



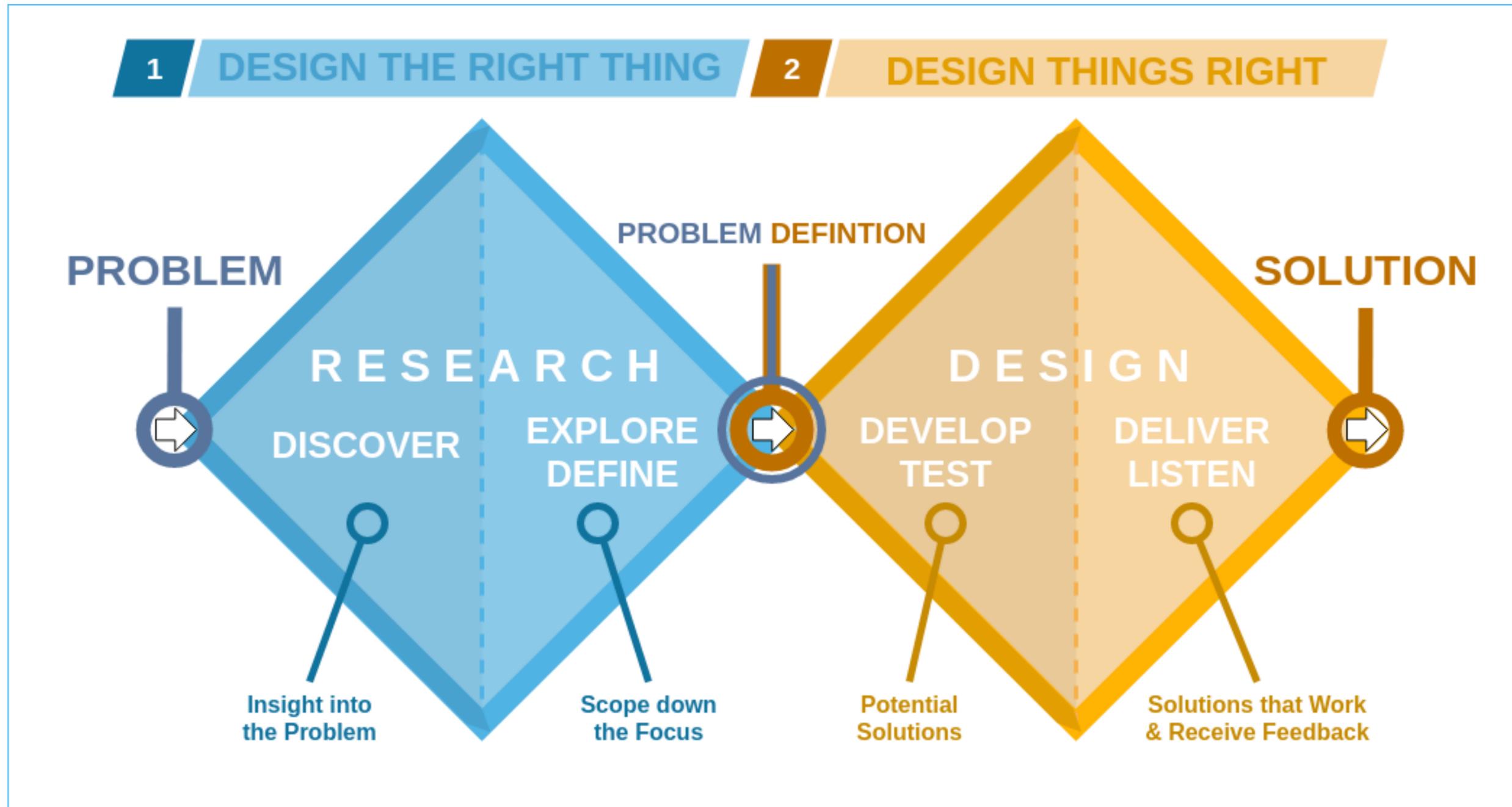
Digital Laboratory

how to use it

Antonia Colasante 14/01/2023



The Double Diamond model



Diogenes Storytelling Canvas (DSC)

Diogenes Storytelling Canvas		Date: <input type="text"/>	Designed by: <input type="text"/>
1. General Goal What do you want to achieve with this activity in your context (school/class/or...).			
4. Scenario What's the situation	2. Key message related to a stereotype/behaviour What's the most important element related to a stereotype/behaviour you want to underline with the story	5. Main Characters Describe the main characters and their way of thinking/act	
6. Challenges What about the adventures of the characters	3. Image (or images) Think about one (or more) symbol/metaphor/image for the Key Message, to help you to describe/share your story with others online	7. Reward What are the most relevant achievements/changes characters could reach	
8. Reflections/Critical thinking What are the most relevant points of attention to boost a critical thinking		9. Digital Sharing How the story will be presented (writings/video/drawings/comics...) and digital channels to share it	
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Designed by: Antonia Colasante - Agenfap

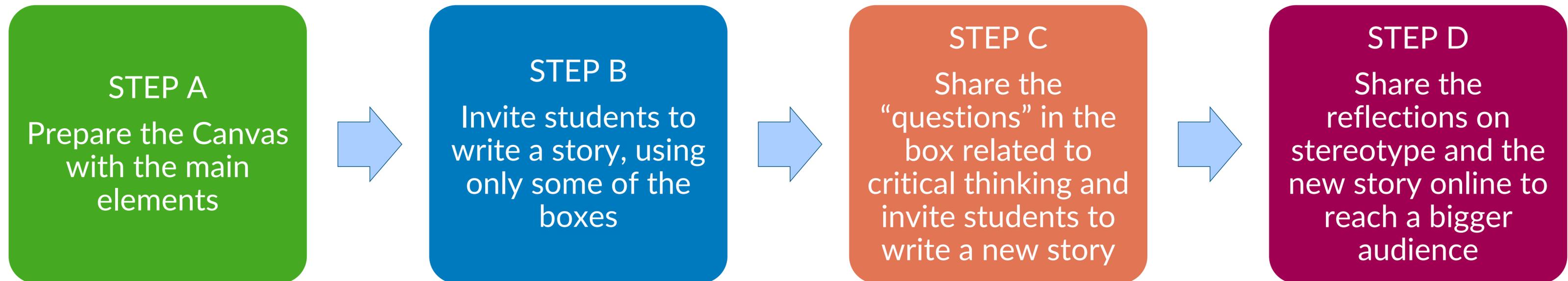


Digital Storytelling Laboratories

Why teachers use them: to support class to overcome or prevent stereotypes

How they work: to involve the class with a powerful tool for reflections

What teachers expect: awareness, a Critical Thinking approach and the opportunity to spread stories online



Step A - CANVAS PREPARATION

There's a preliminary work for the teacher, which is focused filling in the Canvas.

This activity is important for the teacher to:

- Focus the goal to achieve and the kind of stereotype: are there any situation/relationships/discussions in which gender stereotypes are already seen?
- Design the process of the activity: time (how long is the lab, it's an in-class activity or not).
- Collect all the information to give to the class to let them start with the writing lab. How many details the teacher wants to give to the students is related to her/his own evaluation
- List the potential critical thinking questions to support the class to overcome the gender stereotypes



EXAMPLE In a class of eleven years old students, the teacher wants to promote the critical thinking to cope gender stereotypes.

Date:

Designed by:

Diogenes Storytelling Canvas

1. General Goal

What are the most important goals you want to achieve with this activity

To prevent gender stereotype and to the enhance an equal behaviour between genders

4.Scenario

What's the situation

In secondary school there are some issues related to a different way of behaviour between girls and boys. In particular there's a maths contest and only male are informally invited to participate

2.Key message related to a stereotype/behaviour

What's the most important element you want to underline with this story

Girls and boys have the same opportunities and can achieve the same results. Also girls are allowed to participate in the contest and can win it.

5.Main Characters

Describe the main characters and their way of thinking/act

boy one: very smart and shy
boy two: sporty and not so clever at school
girl three: smart and proud of her skills
girl four: shy and with a poor self esteem

6.Challenges

What about the adventures of the heroes

A teacher thinks boys have many more possibilities than the girls to win the maths contest.
Girls are going to find the way to be allowed in the contest

3.Image (or images)

Think about one (or more) symbol/metaphor/image for the Key Message, to help you to describe/share your story with others online

In climbing men and women are bonded to help each other to get to the top

7.Reward

What are the most relevant achievements heroes could reach

New rules in the school
A photo of the price shown in the school

8.Reflections/Critical thinking

What are the most relevant points of attention to boost a critical thinking
Based on what girls are less skilled in STEM?
Do you know any girls interested in STEM topics?

9.Digital Sharing

Channel/games/writings

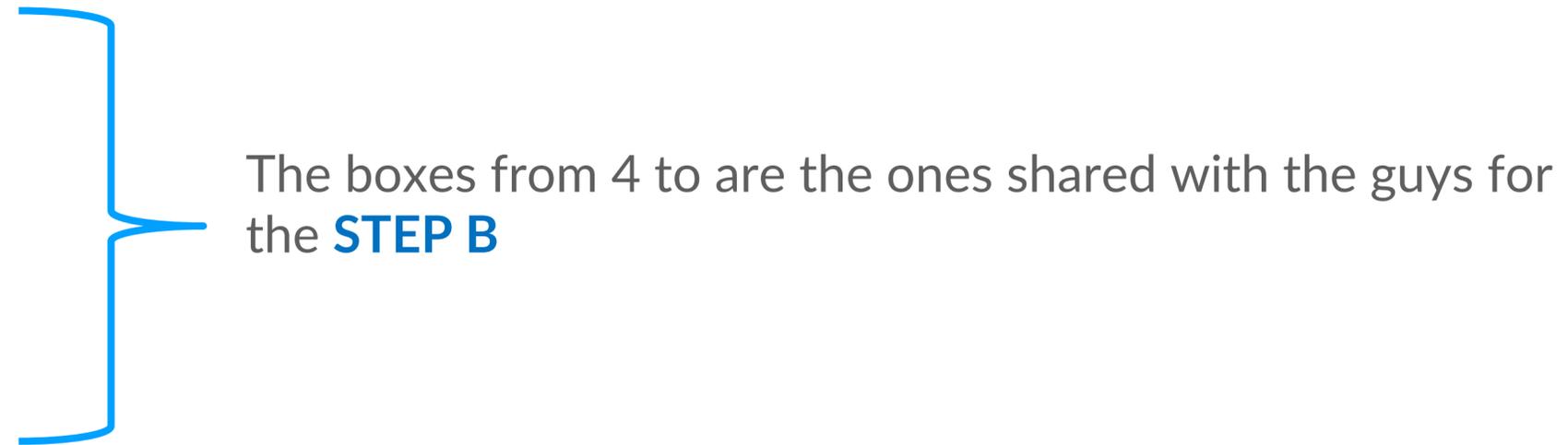
The short story will be shared online, in the school blog



STEP A – Fill in the DSC

In order to design the lab in the class, I recommend you (and your colleagues) to complete each block in the following order.

- 1. GENERAL GOAL** The teacher/teachers define the main goal they want to achieve with the laboratory
- 2. KEY MESSAGE**
- 3. IMAGE**
- 4. SCENARIO**
- 5. MAIN CHARACTERS**
- 6. CHALLENGES**
- 7. REWARD**
- 8. REFLECTIONS** The box 8 is shared with the guys during the **STEP C**
- 9. DIGITAL SHARING**



STEP A – The main elements

During this STEP the teacher starts to fulfill the Canvas 9 boxes:

1. The box General goal: here the focus is on the stereotype: what kind of stereotype, in which kind of situation it happens. So this is the reason why we want to use this kind of laboratory.

Diogenes Storytelling Canvas

1. General Goal

What are the most important goals you want to achieve with this activity

To prevent gender stereotype and to enhance an equal behaviour between girls and boys



STEP A – The main elements

During this STEP the teacher starts to fulfill the Canvas 9 boxes:

1. **The box goal:** here the focus is on the stereotype: what kind of stereotype, in which kind of situation it happens. So this is the reason why we want to use this kind of laboratory.

2. **The key message:** this box underlines the most relevant elements the teacher expects students will learn from the activity

2. Key message related to a stereotype/behaviour

What's the most important element you want to underline with this story

Girls and boys have the same opportunities and can achieve the same results. Also girls are allowed to participate in the contest and can win it.



STEP A – The main elements

During this STEP the teacher starts to fulfill the Canvas 9 boxes:

1. **The box goal:** here the focus is on the stereotype: what kind of stereotype, in which kind of situation it happens. So this is the reason why we want to use this kind of laboratory.
2. **The key message:** this box underlines the most relevant elements the teacher expects students will learn from the activity

3. **The Metaphor:** here is a symbolic representation of the Key Message

3. Image (or images)

Think about one (or more) symbol/metaphor/image for the Key Message, to help you to describe/share your story with others online

In climbing men and women are bonded to help each other to get to the top



STEP A – The main elements

From 4 to 7. The main topic of the story related on a stereotype to overcome: scenario, heroes, challenges and reward

4.Scenario

What's the situation

In secondary school there are some issues related to a different way of behaviour between girls and boys. In particular there's a maths contest and only male are informally invited to participate

6.Challenges

What about the adventures of the heroes
A teacher thinks boys have many more possibilities than the girls to win the maths contest.
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girl three: smart and proud of her skills

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7.Reward

What are the most relevant achievements heroes could reach

New rules in the school

A photo of the prize shown in the school



STEP A – The main elements

8. The : this box gives the possibility to help guys with some “critical thinking questions” to reflect and rethink about what they have already done. The aim is to overwrite the first version of the story.

9. Digital sharing: is focused on the process to share the story created in a digital way: blog, social network, newsletter...

8. Reflections/Critical thinking

What are the most relevant points of attention to boost a critical thinking
Based on what girls are less skilled in STEM?
Do you know any girls interested in STEM topics?

9. Digital Sharing

Channel/games/writings
The short story will be shared online, in a blog



STEP B – Session 1

During this STEP the teacher will invite the class to write, individually, a story using the elements in the boxes from 4 to 7:

- scenario, heroes, challenges, reward

The instructions will be about the time given to write and the how many sentences the teacher is going to expect.

At the end of the time, the class will share the stories and the teacher could see how many stereotypes are used.



STEP B – Session 1

The set up for the laboratory is easy for the teacher. During a class time the teacher asks students to write individually a story within 1h. The students must write one page story with this elements (from the Canvas):

- **BOX 4 – SCENARIO:** there's a secondary school where boys and girls are not equally treated. The teacher describes in particular some specific situation such as a math context
- **BOX 5 – MAIN CHARACTERS:** the characters are a bunch of boys and girls. Teacher will describe few of them.
- **BOX 6 – CHALLENGES:** The adventures of our heroes will help them to establish new rules in the school
- **BOX 7 – REWARD:** The expected results of the story: what is going to change in the school

At the end of the given time, some of the students will read their story.

There will be a time to share some reflections about the activity.

THIS SESSION IS BASED ON STEP B



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STEP C – SESSION 2

This is the most crucial STEP.

The teacher will propose the critical thinking questions (box 8) in order to help the class to be aware of the stereotypes used.

The class will be invited to write a second story.

The second story will be written in small groups in order to enhance the possibility to share opinions and reflections and the guys will be challenged to merge their single story in a group one.

The instructions will be again about the given time and the expected result.

Session 2

After a period of time (for example 1 week) the teacher asks to the students to think about the stereotypes they used into their stories. The teacher uses the box 8 in the Canvas (What are the most relevant points of attention to boost a critical thinking) with the list of critical thinking questions she/he has already prepared. This is a moment to help students to think again to their stories in order to design how they could change them.

So they are invited to write them again within 1 hour and half, in small groups, in order to boost a sharing time among the students. The students will enhance opinions and ideas and try to merge their stories into one with the attention to avoid stereotypes.



Session 2

Debrief time:

The teacher will invite one student per group to tell the new story designed and invite the class to reflect about the differences among the first release and the second ones. The debrief will support the class to indentify the stereotypes and the solutions students designed to overcome them.

Delivered time:

Then each group is invited to design how they would like to share their stories to an external audience. They are invited to choose an image to enhance the power of the story. There will be the articles for the school blogsite or the facebook posts on the school official account. In both the situtations students will be invited to think about the impact to the audience.

STEP D – Digital Sharing

Students will be invited to choose a powerful images for their online stories.

The teacher could propose the images among those ones she/he has designed into the box number 3.



STEP D – Digital Sharing

- a) The class will share the second stories
- b) The teacher will debrief the activity sharing some reflections about stereotypes
- c) The class will also try to use images/metaphor/symbol to get it more engaging (the teacher could help them with the box nr. 3 but guys are free to create their own images). For example, it could be among the situations of mutual support between man and woman.
- d) The class will be invited to share online the second stories choosing the designed channel (box 9)

THANKS