2.0 Module 2
Fundamentals of Story Creation:
18 hours (12 in school and 6 at home) = 18 credits

Design Skills

Design Sensitivity

Exposure 1	- Introduction to Stories – What, Genres, Elements
Exposure 2	- Principles of Structuring Stories
Exposure 3	- Application of Stories

|	
Overall Task	**Exploring Fundamentals of Stories**
2.1 **Task** (at School + Home)	- Introduction to Stories
2.2 **Task** (at School + Home)	- Story Structure and Types
2.3 **Task** (at School + Home)	- Story creation and application of stories
2.4 **Task** (at School + Home)	- Presenting the story
Final Output	- A presentation and exhibition of all the works
	+ Reflections, Self Assessment and References

2.0 Module 2

Fundamentals of Story Creation:

18 hours (12 in school and 6 at home) = 18 credits

Design Skills

Design Sensitivity
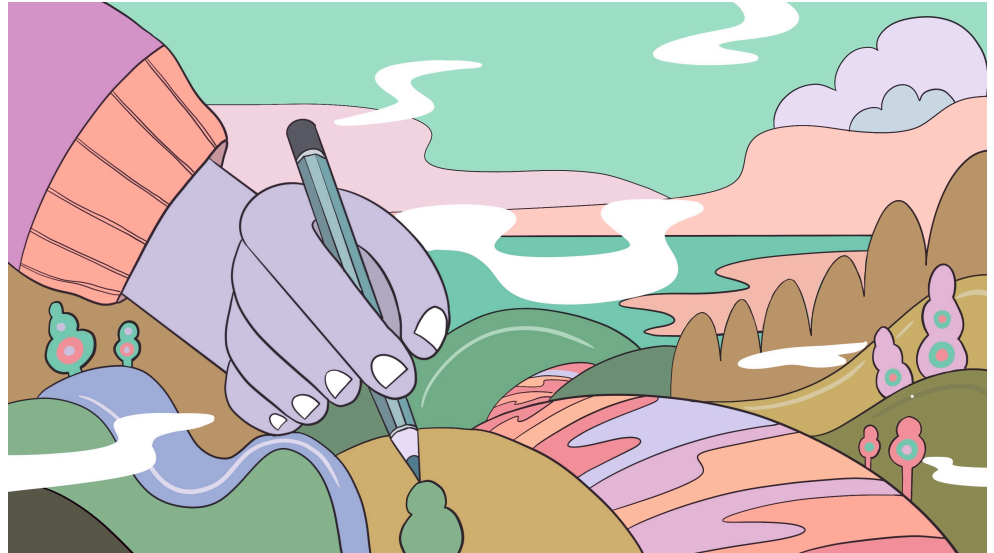
Introduction

Stories are all around us. We hear and tell stories all the time. It is a way to communicate. Telling stories has many uses apart from casual conversation. Students can use the art of storytelling to present and communicate their ideas to peers and teachers. Stories are an essential tool for all designers. Stories are used by all design disciplines and can also be used by people in non-design fields.

Storytelling becomes the 21st century skill children must have. Introducing this module within the design subject will allow students to explore and express their thoughts in a more engaging manner.

Aim of the Course

To expose school students (Grade 10) to elements, principles and structure of Story-creation. The different sessions are:
1. Introducing story creation
2. Story structure and types
3. Story creation and media
4. Application of stories and presentation

This module aims to teach students the story creation process and make them comfortable with creating stories and presenting their stories in front of an audience. At the end of the module, students would have had a first hand experience at:
a. Observing surroundings
b. Ideating and creating stories based on their observations
c. Present their ideas in a group, in front of the class and the teacher
d. Feel confident about sharing ideas and using stories as a way of communication.

| **Place:**	**Place:** Task 2.1, Task 2.2, Task 2.3 and Task 2.4 – done at both school and at home

Grouping: **Grouping:** Class tasks are done in groups of 3-4 and Home tasks are individually

Equipment: Notebook/Sketchbook for sketching, Stationary (Pencils, Pens, Colours, Tracing paper, Black Ink and brush or brush pen, colour pens), students may use digital devices like computers or tablets (if available, but not necessary).

Exposures Exposure 1 - Introduction to Stories – What, Genres, Elements
Exposure 2 - Principles of Structuring Stories
Exposure 3 - Application of Stories

Task Sequence: Task 2.1 + Task 2.2 + Task 2.3
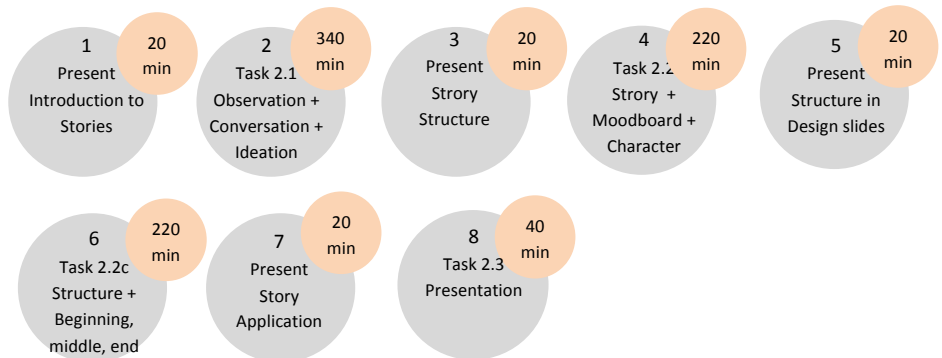
Design Thinking & Innovation Process involvement:
This task involves the following phases of the DT&I Process:
Phase 1. Observe/Empathise/Research (observation of Story Elements)
Phase 2. Understand/Analyse/Define (Fundamentals and Principles)
Phase 3. Ideate/Alternate/Create (trying creative alternatives)
Phase 4. Build/Prototype/Detail (making a presentation)
Phase 5. Evaluate/Reflect/Implement (feedback from others)

Mapping SDG Goals: The following SDG goals need to be considered while solving this task. While documenting elements and expressions, do think of gender equality and reduced inequalities and concern for life on our planet.

Task 2.0

Task 2.0 = 2.1 + 2.2 + 2.3: + 2.4
School Hours: 12, Home hours: 6

🏫 + 🏠

Task 2.1:

Done at School + Home

🏫 🏠

Task 2.1 = 2.1a + 2.1b:
2 hours at School + 1 hours at Home, Done individually

Topic title:

Introduction to Stories:
- begin by observation

Students will be able to define what is a story and identify story genres,
Given instructions on how to actively observe things around them, students will be able to gather information from their surroundings and record interesting ones for the class/group

a. Stories are a sequence of events or a quest by someone to solve the problem, and find a solution
b. We tell stories to preserve and carry forward culture, and information
c. Stories can be used as a means of entertainment and to evoke certain emotions
d. Observation is key to writing relatable stories
e. Genre controls what you write and how you write it. It describes the style and focus of the story you write
f. There are many genres like romance, action-adventure, science fiction, fantasy, speculative fiction, suspense/thriller, horror, mystery, historical, comedy, etc.
g. Elements of a story are: story goal, characters, world setting, plot, and structure. The elements of stories can be divided into 5Ws and 1H:
W1. Why: Story Goal
W2. Who: Character and viewpoint - whose viewpoint are you showing in your story
W3. Where : World Setting - location
W4. When: World Setting - Period, duration (story's length through time)
W5. What: Plot - overall storyline along with subplots
H1. How: Structure - linear, circular, etc.

Design Thinking and Innovation Task-book - Grade 10
CBSE 2022

Task 2.1a
(done in School + Home)

Topic title:

Notebook for Story Idea Documentation:

Developing a habit of maintaining a notebook/sketchbook for your ideas is suggested.

Note: Don't worry about the quality of the ideas. Use this notebook for all your modules. Don't worry about the quality of ideas, just write the ideas down so you don't forget them. Over time this notebook will contain so many ideas you had while walking, playing, or studying. This notebook will become the place where you create amazing designs and also make mistakes while creating them.

1. Take any notebook (ruled or plain pages), or a diary which is easy to carry around as well
2. Use the notebook to write down any ideas that you may have while performing the group or individual tasks

Task 2.1b
(done at Home)

Topic title:

Observation as Inspiration for the Story:

Observe at home and its surrounding environment, aspects that can enrich and be an inspiration for your story.To make your story more relatable, you can use such insights to detail your story, story world and the characters in it.
Active, keen observation will help you with the following:
- Ability to notice interesting things around you
- Ability to articulate the same
- Actively gathering information

1. 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?

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____
_____

4. Write down 2 moments, which you found very interesting/funny/innovative/new in the recent past:

_____
_____
_____

Output 2.1b: write the above mentioned observations on an A4 size paper

Task 2.1c:
Done at School + Home

Task 2.2c
2 hours at Home, Done individually

Topic title:

Converse with others:

1. Depending on the story that you would like to create, converse with people who can provide you with insights. These could be grandparents, parents, professionals, etc.
2. Before you converse with the relevant people, plan 4-5 questions in addition to the ones mentioned below. The questions should help you find answers to questions related to their lives, difference between now and then, and any unique stories which are intriguing and inform you about their experiences.
3. These are some of the questions that you can ask, make them suitable to the context of your story:
   a. What was a typical daily routine?
   b. What were their modes of entertainment?
   c. Main differences between carrying out day-to-day tasks.
   d. What were the modes of transport present back in the day?
   e. What kind of clothes did they wear?
Output 2.2c: Summary of the conversation + listing of takeaways for your story

Task 2.1d
(done in School)

Task 2.1d
School hours: 2, Done individually

Topic title:

Ideation and Story Creation:

1. From the given list of topics, choose a topic that you would to create a story on.
- 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
- You explore a cave and make an amazing discovery
- A puppy tries to go to school like human kids do
- One morning when the character woke up, I was only six inches tall
- A group of students get stuck in school with magical powers
- A story inspired from Panchatantra animals/characters

Design Thinking and Innovation Task-book - Grade 10   CBSE 2022

- A cell phone - less world

- our favourite character comes to life

- Life without electricity

2. Come up with preliminary, initial 2-3 story ideas using sketches and keywords

3. You can use a notebook/sketchbook to sketch your ideas

4. Make use of mind maps and brainstorming to generate these ideas. Keep in mind to sketch/write keywords for every idea you get, even the discarded ones.

Output 2.1a: Initial/Preliminary and original ideas or sketches for the story as text and images

Task 2.2:
Done at School + Home

Task 2.2 = 2.2a + 2.2b + 2.2c + 2.2d
2 hours at School + 1 hours at Home, Done individually

Topic title:

Story Structure and Types:
a. Narrative structure is how the plot is revealed to the reader

b. Each story has mainly 3 parts - beginning, middle and end or objective, obstacles, and outcome

c. Beginning or objective reveals the story goal, characters, time period, world setting and sets general expectations from the story

d. Middle or obstacles is the phase where the protagonist fails the attempts to achieve the goal, it ends in a high crisis

e. End or outcomes has 3 parts: crisis, climax and conclusion and ties up loose ends

f. There are mainly 4 types of narrative structures: chronological, fractured, circular or parallel

g. 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 worlds

Task 2.2a:
Done at School + Home

Task 2.2a
2 hours at School, Done in groups of 3-4

Topic title:

Finalise your story and create a mood board:
1. From the initial Story ideas, finalise the one you would like to take forward.

2. Create a mood board for your characters and story world - relevant words, clothes, personality, favourite things, hobbies, and artifacts which make your world real (key words about the characters can help)

3. You can take references, get newspapers, magazines, glue

4. For the character world, provide your characters with a name, age, purpose and a little bit of history

Use images from the material you brought to convey the character's personality. The character belongs to the world you design and must follow the rules of the world.

5. For the story world, you must decide a location, time period and duration of their story (an hour, a day, a week, many years). You will collect artefacts which convey the idea of the time period they are working in. If you are working in the current time period, they should collect items necessary to convey the current

circumstances and their setting.
6. Use your sketchbook for further ideation and iterations
Output 2.2a: Finalise the story + Create and present the Moodboard

Task 2.2b:
Done at School + Home

Task 2.2b
2 hours at Home, Done individually

Topic title:

Define your character and the environment

There are mainly 4 types of characters a story might need. They are:

a. The Protagonist – is the leading character in your story

b. The Antagonist – is the character who opposes

c. The Confidant - a person who always supports the protagonist

d. The Affection - a person/thing/animal which brings out the vulnerability of the protagonist (by being attached)

1. Detail out from the support of the moodboard the different characters in your story

2. You'll need to describe the characteristics of each one of them, - their age, sex, looks, likes, moods, opinions, personality, etc.

2. You could make a sketch of them to visualize their features .

3. You'll need to figure out the setting. Setting is defined as the physical location and time of a story – the environment in which the story happens – space, climate, location, rural/urban, etc.

4. Figure out the time period and the duration in which the story occurs

Output 2.2a: Design of the character, location and the time period for your story

Task 2.2c:
Done at School + Home

Task 2.2c
2 hours at Home, Done individually

Topic title:

The Structure of your story

There are mainly 4 types of narrative structure:

A. 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. Example: the Tortoise and the Hare

B. 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. Example: Alice in Wonderland

C. 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. Example: Slum-dog Millionaire

D. Parallel: In parallel structure, the story follows multiple storylines, which are tied together through an event, character, or theme. Example: Mahabharata, Finding Nemo

Task 2.2c:
1. Detail out the structure of your story – taking clues from the above mentioned types.
2. Make an outline and then fill in the details

Output 2.2c: Selecting of the structure and integrating with the story

Task 2.2d
2 hours at School, Done individually

Topic title:

The beginning, middle and ending of your story

Each story has mainly 3 parts - beginning, middle and end or objective, obstacles, and outcome.

A. 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.
a. The problem the main character faces - the conflict
b. Reveals the story goal
c. Decision to do something about the problem to achieve the goal
d. 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.

B. Middle (Obstacle):
The middle of a story begins with the character taking the first action toward achieving the objective and promptly runs into obstacles.
a. This phase usually consists of the failed attempts of the protagonist.
b. The middle part of a story ends on this high crisis.

C. 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:
a. Crisis: In facing disaster, the main character has very limited choices to get out of his predicament. One is hard, but morally right.
b. Climax: The character makes that right moral choice and attempts one final valiant effort to resolve his problem.
c. 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.

Example - **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 his 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.

Task 2.2c:
1. Detail out the beginning, middle and end of your story.
2. You'll need to figure out the medium to tell your story – play, book, movie, a dance drama, etc,

Output 2.2c: Detailing the beginning, middle and end of the story and selecting the medium for your story

Task 2.3a:
Done at School + Home

🏫 🏠

Task 2.3a
2 hours at School, Done individually

Topic title:

Document and Present your story

The learning objectives of this module of Story Creation are the following:
a. 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

b. 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

c. Learner must decide upon the plot line — conflict, rising action, motivation, turning points, protagonist, antagonist of a story to engage the audience

d. 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

1. Document the finalised story as text. You could add images.
2. The story is presented in the class in an effective and engaging manner.
3. The students should have fun while they tell their stories and give their best.
3. The teacher and the other students give feedback on the story

**Output 2.3a:** Documentation + presentation of the story to the class

Reflection:

Questions to ponder:
- Would you like to be a Story Creator?
- Would you like to look for inspiration around your surroundings and environment to create interesting stories?
- Based on the principles of stories, would you like to write your own stories and publish them so that many others can read it?

Self-Assessment:
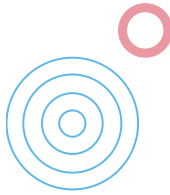
Assessment Criteria (Task 2.1a + 2.1b + 2.1c) – Assess yourself:
Introduction to Stories:
- The task of noting down 'Observations as Inspiration for Stories' was done well. (Individual Assessment, Task 2.1b)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

- The task of making conversations with others for insights for story creation was done well. (Individual Assessment, Task 2.1c)

☐	☐	☐
Beginning	*Promising*	*Excellent*

- 'The task of Initial/Preliminary and original ideas or sketches for the story as text and images was done well. (Individual Assessment, Task 2.1d)

☐	☐	☐
Beginning	*Promising*	*Excellent*

Story Structure and Types:
- The finalisation of the story + Creating the Moodboard was done well. (Individual Assessment, Task 2.2a)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

- Design of the character, location and the time period for the story was done well. (Individual Assessment, Task 2.2b)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

- Selecting of the structure and integrating with the story was done well. (Individual Assessment, Task 2.2c)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

- Detailing the beginning, middle and end of the story and selecting the medium for your story was done well. (Individual Assessment, Task 2.2d)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

Documentation and Presentation of the Story:
- The documentation of the story as text/visuals and its presentation to the class was done well. (Individual Assessment, Task 2.3a)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

Other References:

Other suggested References:
1. Story Sketches
https://www.dsource.in/course/story-sketches-animation

2. Story-Weaver - creating stories in multiple languages
https://storyweaver.org.in