the affection. There are various methods to detail out the characters by giving them a back story, by studying their past, taking inspiration from the real world and building characters around real people.

Robert McKee points out that the audience understand the truth behind the characters only when observed characters making choices under pressure. This is where it gets interesting, the structure plays a major role in

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revealing the true nature of a character. For the audience to understand the character better, the structure must put the character in difficult dilemmas and the end must reveal the changes the character has gone through because of those choices. There are methods like 'The Hero's Journey' by Joseph Campbell which help build a character journey within the story world. It can be used to create the objective, obstacle and outcome which changes the character forever.

For the purpose of this module, the students will be encouraged to create a protagonist and an antagonist for their story. These characters will make certain choices within their story world and students will decide those based on the structure of the story.

IV. World Setting

The story setting comprises of the location, period, and duration in which the story takes place. The characters follow the rules of the world and respond to stimuli accordingly. It is the setting which commands for how long the story runs, whether it is an hour, a day, a year, or many years. The time period which is today, past or future governs the actions, artifacts, and situations. Story setting confines the possibilities of actions and events of the story. It is crucial for a story creator to know everything about the world. Robert McKee suggests building a small yet not trivial world. To achieve this, the story creators may choose to build a small piece inside the vast world and confine the story there.

For the purpose of this module, the students will be required to decide their story setting. They must build a world (any time period) in which their

characters live and detail out the necessary aspects which informs the story further.

V. Application of Stories

A module or chapter cannot be deemed complete if the students don't understand the application of what they were taught. Stories find their way in various situations and are usually considered a great tool in various ways. A few applications of having the skill of story creation are as follows:

- Making information accessible: Stories can be used to explain abstract ideas in a way that makes them accessible. Stories help make sense of the world and draw not so obvious connections between two seemingly unrelated things. E.g., Science concepts can be taught through real life stories, data stories make data more accessible.
- Communicating ideas: Storytelling can help the listener build empathy, sensitivity towards the problem one is addressing. Ideas communicated through stories make the ideas easy to understand and even more relatable.
- User stories: Putting user experiences in story forms can provide a lens of empathy, find connections and provide a solution with proper context. Persona and user scenarios are tools of the design process which deals which takes stories into account.

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5.3.2 Content Buckets

To curate content in detail, I began by creating topics and sub-topics which would guide the module. These buckets have gone through a number of iterations. Initially they also included a topic on persona and scenario as stories are a large part of those design tools. This topic was removed as it was being covered under another module of 9th standard. I then decided to utilize the time to help students practice their communication skills through stories. Here is the latest content bucket and the strategy behind choosing them (Fig 7.):

Topic 1: Introduction to Stories

This topic covers introduction to the module. It will help sensitizing students towards stories, their importance and encourage students to think about various scenarios where they knowingly or unknowingly use stories already. They will be introduced to elements of story which will be detailed out in the subsequent sessions. The sub-topics covered are:

- What is a story
- Story genres
- Elements of a story



Fig 7. Content buckets

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Topic 2: Story Structure and Its Types

This topic covers the most important part of the whole 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 set a story using the 3Os (Lee Roddy) 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 must know how to tell their story once they are done create one. To enable the students for the same, they will be exposed to various forms of storytelling. They will be shown examples of various media they have a their disposal to tell their story. At the same time, students must also know applications of the stories they are creating beyond the class and the last sub-topic does exactly that. The sub-topics covered are:

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

Topic 4: Short Presentation

A session dedicated to providing students tips on how to present their work in the context of their course.

Topic 5: Reflection

A session dedicated to allowing students to reflect on their learnings from the course.

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5.3.3 Content Plan

Post content curation, I visualized how all the topics and sub-topics will be covered in every session. In Table 2. I have presented the content plan, its execution and the task plan that will follow. The content buckets were created based on the primary and secondary research and as suggested by the experts. Each session has been mapped according to the learning objective phases which helped cover all essentials objectives for this module. Previously, this plan also covered persona and scenario topic, which has now been removed because it is being covered in detail in another module. Instead the time has been allocated to a mid-

point presentation and more time has been allotted to completing the group task.

All group tasks will be done in class whereas individual tasks will be done at home and will be more exploratory and reflective nature. The individual tasks will be based on the content students learn in class during a particular session.

Session	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Topic	Introducing story creation	Story Structures and types	Storytelling and media	Short presentation	Working on group task	Final Presentation
Sub-topics	Introduction to the module	Beginning, Middle, end	Media that can be used to create and tell stories	Tips on how to present		Presentation
	What is a story?	Types of structures	Application of stories	Mid-point feedback		Reflection
	What are story genres	Character and world design				
	Elements of story					
Task Plan	Exposure + Small Tasks + Taskbook (at home)	Exposure + Small Tasks + Taskbook (at home)	Exposure + Small Tasks + Taskbook (at home)	Presentation + Taskbook (at home)	Office hours + Taskbook (at home)	Final Presentation + Taskbook (at home)
	Big Task1					
Phases	Observe & Analyse	Analyse, Ideate & Create	Create	Evaluate & Iterate	Create + Iterate	Reflect

Table 2. Visualizing content for each session. P.S. This is not the class time table. This is the content and task plan for the project.

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6. Ideation

This section covers the third step of the process - task. This covers ideation for tasks as defined in the content plan (Table 2.). The goal of this exercise to come up with fun, 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 sessions and equips students with the necessary skills they require to create interesting stories. The tasks comprise of group, individual and reflection tasks which make the students think and inspire them to innovate through stories.

I took the support of brainstorming method of ideation but in order to come up with good ideas I structured my ideation process as well and divided it into phases. I also identified the four major areas (Fig 8.) I needed to create tasks for - in class exercises, task book exercises, exposure content discussions and additional exercises which could be introduced as optional or can be done in spare time.

I. Phase 1: Idea Generation

The purpose of this phase was to get comfortable with the topic, putting any and everything onto the board (Fig 9.). I wanted to simply open up my mind and generate various directions I could take for building combination of tasks. I deferred from rationalising these ideas as I didn't wish to limit myself. These ideas were

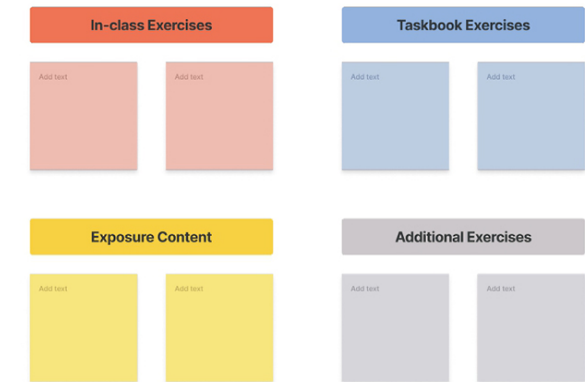


Fig 8. Major areas for ideation

mostly disconnected and only worked as individual tasks. While continuing this phase, I realised that the exercises can be further divided into smaller chunks based on the content. So these smaller chunks became: discussions, character design, narrative structure, world setting, and story exposure.

II. Phase 2: Direction Selection

For direction selection, I had to first come up with a selection matrix - engagement, relation to course content, critical thinking, process integration. Selecting ideas based on the matrix helped me eliminate bad ideas but the tasks themselves weren't

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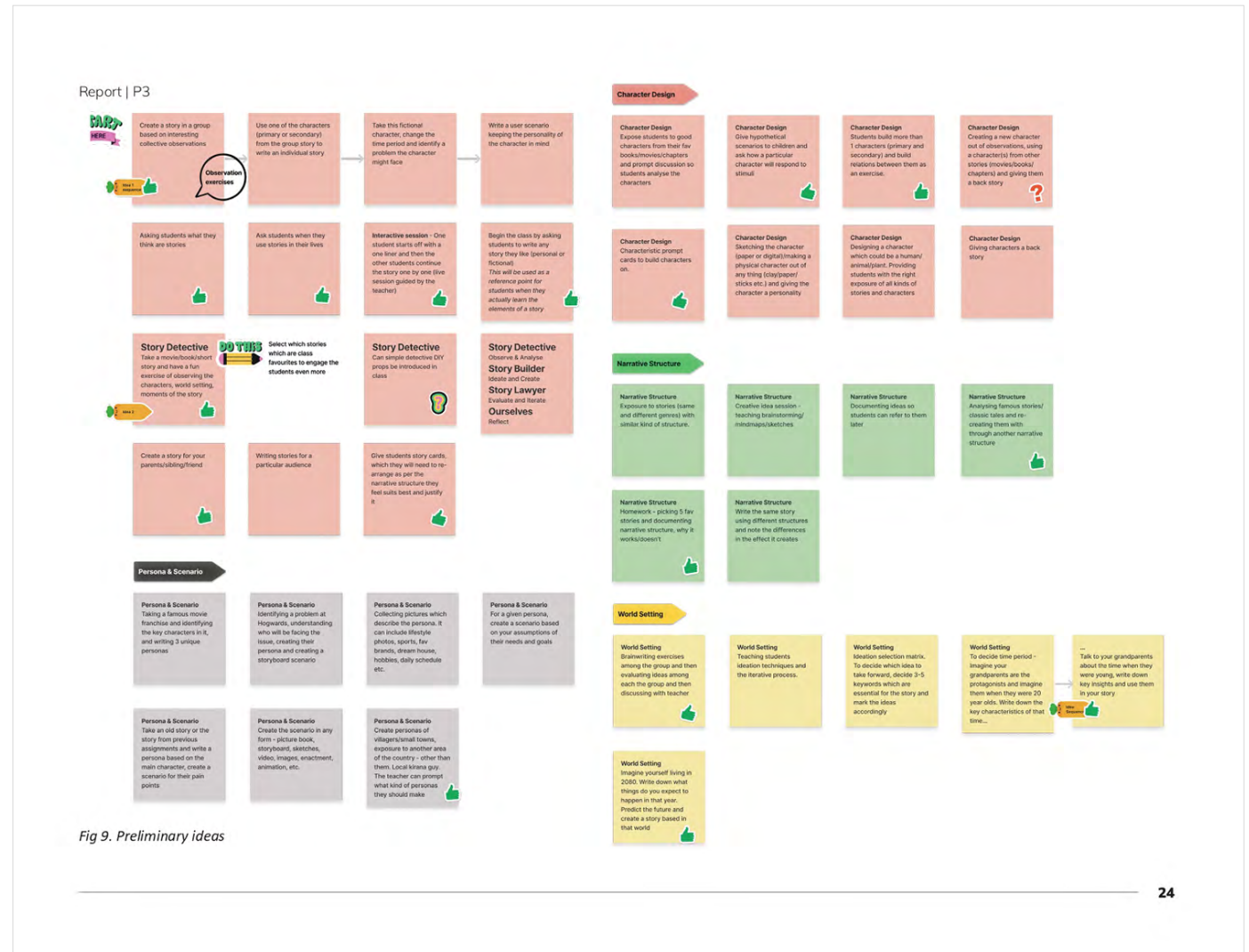
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connected together. So I moved onto structuring and filling in gaps.

III. Phase 3: Structuring Tasks

Though I started ideation for tasks almost randomly, the output had to be well connected and continuous. During this phase, I started linking the various tasks together and tried to brainstorm further if none of the ideas could be linked. To make sure I covered all the learning objectives, I started connecting the tasks in the same sequence (Fig 10a.). 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.

IV. Phase 4: Task Detailing

After designing a rough sequence of the tasks, I started putting them under each session. I divided in-class tasks from task book activities (at home). I also defined the expected deliverables at the end of each session. The final idea was structured in the following way:

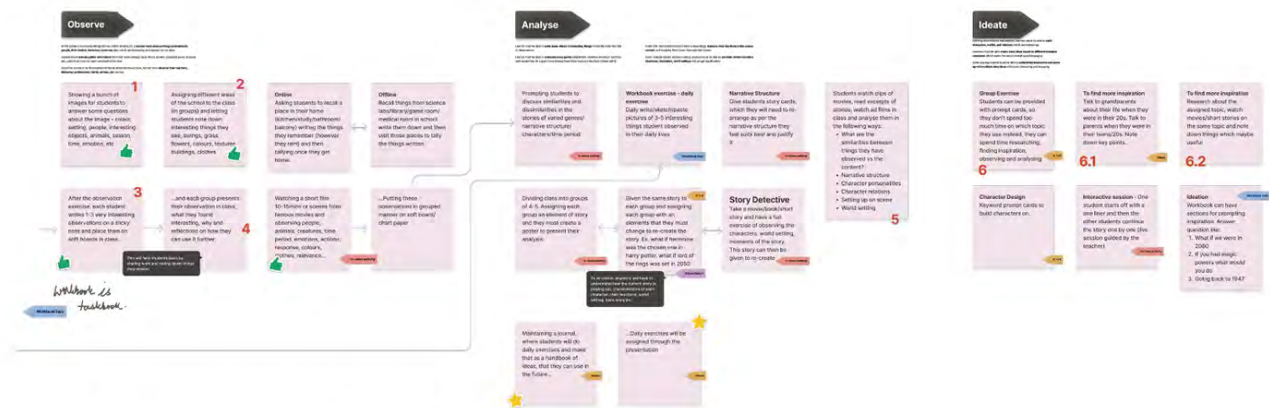


Fig 10a. Phase 3. Structuring tasks according to learning objectives

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- **Class discussions:** To aid the critical thinking process, teachers will utilize class discussion time to draw their attention to information, analysis and opinions that will help them understand the world of stories through their own answers. These discussions are based on video clips shown in class, students giving examples of a particular genres/form/media, etc. Some are impromptu whereas others are in the form of group dialogue. This activity aims at engaging students in their own learning and stimulate their thinking process. These discussions expose the students to new perspectives, voicing their thoughts and build their own opinions on the story creation process.
- **Group Tasks:** The main task of this module is a group activity where students create 1 story in a group of 3-students. Students will work on a single element of the same story in each session as part of mini milestones. Group tasks an a effective way of promoting creative and critical thinking as it pushes the students to share and defend their ideas, listen and build upon newer perspectives and build an active imagination.
- **Individual Tasks:** The module includes 6 hours of homework. Leveraging this time allotment short individual tasks were created based on each day's lesson. 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 at their own pace. Students will be able to gauge their progress outside the group and focus on areas that need rework. The individual tasks include observation, analysis, ideation, creativity and reflective tasks that provide the students the opportunity to practice the skill of creating stories.

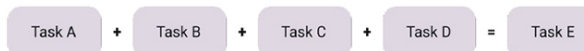


Fig 10b. Group task structure. Students work on the same story throughout the module.

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6.1 Lesson Plan

After an long ideation phase, the tasks were divide into the three groups as mentioned above: class discussions, group task: in-class, and individual tasks: task book. The template was created

keeping in mind all the essential elements required to kick start a day. It has been built as a pivot for the entire module, which can be referred to stay on track with the deliverables. The lesson plan template has been described below.

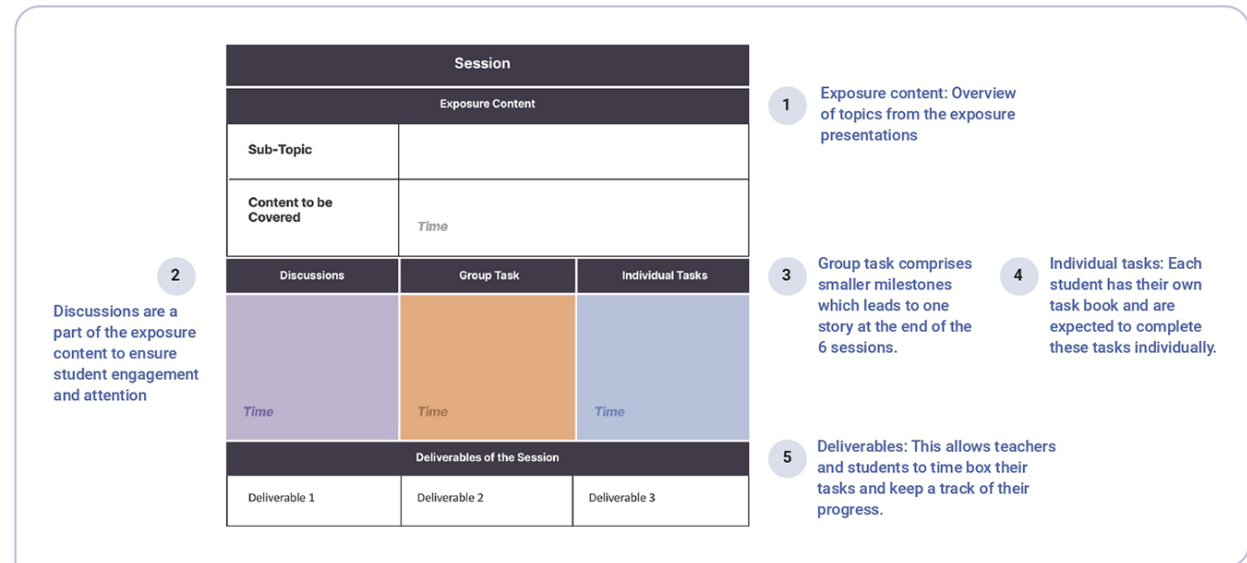


Fig 11. Lesson plan template

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://dsource.in/case-study/we-create-stories/case-study-slide-show>

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

I. Session 1: Introduction to Stories

This session introduces students to the world of stories, broaden their minds through observation and analysis of their surroundings. Time has been provided for students to get comfortable with sharing ideas and thoughts among peers through warm-up exercises and discussions (Fig 11a.).

Discussions: Prompts 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 'observe'. Students are taught how to develop an active observation by showing a bunch of images of daily life. Students uncover less obvious things through the prompts the teacher provides them to notice 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 class is divided into funny categories and all the groups will together create one part of the story which may or may not follow the process. This also helps the teacher gauge the knowledge of the students in this domain before beginning the main tasks.

Session 1: Introduction to Stories				
Exposure Content				
Sub-Topic	1. Introduction to module	2. What are stories	3. Story genres	4. Elements of a story
Content to be Covered	1. 1 slide mentioning the topics that will be covered and the expected outcome of the module 30 mins - Inclusive of discussions	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Types of genres 2. Examples 3. Purpose 4. Discussions	1. Listing elements of story 2. One line explanation 3. Cliffhanger for the next session 4. Introduction of task assignment
Class Discussions		Group Task: In-Class		Individual Tasks: Taskbook
Discussion Ask students - Why do we tell stories? 2-5 mins Discussion Showing a bunch of images for students to answer some questions about the image - colour, setting, people, interesting objects, animals, season, time, emotion, etc 10 mins Discussion Let students answer: Can you tell your favourite genres? Can you name a few stories related to some of these genres? 2-5 mins Discussion Let students answer: What is the importance of choosing a genre for a story you are creating? 2-5 mins Warm-up task Story relay - The class is given a line to begin a story with. Students are grouped and each group continues the story 20-30 mins		Group Exercise (3-4 students per group) Students are provided with prompt cards, so they don't spend too much time on which topic they use instead, they can spend time researching, finding inspiration, observing and analysing 5-10 mins Task: Story Idea Groups will come up with potential story ideas based on the topic they choose from the list. They will use mindmaps, brainstorming to come up with 2-3 story ideas which they will discuss with the teacher 60 mins		Individual Task Listing down various things as part of observation exercise: - List down 3 people from different professions who you see in the neighbourhood/family (only 1 parent can be taken as example) - List down 3 things that is a part of your family's daily morning routine - List down 3 places you most visit in your locality/city - Write down 2 moments which you found very interesting/funny/innovative/ new in the recent past 20-30 mins
Deliverables of the Session				
2-3 story ideas on the topic		Goal of each story	Plan for finding relevant information for the story	

Fig 11a. Session 1 task plan

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Task 1A: Story ideas. The main deliverable of the module is to create a story in a group. The task will be introduced on the very first day so students can simultaneously learn and apply the content learnt and promote active thinking in the classroom. To optimize time utilization, the teacher will provide a list of topics to choose from. The students then make the topics their own by brainstorming story ideas that they want to work on.

Individual Task: Observation is key. The students must write 3-5 observations on a set of given prompts, e.g., 3 things part of your daily morning routine, 3 things you never leave the home without. Students will also be prompted to reflect the reason behind choosing a particular answer for reflective learning and to communicate their thought process to the teacher.

II. Session 2: Story Structure and Its Types

Discussions: A few movie clips are shown in class and students are prompted to answer questions on the story structure, characters and world setting. This task teaches students about the elements of a story. Students are exposed to stories of various genres, and structure which bolsters student knowledge beyond the tasks assigned (Fig 11b.).

Task 1B: Character design and story world. As students are introduced to designing character and world setting, they build their own characters and story world. Using magazine/ newspaper cut-outs, or stickers, or sketches they will create a mood board for their characters and world settings. This helps students visualize

Session 2: Story Structure and Its Types				
Exposure Content				
Sub-Topic	1. What is a story structure?	2. Types of story structures	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 3Os Examples of good stories (movies, books, comics)	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 as references	1. Identify characteristics of famous characters 2. Relevance of those characteristics 3. Creating their own characters	1. Identify features of world settings in stories of different genres 2. Relevance of those features, how does that take the story forward 3. Creating their own story world
	60 mins - Inclusive of discussions			
Class Discussions		Group Task: In-Class		Individual Tasks: Taskbook
Discussion Show a few movie clips of famous movies and let students identify: Structure of that movie, beg, middle, end or the 3Os.		Task: Character design and story world Create a moodboard/online profile for your characters and story world - relevant words, clothes, personality, favourite things, hobbies, etc. This will help understand your character better and their reaction to stimuli will be guided through this moodboard 60 mins		Individual Task: Talk to grandparents/elderly about their life when they were in their 20s. Note down key points. Mode of transport, what kind of stories. What kind of functions, day to day activities - in school, in family. 45-60 mins
Discussion 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 4 clips / 20-30 mins				Individual Task: Good Habits Maintain a sketchbook/notebook where you write your ideas (good/ bad) and do daily exercises and make that as a handbook of ideas, that they can use in the future... 20-30 mins
Deliverables of the Session				
Story characters and give them personalities - through moodboard/online profile/an incident		Story world through a moodboard		Explore and decide the story structure and detail out the 3Os through writing, sketching, storyboarding, etc.

Fig 11b. Session 2 lesson plan

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

Individual Task 2: Talk it out. To understand characters and story world better, the best way is to talk to different people, get to know their personal experiences. For the same, this task requires students to talk to their grandparents/elderly and interview them to reveal information about their lives in their 20s, how things were different and what made their 20s unique. This enables students to think creatively and critically to ask the right questions to receive the expected answer, bolster curiosity and reveal unique elements which enhance a story.

Individual Task: Good habits. More than a task, this is a 'good designerly' practice students must have as budding designers. Maintain a sketchbook/notebook of ideas at all points to jot down quick ideas and making it a reference book 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

Discussions: Encourages students to reflect on their learning and experiences based on their group task progress and class discussions. Students reflect on the application of this skill and its use in their personal and professional life. (Fig 11c.)

Session 3: Storytelling and Applications of Stories			
Exposure Content			
Sub-Topic	1. Forms of storytelling & media	2. Application of stories	3. Presentation announcement
Content to be Covered	1. Introducing the concept of story structure 2. Beginning, middle and end 3. The concept of 30s Examples of good stories (movies, books, comics)	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Purpose of the presentation 2. Things to cover 3. Expected outcome 4. Tips
Class Discussions		Group Task: In-Class	Individual Tasks: Taskbook
Discussion Let students answer: Forms of storytelling they know of examples of each form 3-5 mins		Office hour Working on the group task Spending time with your group, discussing work with teacher, getting doubts and clearing out red flags, getting things mid point presentation ready	Individual Task: Read the following stories/watch the following video and answer the following: • What was the story goal? • What 5-10 things make the world setting convincing? • Key characteristics of the characters (prot and atag) • Mention the beg, middle and end of each. • What type of structure does the story use? • Can you suggest an alternate title for the story? 60 mins
Discussion Let students answer: Application of the their newly found skill Where do they see stories being applied in day-to-day 3-5 mins		Task: Story construction Write down ideas for beg, middle and end. Choose one combination and finalize the structure. 20 mins Story medium Select a proper medium to tell your story 120 mins	
Deliverables of the Session			
Refine the story, characters, world		Create the beginning, middle and end	Story structure used

Fig 11c. Session 3 lesson plan

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Task 1C: Story construction & medium 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 supposed to get their progress presentation ready for session 4.

Individual Task 3: Elements of a story. To read a story to answer question on elements of story. This task assesses the knowledge student has acquired during class and level of understanding.

IV. Session 4: Short Presentation

This session comprises of short mid-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 3Os, where they can choose to not present the climax of the story in order to build excitement among the audience. They may choose to describe their story goal but not reveal how it is achieved. (Fig 11d.)

Students are given tips on how to present during feedback session of each group. This won't be done in form of a lecture but will be done based on individual groups and learnings from their presentation. Each group receives constructive criticism on how to improve the story and presentation skills.

Session 4: Short Presentation		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Discussion Let students answer: Forms of storytelling they know of, examples of each form 3-5 mins	Office hour Working on the group task Spending time with your group, discussing work with teacher, getting doubts and clearing out red flags, getting things mid point presentation ready	Individual Task: Read the following stories/watch the following video and answer the following: • What was the story goal? • What 5-10 things make the world setting convincing? • Key characteristics of the characters (prot and antagon) • Mention the beg, middle and end of each. • What type of structure does the story use? • Can you suggest an alternate title for the story? 60 mins
Discussion Let students answer: Application of the their newly found skill Where do they see stories being applied in day-to-day 3-5 mins	Task: Story construction Write down ideas for beg, middle and end. Choose one combination and finalize the structure. 70 mins Story medium Select a proper medium to tell your story 120 mins	
Deliverables of the Session		
Refine the story, characters, world	Create the beginning, middle and end	Story structure used

Fig 11d. Session 4 lesson plan

Individual Task 4: Just imagine. Students write a 3-5 line story on the provided prompts where they write time period stories without revealing the time period they are writing for. These prompts help students explore different ideas apart from their group task, experiment with structures and promote creative thinking beyond the classroom.

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Session 5: Working on group task		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Impromptu discussions Time left for unplanned discussions as seemed appropriate for the class <i>No time limit</i>	Office hour Incorporating feedback and working on finishing the story <i>120 mins</i>	Individual Task: 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. <i>20 mins</i>
Deliverables of the Session		
Final details of the story	Final presentation preparation	

Fig 11e. Session 5 lesson plan

V. Session 5: Working on Group Tasks

The students have been provided to time to refine their group story according to the feedback they received in session 4. The entire session is dedicated to finish working on the story and prepare for their final presentation in session 6. (Fig 11e.)

Individual Task : Reflections. 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 revise ideas, connect course material and current experiences and state individual contribution in the group task.

VI. Session 6: Final Presentation and Reflection

This is the final day of the module. Students are expected to tell their story through the media they have chosen session 3 onwards. This media can be a photo album, images, video, enactment, storyboard, 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 on group task also.

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

Session 6: Final Presentation and Reflection		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Discussion Post presentation, prompt students to reflect on their learnings and tell them in the class. <i>20-30 mins</i>	Task: Final presentation Presenting the story to the teacher and class. <i>90 mins</i>	Individual Task: Write down 5 things you learnt from this module and how you think you can utilize your newly acquired skill in the future <i>20 mins</i> Individual Task: - 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. - Parts of the story creation process which you feel confident about carrying out on your own. 3 Things you wish had done differently and how. <i>20 mins</i>
Deliverables of the Session		
Final presentation of the story	Reflection	Individual contribution

Fig 11f. Session 6 lesson plan

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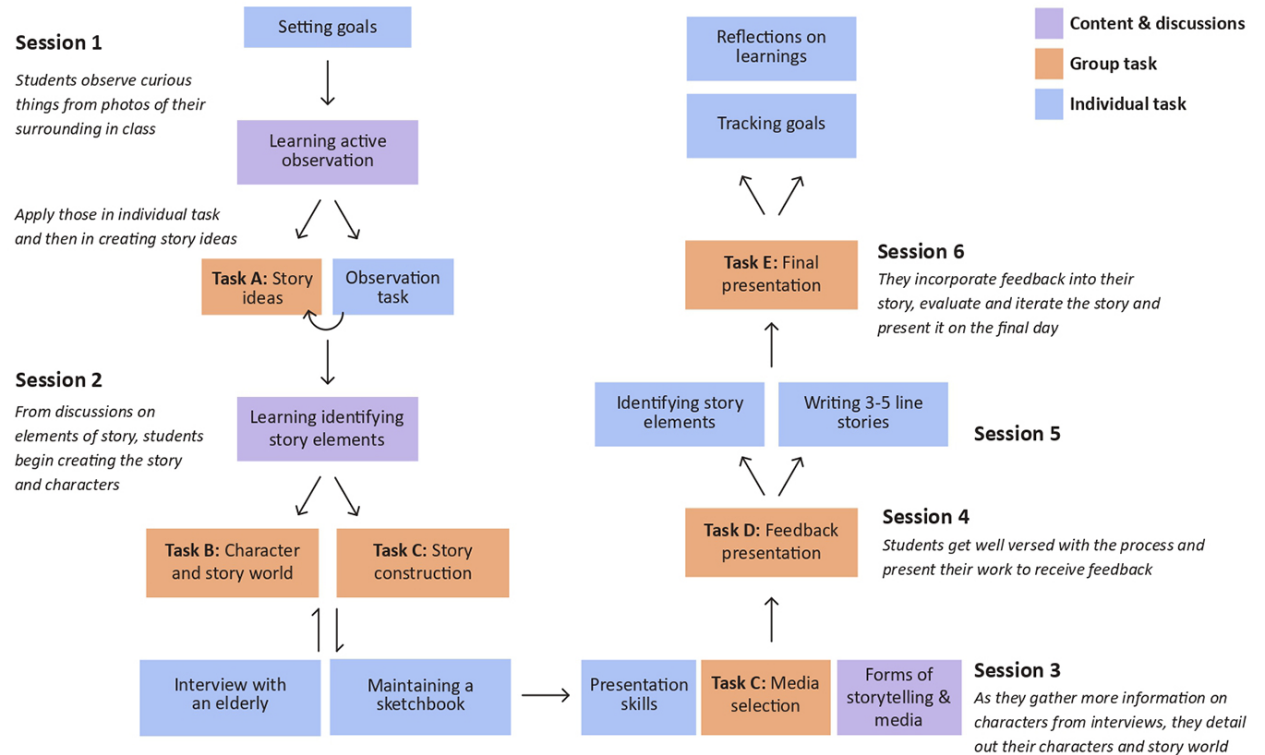
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6.2 Group and individual task interconnections



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7. Deliverables

Based on C.B.S.E. requirements, project goals and insights from research, 3 core deliverables were identified - task book for students, teacher's manual, and lastly, the exposure content presentation deck. Features and design of each deliverable have been detailed below. All the deliverables have been templated with elements which can be used beyond this single module.

Colour coded deliverables

All the deliverables have been colour coded for easy identification. Discussions and content in purple, group tasks in orange and individual tasks in blue.

Content & discussions	Group tasks	Individual tasks

Fig 12. Colour codes for deliverables

7.1 Task book for students

[Link to task book](#)

As illustrated in the previous section, individual and group tasks were created to provide students with hands-on experience at story creation and storytelling. The task book is the documentation of these tasks for the students. It equips students with all the necessary information they require to perform each task, like its location, materials required, space to carry out the task, and evaluation criteria. Each task comes along with a note which explains the purpose and method of performing the task. The features of the task book have been provided below (Fig 12a.).

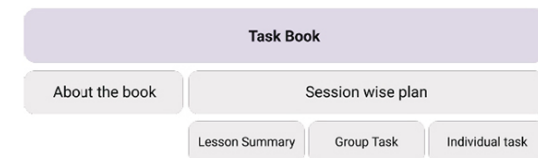


Fig 12a. Task book structure

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I. Makes students responsible for their learning

- The task book begins by prompting students to set their goals for the module. Either students can choose from the suggested goals or write their own goals in their notebook taking the suggested ones as reference. Students can also consult their teacher on the same.

- Setting goals at the beginning provides students an aim and direction to follow throughout the module. Setting goals will also make students more aware of their learning.
- To keep a track of the goals, a prompt is provided to revisit the goals at the end of the module and indulge in thoughtful reflection on attempts made to achieve those goals. (Fig 12b.)

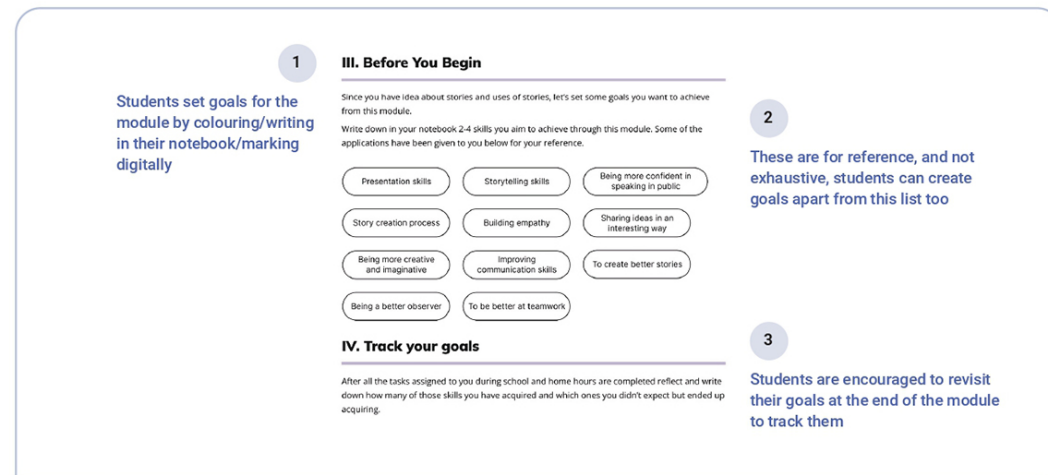


Fig 12b. Task book 'Set your goals' feature

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II. Remembering through repetition

- Students go through each content 3 times. First, when it is being taught, second, lesson summary discussion in class, and third, summarizing key points in the task book at the beginning of each section.
- Remembering key points and methods will assist students in carrying out the tasks and create their story (Fig 12c.).

1 Introduction to stories

Session tasks

Recollection exercise

GROUP TASK

Story ideas

INDIVIDUAL TASK

Observation is key

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 Exposure 1.

1

At the beginning of each section, students are required to summarize key points of the lesson

Fig 12c. Task book 'Remembering through repetition' feature

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III. Necessary information at disposal

- The group and individual tasks have been templatised to provide students with all the necessary information they require to perform a task and also bring in consistency.
- Along with step to carry out the task, deliverable and assessment criteria has been clearly stated so students

know exactly what they are expected to do and focus on the important elements.

- Additional tips and instructions have been provided in the 'Please Note' section to assist the students further.
- Similar structure has been followed for individual tasks also (Fig 12d.).

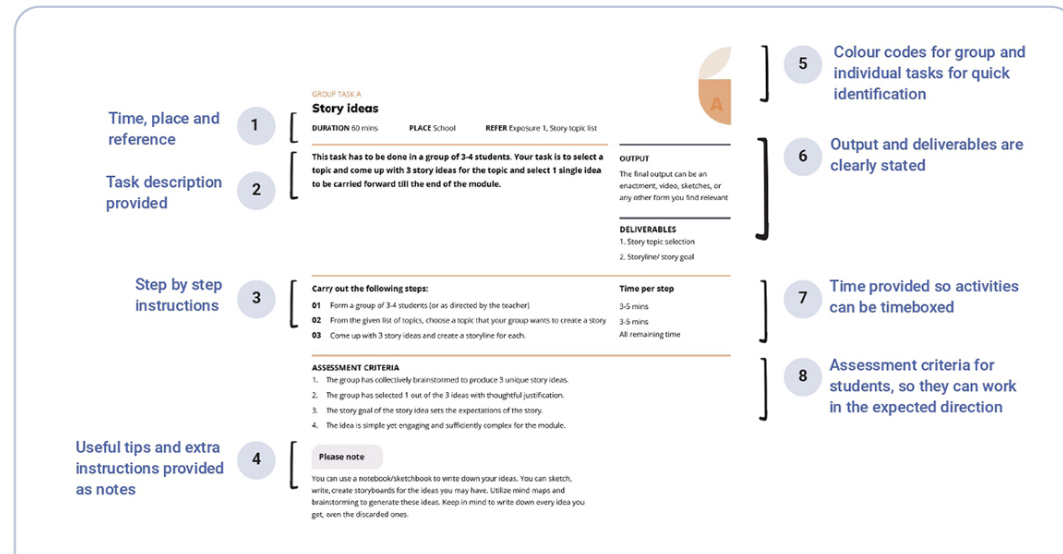


Fig 12d. Task book 'Group task' template

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7.2 Teacher's manual

[Link to manual](#)

Teacher's manual is the document which will be provided to the teachers as support during the classes. The idea was create the manual like a handbook/notebook for the teachers which they can use to go through the content, make personal notes, add/change examples and content, plan any additional activity or discussion for the students. The manual aims to provide teachers with sufficient content without hindering their teaching style. The manual informs the teacher that the module is flexible enough to support their pedagogical style, bring local context and teach the content as per students' needs. Following are the crucial features of the teacher's manual.

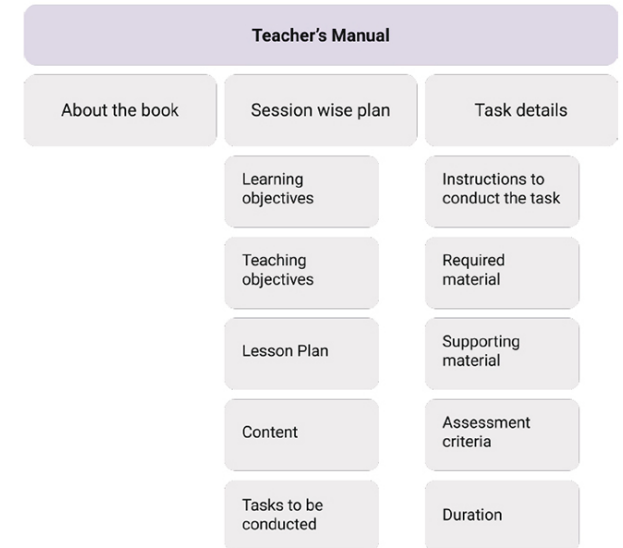


Fig 13. Teacher's manual structure

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I. Builds context for the module

- As 'Fundamentals of Story Creation' is a new module for most teachers, setting up the context becomes an essential requirement.
- This section illustrates the importance of stories, applications in design and other fields, gives guidance on manual usage, and informs teachers about the class structure for easy planning.

- The manual also includes the student learning outcomes so teachers can align their discussions and activities to the same. It also informs teachers on how to read and use the lesson plan in brief.
- Apart from the content, a list of resources has been provided which includes famous stories in various media which the teacher can use at any time as part of tasks or additional exposure activities (Fig 13a.).

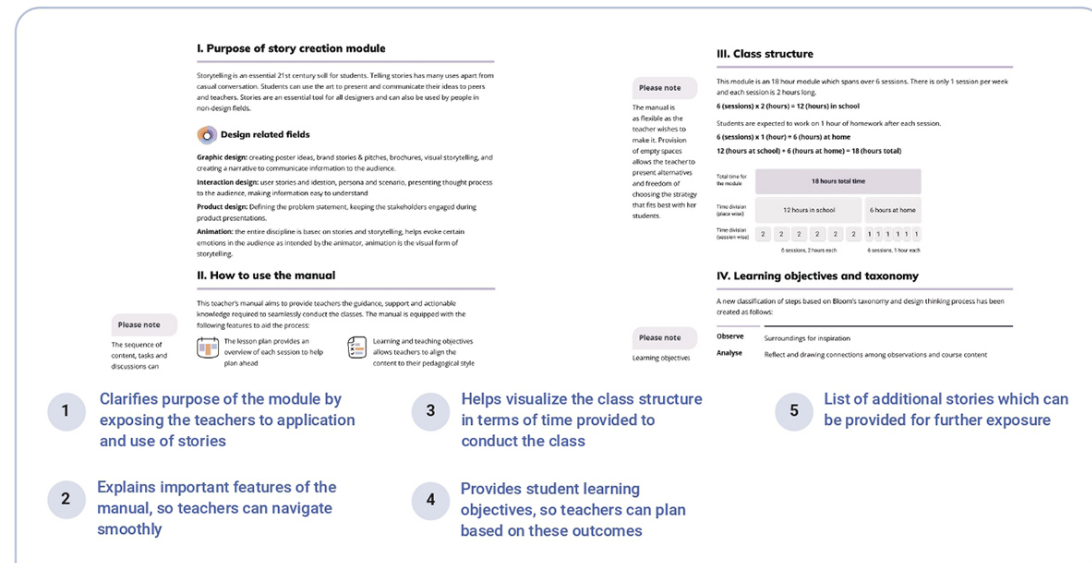


Fig 13a. Building context for the module

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II. Consistent and easy to use

- The task book has been divided lesson wise and a template has been created to maintain consistency to facilitate ease of use and instructions.
- The manual has been equipped with information like the learning and teaching objectives, lesson plan and content to allow the teacher to get an overview of each lesson.
- Once the teacher is well-versed with the content, she/he can tweak the content to suit the pedagogical style so she feels comfortable and confident.
- The manual has extensively content and examples yet there is more space available to the teacher to take down notes and put remarks for her personal use where she feels appropriate (Fig 13b.).

2 Story structure & its types

Learning objectives

- Given a story, learner's 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 3Ds 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				
Sub-Topic	1. What's a story structure?	2. Types of story structures	3. Character Design	4. World Setting
Learning Objectives	1. Understanding the concept of story structure 2. Analyzing, identifying and classifying the concept of 3Ds 3. Examples of good stories (Fables, myths, novels)	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 in their stories	1. Identify characteristics of various characters 2. Examples of characters 3. Create their own characters	1. Identify features of world settings in stories of different genres 2. Examples of these features 3. How they influence the story 4. Creating their own story world
Class Discussion	Discuss: How a story structure of various kinds (fables, myths, novels, etc.) can be used to create a story. Discuss: How a story structure of various kinds (fables, myths, novels, etc.) can be used to create a story.	Group Task: Create a story Task: Character design and story world Create a character and story world. Discuss: How a story structure of various kinds (fables, myths, novels, etc.) can be used to create a story.	Individual Task: Character Design Task: Create a character and story world. Discuss: How a story structure of various kinds (fables, myths, novels, etc.) can be used to create a story.	Individual Task: World Setting Task: Create a world setting and story world. Discuss: How a story structure of various kinds (fables, myths, novels, etc.) can be used to create a story.
Reflections of the Session	How did you feel about the session?	How did you feel about the session?	How did you feel about the session?	How did you feel about the session?

3 Learning and teaching objectives for the session provided upfront.

2 Lesson plan provides an overview of the session and helps plan ahead

3 Area has been left for teacher's personal notes and remarks

4 Space left for adding more examples according to the students' needs

Fig 13b. Lesson template

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III. Teacher's personal handbook/notebook

- In between the content is discussion reminder along with the range of acceptable answers.
- Group task reminder has been explicitly put along with content and its reference sheet number has been tagged along.
- All the tasks are colour coded for easy recognition.
- At the end of every lesson is a lesson summary. 10 minute are dedicated to this activity. The teacher is provided with the range of acceptable answers to which she can add as she finds necessary.

- Each lesson ends with a space provided just for the teacher to add additional content, examples, story books, videos, podcasts exposures to enhance the lesson content.
- This space also allows teacher to plan additional activities and discussions to provide students with rich knowledge on the subject (Fig 13b.).

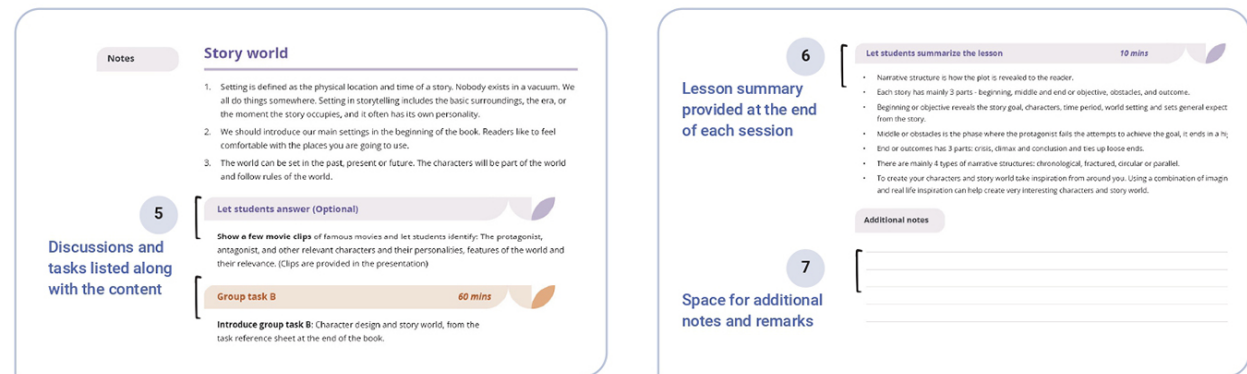


Fig 13b. Lesson template

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IV. Task reference sheets

- Similar to the task book, teachers are also provided with task sheets but it has been designed to address them exclusively.
- Except a few things, the task sheet is fairly similar to the task book. It has step by step instructions on how to conduct the task, additional

tips as points to remember and time per step to finish the task within the given deadline.

- Assessment criteria is provided along with the tasks so teacher can guide the students on the expectations of the task at hand (Fig 13c.).

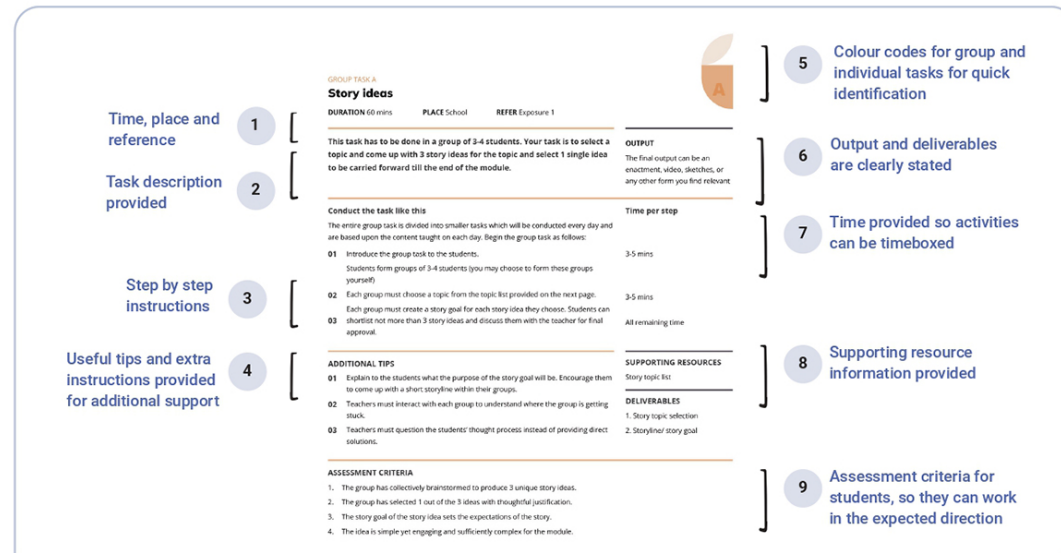


Fig 13c. Task reference sheet template

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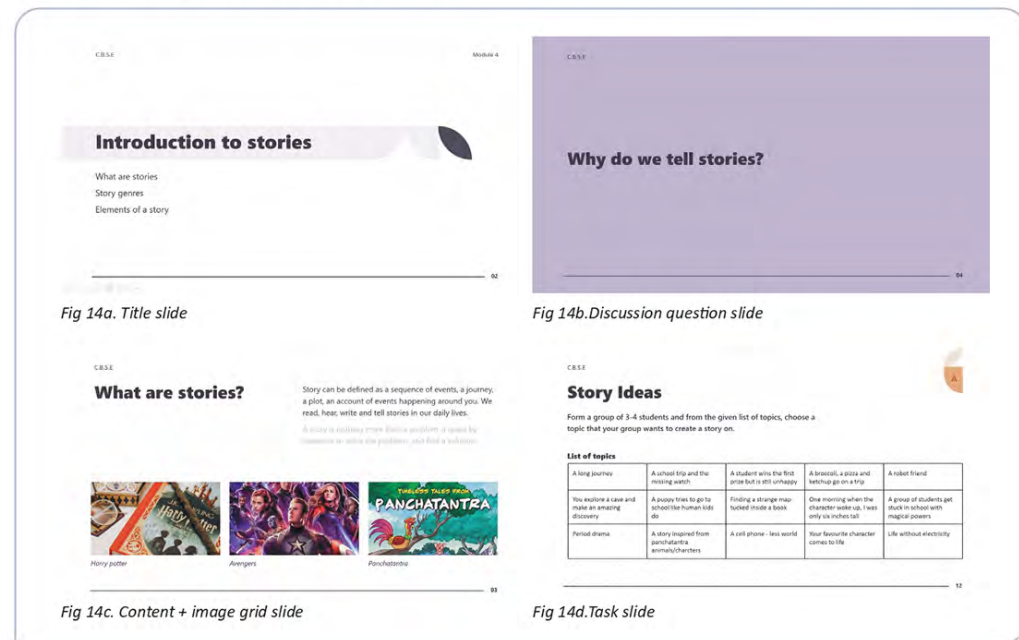
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7.3 Exposure content

[Link to deck](#)

These are exposure slides that will be presented in class to teach the content before assigning the task. Instead of creating a presentation for each lesson, a presentation deck has been prepared. This deck includes template slides (Fig 14e.) which assists in creating any kind of presentation

with a wide variety of slide designs. The same colour codes have been followed as the taskbook and teacher's manual to keep the work consistent and easy to recognize. Some of the group task content like supporting images and video clips are included in the presentation so students can refer to them while working in their classroom (Fig 14a, b, c, d.).



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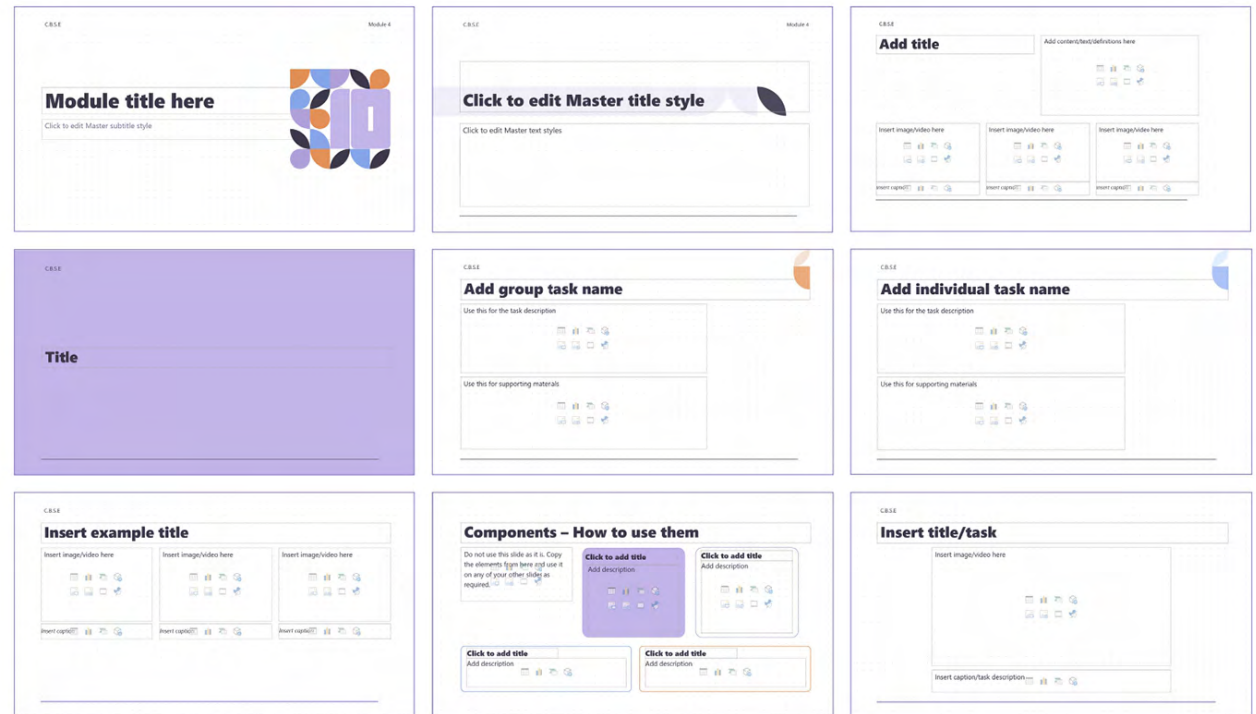


Fig 14e. Presentation template which can be used to create the exposure content slides

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7.4 Assessment Rubric

Grading is an essential part of school curriculum and helps keep teachers and students keep a track of their performance. C.B.S.E. has decided not to carry a pass fail grade for design subject and also renewing the way students will be graded for this subject and in the future all others. The grades provided to students will denote the level of their skill from 'beginning to promising to excellent' and ranging from '1 to 10'.

To grade students, an assessment rubric was created which was common to all tasks (Fig 15a.). The grade is awarded based how many assessment criteria a student meets for a particular task.

Grade	Meaning
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 applies most of the criteria
9-10 Excellent	Demonstrates clear understanding and applies all the criteria

Fig 15a. Assessment rubric

7.4.1. 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 recognized 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 informs the level of success a student has achieved in numerical form.

These components have been adapted from assessment criteria used in the 'Reflection Toolkit' of 'The University of Edinburgh'. The article illustrates an exhaustive list of assessment criteria for reflection tasks. As an essential feature of this module is creative, critical and reflective learning, these criteria seemed appropriate to build upon. The components were selected based on their relevance with the learning outcomes of the module. Some components were taken as it is as they were sufficiently generic to be adopted to any form of task whereas others were tweaked to fit the context of story creation (Fig 14b.).

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Component	Meaning
Quality of ideas	Essential elements required for a task to be deemed successful (changes as per the task)
Evidence of creativity	An attempt to go beyond the usual to make the story interesting and engaging
Evidence of criticality	Justification of decisions, connection among elements, thoughtfully addressing and evaluating major alternative points of views
Quality of presentation	Ideas are communicated clearly and neatly. Final work submitted has been presented with clarity and lays contextual foundation

Fig 15b. Assessment rubric

The four components selected were 'Quality of idea', 'Evidence of creativity', 'Evidence of criticality', and 'Quality of presentation'. Students must exhibit sufficient level of understanding of most of the components to achieve a higher grade.

For each task, specific, logical, and measurable criteria have been created based on these components to reduce subjectivity in grading (Fig 15c. & 15d). Assessment criteria for each task has been provided in the subsequent pages.

7.4.2 Grading

I. Formative assessment for the tasks

1. The group story task comprises of smaller milestone tasks which will be graded independently based on their independent assessment criteria.
2. Individual assignments are graded independently.

II. Summative assessment for the the tasks

1. The score received in smaller milestone group tasks are averaged to create the score for the final group story task.
2. Final grade for individual assignments is the average of the individual tasks.
3. Final grade for the module is the average of the above two.

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Group Tasks	Assessment Criteria				
Task 1A: Story ideas	1. The group has collectively brainstormed to produce 3 unique story ideas. 2. The group has selected 1 out of the 3 ideas with thoughtful justification. 3. The story goal of the story idea sets the expectations of the story. 4. The idea is simple yet engaging and sufficiently complex for the module.				
Task 1B: Character design and story world	1. The moodboard consists of the following essential elements which convey and detail the idea of character and world setting: a. Character: i. Name, age, purpose, location, an image/sketch of what they look like, and wear and 1 incident of history. ii. Likes and dislikes, lifestyle and personality. iii. 2 unique traits which make the protagonist himself/herself. b. World setting i. Location, time period and duration of their story (an hour, a day, a week, many years) ii. 2 artefacts which make the world unique (physical/photos/sketch/crafts) iii. 3 specific rules of the world which characters must follow 2. The group attempts to add elements in the moodboards which make them unique and interesting. 3. The moodboards are composed well, visually appealing, and communicate the ideas very clearly. 4. The group has built thoughtful connections among the characters, world setting, and story goal. 5. The group has shown evidence of evaluating alternative points of view of the same.				
Task 1C: Story construction and medium selection	1. The 3Os 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.				
Task 1D: Short presentation	1. The group was well coordinated in communicating their story goal and storyline. 2. The presentation was engaging and the students were confident while presenting. 3. The group has shown evidence of evaluating alternative viewpoints before finalizing their ideas. 4. The work presented lays down the context of building the idea.				
Task 1E: Final presentation	1. The group was well coordinated in communicating all elements of their story. 2. The group shows overall teamwork and efforts. 3. The story process has been followed successfully and utilized to add unique and fun elements to the story. 4. All the tasks tie back to the final story thoughtfully. 5. Group has shown evidence of thoughtful justifications and self-learning throughout their presentation.				
1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent	
Demonstrates understanding of at least one of the criteria	Demonstrates understanding of more than one but not all criteria	Demonstrates understanding of all criteria	Demonstrates understanding and applies most of the criteria	Demonstrates clear understanding and applies all the criteria	

Fig 15c. Assessment rubric with assessment criteria of group task

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Individual Tasks		Assessment Criteria		
Task 1: Observation is key		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.		
Task 2: Talk it out		1. The student comes up with 4 unique and relevant open-ended questions. 2. The student clearly states the aim of their interview. 3. Articulates the observations clearly and precisely. 4. Analyses the answers and their application in the story creation process. 5. The analysis of observations goes beyond the description of answers and reflects self-understanding of the experience.		
Task 3: Elements of a story		1. Student demonstrates a clear understanding of the elements of a story. 2. Draws meaningful connections between the story elements. 3. Digs deeper to find the hidden structure and meanings of the story. 4. Shows evidence of thoughtful interpretation of the story through the alternate title.		
Task 4: Just imagine		1. Stories created are creative, interesting, and imaginative. 2. Conveys his/her 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.		
Task 5: Presentation reflection & Task 6: Looking back		1. Presents evidence of willingness to revise ideas. 2. The reflections are authentic and speak of student's personal experience of the module and go beyond factual descriptions of the experience. 3. Use of clear language without hindering what they genuinely want to share (longer answers should be allowed). 4. Connects current experiences and course materials. 5. Evidence of acquiring a new skill and its application beyond the course. 6. The student states thoughtful individual contributions and provides evidence of willingness to revise ideas.		
1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Demonstrates understanding of at least one of the criteria	Demonstrates understanding of more than one but not all criteria	Demonstrates understanding of all criteria	Demonstrates and applies most of the criteria	Demonstrates clear understanding and applies all the criteria

Fig 15d. Assessment rubric with assessment criteria of individual task

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8. Evaluation Plan

Though the most efficient way of testing any instructional material is to deploy it in the classroom yet it is imperative to take to initial reactions of the stakeholders involved to design better. Any insights generated from such evaluations can help give design a direction. In an attempt to derive these initial remarks and insights, an evaluation plan was created.

The initial plan was to test the instructional material along with students and teachers, where teachers conduct a session and students respond in real time. This plan was discarded due to unavailability of both teachers and students and since this module is part of a new subject, the students themselves wouldn't have any prior context for this evaluation to be successful. The tasks are also based on skills students would have learnt in other modules before beginning the 'The Fundamentals of Story Creation' module. So, the evaluation results may not be effective.

2 SMEs and 3 school teachers were approached for the same. Since the project scope is to translate story creation to a school curriculum it was imperative to gain perspective from both SMEs and school teachers. The evaluation was done in two phases:

Phase 1: Review from SMEs

The first draft of deliverables were presented to 2 school teachers (Art & Design faculty and a computer science faculty with a passion of making studies fun for students) and 1 storyteller (illustrator, animator and storyteller, PhD student at IIT Bombay) over zoom call to understand what was fundamentally wrong with the documents.

I also received feedback from the C.B.S.E. Design Thinking & Innovation Curriculum team during this phase. The team comprised of the following people: Prof. Rupa Agarwal, NIFT, Mumbai, Ms. Prajakta Kulkarni, Nodes, Pune, Sri Harish Sanuja, Director, Jaipuria Schools, Ghaziabad, Ms. Rupa Chakraborty, Director, Suncity World School, Gurgaon, and Prof. Amit Ray, HOD Department of Design, Shiv Nadar University.

Following was the feedback received:

1. The work was appreciated and the lesson plan especially was seen as extremely useful in providing an overview, scheduling and planning the module.
2. SMEs found the books well structured and easy to understand.
3. Teachers think and evaluate content as they read, so space for writing quick ideas for the lesson need to be noted and more space requirement was realized.
4. Most teachers expressed the need to reshuffle the sequence of content as each of them was comfortable with a different sequence of the process. Though this was a prominent feature of the manual, it wasn't coming across in the first draft.

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5. The assessment criteria raised a major red flag during this evaluation. It was ambiguous and subjective and only confused teachers more. There was an immediate requirement of revisiting the criteria which I did before evaluating for Phase 2.
6. There was lack of diversity in the story examples I had provided. So I was suggested to add stories from different eras, medium, genres and languages.

Addressing evaluation Phase 1 feedback:

1. **Requirement of more space for notes (Fig 16a.).**2. **Assessment criteria is ambiguous and subjective.**

3 rounds of iteration done to revise the criteria which are observable and measurable and tied to the learning objectives.

The image shows a digital workspace for story creation. It includes a central area with horizontal lines for writing. To the right, there is a sidebar titled "Forms of storytelling" which contains text about the history and types of storytelling. Above this sidebar is a "Notes" section. To the left of the main writing area is an "Additional notes" section.

Fig 16a. Dedicated space for notes and remarks

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3. Flexibility in teacher's manual is not evident.

Clear instructions, more space for notes and planning provided to make flexibility evident (Fig 16b.).

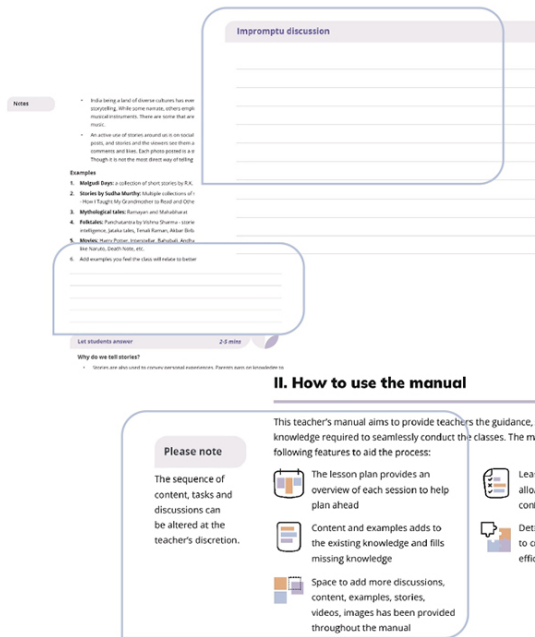


Fig 16b. Evident instructions and space for planning

Phase 2: Review from school teachers

The deliverables presented above in Section 6 & 7 were the ones redesigned after Phase 1. Post corrections, 3 more teachers were recruited for the final round of evaluation. For this round, English teachers were recruited as they have the closest association with creating stories and teaching about them. Plan described in Fig16c.

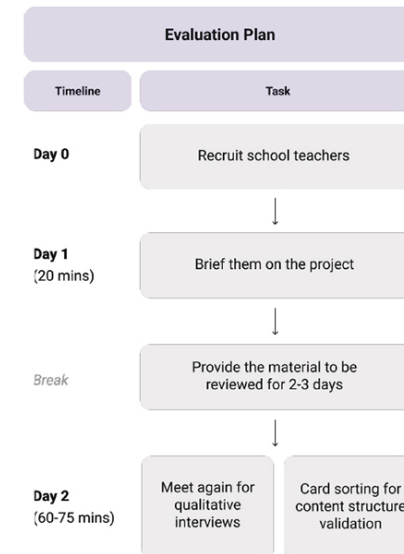


Fig 16c. Evaluation plan

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Interview 1: 2 interviews didn't go as planned. The first teacher didn't have enough time to go through the documents on her own but agreed to multiple sessions on video conference to provide feedback. Two sessions of 1 hour each were conducted with her, where I took her through the lesson plan, manual and task book. She was also presented each and every task along with the assessment criteria.

Interview 2: The second teacher did not have much time either and was not comfortable with video conference. I printed out the books for her and marked specific areas along with questions on sticky notes throughout the books. While going through the documents, she called me twice at her own to ask certain doubts she had. Later she sent her written feedback to me through email (Fig 16d.).

Interview 3: The third teacher went exactly according to plan. I briefed her about the subject and module on Day 1, she took 3 days to go through the books and on Day 2 we had a 1 hour long qualitative interview over phone where she provided me her feedback.

Though the evaluation didn't go as planned the benefit of this was that different teachers went through the books under different circumstances and yet the outcomes were mostly positive.

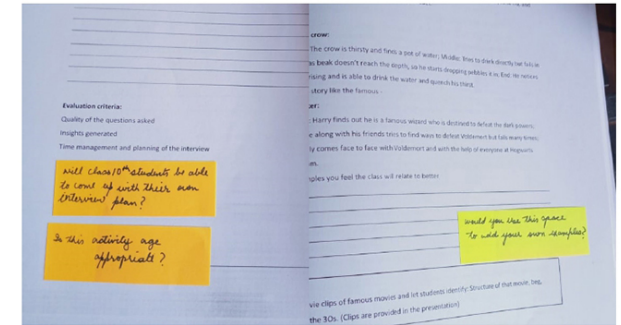


Fig 16d. Notes for interviewee 2

The deliverables were evaluated again after incorporating the feedback. Following is the consolidated feedback I received:

1. The teacher's really liked the teachers manual as it clarified their doubts and let them evidently plan the lesson according to their teaching style. Recurring doubts were: "Can I change the sequence of tasks and discussions?", "Can I add my own examples to teach the students?", "Can I add/edit content?"

"I had a few doubts while going through the lesson plan, but I got the answers in the teacher's manual"

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"Students will not read text which is not part of the syllabus, remove redundant information."

- Teachers found the space provided to them to take notes and plan activities as useful and they would use it to put remarks and add content.
- The activities were seen as age appropriate. The only facet lacking was story reading exercises. Teachers felt a lot more emphasis was given on watching movie clips and that reading stories was becoming secondary.
- Setting and tracking goals activity was appreciated as it would allow students to be more mindful of what they want to learn.

"I was wondering if I could use examples apart from the given content, this space is very useful."

- Initially the lesson summary in task book was plain text which students were supposed to read to revise lessons. I was asked to reduce redundant reading elements as students would most likely ignore it. These elements included the learning objectives, about the book section and the lesson summary.

"Assessment criteria has to be concrete and measurable, right now it is still subjective, can be better."

The summary was then converted into a non-graded task where students wrote down the summary on their own.

- The tasks were well connected to the learning objectives.
- Teachers found the tasks interesting and felt the students would enjoy performing them.
- Though the assessment criteria was revised, it was still seen as subjective and ambiguous.
The assessment criteria presented in Section 7 is the third round done after Phase 2 of evaluation.

Overall, the deliverables received a positive feedback. The approach to the module was seen as systematic, well planned and constructive. The complete restructuring of the classroom was welcomed and appreciated and seen as one which would bring flexibility, creativity and critical thinking among teachers and students alike. Reflection exercises would help students introspect and analyse their thoughts and foster new way of thinking among them. To tie the entire module together seamlessly, portions like assessment criteria can still be improved upon with the help of teachers and faculties.

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9. Limitations

1. Evaluating the impact of the designed tasks.

The DT&I subject is new and requires new kinds of skills and knowledge. The module to be tested is from class 10th. When the subject is deployed, the students would have studied the subject for at least a year before attempting the story creation module. Hence, testing the module without this context would not yield the accurate results. The way to test the module is to deploy and make changes in the subsequent years.

2. The project came along with restrictions of a live project.

The content had to be created such that it could be disseminated through a presentation. This is a feature of the DT&I subject and hence I had to stick to that restriction to stay as close to the live project as possible.

Despite the limitations of the project, I tried my best to overcome those by bringing new ideas and strategies to design the pre-decided deliverables. I constantly strived towards designing the deliverables such that they are practical, scalable and fulfills the requirements creatively.

10. Future steps

1. Assessment criteria can be re-iterated.

The iteration presented in the report is the final iteration I did post Phase 2 evaluation. This version has not been evaluated by experts and teachers. The first next step is getting this version evaluated and re-iterated, as required.

2. Dedicating a space for local context

Though there is ample space for teachers to add more content and prompts to make local stories a part of the content, it is still at the mercy of teacher's proactiveness and imagination. Amends can be made to accommodate the stories from respective local cultures.

3. Designing interactive books for enhanced learning

As the DT&I team had not finalized their plan on execution of the books, I decided to design a generalized version deployable for all situations. There is scope in the curriculum to make the tasks and taskbook more interactive (digitally or physically). As children become more and more tech-savvy, it provides us the opportunity to explore and leverage the skill to provide students with richer and novel learning material.

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11. Conclusion

The project "**We Create Stories – Designing the story creation module for class 10th students of C.B.S.E. Indian schools**" attempts to translate the process of story creation to secondary school education system by taking a constructivist approach. It explores the possibility of disrupting pedagogy by changing the roles of both students and teachers. The "learning by doing" approach puts students at centre stage, makes them aware and responsible for their learning. At the same time it transforms the role of the teacher from an instructor to a guide or mentor who provides students ways of thinking without handing them the solution.

To attempt any of the plans, the first step was to lay down the objectives of the module and explore creative ideas based on those. Constantly tallying the ideas with the learning objectives helped me shortlist and detail out task ideas and design strategies. The lesson plan aided this process by helping introduce dedicated time for class discussions and group and individual tasks.

All the tasks including discussions were designed to promote creative and critical thinking among the students while having fun with the work. The teacher's manual was designed as a handbook for teachers to brainstorm, add/edit content, and bring in their pedagogical style in the classroom. This approach would help teachers be more confident and in control of the class and activities.

Since this was a module with varied and subjective outputs, the assessment criteria came to the rescue by bringing in the facets of logic and objectiveness. Tying these to the learning objectives, brought the entire module together.

Each deliverable was iterated upon multiple times based on evaluations done throughout the duration. Though the overall outcome of the evaluation was positive, more concrete insights would be generated post deployment in real classroom settings. The evaluation was carried out to receive an initial reaction on a new subject and the strategies applied. Teachers welcomed the new approach to education, believed that the tasks would help students develop a sense of empathy, criticality and creativity. The teachers were able to utilize the teacher's manual to clarify their doubts and found the tasks informative, fun and interesting and believed that students would enjoy learning through the tasks.

Through this project, I have tried to explore how class discussions and activities can help foster an environment conducive to creative and reflective learning. This project can serve as a reference point for the design of the other modules of the subject. As a designer who has gone through the formal design education system, I am hopeful that this output will aid in bringing creative field to schools and become one of the first steps of introducing novel learning methods.

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12. Reflections

The project has been an enlightening experience as a designer. The project allowed me to explore the new domain of instructional design, step out of my comfort zone by designing for school students, an audience I haven't addressed before and still make the project my own. Stories have always been a big part of my conversations and I strongly believe in the power of storytelling. Passing on the enthusiasm through my work to school children is a dream come true. I am huge advocate of design education and this project was a step towards being at the centre of this initiative. This project also introduced to me another side of design which was different from interaction design. The biggest difference was that there was no 'problem to solve'. It was not about making it easier for the target audience. Infact, while designing the tasks for students it was highly probable that the assignment would indeed be difficult and it was meant to be so that children can attain the objective set for them. The catch was to make the tasks engaging and interesting so that students can willingly take on the difficult activities and learn.

On a personal level, I felt more confident and in control of the work that I was doing despite it being a new domain. Though there is no end to how much one can learn, yet I can safely say I am at least one level up from where I started when I joined IDC.

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://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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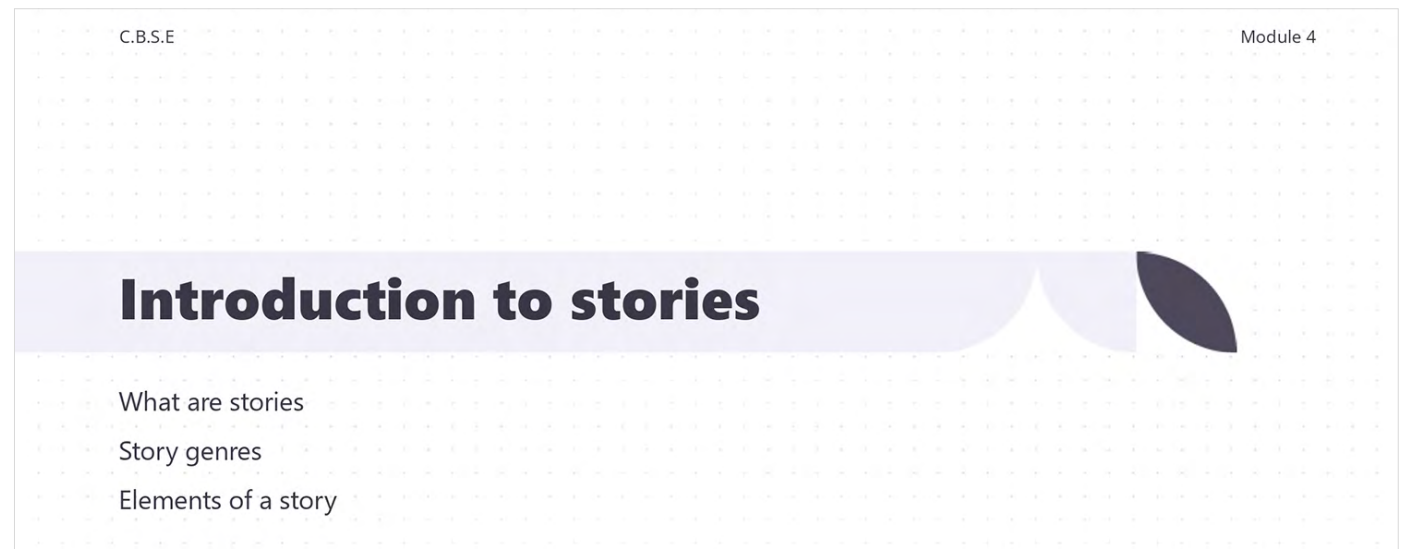
Source:

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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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C.B.S.E

What are stories?

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

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



Harry potter



Avengers



Panchatantra

C.B.S.E

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C.B.S.E

Why do we tell stories?

C.B.S.E

Why do we tell stories?

- Entertain, and produce the feeling of 'pleasure', others are to evoke a different emotion like pain, sadness, anger, to also drive home a point and also make a personal connection with the reader.
- Stories are a means to preserve and carry forward culture and traditions.
- Stories help understand the social codes and interactions with the people around us.



Cave painting; Jhansi ki rani

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C.B.S.E

Why do we tell stories?

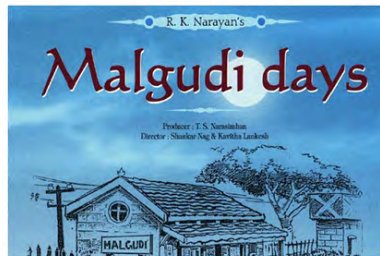
- Stories are a means of communication:
 - Before TV, the internet and smartphones people were coming together to hear stories about their history, folklore and current events.
 - Others employ props like puppets, masks and even musical instruments. There are some that are told through the medium of dance and music.
 - An active use of stories around us is on social media.



Using social media to tell stories

C.B.S.E

Examples of stories



Malgudi days by R.K. Narayan



Stories by Sudha Murthy



Ramayan

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Examples of stories



Animation – Inside out



Anime – Naruto, Death Note, etc.



Fictional movie – Andhadhun

In the following images observe things as prompted:

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Story Ideas

Form a group of 3-4 students and from the given list of topics, choose a topic that your group wants to create a story on.

List of topics

A long journey	A school trip and the missing watch	A student wins the first prize but is still unhappy	A broccoli, a pizza and ketchup go on a trip	A robot friend
You explore a cave and make an amazing discovery	A puppy tries to go to school like human kids do	Finding a strange map tucked inside a book	One morning when the character woke up, I was only six inches tall	A group of students get stuck in school with magical powers
Period drama	A story inspired from panchatantra animals/characters	A cell phone - less world	Your favourite character comes to life	Life without electricity

What did you learn today?

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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.

DESIGN THINKING AND INNOVATION

Teacher's Manual

for class 10



CBSE . New Delhi . 2022

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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, brand stories & pitches, brochures, visual storytelling, and creating a narrative to communicate information to the audience.

Interaction design: user stories and ideation, persona and scenario, 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 intended 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 in 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 seamlessly conduct the classes. The manual is equipped with the following features to aid the process:

Please note

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



The lesson plan provides an overview of each session to help plan ahead



Content and examples adds to the existing knowledge and fills missing knowledge



Space to add more discussions, content, examples, stories, videos, images has been provided throughout the manual



Learning and teaching objectives allows teachers to align the content to their pedagogical style



Details of the tasks are provided to conduct the tasks with efficiency

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Please note

The manual is as flexible as the teacher wishes to make it. Provision of empty spaces allows the teacher to present alternatives and freedom of choosing the strategy that fits best with her students.

Please note

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

III. Class structure

This module is an 18 hour module which spans over 6 sessions. There is only 1 session per week and each session is 2 hours long.

6 (sessions) x 2 (hours) = 12 (hours) in school

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

6 (sessions) x 1 (hour) = 6 (hours) at home

12 (hours at school) + 6 (hours at home) = 18 (hours total)



IV. Learning objectives and taxonomy

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

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

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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 below each box.

Session		
Exposure Content		
Sub-Topic		
Content to be Covered	Time	
Discussions	Group Task	Individual Tasks
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 PPT provided to you and in this manual. The time required to complete each discussion has been provided below each discussion box.

Group task in-class: This is the main task which students perform in a group within school hours. This task comprises smaller milestones 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, nudging them in a direction where the students make their own decisions.

Individual task: These are homework tasks. Each student has their own task book and are expected to complete these tasks individually. These tasks test student's capability of being creative outside of the group, their prowess 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 allows teachers and students to time box their tasks and keep a track of their progress.

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1 Introduction to stories

Learning objectives

- Learners will be able to define what is a story and identify story genres with 95% 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 class/group

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.

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Lesson plan

Teachers may choose to move the content buckets around across sessions to aid to their pedagogical style.

Session 1: Introduction to Stories				
Exposure Content				
Sub-Topic	1. Introduction to module	2. What are stories	3. Story genres	4. Elements of a story
Content to be Covered	1. 1 slide mentioning the topics that will be covered and the expected outcome of the module 30 mins - inclusive of discussions	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Types of genres 2. Examples 3. Purpose 4. Discussions	1. Listing elements of story 2. One line explanation 3. Cliffhanger for the next session 4. Introduction of task assignment
Class Discussions		Group Task: In-Class	Individual Tasks: Taskbook	
Discussion Ask students - Why do we tell stories? 2-5 mins		Group Exercise (3-4 students per group) Students are provided with prompt cards, so they don't spend too much time on which topic they use instead, they can spend time researching, finding inspiration, observing and analysing 5-10 mins Task: Story idea Groups will come up with potential story ideas based on the topic they choose from the list. They will use mindmaps, brainstorming to come up with 2-3 story ideas which they will discuss with the teacher 60 mins	Individual Task Listing down various things as part of observation exercise: - List down 3 people from different professions who you see in the neighbourhood/family (only 1 parent can be taken as example) - List down 3 things that is a part of your family's daily morning routine - List down 3 places you most visit in your locality/city - Write down 2 moments which you found very interesting/funny/innovative/ new in the recent past 20-30 mins	
Discussion Showing a bunch of images for students to answer some questions about the image - colour, setting, people, interesting objects, animals, season, time, emotion, etc 10 mins				
Discussion Let students answer: Can you tell your favourite genres? Can you name a few stories related to some of these genres? 2-5 mins				
Discussion Let students answer: What is the importance of choosing a genre for a story you are creating? 2-5 mins				
Warm-up task Story relay - The class is given a line to begin a story with. Students are grouped and each group continues the story 20-30 mins				
Deliverables of the Session				
2-3 story ideas on the topic		Goal of each story		Plan for finding relevant information for the story

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Notes

What are stories?

Definition of a story

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

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

Examples

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

Purpose of telling a story

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

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Notes

- India being a land of diverse cultures has every state and district follow its own style of storytelling. While some narrate, 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 see them 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 Upside-Down King
- Mythological tales:** Ramayan and Mahabharat
- Folktales:** Panchatantra by Vishnu Sharma - stories of animals who have human like intelligence, Jataka tales, Tenali Raman, Akbar Birbal
- Movies:** Harry Potter, Interstellar, Bahubali, Andhadhun, Hunger Games, Inside Out, Anime like Naruto, Death Note, etc.
- Add examples you feel the class will relate to better

Let students answer

2-5 mins

Why do we tell stories?

- Stories are also used to convey personal experiences. Parents pass on knowledge to their children through stories. We convey our experiences (funny, surprising, terrible, etc.) to 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 simulate imagination, and to clarify thinking

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Active observation for inspiration

1. The first step in creating your own story is finding the inspiration, picking up clues and actively observing interesting things around you.
2. No matter which story we watch/read/tell 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.
3. 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, emotion, etc.

Story genre

1. 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.
2. Few genres that we all know of are:
 - Romance, action-adventure, science fiction, fantasy, speculative fiction, suspense/thriller, horror, mystery, historical, comedy, etc. (with images)
3. But why do story creators use a genre for writing?
4. Why does genre matter?
 - Genres are great because they fulfill 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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Notes**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 fulfill reader expectations.
- We buy certain books because we have enjoyed similar stories in the past.
- People who follow the same genres also become a social community.

Elements of a story

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

1. "A good story - if very simply put - is one which people want to hear" - Robert McKee
2. A good story is one where all the elements of the story are linked seamlessly. For that to happen, story creators must study each element first individually and then together.
3. The elements of stories can be divided into 5Ws and 1H:
 - Why: Story Goal
 - Who: Character and viewpoint - whose viewpoint are you showing in your story
 - Where & when: World Setting - Period, duration (story's length through time), location
 - What: Plot - overall storyline along with subplots
 - How: Structure - linear, circular etc

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

Group task A

60 mins

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

Please note

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

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Let students answer

10 mins

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

Additional notes

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://dsource.in/case-study/we-create-stories/teachers-manual>

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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 3Os 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.

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Lesson plan

Session 2: Story Structure and Its Types				
Exposure Content				
Sub-Topic	1. What is a story structure?	2. Types of story structures	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 3Os Examples of good stories (movies, books, comics) 60 mins - inclusive of discussions	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 as references	1. Identify characteristics of famous characters 2. Relevance of those characteristics 3. Creating their own characters	1. Identify features of world settings in stories of different genres 2. Relevance of those features, how does that take the story forward 3. Creating their own story world
Class Discussions		Group Task: In-Class	Individual Tasks: Taskbook	
Discussion Show a few movie clips of famous movies and let students identify: Structure of that movie, beg, middle, end or the 3Os.		Task: Character design and story world Create a moodboard/online profile for your characters and story world - relevant words, clothes, personality, favourite things, hobbies, etc. This will help understand your character better and their reaction to stimuli will be guided through this moodboard 60 mins	Individual Task: Talk to grandparents/elderly about their life when they were in their 20s. Note down key points. Mode of transport, what kind of stories. What kind of functions, day to day activities - in school, in family. 45-60 mins	
Discussion 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 4 clips / 20-30 mins			Individual Task: Good Habits Maintain a sketchbook/notebook where you write your ideas (good/ bad) and do daily exercises and make that as a handbook of ideas, that they can use in the future... 20-30 mins	
Deliverables of the Session				
Story characters and give them personalities - through moodboard/online profile/an incident		Story world through a moodboard	Explore and decide the story structure and detail out the 3Os through writing, sketching, storyboarding, etc.	

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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 you all started ideating yesterday". The sequence of events that lead to answering that question that make up the narrative structure. Each story has mainly 3 parts which are commonly identified as beginning, middle and end:

1. Beginning (Objective):

This is the part of the story where the action starts to brew. The main character may end up in a difficult position and he or she develops the story goal here. This is the best time to hook the reader into your plot.

- The problem the main character faces - the conflict
- Reveals the story goal
- Decision to do something about the problem to achieve the goal
- Using this structure will help define the characters, the plot, and the time zone. They give a general idea of what the reader has to expect from the narrative.
- These parts can be described under the following headings: Who, what, why, when, where, how - 5Ws and 1 H.

2. Middle (Obstacle):

The middle of a story begins with the character taking the first action toward achieving the objective and promptly runs into obstacles.

- This phase usually consists of the failed attempts of the protagonist.
- The middle part of a story ends on this high crisis.

3. End (Outcome):

Completes your story arc. Shows a change in your main character. Satisfies your reader. Lee Roddy mentions 3 parts which help with the end of the story:

- Crisis: The main character has very limited choices to get out of his predicament. One is hard, but morally right.
- Climax: The character makes that right moral choice and attempts one final valiant effort to resolve his problem.
- Conclusion: the main character snatches victory from defeat and solves his problem. Someone changes (usually the main person) showing character development or that he has learned something (a moral, virtue, or theme). Loose ends are tied up, rewards and punishments are given, the outcome answers the story question either yes or no, and preferably in a way that surprises the reader.

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Examples

1. The thirsty crow:

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

In a more complex story like the famous -

2. Harry Potter:

Beginning: Harry finds out he is a famous wizard who is destined to defeat the dark powers; Middle: He along with his friends tries to find ways to defeat Voldemort but fails many times; End: Finally comes face to face with Voldemort and with the help of everyone at Hogwarts defeats him.

3. Add examples you feel the class will relate to better

Let students answer

4 clips/20-30 mins

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

Types of story structure

1. There are mainly 4 types of narrative structure:

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

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- **Parallel:** In parallel structure, the story follows multiple storylines, which are tied together through an event, character, or theme.
2. Many detailed structures have been derived by writers and storytellers but they all seem to lie on one of these 4 structures.
 - Joseph Campbell's Hero's journey (circular) - mostly works on building a single character's arc.
 - Gustav Freytag Pyramid - linear/chronological
 3. Good stories are not written - they are rewritten - Phyllis Whitney

Characters

1. 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 protagonists back
 - The Affection - a person/thing/animal which brings out the vulnerability of the protagonist
2. 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 characteristic 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 technique can help you build a sufficiently complex protagonist and antagonist.
3. 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

1. Students name their favourite characters and a unique trait which makes them appealing (Optional)
2. Students name a protagonist, antagonist, confidant or affection character (Optional)

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Story world

1. 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.
2. 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.
3. 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

60 mins

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

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Let students summarize the lesson

10 mins

- Narrative structure is how the plot is revealed to the reader.
- Each story has mainly 3 parts - beginning, middle and end or objective, obstacles, and outcome.
- Beginning or objective reveals the story goal, characters, time period, world setting and sets general expectations from the story.
- Middle or obstacles is the phase where the protagonist fails the attempts to achieve the goal, it ends in a high crisis.
- End or outcomes has 3 parts: crisis, climax and conclusion and ties up loose ends.
- There are mainly 4 types of narrative structures: chronological, fractured, circular or parallel.
- To create your characters and story world take inspiration from around you. Using a combination of imagination and real life inspiration can help create very interesting characters and story world.

Additional notes

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3 Storytelling and applications of stories

Learning objectives

- Learners will be able to choose an appropriate medium to communicate their story and justify it
- Learners will be able to identify the application of stories other than in the story creation class

Teaching objectives

Along with introducing ways to tell their story, allow students time to reflect on the applications of stories and storytelling. Help them understand various media and how to choose an appropriate media to tell their story. In the next session, students are supposed to present their work in progress. Introduce that presentation in this session and guide students through the preparation of their first presentation of the module.

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Lesson plan

Session 3: Storytelling and Applications of Stories			
Exposure Content			
Sub-Topic	1. Forms of storytelling & media	2. Application of stories	3. Presentation announcement
Content to be Covered	1. Introducing the concept of story structure 2. Beginning, middle and end 3. The concept of 3Os Examples of good stories (movies, books, comics)	1. Definition 2. Importance of stories 3. Examples 4. Discussions	1. Purpose of the presentation 2. Things to cover 3. Expected outcome 4. Tips
Class Discussions		Group Task: In-Class	Individual Tasks: Taskbook
Discussion Let students answer: Forms of storytelling they know of, examples of each form <i>3-5 mins</i>		Office hour Working on the group task Spending time with your group, discussing work with teacher, getting doubts and clearing out red flags, getting things mid point presentation ready	Individual Task: Read the following stories/watch the following video and answer the following: • What was the story goal? • What 5-10 things make the world setting convincing? • Key characteristics of the characters (prot and atag) • Mention the beg, middle and end of each. • What type of structure does the story use? • Can you suggest an alternate title for the story? <i>60 mins</i>
Discussion Let students answer: Application of the their newly found skill Where do they see stories being applied in day-to-day <i>3-5 mins</i>		Task: Story construction Write down ideas for beg, middle and end. Choose one combination and finalize the structure. <i>70 mins</i>	
		Story medium Select a proper medium to tell your story <i>120 mins</i>	
Deliverables of the Session			
Refine the story, characters, world		Create the beginning, middle and end	Story structure used

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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, explain, educate and enlighten since the beginning of time, whether it was cave paintings, traditional dances, songs, puppetry, or any other form. As time and technology progressed, newer forms of storytelling emerged and renewed our interest and bolstered our appreciation for it. While storytelling perpetuates cultural heritage and helps individuals make sense of the world, it also fulfills a basic biological need for entertainment and escape.

Four broad forms of storytelling have been discussed below:

1. Oral:

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

Tip: Students can choose to narrate the stories they create if they feel that is the best way to communicate their story. They may choose appropriate props and clothing for the same.

2. Visual: Humans have told visual stories for tens of thousands of years, as visual media represents a simple way to tell a good story.

- Ancient cave paintings depicted animals, figures with human characteristics, and real-life stories with themes of survival on cave walls. As society progressed, the evolution of storytelling progressed along with it.
- The hieroglyphs of ancient Egypt communicated information and told a complex, engaging story composed of pictograph symbols representing both sounds and characters. Posters, storyboard, photography, illustrations, paintings are all forms of visual storytelling.

Tip: Students may choose to make a storyboard, photo album or any relevant medium to tell their story visually. A challenge could be that students use the least amount of text in visual storytelling.

3. Digital: As technologies grew, so too did the reach of storytelling. Stories have been spread over the phone, via fax, in emails, on radio, television, film and other forms of media.

- Storytelling is no longer limited to the live performance of an event in front of a single audience. The rise of technology has been blamed for a decrease in oral tradition and a loss of traditional storytelling.
- However, recent examples might argue that technology is strengthening both traditional and contemporary storytelling by making it available to a larger audience. Millions of Twitter, Instagram, and Facebook users tell their own personal stories with their own points of view every day.

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

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

4. Written:

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

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

Let students answer

2-5 mins

Forms of storytelling they know of, examples of each form

Applications of storytelling

Current trends make use of storytelling in untraditional ways and unconventional ways. Now storytelling has entered 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 attainable. 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 not so obvious connections between two seemingly unrelated things.

2. Data and stories to communicate

- Data is a huge part of today's world. With emerging fields like data science, data analytics, and other similar fields it is crucial that collected data is communicated to the stakeholders in an easy to understand way.
- When data is put into story formats, it makes it relatable, brings in a personal connection and tells much more than what simple numbers could.

3. Communicating ideas

- We all know that India is emerging as a startup hub with the help of the Indian government's startup initiatives. To get the right investment, and connecting with your audience communicate this idea, stories can be used in the form of testimonials, user stories, a story about what sparked the motivation to begin this journey.
- Elevator pitches is another concept where a person pitches an idea in the shortest amount of time. Every good elevator pitch is a story told in a good and engaging way.
- When you have an idea, to make the listener engrossed in your idea, storytelling can help your listener build empathy, sensitivity towards the problem you are addressing.

4. User stories

- An essential part of design is being empathetic towards the people you are designing for. Stories make you sensitive and empathetic towards others.
- When you build solutions for people, you put these solutions back into their daily stories which helps the designer build connections which were otherwise invisible.
- As you must have learnt in your previous course, persona and user scenarios can help identify hidden problems, build robust solutions which cover every possible part.

Let students answer

2-5 mins

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

Group task C

70 mins

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

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Let students answer

10 mins

- Stories are a sequence of events or a quest by someone to solve the problem, and find a solution.
- We tell stories to preserve and carry forward culture, and information.
- Stories can be used as a means of entertainment and to evoke certain emotions.

Additional notes

Please note

End of Session 3 marks the end of story creation content. Session 4 onwards the module takes a dive into more hand-on work. Students will be giving presentations, telling their stories, evaluating and iterating their ideas and indulging in moments of reflection. There is scope for the teacher to introduce any material they think is appropriate for their students. Introducing local stories to the exposure is one such direction teachers may take from Session 4 onwards.

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4 Feedback day

Learning objectives

- Picking up one idea, learner must write a simple, short story which can be sufficiently detailed in 2 weeks time and is interesting to the audience
- Picking up one idea, learner must detail out the story (character, time period, world, artefacts, etc.) by writing it down in a way that its essence is communicated to the readers
- Learner must decide upon the plot line — conflict, rising action, motivation, turning points, protagonist, antagonist of a story to engage the audience
- Learner must take the written story and convert it into a medium which best communicates the emotions and feelings of the story to the audience

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.

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Lesson plan

Session 4: Short Presentation		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Discussion Let students answer: Forms of storytelling they know of, examples of each form <i>3-5 mins</i>	Office hour Working on the group task Spending time with your group, discussing work with teacher, getting doubts and clearing out red flags, getting things mid point presentation ready	Individual Task: Read the following stories/watch the following video and answer the following: • What was the story goal? • What 5-10 things make the world setting convincing? • Key characteristics of the characters (prot and atag) • Mention the beg, middle and end of each. • What type of structure does the story use? • Can you suggest an alternate title for the story? <i>60 mins</i>
Discussion Let students answer: Application of the their newly found skill Where do they see stories being applied in day-to-day <i>3-5 mins</i>	Task: Story construction Write down ideas for beg, middle and end. Choose one combination and finalize the structure. <i>70 mins</i>	
	Story medium Select a proper medium to tell your story <i>120 mins</i>	
Deliverables of the Session		
Refine the story, characters, world	Create the beginning, middle and end	Story structure used

Time left for unplanned discussions as seemed appropriate for the class. Use this time and space to plan presenting any material that you find 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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Impromptu discussion

Group Task D

90 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 re-write the parts and show their process of writing in a simple manner

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.

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Lesson plan

Session 5: Working on group task		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Impromptu discussions Time left for unplanned discussions as seemed appropriate for the class <i>No time limit</i>	Office hour Incorporating feedback and working on finishing the story <i>120 mins</i>	Individual Task: 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. <i>20 mins</i>
Deliverables of the Session		
Final details of the story	Final presentation preparation	

Impromptu discussion

Time left for unplanned discussions as seemed appropriate for the class. Use this time and space to plan presenting any material that you find 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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IDC, IIT Bombay

Source:

<https://dsource.in/case-study/we-create-stories/teachers-manual>

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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 efficiently.
- 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 trailer, story idea and presentation skills at the end of each presentation. Guide students to evaluate their own work through your feedback.

Design Resource

We Create Stories

Designing the story creation module for Class 10
CBSE Students

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Lesson plan

Session 6: Final Presentation and Reflection		
Exposure Content		
No new content		
Class Discussions	Group Task: In-Class	Individual Tasks: Taskbook
Discussion Post presentation, prompt students to reflect on their learnings and tell them in the class. <i>20-30 mins</i>	Task: Final presentation Presenting the story to the teacher and class <i>90 mins</i>	Individual Task: Write down 5 things you learnt from this module and how you think you can utilize your newly acquired skill in the future <i>20 mins</i> Individual Task: - 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. - Parts of the story creation process which you feel confident about carrying out on your own 3 Things you wish had done differently and how. <i>20 mins</i>
Deliverables of the Session		
Final presentation of the story	Reflection	Individual contribution

Group Task E

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

30 mins

Post presentation, prompt students to reflect on their learnings and tell them 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 applies most of the criteria

9-10 Excellent

Demonstrates clear understanding and applies all the criteria

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WARM 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

Time per step

- | | |
|--|---------------------|
| 01 Divide the students into groups based on fun categories like favourite month, favourite season, same birth month, favourite emoji, hobbies, etc. | 2-3 mins |
| 02 Teacher prompts a story beginning and each group continues building upon the prompt turn by turn. | 7-10 mins per story |
| 03 The relay stick is passed to each group as their turn comes. (Optional step) | |

ADDITIONAL TIPS

DELIVERABLES

- | | |
|--|----------------------------------|
| 01 Wait for each group to get a chance before moving onto another prompt or second round of the same prompt. | 1. Stories by groups of students |
| 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 ideas students 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. | |

ASSESSMENT CRITERIA

NA

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WARM UP TASK

Story relay: Supporting resources

List of prompts

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

- | | |
|---|--|
| <p>01 The school is attacked by aliens and you can't go home. You notice a strange object shining the middle of playground...imagine how the events unfold.</p> <p>02 (Add a character name), a 15 year old girl, finds a secret door in her school, which opens a magical world.</p> | <p>03 (Add a character name), a 30 year old person, gets stuck in an elevator and has an important meeting to reach to. Phone doesn't have any network. How does the event unfold?</p> <p>04 (Add a character name), (add age), is going to the (add place), to do (add activity). But..... (use character name) could not, because (add a reason)..... (use character name) does what to finally accomplish the goal.</p> |
|---|--|

Add your own prompts

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GROUP TASK A

Story ideas

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

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

OUTPUT

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

Conduct the task like this

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

- 01** Introduce the group task to the students.
Students form groups of 3-4 students (you may choose to form these groups yourself)
- 02** Each group must choose a topic from the topic list provided on the next page.
Each group must create a story goal for each story idea they choose. Students can shortlist not more than 3 story ideas and discuss them with the teacher for final approval.
- 03** Teachers must question the students' thought process instead of providing direct solutions.

Time per step

- 3-5 mins
- 3-5 mins
- All remaining time

ADDITIONAL TIPS

- 01** Explain to the students what the purpose of the story goal will be. Encourage them to come up with a short storyline within their groups.
- 02** Teachers must interact with each group to understand where the group is getting stuck.
- 03** Teachers must question the students' thought process instead of providing direct solutions.

SUPPORTING RESOURCES

Story topic list

DELIVERABLES

1. Story topic selection
2. Storyline/ story goal

ASSESSMENT CRITERIA

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



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GROUP TASK A

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 woke up, I was only six inches tall
10. A group of students get stuck in school with magical powers	11. Period drama	12. A story inspired from panchatantra animals/characters
13. A cell phone - less world	14. A cell phone - less world	15. Life without electricity

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GROUP TASK B

Character design and story world

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

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

Conduct the task like this

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 artifacts 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 bolster critical thinking.
- 02 Point out any loopholes in their story that you might notice.
- 03 The character belongs to the world they design and must follow its rules.

MATERIALS REQUIRED

Newspapers, magazines,
stickers, paper, glue, scissors

DELIVERABLES

A moodboard/online profile/brief
incident for the characters
Artifacts for the world



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GROUP TASK B

Character design and story world

DURATION 20-30 mins

PLACE School

REFER Exposure 2

Create a moodboard/online profile for your characters and story world

- relevant words, clothes, personality, favourite things, hobbies, and artefacts which make your world real.

ASSESSMENT CRITERIA

1. The moodboard consists of the following essential elements which convey and detail the idea of character and world setting:
 - Character:
 - Name, age, purpose, 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/photos/sketch/crafts)
 - 3 specific rules of the world which characters must follow
2. The group attempts to add elements in the moodboards which make them unique and interesting.
3. The moodboards are composed well, visually appealing, and communicate the ideas very clearly.
4. The group has built thoughtful connections among the characters, world setting, and story goal.
5. The group has shown evidence of evaluating alternative points of view of the same.

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GROUP TASK C

Story construction and medium selection

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

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

Conduct the task like this

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

- 01 Create the beginning. Students will brainstorm potential ideas of how their story must begin.
- 02 The middle. Students will decide on the conflicts and challenges the protagonist will face and probably fail before reaching the end.
- 03 The end. Divide the end into crisis, climax and conclusion to draw the story home.
- 04 Decide which structure - chronological, parallel, fractured or circular works for the story. If required use examples like Gustav's pyramid to details 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 5

45-60 mins

20-30 mins

ADDITIONAL TIPS

- 01 Announce the presentation for session 4 and provide the details (ref. to next page).
- 02 Talk to the students about their ideas and remind them that 'Good stories are not written - they are rewritten'.
- 03 Encourage them to reiterate.
- 04 Timebox each step so students don't up spending too much time on a single step.

DELIVERABLES

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

ASSESSMENT CRITERIA

1. The 3Os 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.



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GROUP TASK D

Short presentation

DURATION 90 mins**PLACE** School

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

Conduct the task like this

Time per step

- | | |
|---|-------------------------------------|
| 01 Each group presents the following about their story: <ul style="list-style-type: none"> Verbally tell about your story idea in an engaging way. Introduce your main characters and story world and communicate your story goal. The medium chosen to tell the story and its relevance. Each group member must present some portion of the presentation. | 10 mins per group |
| 02 Post-presentation, the teacher will ask questions based on the justification of the structure used. | 2-3 mins for feedback and questions |

ADDITIONAL TIPS

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

DELIVERABLES

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

ASSESSMENT CRITERIA

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



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GROUP TASK E

Final presentation

DURATION 90 mins**PLACE** School

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

Conduct the task like this

Time per step

- | | | |
|-----------|--|-------------------|
| 01 | Groups present their stories through their chosen media. | 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

DELIVERABLES

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

ASSESSMENT CRITERIA

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



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Assessment Criteria - Group Tasks

Group Tasks	Assessment Criteria			
Task 1A: Story ideas	1. The group has collectively brainstormed to produce 3 unique story ideas. 2. The group has selected 1 out of the 3 ideas with thoughtful justification. 3. The story goal of the story idea sets the expectations of the story. 4. The idea is simple yet engaging and sufficiently complex for the module.			
Task 1B: Character design and story world	1. The moodboard consists of the following essential elements which convey and detail the idea of character and world setting a. Character: i. Name, age, purpose, location, an image/sketch of what they look like, and wear and 1 incident of history. ii. Likes and dislikes, lifestyle and personality. iii. 2 unique traits which make the protagonist himself/herself. b. World setting i. Location, time period and duration of their story (an hour, a day, a week, many years) ii. 2 artefacts which make the world unique (physical/photos/sketch/crafts) iii. 3 specific rules of the world which characters must follow 2. The group attempts to add elements in the moodboards which make them unique and interesting. 3. The moodboards are composed well, visually appealing, and communicate the ideas very clearly. 4. The group has built thoughtful connections among the characters, world setting, and story goal. 5. The group has shown evidence of evaluating alternative points of view of the same.			
Task 1C: Story construction and medium selection	1. The 3Os 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.			
Task 1D: Short presentation	1. The group was well coordinated in communicating their story goal and storyline. 2. The presentation was engaging and the students were confident while presenting. 3. The group has shown evidence of evaluating alternative viewpoints before finalizing their ideas. 4. The work presented lays down the context of building the idea.			
Task 1E: Final presentation	1. The group was well coordinated in communicating all elements of their story. 2. The group shows overall teamwork and efforts. 3. The story process has been followed successfully and utilized to add unique and fun elements to the story. 4. All the tasks tie back to the final story thoughtfully. 5. Group has shown evidence of thoughtful justifications and self-learning throughout their presentation.			
1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Demonstrates understanding of at least one of the criteria	Demonstrates understanding of more than one but not all criteria	Demonstrates understanding of all criteria	Demonstrates understanding and applies most of the criteria	Demonstrates clear understanding and applies all the criteria

Table 1. Group tasks and their evaluation criteria

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Assessment Criteria - Individual Tasks

Individual Tasks		Assessment Criteria		
Task 1: Observation is key		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.		
Task 2: Talk it out		1. The student comes up with 4 unique and relevant open-ended questions. 2. The student clearly states the aim of their interview. 3. Articulates the observations clearly and precisely. 4. Analyses the answers and their application in the story creation process. 5. The analysis of observations goes beyond the description of answers and reflects self-understanding of the experience.		
Task 3: Elements of a story		1. Student demonstrates a clear understanding of the elements of a story. 2. Draws meaningful connections between the story elements. 3. Digs deeper to find the hidden structure and meanings of the story. 4. Shows evidence of thoughtful interpretation of the story through the alternate title.		
Task 4: Just imagine		1. Stories created are creative, interesting, and imaginative. 2. Conveys his/her 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.		
Task 5: Presentation reflection & Task 6: Looking back		1. Presents evidence of willingness to revise ideas. 2. The reflections are authentic and speak of student's personal experience of the module and go beyond factual descriptions of the experience. 3. Use of clear language without hindering what they genuinely want to share (longer answers should be allowed). 4. Connects current experiences and course materials. 5. Evidence of acquiring a new skill and its application beyond the course. 6. The student states thoughtful individual contributions and provides evidence of willingness to revise ideas.		
1-2 Beginning	3-4 Developing	5-6 Promising	7-8 Proficient	9-10 Excellent
Demonstrates understanding of at least one of the criteria	Demonstrates understanding of more than one but not all criteria	Demonstrates understanding of all criteria	Demonstrates and applies most of the criteria	Demonstrates clear understanding and applies all the criteria

Table 2. Individual tasks and their evaluation criteria

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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.

DESIGN THINKING AND INNOVATION

Taskbook for students

for class 10



CBSE . New Delhi . 2022

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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, ideate 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 stories and ideation, persona and scenario, 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 intended 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 in public in the form of stories can help you create an edge above others.

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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.

Presentation 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 those skills you have acquired and which ones you didn't expect but ended up acquiring.

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CBSE Students

by

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IDC, IIT Bombay

Source:

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

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1 Introduction to stories

Session tasks

Recollection exercise

GROUP TASK

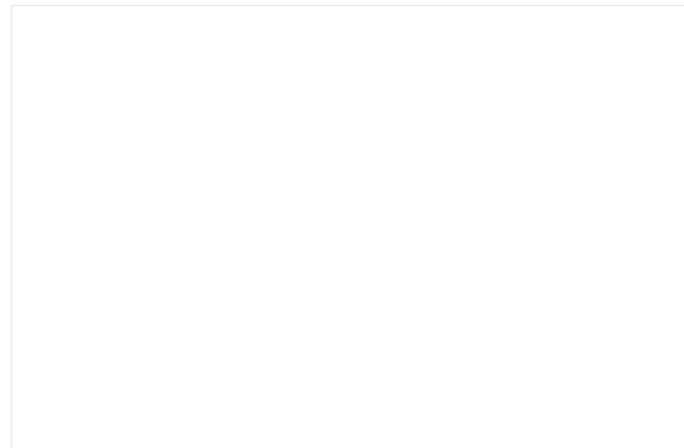
Story ideas

INDIVIDUAL TASK

Observation is key

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 Exposure 1.



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GROUP TASK A

Story ideas

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

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

OUTPUT

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:

- 01** Form a group of 3-4 students (or as directed by the teacher)
- 02** From the given list of topics, choose a topic that your group wants to create a story
- 03** Come up with 3 story ideas and create a storyline for each.

Time per step

- 3-5 mins
3-5 mins
All remaining time

ASSESSMENT CRITERIA

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

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. Utilize 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 A

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 woke up, I was only six inches tall
10. A group of students get stuck in school with magical powers	11. Period drama	12. A story inspired from panchatantra animals/characters
13. A cell phone - less world	14. A cell phone - less world	15. Life without electricity

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INDIVIDUAL TASK 1

Observation is key

DURATION 30 mins

PLACE Home

REFER Exposure 1



Today, in school, you were introduced to stories and story genres and you engaged in some observation exercises. Now you have some experience 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 example). What features helped you identify them?
- Q2.** List down 3 unique things that are a part of your family's daily morning routine - mention what makes these things unique?
- Q3.** List down 3 places you visit the most in your locality/city. Mention 3 unique things about each place.
- Q4.** Write down 2 moments which you found very interesting/funny/innovative/new in the recent past and why?

ASSESSMENT CRITERIA

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

Please note

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

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2 Story structure & its types

Session tasks

Recollection exercise

GROUP TASK

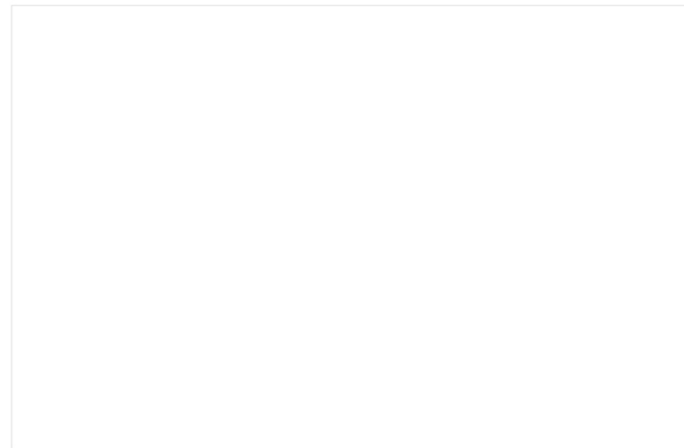
Character design and story world

INDIVIDUAL TASK

Talk it out

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 Exposure 1.



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GROUP TASK B

Character design and story world

DURATION 20-30 mins

PLACE School

REFER Exposure 2

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

MATERIALS REQUIRED

Newspapers, magazines,
stickers, paper, glue, scissors

DELIVERABLES

A moodboard/online profile/brief
incident for the characters

Artefacts for the world

Carry out the following steps:

- 01** Provide your character, a name, age, purpose and some history to back up the purpose.
- 02** Story world should have a location, time period, duration (an hour, a day, a week, many years).
- 03** If needed, you can collect physical artefacts or create artefacts from any material you may have.
- 04** Use your sketchbook for ideation and iteration.
- 05** You can choose to make a moodboard, online instagram profile, write down a recent incident/past incident which conveys the character personality.

Time per step

30-40 mins

30-40 mins

ASSESSMENT CRITERIA

1. The moodboard consists of all essential elements which convey and detail the idea of character and world setting as specified above.
2. The group attempts to add elements in the moodboards which make them unique and interesting.
3. The moodboards are composed well, visually appealing, and communicate the ideas very clearly.
4. The group has built thoughtful connections among the characters, world setting, and story goal.
5. The group has shown evidence of evaluating alternative points of view of the same.

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INDIVIDUAL TASK 2

Talk it out

DURATION 60 mins

PLACE Home



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

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

ASSESSMENT CRITERIA

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

Please note

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

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3 Storytelling and applications of stories

Session tasks

Recollection exercise

GROUP TASK

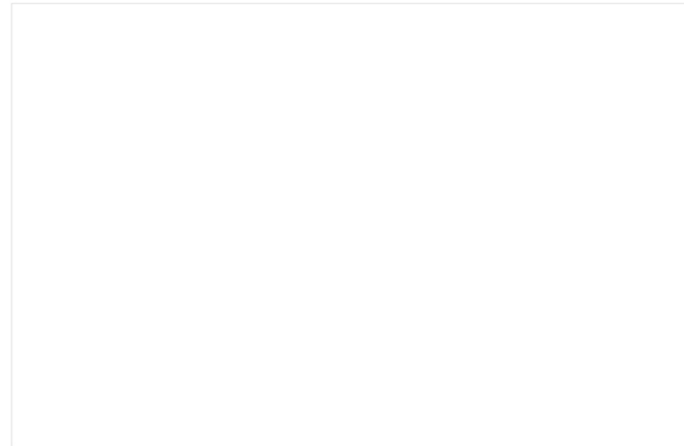
Story construction and medium selection

INDIVIDUAL TASK

Elements of a story

Recollect what you learnt

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



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GROUP TASK C

Story construction and medium selection

DURATION 90 mins

PLACE School

REFER Exposure 3

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

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 finalised. Now it is time to detail out the story itself.

- 01 Create the beginning.** You will brainstorm potential ideas of how their story must begin.
- 02 The middle.** You will decide on the conflicts and challenges the protagonist will face and probably fail before reaching the end.
- 03 The end.** Divide the end into crisis, climax and conclusion to draw the story home.
- 04 Decide which structure.** Chronological, parallel, fractured or circular works for the story. If required use examples like Gustav's pyramid to details 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 5

45-60 mins

20-30 mins

ASSESSMENT CRITERIA

1. The 3Os 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.



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INDIVIDUAL TASK 3

Elements of a story

DURATION 60 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 5 things make the world setting convincing?
- Q3.** Key characteristics of the characters (protagonist, antagonist, confidant, 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 structure 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

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 Exposure 1.

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GROUP TASK D

Short presentation

DURATION 90 mins

PLACE School

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

DELIVERABLES

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

Carry out the following steps

Time per step

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

10 mins per group

ASSESSMENT CRITERIA

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

Please note

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



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INDIVIDUAL TASK 4

Elements of a story

DURATION 60 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: 2080 or 1955. 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 his/her 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!

Session tasks

GROUP TASK

Completing your story

INDIVIDUAL TASK

Presentation reflection

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 Exposure 1.

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INDIVIDUAL TASK 5

Presentation reflection

DURATION 60 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 5 things you learnt from this module and how you think you can utilise your newly acquired skill in the future

ASSESSMENT CRITERIA

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

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

Session tasks

GROUP TASK

Final presentation

INDIVIDUAL TASK

Looking back

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 Exposure 1.

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GROUP TASK E

Final presentation

DURATION 90 mins

PLACE School

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

DELIVERABLES

Presentation

Carry out the following steps

Time per step

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

ASSESSMENT CRITERIA

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

Please note

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



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INDIVIDUAL TASK 6

Looking back

DURATION 60 mins

PLACE Home

REFER Exposure 1, 2 & 3

Answer the following questions.

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

ASSESSMENT CRITERIA

1. Presents evidence of willingness to revise ideas.
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3. Use of clear language without hindering what they genuinely want to share (longer answers should be allowed).
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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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4. Teacher's Manual
5. Task Book
6. Links
7. Contact Details

Contact Details

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