

Storymaking Development Lab



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Format for Sessions

Morning Session

Focus: What does Story-making mean for robotics?

- * How do you make robotic activities more inclusive of all learners?
- * How do you frame problems that allow for the inclusion of girls?
- * Allowing students to explore connections and give them opportunities to create stories
- * How do you steer their storytelling in constructive directions- taking what they do naturally and harnessing it to be constructive?
- * Good stories involve morals and values. List of good morals/values
- * Exploring what morals and values can be incorporated into storymaking process

Activity: Using one of the LEGO toolsets and an Aesop's Fable, create something that tells a story.

* <http://aesopfables.com/>

* Suggested Fables & their Morals:

- The Fox and the Goat - Look Before You Leap
- The Hare and the Tortoise - Plodding wins the race
- The Lion and the Mouse - Little friends may prove great friends
- The Wolf in Sheep's Clothing - Appearances can be deceptive

Wrap-up/Discussion

Afternoon Session:

Focus: How can we bring these concepts into a classroom?

- * What are robot behaviors that denote emotion?
- * Designing a classroom environment that incorporates storymaking: collaborative, competitive, etc.
- * What are supports you can use in a classroom to help the story-telling process?

Insights from Educators



- The class/students can provide the theme of a story and each person or group is responsible for creating a piece of that larger story.
- It is hard to balance time and materials.
- Storymaking is an excellent way to incorporate literature, history, and culture into robotics and technology.
- Storymaking could be an excellent way for students to take ownership of their projects (and learning) and provide motivation when they would not otherwise be interested in robotics.
- Have students write a story and then build it with LEGO bricks.
- Use a storyboard as a limiting factor. It is one way to build in constraints.
- Changes made to stories and building can be based on each other.

- WeDo is more conducive for storymaking since ideas can be quickly implemented. There aren't a lot of pieces and it is easily manageable.
- Have exhibitions of what the students have done so they can share what they have built and what they have written.
- Add lights to the WeDo kit.
- Keep challenges open, but still have a direction.
- Have robotics in the art class.
- Have lots of space for building.
- Provide "story starters" for students.
- Be aware of cultural context. Make sure you give background of a story.
- Design constraints (and story constraints) help kids think and organize their thoughts and building.
- Allow students to add music to enhance their creations.