

Using objects, artworks and spaces to inspire and support storytelling

Preparation:

- If possible, talk to the teacher about how they plan story creation
- Don't try to cover everything needed for a story—if your workshop 'only' helps children create a rounded and interesting character that is a success
- The stories created don't have to be wholly original—it's fine to adapt well-known stories.

Types of stories:

- Adventure
- Mystery
- Science Fiction
- Fantasy
- Historical fiction
- Contemporary fiction
- Dilemma Stories
- Myths
- Legends
- Fairy tales
- Fables
- Traditional tales

Which types of story do you think your objects / artwork / spaces / organisation might inspire?

Which types of story do you think children visiting would be most interested in telling in your organisation?

Key principles to consider when working with the children:

- Embrace the silence! Thinking time is golden.
- Avoid 'hands up' as much as possible—the whole group doesn't need to know everything everyone's thought of. Try 'think-pair-share' or one of the group activities explored on the last training day.
- Expect the unexpected. Children's thought processes often won't go the way we expect. Be encouraging of answers (avoid 'no'). If there's time, ask them to explain how they came up with that answer.

Thought-tracking:

- What is a character in a painting thinking?
- How does the owner of an object feel?

Hot-seating:

- Ask the object to speak about its past or its owner
- Ask questions of the character

Creating a character

Soundscape:

Listen to the object or artwork with a 'magic microphone'. Discuss and then recreate the sounds.

Getting inside the picture:

Imagine moving in and through the artwork. What do you see/hear/smell?
How do you move?

Creating a setting

The search for something lost or powerful. Could the children be given free reign to decide what it is?

Do objects or artworks give a clue as to a wrong which must be righted?

Quest / reason -
why is the
character involved?

Create a monster using different parts of animals/ birds/insects (these may be in pictures).

What if...?

- Each group comes up with as many difficulties as possible in one minute.
- Use group techniques such as rainbowning or snowballing to share ideas or come up with solutions

Creating a
problem
or dilemma