

Interactive Story in the Classroom: Choose Your Own Adventure

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Published by *K20 Center*

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Time Frame 60 minutes

Essential Question(s)

How can teachers use interactive story to create engaging content in their classrooms?

Summary

In this session, participants will explore the value of interactive story as a pedagogical tool, instructional strategies that can help to implement interactive story in existing instruction, and ways that Twine can support building interactive story as learning activities. Participants will engage in a collaborative and interactive script writing activity and demonstrate how to build with the Twine tool. While not required for this session, having a laptop will enable participants to better explore and participate in the learning. You don't have to be a tech master to learn Twine—just an adventurous and curious learner.

Learning Goals

- Reflect on the value of interactive story for learning.
- Identify strategies for implementing interactive story into learning.
- Explore Twine as a tool for interactive story.

Attachments

- How to Twine—Interactive Story in the Classroom.docx
- How to Twine—Interactive Story in the Classroom.docx.pdf
- Session Slides—Interactive Story in the Classroom.pptx

Materials

- Session Slides (attached)
- How to Twine document (attached)
- Computers with Internet access
- Pens or pencils
- Sticky notes

5 minutes

Engage

Facilitator's Note: How to Twine

To facilitate the PD, you will need a basic understanding of how to use Twine, a free online tool for building interactive stories. Explore the attached **How to Twine** document or, for a more thorough tutorial, the online Twine cookbook.

Welcome participants, and introduce yourself. Using the attached **Session Slides**, display **slide 2** to introduce the session. Show **slide 3,** and have participants share their familiarity with interactive story using the Fist to Five instructional strategy.

Move to **slide 4,** and discuss the different forms that interactive story can take in popular media. Show **slide 5** and **slide 6,** and talk through the images of some popular examples from video games, television, and books.

Show **slide 7,** and introduce the essential question for the session. Then move to **slide 8,** and briefly discuss the session objectives.

12 minutes

Explore

Show **slide 9,** and give a brief description of the K20 lesson "Food Fight: Difficult Conversations in the Classroom." Move to **slide 10,** and introduce the lesson "Tricks of the Trade."

Facilitator's Note: Setting Up Padlet, Part 1

Use the following information to set up your Padlet.

1. Sign in to your account.
2. Select "Make a Padlet."
3. Choose the "Make a Shelf" option.
4. Give your Padlet a title (suggestion: "Interactive Story for the Classroom") and description (suggestion: "Post to this Padlet any ideas you have while going through the example interactive stories").
5. Close the settings.
6. On the shelf, select the plus sign (+), and add four columns with the following labels:
    1. What are you thinking?
    2. What are you feeling?
    3. Ideas for how to use this in the classroom
    4. Questions
7. Create a bit.ly link for your finished Padlet, and add the link in the designated spot in slide 11. You can also create a QR code for the Padlet and place it in the same spot.

Show **slide 11,** and have participants navigate to the reflection Padlet, where they will add their thoughts as they complete the following activity. Make sure that your participants open the Padlet before they access the interactive stories. Model the instructions on the slide for how to use Padlet with your participants.

Show **slide 12,** and give participants ample time to explore one or both Twine stories by following the links or codes on the screen. Have them complete the Padlet with their reflections as they do so. When you notice they are wrapping up, have them share with their table what they posted in the Padlet. One person from the table will share with whole group.

8 minutes

Explain

After participants have added their reflections to the Padlet, lead a full group discussion on the many potential uses of interactive story in the classroom. Use the following questions to guide your discussion.

1. How would you situate an activity like this into a lesson plan? What other activities and strategies would you place around the activity to make it more effective?
2. What kinds of learning objectives do you think interactive stories could be used to support? Think especially about how you might incorporate an interactive story beyond an English or reading classroom.
3. How might you use the creation of an interactive story in your classroom? That is, what kinds of learning objectives could you achieve by having students create their own interactive story?

30 minutes

Extend

Facilitator's Note: Setting Up Padlet, Part 2

Use the following information to set up the Padlet for the next portion of the session.

1. Sign in to your account.
2. Select "Make a Padlet."
3. Choose the "Timeline" option.
4. Give your timeline a title (suggestion: "Interactive Story") and description (suggestion: "Read the blue plot points provided below. Afterward, brainstorm in your group, and add another plot point between the beginning and middle, or between the middle and end. Please include an action and an outcome in your story idea").
5. Close the settings.
6. On the timeline, select the plus sign (+), and add the information for the beginning of the story.
7. Create a bit.ly link for your finished Padlet, and add the link in the designated spot in slide 13. You can also create a QR code for the Padlet and place it in the same spot.

Subject: Beginning

Write something incredible: Once upon a time...

Little Red Riding Hood, Hansel and Gretel, and Snow White were walking in the woods for their weekly fitness group, Faerie Trails, and stumbled upon something they hadn't seen on their route before: an old cottage. Looking first to one another and then to the cottage, they saw an ancient well, a yellow-brick path leading to the front door, and an orchard that seemed to continue without end.

Deciding that the mysterious cottage wasn't going to keep them from getting their 10,000 steps...

Once you've finished writing, change the color from white to blue, and select "Publish." You will also need to change the colors and select "Publish" when you complete the middle and end sections.

Subject: Middle

As Mama Bear, Papa Bear, Baby Bear, and Goldilocks approached the cottage from the orchard, they suddenly discovered the tracks that the Faerie Trails group had left behind. Worried that their dinner and beds may have fallen victim to another innocent misunderstanding, they rushed toward the cottage to investigate, only to...

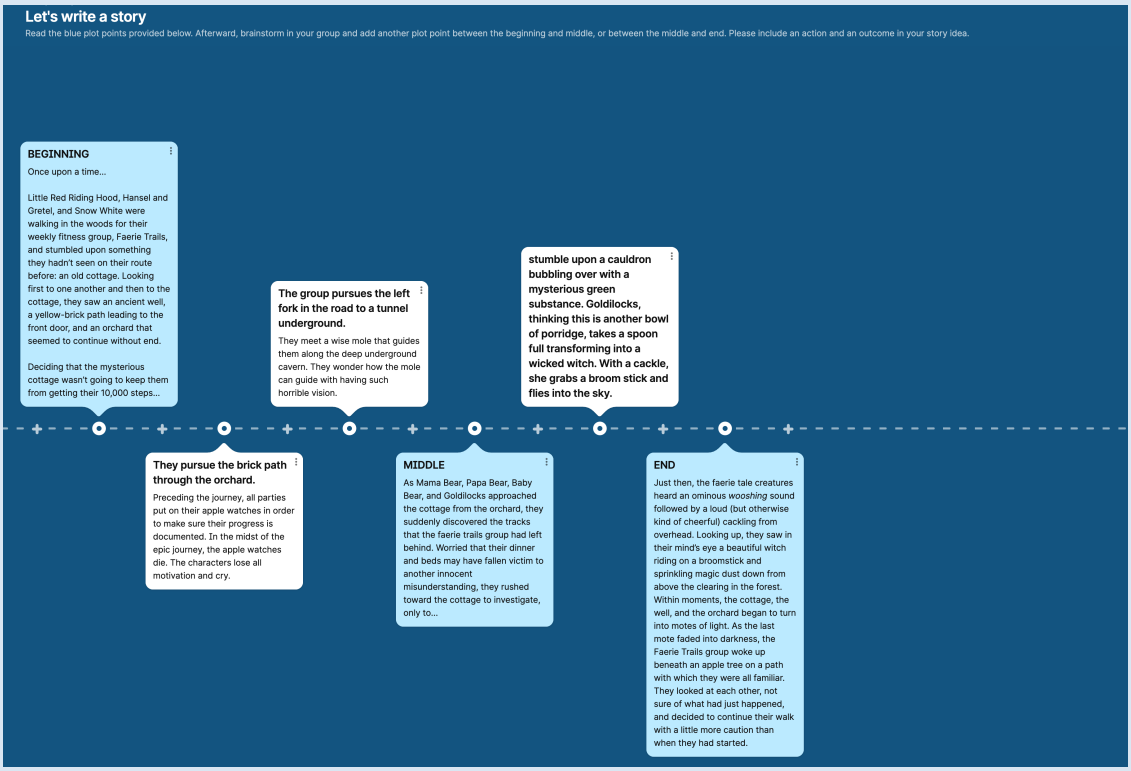
Subject: End

Just then, the faerie tale creatures heard an ominous whooshing sound followed by a loud (but otherwise kind of cheerful) cackling from overhead. Looking up, they saw in their mind's eye a beautiful witch riding on a broomstick and sprinkling magic dust down from above the clearing in the forest. Within moments, the cottage, the well, and the orchard began to turn into motes of light. As the last mote faded into darkness, the Faerie Trails group woke up beneath an apple tree on a path with which they were all familiar. They looked at each other, not sure of what had just happened, and decided to continue their walk with a little more caution than when they had started.

Show **slide 13,** and direct participants to the interactive story Padlet. Share the new Padlet with your participants. Model the instructions on the slide for how to use the Padlet. Specifically, show them how to drag their text to the correct location on the timeline in the sequence of events.

Transition to **slide 14,** and have groups add plot points to the story. Have them add something between the beginning and middle, as well as the middle and end. Make sure that each plot point includes an action and an outcome.

Possible Participant Responses



When all groups have added their plot points, share your screen as you use their entries to create a Twine. When finished, click through the story, and show participants what they've created.

5 minutes

Evaluate

Show **slide 15,** and introduce the I Used to Think... But Now I Know strategy. Distribute sticky notes to participants, and have them complete the strategy on the sticky note and place it on the wall on their way out. If time permits, feel free to share the list of interactive story resources on **slide 16** with participants.

Research Rationale

Interactive storytelling allows students to experience a narrative while choosing their own adventure along the way. Rather than using a traditional story, interactive storytelling in the classroom creates student-centered learning personalized to each student's interests, and it invites student input while navigating lesson content (Kaput, 2018). Additionally, incorporation of student choice in instruction yields improvement in both motivation and classroom engagement (Evans & Boucher, 2015).

Resources

Easter, B. (2015, March 20). Lesson plans. Teaching with Twine. Retrieved February 6, 2023, from https://teachingwithtwine.wordpress.com/resources/

Evans, M., & Boucher, A. R. (2015). Optimizing the power of choice: Supporting student autonomy to foster motivation and engagement in learning. Mind, Brain, and Education, 9(2), 87–91.

Kaput, K. (2018). Evidence for student-centered learning. Education Evolving. https://files.eric.ed.gov/fulltext/ED581111.pdf.

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K20 Center. (n.d.). Food fight: Difficult conversations in the classroom. Lessons. https://learn.k20center.ou.edu/lesson/1761

K20 Center. (n.d.). I used to think... but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137

K20 Center. (n.d.). Padlet. Tech tools. https://learn.k20center.ou.edu/tech-tool/1077

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K20 Center. (n.d.). Twine. Tech tools. https://learn.k20center.ou.edu/tech-tool/1840

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Thirteen Productions LLC. (2022, November 15). Play - Mission US. WNET/Thirteen. Retrieved February 6, 2023, from https://www.mission-us.org/play/

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