

It was very hard for me to pick just one art form off of the list provided! I have saved the list for future reference because just seeing all the options got my brain firing! The art form I decided on is digital storytelling. I have done a lot of reading and research about equity (pre-Pandemic) and social emotional learning (due to the Pandemic) over the last few years of my career. Over and over the idea of story telling comes up as a way for students to use their voices. I think this is key to emotional wellbeing of individual students but also to the benefit of the greater good. When people are able to share their own stories they feel heard, and when others listen it benefits us all. So many teachers struggle with wanting to equitable and wanting to be sensitive to their students' SEI needs, but are looking for strategies to apply this in class. I believe story telling is a a commonality and very accessible to classroom teachers at any grade level. I did a book study of Teach Boldly by Jennifer Willams with one of my teacher groups who range from K-12th grade and many of us picked up on that common thread of stroy telling as an empowering thing for students, as well as some solid ways to help students to share their stories, share stories of others, and listen respectfully to others' stories. This makes me think of the Robinson article we read earlier in the semester which said, "Based on the results of this one evaluation, drama integration can cautiously be regarded as an evidence-based practice for increasing disadvantaged populations' grades in reading and math, social skills, expressive/receptive language, and creative thinking." It was said about drama which I think closely parallel story telling, but also applies to data from multiple articles we have read.

The easiest fit for story telling from a content rooted stand point would be in writing personal narratives, or retelling written stories. These are reading and writing standards in Ky for elementary school, that bleed somewhat into middle school and high school but with more rigor. I feel that making the stories digital would just make them more accessible because so many younger students struggle with aspects of planning and physically writing a story. I have seen first hand on numerous occasions that students who struggle at writing a story or retelling one excelled when given a chance to tell it verbally, code a robot to do it, or program a digital version instead.

I see digital story telling in a classroom with robots or coding, as mentioned above. I use Sphero robots in class a lot! They can move and have lights that can be programmed. This way a robot can act out emotions and actions of a character. Also, you can use a program like Scratch to have students digitally animate and tell a story. As an elementary teacher turned high school computer science teacher this mix of coding and story telling makes my heart happy. If students were not ready to tell

their own stories yet, they could research individual for science or social studies and tell their stories. Also, students could read and retell narrative stories to align with reading content. Then after all that modeling of other stories they could be guided to write their own fictional or real stories and share their voice! I can also see how this would work nicely with telling any sort of cycle in science as a story. We often acted out plays for things like the water cycle, or the carbon cycle, so I think using the robots or programming digitally would also be a nice choice for kids to explore. It would even help those who have a fear of public speaking or acting to be able to tell the story and not have to do it themselves. I would have been that shy kid, so I think having an option would be amazing!