

Creative Storytelling with Dixit

Subject: ADST / Cross-Curricular Integration	Grade: 6–10	Duration: 45–60 minutes
Lesson Overview	Students will engage in a creative warm-up activity using Dixit cards to practice storytelling, imagination, and communication skills. Working individually or in small groups, they will create short narratives inspired by abstract images, then share and discuss them. This activity will introduce them to the concept of using games as tools for creative thinking and narrative design—skills they will later apply in their own game prototypes.	

Curriculum Ties (in addition to satisfying multiple core competencies):

ADST Core Competencies:

Communication: Share creative ideas clearly and actively listen to peers' perspectives.

Thinking: Develop imaginative and innovative ideas inspired by abstract prompts.

Personal & Social: Build empathy by connecting with diverse interpretations of the same image.

Content Objectives

- Use visual prompts to create and share narratives.
- Collaborate and adapt ideas based on peer input.
- Recognize the potential of games as learning and creative tools.

Materials & Equipment Needed

Consumables: Dixit cards (or similar abstract image cards)	Non-Consumables: - Whiteboard or chart paper for group notes - Markers / pens
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Lesson & Activity

Lesson Stages	Learning Activities
Introduction	Ask: <i>“How can an image tell a story without words?”</i> - Show a Dixit card and ask students for their first impressions — encourage them to share what they see, feel, or imagine. - Prompt them to think about details: colors, shapes, characters, and objects in the image. - Ask follow-up questions like: <i>“What might have happened before this scene?”</i> or <i>“What could happen next?”</i> - Invite multiple interpretations to show that a single image can inspire many different stories. Research: - Briefly introduce Dixit as a storytelling card game where players use their imagination to interpret abstract and surreal images. - Highlight that the images are intentionally open-ended, without a single “correct” meaning, which invites multiple interpretations and perspectives. - Discuss how this kind of activity sparks imagination by encouraging players to create narratives from minimal visual cues.

	Connect this to game-based learning: just as Dixit cards can inspire stories, in games students can design scenes, characters, and interactions that communicate ideas, emotions, or messages without relying solely on text.
Activity	Imagine: - Give each student or group a Dixit card (or several, depending on time and desired complexity). - Allow 5 minutes for them to write, sketch, or brainstorm a short story, scenario, or dialogue inspired by their card(s). - Encourage them to consider mood, characters, setting, and conflict, even in a very short form. - Optional twist: Students present their story orally without showing their card(s), while peers try to guess which card inspired it. - Facilitate a brief discussion on how visual prompts can be powerful starting points for game design—sparking ideas for quests, challenges, settings, or puzzle scenarios. Plan: - Students choose one of their story ideas and outline how it could be adapted into an interactive format. - Identify core elements to keep: What is the goal or challenge? Who are the characters? How does the player interact with the world? - Think about pacing—how will the beginning, middle, and end of the experience unfold in a game or lesson context? Create: - Develop a quick storyboard showing the sequence of scenes, or make a bullet-point plan mapping the player’s journey through the narrative. - Indicate how interactivity could work—clicking to reveal clues, making choices that affect the outcome, navigating a space, etc.

	If time allows, students can sketch possible backdrops or interface elements for the scene, with an eye toward eventually building it in Scratch or another accessible platform.
Closure	Test and Improve: - Have students share their storyboards or bullet-point game outlines with peers. - Encourage constructive feedback focusing on clarity of the story, creativity of interpretation, and how well the narrative could engage a player. - Highlight key takeaways: how abstract visuals can inspire diverse stories, how interpretation varies between individuals, and how these differences can enrich a game experience. Discussion: - Brainstorm as a group how this storytelling approach could be adapted to different subjects: - Science: Using images to represent ecosystems, chemical reactions, or space exploration scenarios. - History: Prompting students to create narratives from historical scenes or artifacts. - Social Issues: Inspiring empathy-based game narratives about community, diversity, or global challenges. - Invite students to identify one concrete way they might integrate a similar activity into their own learning context.
Step Ups & Step Downs	Step Ups - Ask students to connect their story to a real-world theme (e.g., empathy, problem-solving, or a social issue). - Incorporate multiple Dixit cards to create a longer, interconnected narrative.

	- Have students digitize their story in Scratch, adding basic interactivity or animation. Step Downs - Use only one card for the whole class and create a collaborative story together. - Allow verbal storytelling only, skipping the writing step. - Reduce the activity time and focus on quick, one-sentence story prompts.
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Additional Resources

- [The Board Game Dixit as a Tool for The Development of Students' Physics Concepts | International Journal of Innovation in Science and Mathematics Education](#)
- [Three ways to use Dixit in the classroom – TeachingGamesEFL.com – by Mike Astbury](#)
- [How to Play Dixit](#)