

documenting and analyzing
children's stories
written and illustrated by themselves

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Abstract:

Like the topic suggests, the main intention of the project was to give children a platform where they got the freedom to think, write, draw and express themselves through the medium of stories.

Through my project I have tried to come up with different ways for encouraging children to write and draw their own stories both at personal level as well as on a larger scale.

My research revolves around studying and analyzing the stories the children write, to understand how they construct stories, their influences, inspirations, and difficulties faced while doing so. I also had to observe how they go about when asked to illustrate their own stories.

Along with conducting workshops and interacting with children I did a brief survey of magazines, newspapers and other avenues that allow children to participate and provide them with a scope for creativity.

Introduction:

We are surrounded by stories of all kinds, in many forms. Be it the bed time stories or the folktales or fairytale books that we grew up reading. Be it the novels, editorials, movies, theatre plays etc we have become accustomed to as leisure interests. Be it conversations, fables, lies, excuses we make, all these are nothing but different types of storytelling. All of them involve creative thinking and storytelling on various levels. In spite of the exposure and the access to different modes and mediums of stories, when asked to create a story, most of us lack imagination and original thinking.

It is believed that children are less inhibited and they easily open up to the world of their imagination. They can live in a world of their own without necessary linking it to reality. Kids are naturally curious. They are imaginative,

inventive and intuitive. They are always open to sharing their dreams and ideas no matter how absurd adults find them. They are unconstrained by the realities that most adults build into their imagination.

The aim of the project was to give them tasks that will bring out their creativity through stories and images. They were assigned the task of coming up with a story of their choice, without any constraints and making an image corresponding to the story. Their activities and thoughts were observed.

In the current scenario, with so much of exposure to multiple media like television, internet, books etc., children are bombarded with information.

This project allows me to infer if the children can think differently or whether their originality is curbed and they fall into the trap of writ-

ing stereotypical stories based on inspiration or repetition of what they have seen before.

Along with writing they had to draw images for their own story. This will allow me to conclude if they understood the medium, how well they handled it, whether they were more expressive through drawing or through words, whether they were exploring the materials and space provided to them and how much they enjoyed expressing themselves by drawing as compared to writing.

Drawing for stories is tricky. Another area of my observation was to compare their stories with the images they made to support it. It was necessary for me to study the nature of the images; if they were expressive, if it was literal or more informative, if it complimented the story or it was an independent or stand alone image etc.

Research:

Existing mediums:

Before deciding on any type of program for children I started with evaluating the mediums that already existed which encouraged creativity among children. The advantages of the mediums, its accessibility, exposure, approach as well as the constraints.

I started collecting all the magazines, newspaper weekly and some Tv programs that encouraged children participation. While doing so I came across very few such mediums which were commonly known among children from the age group of 8-10 years and over.

I started with print medium. I did a small survey by visiting small venders who distribute magazines and newspapers and second hand book/magazines sellers.

The most common magazines that I came across were Chandamama, Junior Chandamama, CW (children's world), Magic Pot and Tinkle (comic).

Chandamama and Tinkle both have a website of their own which is accessed by many throughout the nation.



Chandamama is a popular Indian monthly magazine for children known for its illustrations. Chandamama is a magazine for slightly more grown up children. Now here was a really and truly Indian book. What with stories from the Puranas, Indian Myths, Popular Folk tales,

Trivia etc. It was in a class of its own.

It was revamped in November 2008 and has since gone contemporary in terms of language, presentation, artwork, and content. It continues to carry old favourites like Vikram-Vetal and mythological tales but there have been several new additions- contemporary stories, adventure serials, sports, technology, news pages etc.

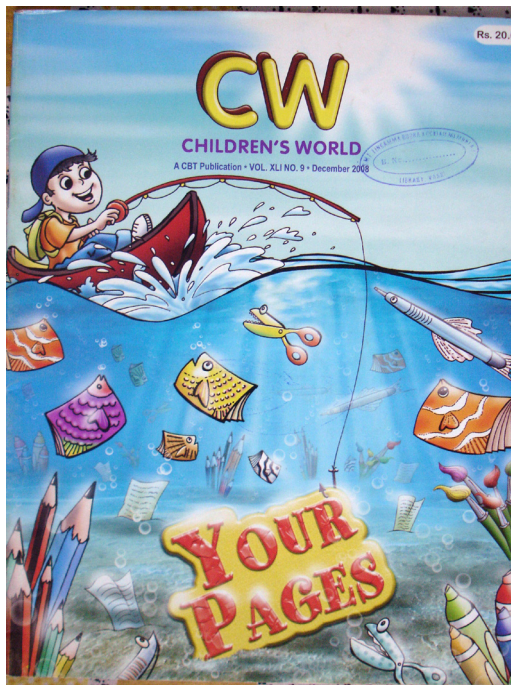
The magazine is of about 70-80 pages and out of those only 2 or 4 pages space is given to children's entries, which according to me was a little sad to discover. The layout style is mostly text as compared to pictures.

The magazine also has a sister magazine called 'Junior Chandamama' which is targeted to children below 9 years. It is very colorful and has lot of pictures and lot of activities like puzzles, craft, vocabulary and drawing and coloring.



Tinkle is an Indian monthly comic Indian magazine, published in several Indian languages. Originally owned by the India Book House. The first issue was launched in April, 1980, and more than 600 issues have been printed so far. The magazine carries comic stories and regular columns of interest to school children.

it includes new stories, contests (that includes *Tinkle Fun Time*, *Tinkle Picture Quiz*, *Say It Your Self*), news article (labeled as *Tinkle Times*), 'It Happened To Me' which is an article where readers send in their true life incidents and 'Young Poets Corner' where readers send in their original poetry.



Children's World is a magazine founded by K. Shankar Pillai, well known cartoonist, to be a forum for writings by children, budding as well as established authors.

The magazine had its beginnings in the Shankar's International Children's Competition, an event conducted by Pillai since 1949. He decided, in January 1968, to publish the entries to the competition in a weekly illustrated periodical.

The magazine switched to become a monthly in March 1972. It issues two special issues, in April and in November. The November issue exclusively comprises contributions by children in the age group of 5-16. It is published to coincide with the celebration of Children's Day in India in November.



Navneet Newshouse is an Indian weekly newspaper for children. It consists of only 12 pages. It was started in 1996.

Conclusion

All the above mediums the magazines and news weekly have directly asked for entries for printing poems, stories etc. Other than puzzles and academics related articles there are no creativity building exercises which require out of the box thinking and encourage experimentations. Almost all the mediums in print have a separate section /Colum for art but sadly the tasks are very mechanical. It's either complete the given image or color the image already drawn or copy the drawing and color it etc.

The only exercise I found interesting was to make an image using a formless form, it could be few lines scattered over the space or some absurd shapes which do not make much sense. The task is to create an image using these shapes and lines. What I liked about the task

is that the shapes provided are of such strange forms that it is very difficult to associate it to something; therefore you are left with no choice but to try and find some familiarity in the shapes in front of you and build a complete image.

Both Chandamama and Tinkle have websites too but out of these only Tinkle provided an online interactive forum where the users could up-load their entries and enter some small writ-ing, drawing and craft contests. Other popular websites I came across were of the kid's televi-sion channels like POGO, Humgama, Nickel-odeon, etc.

Television:

Without any surprises television turned out to be the most popular medium amongst the children.

With so many channels and programs dedicated to kids, children are exposed to variety of shows some of which are art and education related.

I asked few kids if they watch such shows and the program 'mad' that comes on pogo was very popular. Almost all the kids at some point of the time had seen at least few episodes of it and everyone I asked knew of such a program. When asked how many craft/drawing projects they actually did which were demonstrated in the show, very few said 'yes'.

The reason for not repeating what is been demonstrated were:

- 1- They do not have the required materials,
- 2- They forget the method used,
- 3- Most of the time the craft projects are difficult and most of them do not get any help from their parents.
- 4- And finally the most common reason was they are not creative enough. They only do simple things like make greeting cards and so.

In spite of many art and craft shows on how to build something or how one can turn a scrap to an art etc., children prefer cartoon shows. And as you proceed through my report you would see the impact of television on their thinking through their work displayed.

Planning, Study and Initial Approach:

Research about children and their behavior can become very elaborate; for a one month project, the topic for my research was rather extensive.

Considering the time constrain I had to narrow it down to a group which was easily accessible and from a background that was familiar to me. Children I can easily connect to and understand and was aware of their backgrounds. Even for them, their comfort level was important and any awkwardness because of my presence would affect the result or come in way of the process.

Defining a Group for research:

I started with my project by determining the age group of the children I will be working with and along with that I had to keep in mind the other important factors which would influence the selection of the target group.

My project required both drawing and writing abilities. I chose to work with children from 8-10 years of age. I believe children between these ages would be old enough to articulate their ideas in writing and won't be conditioned by the environment they have been brought up in.

Teaching in India is a little conservative and old-fashioned in the way they introduce art to children. They are taught to copy drawings rather than make their own, in most schools. This conditions the children to draw in a par-

ticular way and curbs their natural tendencies of drawing and makes it exceedingly hard to extract original ideas from children as they grow older. Similarly, they are also taught how or what to write and which type of essays are good, which ones are bad. Guides and rote-based learning hamper creativity all round. With all this in mind I came up with a plan to observe how schools, magazines, books, websites etc encourage art and how they introduce it to children.

Children can be further divided in so many segments due to factors like social geographical economic religious etc. that has an influence on the behavior and the nature in which a child responds.

Being based in Mumbai, I decided to concentrate on the children from middle class and upper middle class. One of the most dominant

sections of society in Mumbai and to an extent India too. I decided to approach children through schools which were moderate in standard/nature and was not dominated by affluent society.

Schools considered for research

The schools that I decided on conducting my experiment/workshop were Dyaan Pushpa Vidya Niketan, (C.B.D Navi Mumbai) and Kendriya Vidyalaya (IIT Powai) for students of class 5 and class 4 respectively.

Before reaching the above decisions I had to go through some unsuccessful attempts. I had selected a certain group of children to work with considering their unique backgrounds but it did not work out due to various reasons. Though the intention and the idea were constructive, due to various reasons things could not workout and I had to abandon the idea. Though the intention and the idea were constructive, due to various reasons things could not workout and I had to abandon the idea. But I was benefited by whatever experience I had in the process.

Among the schools I visited, Swami Bramhanand Pratishthan has a special place in my memory because of its unique nature and the experience I shared with the special kind of children who study there.

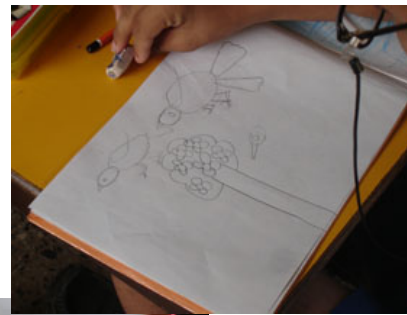


Swami Bramhanand Pratishthan:

Institute for special children.

The school is located in C.B.D, Navi Mumbai. This school is designed to provide guidance and training to children with special needs.

It is very close to where I live and since childhood I have seen and heard a lot about the school. The annual art and craft exhibition conducted by the school is well-liked and well-known event. The purpose of this event is to showcase the art work and handicrafts made by the kids themselves.



With these kids I was dealing with a very sensitive and new and in an area I was completely inexperienced. Before I could move further I decided to spend some time with the kids in the school.

It was very important for me and for the project to understand the physical conditions as well as the mental conditions, their limitations etc. I was entering a completely new area and to proceed with it demanded a careful and well constructed approach. I had to analyze their abilities and needs to structure my work accordingly.

Therefore I spent 2 days with the kids and the teachers and I realized that my objective were not aligned with the needs of the children. I had only 20 days to finish my project and I wasn't sure if I would be able to come up with a plan that would suit them and also at the end of it, it should satisfy the requirements of the project. I did not want to impose my project on them or put them in a situation they find difficult to handle. It was a very sensitive area and it needed an equally sensitive approach and a month was just not enough for it.



Observations:

Limitations in speech: due to some physical conditions most of the kids suffered from physical conditions where their tongue was too heavy and due to this the kids had difficulty speaking. And many kids could communicate through grunts.

Motor skills were absent or limited: holding a pencil or any object especially small in size was very difficult. Hand eye co-ordination was poor.

Lack of motivation: They would sit idle unless prompted or pushed to do some activity

In spite of their limitations it was very heart melting to see the children make an effort towards improvement. I saw them laugh, play and disobey in the class and they were as mischievous as any child of their age would be. It was a pleasant experience trying to get to know them and befriend them.

Dnyan Pushpa Vidya Nekitan

Another school visit that I would like to mention is the Marathi medium of Dnyan Pushpa Vidya Niketan. Though I didn't really get to chance to interact with the kids directly during this project what drove me to approach this group was my school memories. I grew up studying in DPVN (English medium) and during my 10 years of education I interacted with them on many occasions.

It has a Marathi medium of teaching and is dominated by children from the kholi (fishermen) tribe. It provides free education for girls

and charges a minimal fee for boys.

My interest developed because of a very different background these kids come from. Mumbai being a coastal region was essentially the land of fishermen and traders and it is appalling how little we know about this group. I was hoping to extract very different and new points of view from these children. I was curious to know how they look at their surroundings and the progress while still belonging to very conservative/traditional society which hasn't progressed much in the last 50 years.

I had referred to some old annual school magazine compiled out of entries from the students; I found very interesting articles about fishing adventures, some folk songs, a girl who loves wearing a 'gajra' but is made to remove by teachers because it doesn't fit the uniform

(dress code) and how she wants to change the rules so she can wear all sorts of 'gajra' etc.

So with an interest to pursue the idea I went to the school to work out some timetable etc. with the school principal, but due to schedule problems and my deadlines I could no longer pursue it.

It was mid December and it was close to the end of the semester. The children were preparing for their cultural festival and annual sports day along with wrapping the syllabus for that semester.

The school had Christmas holidays from 24th of December 2009 onwards to 2nd January 2010 and the exams were scheduled in the 1st week of Jan during this period I wasn't given any time slot with the kids and waiting till mid January did not suit me.

Structuring a Workshop:

The ideas behind the workshop

The fundamental objective of the workshop was to introduce exercises that were new and did not resemble the regular curriculum of children. By doing so, the children would be exposed to new and relatively unknown activities, revealing their personalities and their natural inclination. This was important to

understand the general mindset and their willingness to try new things and at the same time provide them with an environment where they don't feel frustrated, hesitant or pressured to produce correct results.

Another important reason to conduct a workshop was to avoid adult guidance and interference. It is commonly observed that parents are more competitive and often influence and train children when it comes to their performance. By asking children to work from home or by collecting materials which they have already made in the past, I would risk originality and a genuine effort.

While designing the workshop I had to construct an exercise that would trigger independent thinking without much dependence on the sources that they are familiar or comfort-

able with. Keeping the task open-ended was important while providing them with a platform and giving them a general direction in which to proceed without imposing anything on them.

The requirement was to conduct small sessions which would eventually help them to come up with their own short stories and illustrations. Therefore I decided to break down the workshop into small exercises of 30 minutes each that would be conducted over 2-4 days. The reason for such an arrangement is the short attention span of kids. The focus was on keeping the exercises small, but giving them enough time to finish it without being compelled to hurry.

The next section explains how the workshop was conducted in Kendriya Vidyalaya.

Workshop motives and tools:

TASK 1

At Dyaan Pushpa Vidya Niketan, the task was to see how creative they were; I asked them to write an original story accompanied by a drawing.

They were not given any restrictions, it could be about animals, an experience, their thoughts, even poetry if they so desired. They were only asked to draw something to accompany it.

Motive:

Before adding any constraints of any kind I wanted to see/observe how kids react to total freedom. The 1st task was to simply write and draw whatever and however they liked it so long they come up with a story at the end of the assigned time.

The intention was to understand their natural tendencies of handling a given task, to assess their comfort level

Materials provided:

No material provided by me.

No condition on paper size and type.

Time limit:

due to their exams they were given 2 days.

Response and Observation:

At DPVN, the kids looked very excited and thrilled to write. They asked me a lot of questions and were very excited about it. Though I mentioned that it should be a short story one or two kids wanted to write longer stories of two to three pages.

Since it was their exam time I gave them a couple of days time but the participation was very less and even amongst those who wrote stories the stories did not seem entirely original.



Akhil Hadawale
DPVN School

Topic: global warming

There is the mountain in the world. But due to the global warming and due to the pollution mountains are turning into iceberg.

There are cracks on the mountain. There are industries. Due to the many industries the atmosphere is destroying. Air pollution is there. Industries also causes water pollution due to water pollution it has bad effect on human life. Humans are increasing pollution day by day.

Man is cutting trees for his convenience. When the forest is cut animals survival will be there. Soil erosion and draught is caused. There are trees in the environment. The sky is bluer. No pollution is there. Industries are very less. Transport is done without pollution. There are many parks and no garbage in the city. Trees are planted and they are taken care also. Also atmosphere is clear. Hence, green atmosphere means clean and natural atmosphere.

NOTE:

Appears to be a direct influence from a school workshop, essay, lecture etc. The child have struggled to use the words and terms the way he/she remembers it but have jumbled it up. The liking towards trees and healthier environment is clearly in notice. The assignment is been treated like a competition.



Shubham D
DPVN School

Once a day the god want to test all animal. Who was king of proudness. One a day the god made a man to test all children. He first met elephant. He said 'i want some food' but he said 'i have no food, what can i do? Go away'. I will eat you. At last he made a rabbit who was eating his food. God said 'give me some food' the rabbit was hungry but he gave him his food. God said 'oh no! What can i do from much little food'. The rabbit burnt fire. He said 'eat me' The god came his body and said 'you are kind. I will give you a house to live you are proudest of all.'

NOTE:

The story is not original. It is quiet clear that Shubham is only narating somthing he has already read or heard from somewhere.



Preeti Guru
DPVN School

Topic: My dream

When I grow up I will build a house in a tree. I will live in it. That will be my secret place. I will come there to do my homework.

I like to play there and my all friends come there to play with me. I do my party there. My sister also comes there with me for lunch and breakfast.

NOTE:

Again it is observed that the kids are more comfortable to imagine what they want their fantasies than to think something fictional and to build up a story on such topics.

Many times the dreams/wishes that are expressed by the kids are influenced by TV. Culture or environment that is not familiar to them

Here tree house is mentioned...which is a very western concept.



Shruti Kandoth
DPVN

Topic: I am a teacher.

I am going to grow up and become a teacher. A maths teacher as i like maths. I like to share knowledge with everybody and also i like to get knowledge from others. While studying or teaching i explain and learn in fun. I like children very much. They are sweet but take time to understand things but we should have patience and make understand them.

NOTE: NOTE:

I want to be a teacher is a very common topic amongst children but in this story it seems like Shruti is trying to give a message to all the teachers. She wants them to be patient with kids as they take time to understand and learn things or she is simply expressing that she wants to be treated well by her teachers.



Urmila Patel
DPVN

I want to become class teacher. I will teach maths, English, EVS etc. Because i do maths very nice. I like children very much.

NOTE:

what is peculiar about the picture is that a girl has shown herself as a male teacher and the students are all girls.

could be that Urmila was drawing a picture she had seen somewhere or was drawing her favourite teacher.



Nabila Shaikh
DPVN

Once there lived a princess in a large kingdom. She was very beautiful and she was also very proud. One fine day her father decided to get her married off he sent an invitation to all the lords and princess.

The princess saw each of them one by one but did not like any of them. They were either too tall, too short, too fat or too thin, too fair or too dark. The princess said 'I like only one of them. But he has an ugly beard. So I will not marry with him.' The king was quiet upset by this. In anger he said, 'you should marry the first man who enters this hall and you shall leave my kingdom.' Suddenly the door opened and one beggar came in.

The king said 'marry the beggar and leave my kingdom.' The poor princess had to marry the beggar and to live in a hut.

The princess cried and said that 'I should have married that prince that have an ugly beard.' The beggar came out and said 'don't cry, I am the ugly beard prince. I decided you to teach you a lesson. I have a large kingdom. We shall live there happily'

NOTE:

Though Nabia has done a good job in drawing illustrations for her story, it is clear that the story is a copy or an imitation of an existing story.



Once i dream that i had gone to a chocolate land with a fairy. In the chocolate land there was a sun made up of water. There was a lake made up of chocolate. In the chocolate lake there was stars like diamonds in the lake. There was a house in the chocolate land. There was chocolates on the trees and there was some mountains.

NOTE:

The story has been started with 'Once' very influenced by traditional fairy tale which generally start with "once upon a time...'

Most interesting part is the imagination of sun made up of water.

The attraction/fascination towards a fairy, diamonds comes out in this as the narrator is talking bout a dream.

DPVN School

Tpoic: My dream of chocolate land.



Shweta Jarhad
DPVN School

Topic: I see a temple.

One day I go to sleep. When I sleep I see a temple. I was going to the temple, I see there is a very beautiful temple. I like it there. There is a tree, mountain and a garden there. When my mother came to wake me up I get up very fast. I was very happy. I like my dream of temple very much.

NOTE:

Though the image looks very typical, the story is original and very personal as it's her own experience she has mentioned.



TASK 2:

At Kendriya Vidyalaya, the workshop consisted of 3 tasks.

This activity was a warm-up task to remove any inhibition or nervousness.

Draw the most favorite or the most important thing in your life.

OR

Draw something you dream of or something you wish to have.

Write few lines about what you have drawn. Its specialties, its importance and so on in 10 to 15 mins.

Motive:

Kids like it when grown-ups show interest in their activities, likes and dislike. I wanted to play on this idea to remove any barriers between me and the kids. Showing curiosity in their work can be a great conversation starter and appreciating it would encourage them to be more expressive and open.

For actual execution I provided them with various mediums of colors like water based colors, pastels etc. so that they could explore it in various combinations.

Materials provided:

One A3 size cartridge paper.

Set of crayons and sketch pens

Set of water based colors (poster color)

Time limit:

10 to 15 mins for each exercise.



Response and Observation:

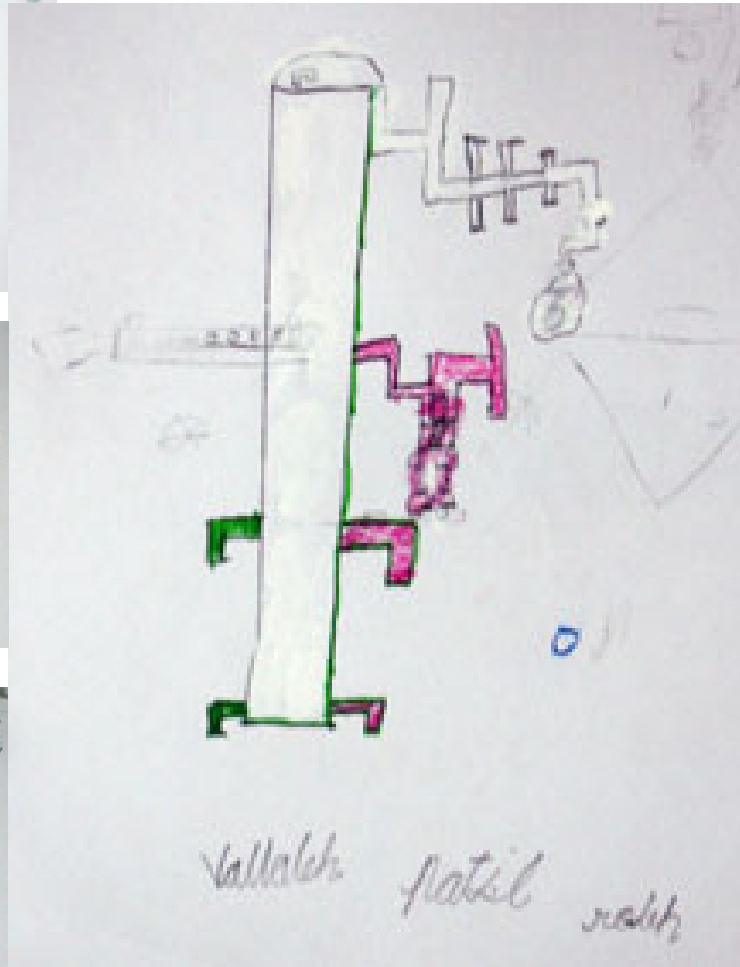
At KV, the first task made the kids very excited and happy. They were confused at first and wanted to know if it was a competition or part of their curriculum and though it was just draw your favorite thing, students found it hard to start with this. They started only when their class monitor urged them to do it faster and finish early. They were waiting for each other till then and kept asking questions. They were a little scared of drawing and erasing. They were scared of their performance and relaxed a little only after being told that it was not graded. Once a few students started off, looking at them others also started.

Girls mainly drew flowers and dolls; boys were more interested in sports items. Many boys drew PSP (playstation portable) as their dream

toy. The difference between girls and boys was easily distinguishable. One boy stood out in that he drew a machine which could mass produce anything that was needed, complete with buttons and an operator. For originality and creativity, this boy was easily the best.

Amongst the kids who drew PSPs, none of them actually had a PSP. What I found strange was that none of them drew themselves playing it, they just drew the equipment. Perhaps, they executed the task literally. They were asked to draw something favorite or something they desired.

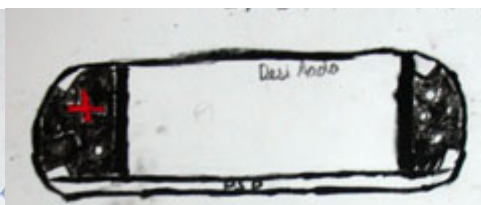
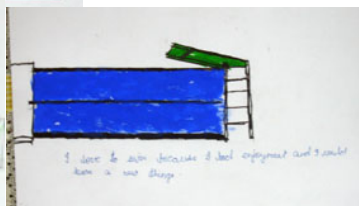
One common observation I found throughout was that all of them were very conscious when it came to drawing as appose to writing. They got worried if others would understand it.



In this task almost everyone participated. I just remember 2 students both boys who did not draw because they thought they can't draw.

Many took the task literally and drew what was asked. Could it be lack of imagination or is it that the kids now days are so use to instructions that they do not attempt to do things differently? A food for thought I would say. These are the few drawings that I found interesting. These drawings show the experience and not just the object liked or desired by the child. There is certain involvement and the persons interaction with the activity drawn.

The largest picture here made by a boy (name not mentioned) is of a mass producing machine. It has the power to produce anything in the world in large numbers, there is an opening at the top for the raw materials and the finished product comes out of the bottom and it can be operated by just one person. According to me it is the most creative and the most imaginative of the lot.



These are the drawings made by the boys. Almost all drew either sports/games or food.



These pictures are drawn by girls. They were more careful about the task. They were giving too much attention towards neatness of the paper and decorating the drawing, selecting the color. Majority of the drawings were of flowers, dolls and toys. This task brings out the difference of preferences amongst girls and boys.

TASK 3

Think of a short story using the words from the given set.

And

Draw illustrations supporting the story you wrote.

Motive:

The second task was to see how creative the children were. The final product was to be done in 30 minutes. To channelize the creativity and make it easier to benchmark the students, they were given a small constraint. This was not done to curb creativity but rather to make it easier for the children to think.

In the second task, students were split up into 4 groups and each group was given a set of words, each of which was supposed to be used

in the story. Each group was also assigned a coordinator who would explain the words to them and also be available for any clarifications, without giving them hints of any sort as to a story. The words were chosen in a way that would have impact both visually and as a part of a story. Words representing sounds were also part of the constraint set so as to provide some more expressive power for the students.

materials provided:

One A3 size cartridge paper.

Set of crayons

Set of water based colors (poster color)

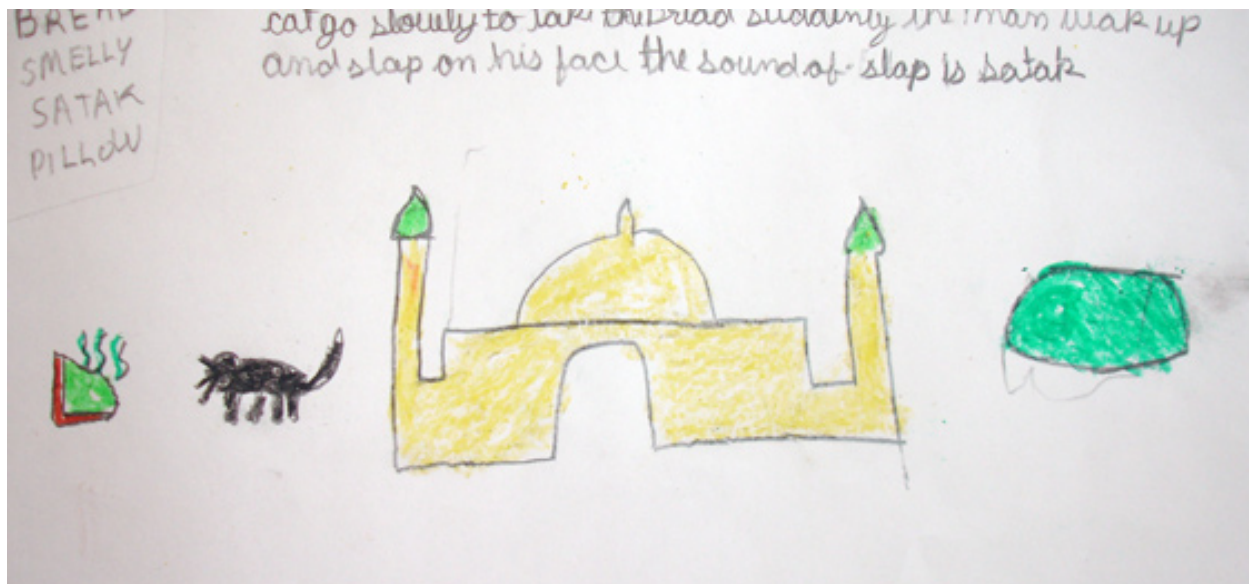
Set of sketch pens

Everyone was very eager to do this task, since it piqued their creativity and intelligence. I had used words like “dark”, “BANG” and anything. These could have multiple meanings for different people. For example, bang could mean the sound or also the verb banging into something. Dark also has different connotations, like the color, the characteristic, the darkness of night, or even dark used in a sinister way.

Encouraging children to write and draw

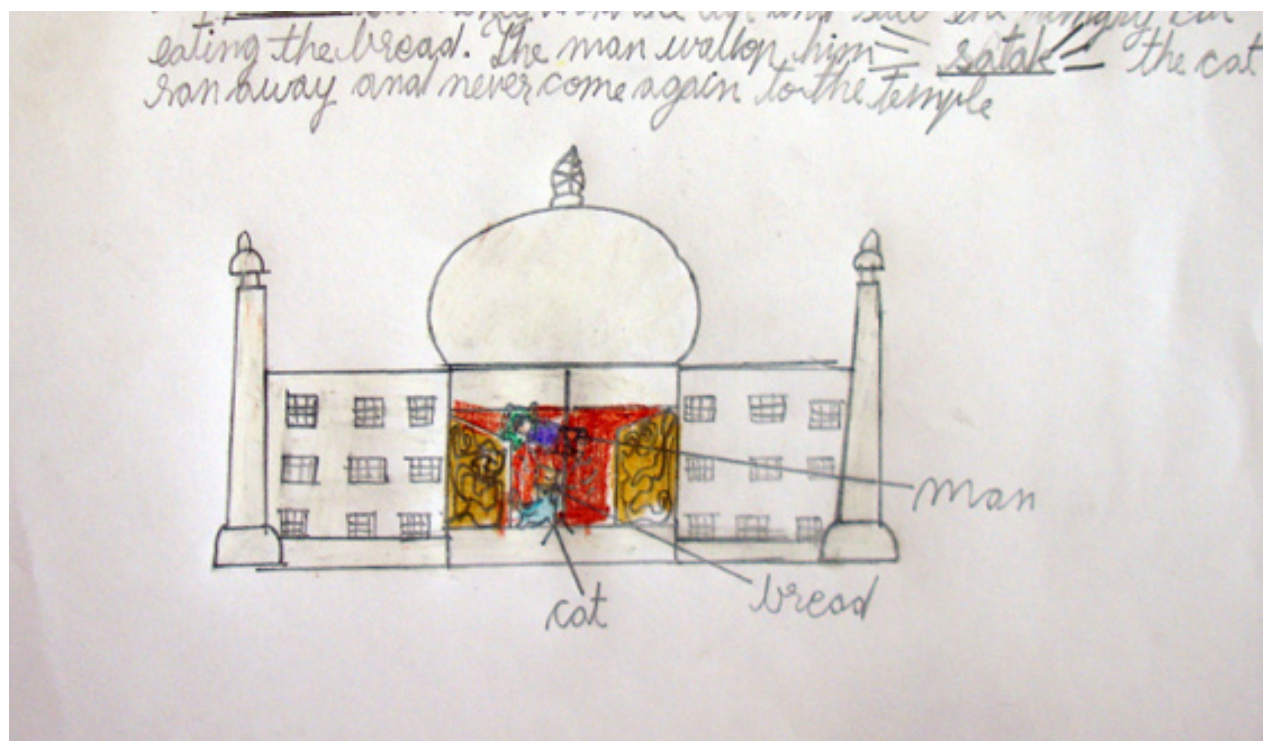
SET 1:

Cat; temple; bread; smelly; satak and pillow:



Nishad
K V School Powai.

Once there was a temple. In the temple there was a cat. The cat saw a man sleep on a pillow. On the left side of the pillow there was a smelly bread. Cat went slowly to get the bread suddenly the man got up. The man slap on the face of the cat. The sound of the slap was satak!



Lakshay
K V School Powai.

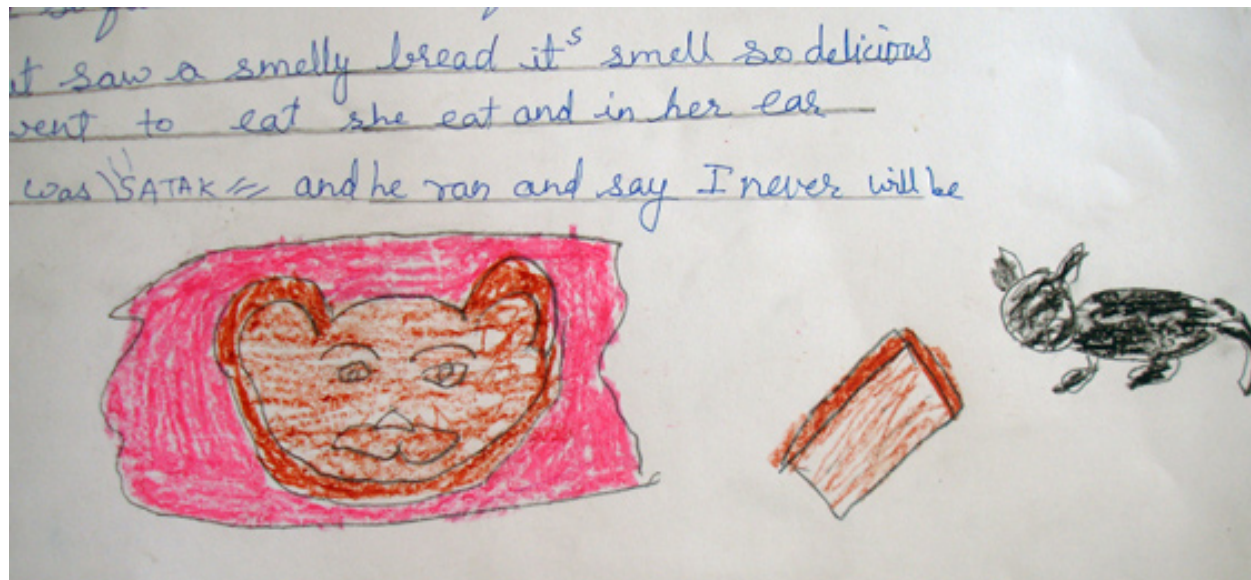
Once a cat was going to temple. I saw the cat was going to get the smelly bread. There was a man sleeping on the pillow. Suddenly the man woke up and saw the hungry cat eating the bread. The man hit him satak and the cat ran away and never came again to the temple.

Shreyash kashyap(hindi)
K V School Powai.

Eak bar eak temple tha. Uske samne eak cat reahti thi. Sare log us jagha par us cat ko eak pillow dena chahte the. Eakbar kisine usko pillow de hi diya. Eak bar cat ka dimag eak bread par satak gaya. Bread ki lalach me usne bred ko pane ki koshish ki aur woh kamayab ho gai. Jab woh use khane bethi aur kha li to usne bola ye bahut smelly hai.

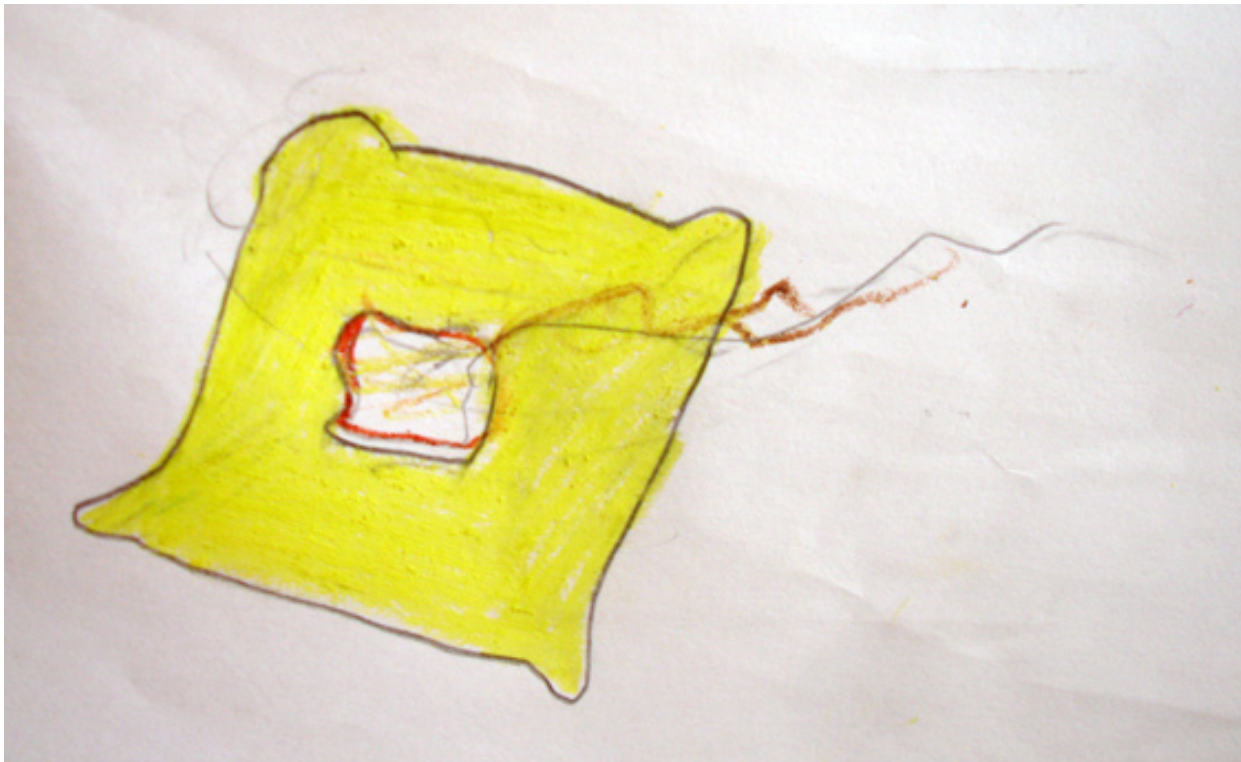
4- Aishwarya Pandey

One day there was a cat. She was very lazy and smelly. Once she saw a piece of bread in a mans hand. She jumps into mans hand and eat the bread. The man satak on cats face. The cat ran and go to the temple and step on a pillow.



Ananya Yadav
K V School Powai.

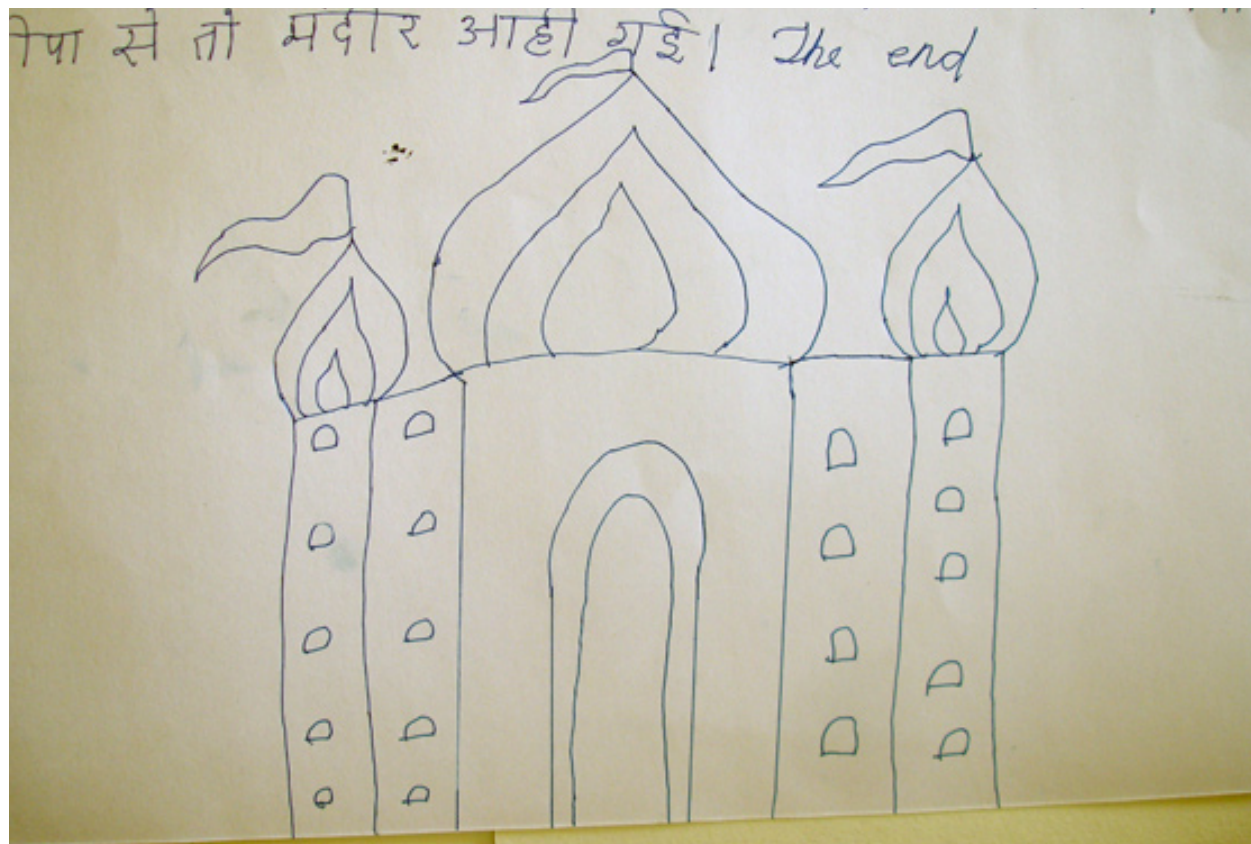
One day a cat was jumping on a pillow. Her master was very tired. He went to sleep and saw that the cat was jumping, he quickly ran and 'satak' the cat. The cat running so fast as he can, with few minutes he went to temple. It saw a smelly bread. Its smell so delicious, when it went to eat. She ate and in her ear the bread was 'satak'. And ran and say i never will be greedy.



Milna Francis
K V School Powai.

One cat was sleeping on a pillow. Suddenly he can smelly a bread. It go towards the temple. When the people of temple saw him they give him a clap 'satak'.

There was a cat. He had a pillow. He loves his pillow. One day he missed his pillow carry his bread. He called dog and told his story and dog went smelling his smelly bread. They reached temple after sometime they reached a wall. The cat could not see it and hit 'satak'.



Divya Lamba
K V School Powai.

Eak bar eak billi bistar par so rahi thi. Aachanak uska man mandir jane ka kiya. Tabhi use eak bahut gandi bass aai. Tabhi usk adimag satak gaya. Par bhagwan kripa se to mandir aahi gai. The end.

OBSERVATION:

In this set many drew only the temple as the main supporting image. The temples have some similarity to mosques. Only one or two have drawn any particular scene or important shot of the story. Lakshya(pg32) has attempted to show the set up of the space where the story takes place. Though tiny and a little unclear he made a good effort to make a drawing which supported the story, gave a better picture of the events taking place in the story.



SET 2:

Cave, Tail, Bang, Dark, Football & mosquito:

Atriya

K V School Powai.

Once in the dark night someone was playing football in a cave. I saw there it has a tail. One mosquito goes inside, Bang the mosquito dead.

I was playing football in the dark night, one mosquito bet me. It had a tail. I followed it. It went inside the cave, Bang i killed it.

A mosquito was playing football in the dark night. In the jungle i was a Tiger. I had a tail. I lived in a cave. The mosquito came inside the cave, Bang i bit it.



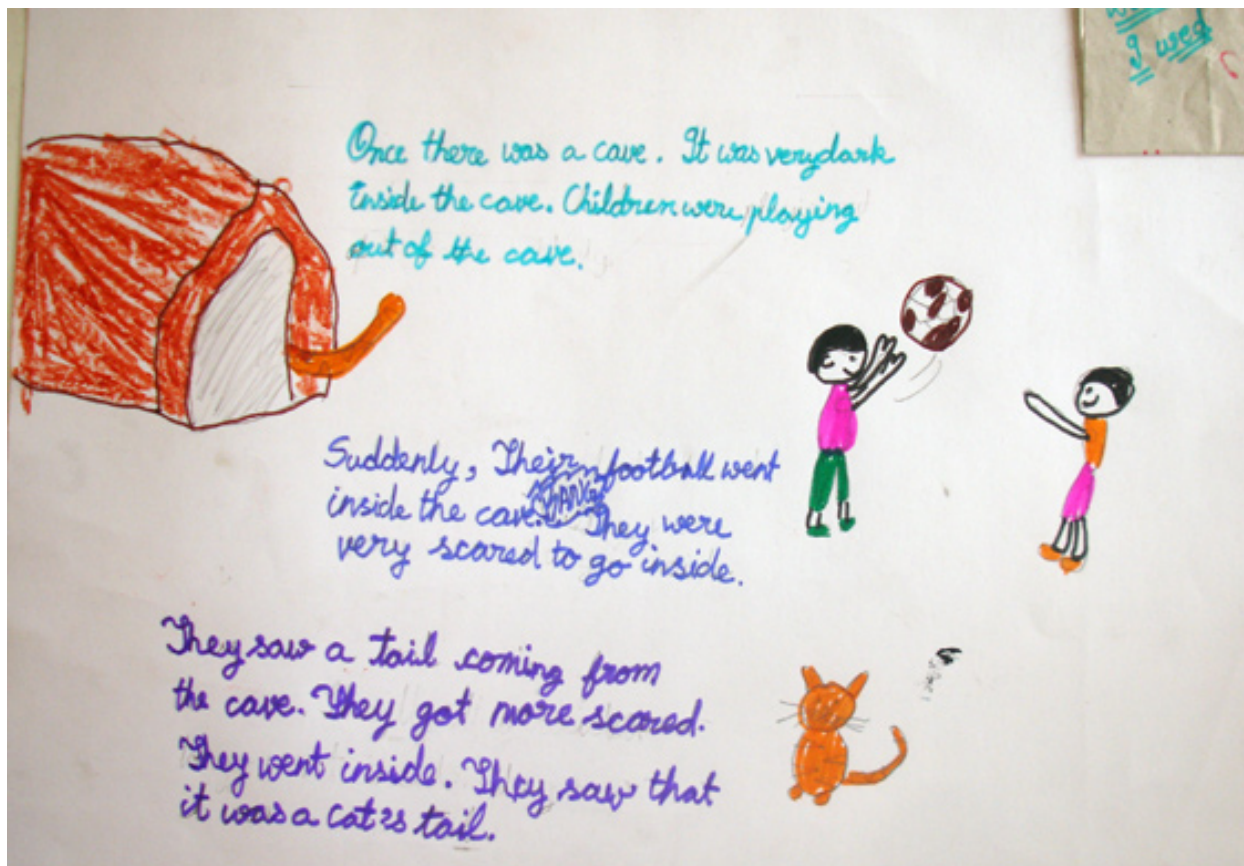
Unknown
K V School Powai.

One day when i get up in the morning i saw children play football. I run to the bathroom, wash my face and i go to play. When I reach there I saw a mosquito. The mosquito was not able fly. When i follow him he went to a cave. I also followed the mosquito and went to the cave just then i heard a sound Bang. I came out of the cave and saw an accident. I was worried and i saw it is night and dark. Just then a tall man came out of the car after that I reached home and i told everything to my mother.



Unknown2
K V School Powai.

Once upon the time there was a mosquito. Mosquito was flying in the sky. There was a boy. He kicked a football and the ball went to mosquitos face and Bang! Then the ball went in darkness. Then the ball get the tail and the ball goes to a cave.



Divya Adil
K V School Powai.

Once there was a cave. It was very dark inside the cave. Children were playing out of the cave. Suddenly their football went inside the cave. Bang! They were very scared to go inside. They saw a tail coming from the cave. They got more scared. They went inside. They saw that it was cats tail.

Harshith

Once upon a time there lived a lion and a tiger in a cave. The cave was very dark. Suddenly a mosquito came to the cave. But mosquito don't have a tail like tiger and lion. A balloon came to the cave. Lion and tiger thought it is an animal. They burst the balloon and the balloon went Bang!

Alisha Yadav
K V School Powai.
(no image)

One day a boy his name is veer he went to a playground to play football with his friends. His friends say 'veer go now.' He said 'no i want to play football'. There were so many mosquitos, veer said no problem and suddenly they saw a car. The car came and he banged on the car. He saw a butterfly and it was very nice. He ran to go behind the butterfly. There he see a cave. There were many tigers and he started crying.

OBSERVATION:

Almost everyone in this set have started their stories with 'Once upon the time'
Almost everyone has associated the word 'Band' to destruction.
Nice visualization of the stories. The whole layout of the story is drawn.
Series of images are shown representing different events in the story.

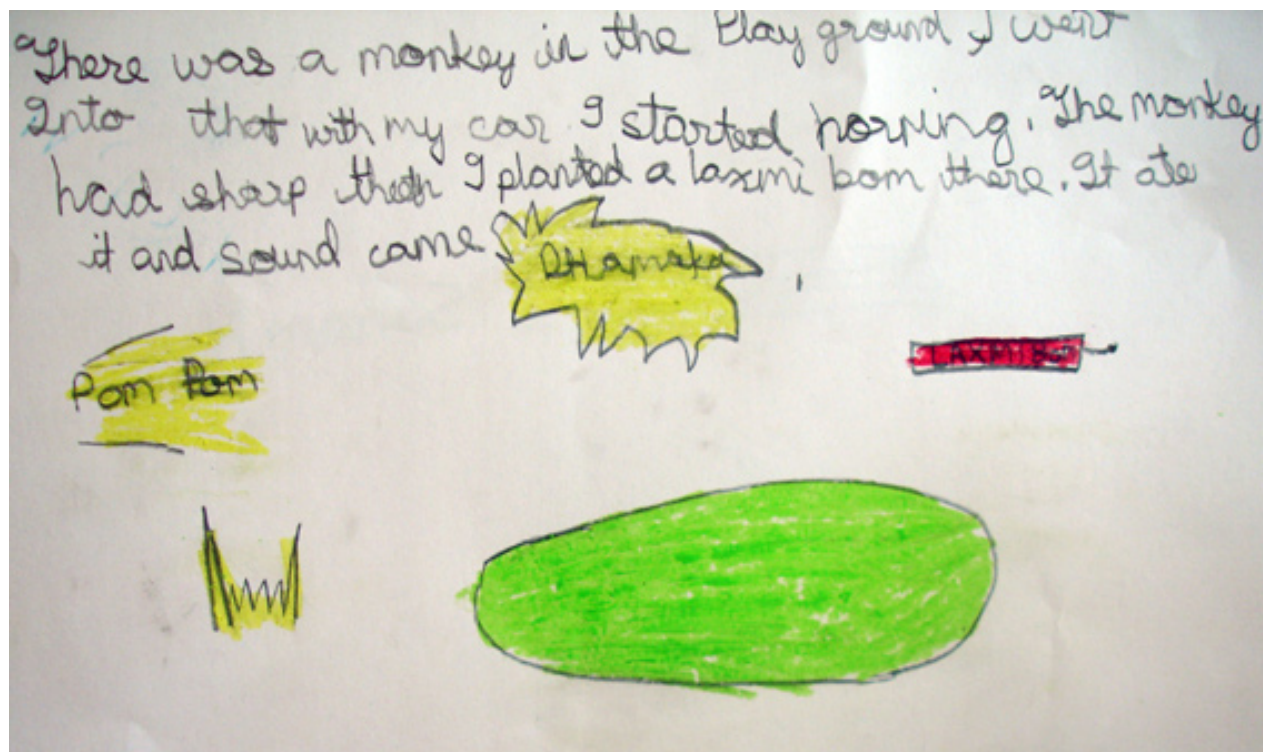
SET 3:

Sharp, dhamaka, playground, horn, monkey and car



Stuti khullar
K V School, Powai

Once in a playground a car was going. A monkey was coming from near. He didn't see the car. The car honked but the monkey didn't listen. The monkey and the car crashed and a big dhamaka happened. The car's sharp edge went inside the monkey and the monkey died.



Soham N
 K V School, Powai

There was a monkey in a playground. I went into that with my car. I started horning. The monkey had sharp teeth. I planted a lakshmi bomb there. It ate it and sound came 'dhamaka'.

OBSERVATION:

The images have no relation to the story. They don't share any relation amongst themselves. Its just a mere pictorial rep. of the key words. Stories are well imagined and due to the word 'dhamaka' it has a bad ending.



SET 4:

Squirrel, gola, city, broom, heavy and tring.

Aditya Rahul
K V School, Powai

I lived in a city in a small room. There was a bell it was ringing tring-tring. The ice-cream man came and gave me some ice-cream. After some time the servant took a broom and swept the floor. After some time a squirrel came when i was lifting my heavy bag.



Sakshi More
K V School, Powai

Once there was a city. There lived a squirrel. She was trying to pick the broom. The broom was very heavy. Then the telephone rang tring-tring. She said to the seller to take an ice-cream in his house.

Once there was a squirrel living in a city. She came out. Then a cycles bell rang tring tring. She got scared. She thought it was a ghost. She ran and went in the broom. After sometime she came outside then he saw it was a cycle.

Siddhesh S Mohite
K V School, Powai
(No image)

I lived in a city and there i lived in the flat. One day the bell rang 'tring-tring'. There was the ice-cream man. When the ice-cream man went away again the doorbell rang. There was the servant. He took the broom to sweep the floor. When he went to pick the box he knew that the box was very heavy. When he picked the box a squirrel jumped from the box.

OBSERVATION:

This was the most difficult set of all. The words were very random. Out of people which got this set chose to abandoned and selected a different one. Very few attempted and even fewer could comeup with a goo story.

SET 5:

ticket, big, lizard, clay,
punch and jungle

**ANIMALS AND ENEMY**

There was a big jungle and in the jungle there are many of animals like Lizard, Tiger, Lion and a big Giraffe. And they play with clay and the animal build their houses from clay and a big gorilla came and he punched all the trees and the tree was broken. The animals was so sad then all animals die.

LIZARD AND A BIG TRUCK

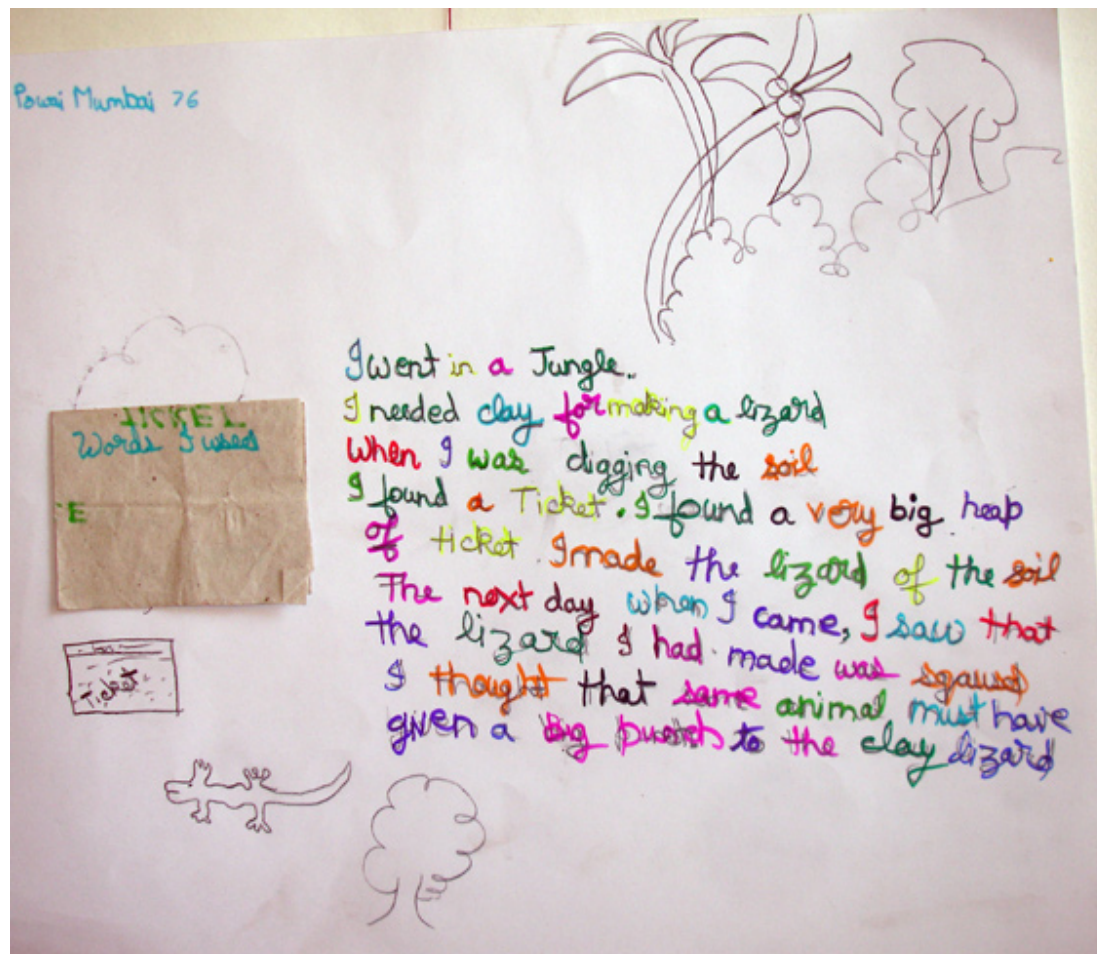
There was a big lizard name Tommy. He was thinking from going out of the city. Then he packed all his luggage and he buy ticket to go in a jet plane. Then he had gone away he see a lot of trees birds and animals and human beings. Then he land it out. Then he was walking 2km for his home. Then a big truck came. Tommy was crossing a road when signal was not there. He was crossing the road and the truck came and crashed it out.



Sairaj
K V School, Powai

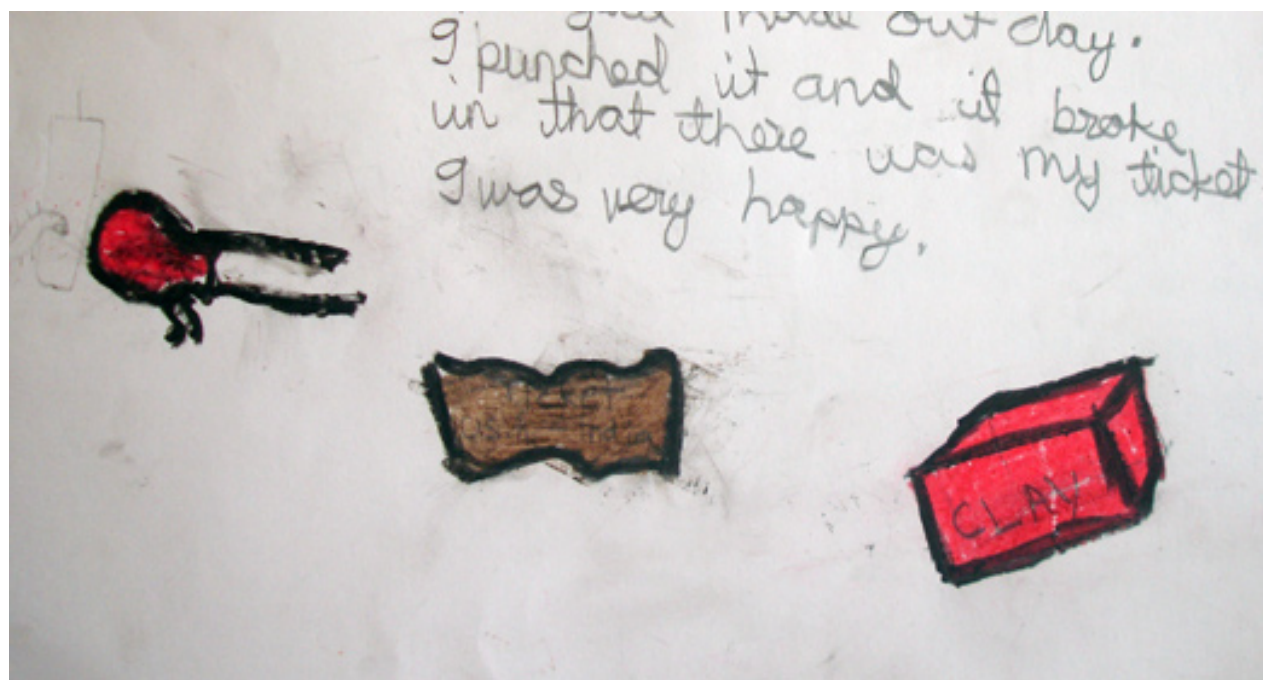
The clay lizard

One big lizard was there. It was made up clay. It came from a big jungle. Some animals punch the lizard i bought a train ticket on the train ticket the big clay lizard was there with a hand broken.



Akshat Kumar
 K V School, Powai

I went in a jungle. I needed clay for making a lizard. When i was digging soil i found ticket. I found a very big heap of ticket. I made the lizard of soil the next day when i came i saw that the lizard i had made was squashed. I thought that some animal must have given a big punch to the clay lizard.



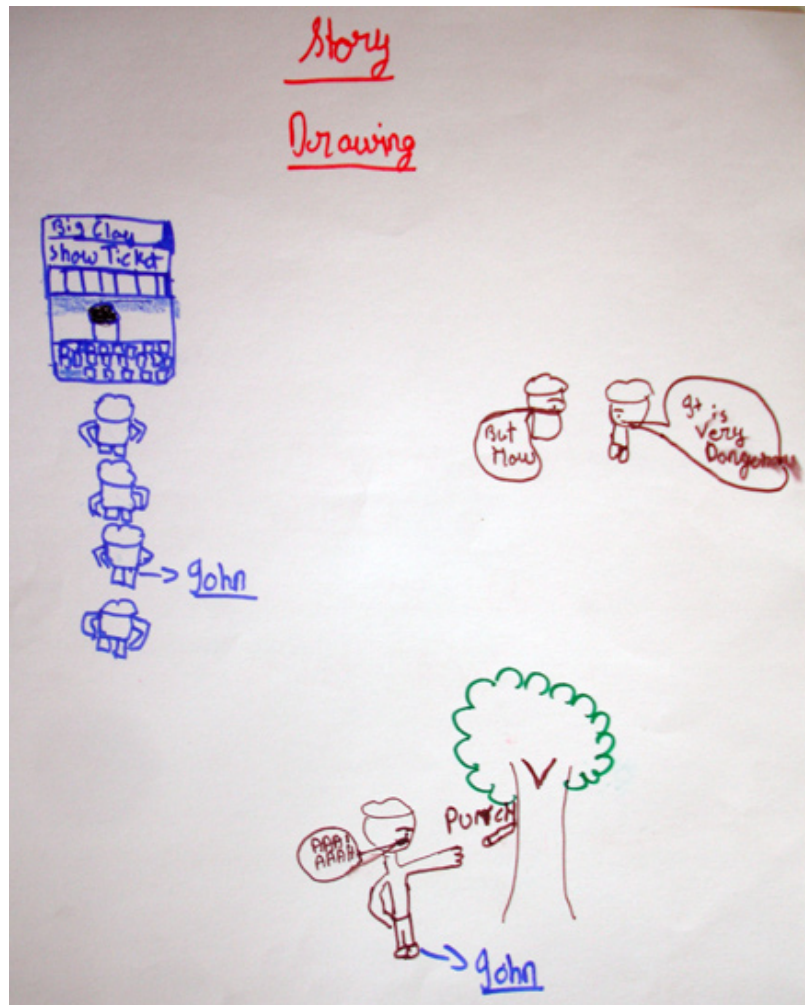
Soahm N
K V School, Powai

There was a ticket that was mine. It flew in the air and went into a big jungle. There was ideal of lizard made of clay. I punched it. It broke, in that there was my ticket. I was very happy.



Arya Sekahar
K V School, Powai

Once there was a man, took a ticket for a bus which goes to the jungle. The bus stoped and he got down. When he walk for a few minutes he saw a big lizard. The man got scared and gave a punch to the lizard. The next day he saw a village and saw a school. He saw a child was making a pot with a clay. After some days he worked as a teacher and they lived happily ever after.



Shivam Akarte
K V School, Powai

Once upon a time there was a big show of clay. A man was so excited it name was John. When John go the ticket for his family and for his own He was very happy. When he reached home his father said 'beta, it is very dangerous.' John s

aid 'but how papa?' father said 'because it is in jungle'. John get afraid.

After few days it was day it go for big clay show. then they went to the jungle when they were passing through the jungle John saw a lizard. He got afraid and gave a punch to the lizard.

OBSERVATION:

This set produced lot o creative and interesting results/stories. Nice stories and drawings alike. Shrinivasan stood out in this task coz he made 2 stories and drawing for each. His drawing for the 1st story was unique as he had drawn all the important events of the story in one im- age itself and strangely the image the events progressed from right to left than the normal left to right.

TASK 4

Think of a original character, a hero or a heroin or a villain.

Draw and describe the character in words.

Using the character make a story.

Motive:

materials provided:

One A3 size cartridge paper.

Set of crayons

Set of water based colors (poster color)

Set of sketch pens

Time limit: 40 minutes.

Response and Observation:

I started the exercise with a discussion about the role of a central figure in a story with various examples. I also helped them recognize the importance of a lead character and its special well defined characteristics in the story. Eg: spider-man, Cinderella, sindabad, Harry potter etc.

After that they even started discussing about various characters (cartoon) and commenting on their personality. It was quiet clear that they had understood the concept but when asked to create or think of a hero/lead figure if they had to write a story about, they were left confused.

They thought m asking them to draw their fav character. After lot of explanation they attempted the exc.

While doing so lot o kids looked reluctant,

worried and bored. I did nor receive the same response as the previous tasks.



Pratiksha
K V School, Powai

Pratiksha was a teacher. She teaches all the subject. All the students love him very much. Teachers also love her. Her work is very neat. Principal also like her very much. She is very Beautiful.
She is thin.
Her name is Pratiksha
She is very beautiful.
She is of 20 years.



Stuti Khullar
K V School, Powai

Jasmine and Stella

Once there were two girls there name was Jasmine and Stella they were going to a shop. Stella said I am an Indian but my mother is an American. Jasmine said I am an American. There was a great quarrelling and in the end the Indian win. The Indian said we Indians are the best



Unknown
K V School, Powai

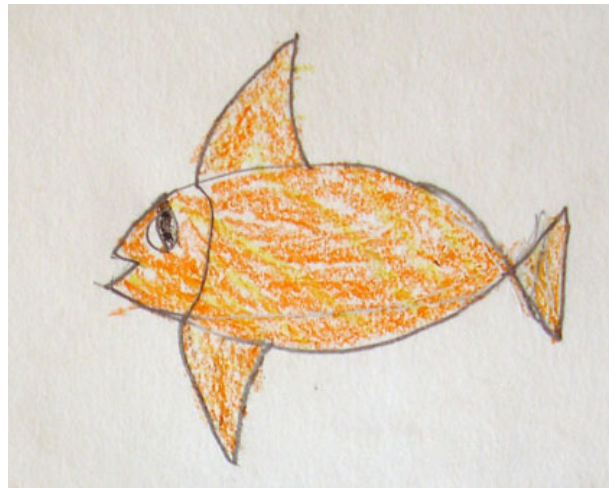
Mr. Ratty

His name is Ratty
He is scientist
He had led many inventions



Isha
K V School, Powai

My name is Isha
My name is Isha
My pet name is kuki



Yashmeet V Pardikar
K V School, Powai

Goldfish

This is goldfish, It lives in water.
It name is Tamarind, It swim slowly.
It lives fish tank.

Once there was a goldfish he was unhappy because he was small he was crying so shark fish tell him small is good because the catcher will



Akshat
K V School, Powai

Gadget Inspector

It has a robot that kills alien
It catches the thief
One day the inspector got a remote for the



Shashwat
K V School, Powai

The alien kidnap the boy
Aline name is Monstergon
Alien the earth will
Dark will always

The boy is say mother see alien is coming
Mother ran and ran but boy was stand there
The alien say this planet was dark always
That boy is say now the boy fight with alien
and the boy win



Atriya
K V School, Powai

Ninja Doramon

It has cool gadgets. It is a cat.

Human fish

It is a fish. It live in water and sky. It can fly. It has wings

Once upon a time a human fish was flying D-R-R-R a flight came "DHAM" the flight crashed the human fish and the human fish dead.
One day a Ninja Doramon was doing his work a human fish came and hit the Ninja Doramon he became very angry and "dham" he killed

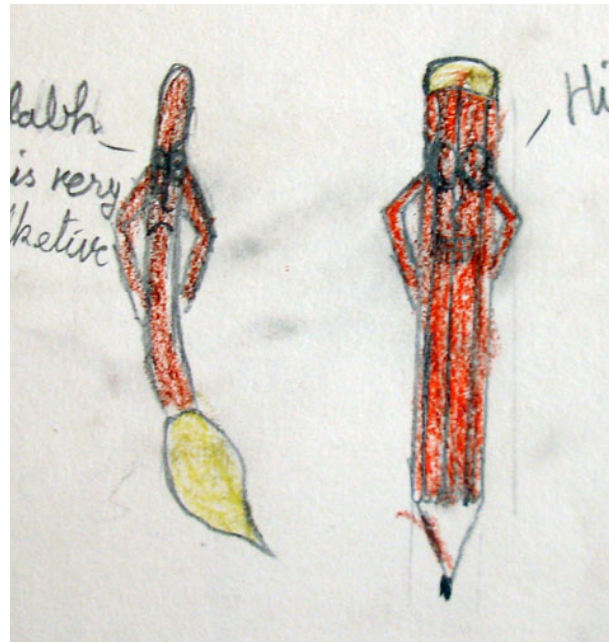


K Srinivasan

K V School, Powai

Daku Mangal Singh

Once there was a daku mangal singh. The daku was kidnapping queen then king was so sad then the king was crying then one boy came the boy name was bheem then he asked to the king what happened then the king told the story the boy had finding the daku but daku didn't come anywhere then bheem find the daku and hit the daku then daku felt sorry then the queen was so happy then the king gave two hundred gold coins to the boy the boy was happy.



Kunal Jain

Only student to have personified objects

Brush: "Vallabh is very talkative "

Pencil: "Hitesh is very strict"



Ankur Sangwan

K V School, Powai

Gappu Singh

His name is gappu singh

He eats burgers

He has a shop of burgers

Gappu is a naughty noy

He is very fat

His father is also very fat



Alisha Yadav
K V School, Powai

His name is Alie and his pet name is roses
He loves ice-cream
His eyes is blue
His love dance
Her love dance, Music, sports, Art
Her very beautiful
Her love to eat vegetables



Bharvi
K V School, Powai

Rosela

Once there lived a little girl named Rosela she was the most beautiful girl in the world. One day she gave birth to five children there name was Rosy, bita, Anita, Lisa and Treza Treza was more beautiful than the others. One day all four sisters had a plan they thought that they should give poison to Treza. But at that moment Treza had a stomach pain so she gave her food to her sisters and they had to eat it and they died at the spot
Moral: If you think of anyone it comes to you



Divya Lamba
K V School, Powai

BLUEM

My fairy name is bluem she is very beautiful she has feather she use her feather in many things like fly, play etc. I like my bluem because



Soham
K V School, Powai

Alien 10

It is a alien 10 watch
It has 10 aliens inside
It is Ben ten cartoon
My alien 10 watch was in my dreams it had 10 aliens like 4 arms, xlar8, stingfly, dimond etc.
I went to a jungle for mountain hiking I was starting that so a stone came rolling in blasted and a watch came. I used it it had many aliens. Then the alarm ringed and I woke up.



Aditya Rahul
K V School, Powai

Doctor doctor

He is Dr. Octopus and he wants to kill Spider-man. He is Dr who has powerful hands. He made an experiment for the hands. It is dangerous. Dr. Octpous:” Spider man i will kill you”

Makda- admi 2

Ek din ek aadmi tha. Uska naam peter parker tha. Woh ek pizza ke dukan mein kaam kar raha tha. Achanak uska malik use kaha ki use ek baje ke andar use ek ladki ka pizza dena

tha. Wah woh kaam nahin kar paya kyonki woh theek samay par nahin gaya phir thode din beetein wah ek doctor se mila us doctor ka naam doctor octopus tha wah duniya mein tabahi machaya. Ek raat woh ladne gaya usne apne dost ki bachane gaya. Usne us aadmi ko khatam kar diya.

OBSERVATION:

In this set many wrote either story or only the characteristics. Very few attempted both. Many were influenced by TV or comic book characters. Boys made their characters either adventurous or evil and girls on the other hand drew only women who were beautiful and thin.

Observations and Insight:

Reaction:

Kids were very supportive and very co-operative. They were very curious about who I was, my background and why I was making do exercises. I did not share the real purpose of the workshop, I wanted it to be fun and playfully. But in spite of my precautions, every time I introduced any task, it was treated like a contest or an assignment. All the kids wanted to do their best. This shows how the children these days have become so competitive from such young itself.

Many kids were copying each other even in the medium of colors they used. It was observed that kids were conscious when it came to drawing. They were scared that someone might not recognize what they had drawn and hence many a times gave up their ideas

and made something simpler. One kid liked donuts a lot and wanted to draw one. He kept re-drawing his donut since it was not a perfect circle and even when told it didn't need to exactly resemble it, he kept re-drawing. Finally, he gave up on this task and drew something else.

When it came to drawing pictures, I had provided lot of colors of different materials, from water colors to sketch pens to crayons for their tasks. Given the wide array of media and knowing that they had a choice of drawing with any of them, they were very excited with water colors. Many tried to use them but after they found it was difficult, they went back to crayons. Many kids were really excited to use sketch pens. Kids younger than 5th standard are usually in many schools not allowed to use water based colors. The teaching methodology

only allows children to use water based colors after reaching a particular level of expertise. Many exercises were fun and I could see them sharing laughs, discussing, showing their papers to each other and having good time.

Creative thinking:

When talking about creativity some kids were very fast and articulate, on the other hand some were very slow in understanding and had difficulty writing but produced reasonable output. Others gave an average performance, not taking risks and producing a safe output. By this I mean to say getting inspired by something which they know is liked and accepted by everyone.

It was difficult to explain tasks to the kids. They

wanted a specific task with a specific result like giving them a topic – “Draw a village” etc. The open ended tasks like draw your favorite things or draw a story etc. were not very well received by the children and many were found struggling. For the last task some found a simpler way, they changed the names or appearances of existing characters and made their own story on it. Eg: spider man became makdi man etc.

With this I would conclude that other than few children rest of them lacked imagination. Perhaps it could be because nowadays there is so much information that is being fed to children all the time from a very little age that they rarely get any time to think, ponder over something. This is an information age and kids are taught how to store maximum information, which is good but they also need to be taught

how to express themselves, how to be in touch with their own emotions. Art, any form of it, it is a beautiful medium to indulge into and explore the spaces within and around you.

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