

Program description

Little Wooden Robots with Fingle Sin

Design | Media | Self-expression

In a relaxed, inclusive and fun two-hour session, design and create your own wooden robot with experienced sculptor Fingle-Sin.

Students are then presented with a seemingly unlimited and random supply of pre-cut wooden pieces to design and construct their own robots. With the inclusion of high-quality eyes and many decorative options, students can construct very complex characters, but can also create very full and engaging characters with a single piece of timber, making the workshop scalable, and suitable for any ability. Construction methods are safe and fast, and decorations are fast drying meaning student's takeaway a completed robot from the workshop.

Explore character creation, storytelling, and design. Fingle Sin facilitates group discussion about robots names and back stories while students build. What are the robots intended purpose? Does it have a superpower? Students are provided with Character Sheets and are encouraged to complete them with their robots name, back story, special abilities etc.

Meet Milk-Bot and learn how Fingle-Sin overcomes low self-esteem and finds the confidence to exhibit their work and complete commissions. Fingle-Sin shares stories of their own creative career, inviting students to share and explore ways that art and creativity might play a part in your life.

Celebrate all the newly created robot friends with a group photo of the classes' robots, is there a spot at the school that would make an awesome stage?

Workshops are a minimum of 2 hours. Longer sessions up to full day courses can be delivered with consultation. For example, the workshop has been delivered over a full day, focusing on meeting required outcome for VCAL students. The workshop has also been delivered as a full afternoon session for IDAHOBIT day, resulting in a small army of pride themed characters.

Over two years of touring with Comic Art with Fingle-Sin, what emerged as a comic art workshop became in part an exercise in empowerment. Fingle Sin found that by sharing their own experience of being a disengaged student who struggled with self-esteem, resonated with many students. What resulted was a funny, high-energy workshop with overtones of empowerment, connection, and empathy.

Little Wooden Robots is a sculpture and design workshop delivered with the same ethos while overcoming accessibility limitations.

Educational benefits

From the artist:

Embedded in this fun and engaging, hands on workshop is an introduction to what a career in the arts might look like for the participants. I share my own journey of low self esteem and disengagement at school to a full and rewarding life and career doing what I love.

Helping young people experience art as an opportunity to freely express themselves, to celebrate the imperfect and relish the happy accidents as we create our robot characters.

During the workshop every student is given some positive and affirming feedback on their creativity, humour, honesty and problem solving.

The workshop ends with all our robots posed together for a photo and group celebration as our individual works appear as a collaborative effort.

The methods used in the workshop are easy to replicate leaving the students with the know how and inspiration to make more of their own characters at home without specialized tools or expense.

I am a dedicated LGBTQIA+ ally and I have extensive experience working with neurodivergent young people.

Biographies/Company Profile

With over 30 years of experience as a sculptor, visual artist and curator, Fingle-Sin specialises in youth engagement through creative workshops, arts focused LGBTQIA++ support groups and creative facilitation of programs for youth focused organisations.

Based in Apollo Bay Fingle-Sin is inspired by the rugged coast and dense forest of the Gadubanud people and relishes in community focused practice with festivals, well-being programs and exhibitions showcasing first time and emerging artists.

In 2021 COVID changed the landscape for regional artists and being part of the Creative workers in Schools Program helped Fingle-Sin pivot their practice and sustain an income through the lockdowns. Their practice organically evolved with the touring programs in 2022 and 23 and they are now devoted to empowering the next generation to be their best creative selves.

The GANAG instructional model.

GANAG stands for:

Goals

Access

New Info

Apply

Goal review.

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004).

Hattie, J. (2008). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge:Oxon.
Marzano, R., Pickering, D. & Pollock, E. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. ASCD: Alexandria, Virginia.

Teachers can use the table below to assist in integrating the program into their curriculum delivery.

Suggested Pre-visit Activities

The following activities are designed for teachers and students to explore before *Wooden Robots*. These activities can be adapted to suit different year levels.

GANAG	9 High Yield Strategies		Unit :	
Goal set the learning goal/benchmark or objective	- Setting Objectives & Providing Feedback	Standards applying to that lesson		
	- Reinforcing Effort And Providing Recognition	Learning Intention	Focus 1 I can understand how different characters of a story make them appealing to different audiences	Focus 2 I can understand the use of a trope in literature
Access Access students' prior knowledge building engagement through establishing immediate relevancy, a "hook" that is a short introduction to the lesson	- Question, Cues And Advanced Organisers - Nonlinguistic Representations - Identifying Similarities And Differences - Cooperative Learning	Possible Instructional Strategies to Try: - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge	Explore the use of robots in film and popular media. F-6 https://www.intofilm.org/films/filmlist/66 https://www.youtube.com/watch?v=TY9ezYGKwgE https://www.youtube.com/watch?v=0-aaUwiacxY 7-10 https://www.yardbarker.com/entertainment/articles/deus_ex_machina_the_25_most_memorable_movie_robots/s1_38897360#slide_1 https://www.youtube.com/watch?v=7X0EEUo-KtE https://www.youtube.com/watch?v=3Bs4LOtluxg	What is the problem? Robots in the real world and in the fictional world are often created to solve a problem, "The pressure is too great at the bottom of the ocean for people, let's send a robot!" Discuss as a class how this trope of the robot as the fixer/problem appears
	- Summarising and Note Taking - Homework and Practise	Possible Instructional Strategies to Try: - Modeling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities	Select an example that the class likes and talk about how the character/s are presented. What makes them lovable? funny? scary? How did the choice of Robot over say a human or animal effect the way we connected with the character? What kind of robot character would you love to see in a film?	What problems can you think of that a robot could solve? This could be a problem from your own life or maybe it's something completely random and super weird!? Can you come up with the basis of a short story for your robot idea? See examples of previous students works here https://www.instagram.com/p/CRIG_eqjZnv/
New Information Acquire new information – declarative and/or procedural				

				https://www.instagram.com/p/CRFnZhxDLmg/ https://www.instagram.com/p/CRKr5b8jtC/
Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided	<ul style="list-style-type: none"> - Identify Similarities And Differences - Cues, Questions And Advanced Organisers - Generate And Test Hypotheses 	Possible Instructional Strategies to Try: <ul style="list-style-type: none"> - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding - Continuous academic feedback to the students 	Do you have an idea for a story? Use the discussions to leapfrog to creative writing. This could be conducted in singles, pairs or as a group.	Use the discussions to leapfrog to creative writing. This could be conducted in singles, pairs or as a group.
Goal Review review what has been taught. How will the teacher know if students met the measurable objective?	<ul style="list-style-type: none"> - Setting Objectives And Providing Feedback - Reinforcing Effort And Providing Recognition - Homework And Practise 	Possible Means of Assessments to Try: <ul style="list-style-type: none"> - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check 	Have students read aloud, the first two paragraphs of their story to the class (if in a group writing situation), if in singles, allow students who would like to read aloud to do so.	Have students read aloud, the first two paragraphs of their story to the class (if in a group writing situation), if in singles, allow students who would like to read aloud to do so.

Suggested Post-Visit Activities

Activities that dissect and expand upon the content of *Wooden Robots* that the teacher and students can engage in post-performance.

GANAG	9 High Yield Strategies		
Goal set the learning goal/benchmark or objective	- Setting Objectives & Providing Feedback - Reinforcing Effort And Providing Recognition	<u>Standards</u> applying to that lesson	Focus 1
		<u>Learning Intention</u>	
Access Access students' prior knowledge building engagement through establishing immediate relevancy, a "hook" that is a short introduction to the lesson	- Question, Cues And Advanced Organisers - Nonlinguistic Representations - Identifying Similarities And Differences - Cooperative Learning	Possible <u>Instructional Strategies</u> to Try: - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge	Many of the wonderful films, books and comics about robots feature duos (think Wall-E and Eva). Can you group your new robots together to tell a story?
New Information Acquire new information – declarative and/or procedural	- Summarising and Note Taking - Homework and Practise	Possible <u>Instructional Strategies</u> to Try: - Modeling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities	Use your prior knowledge of the Wooden Robots session to begin creating a storyline
Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided	- Identify Similarities And Differences - Cues, Questions And Advanced Organisers - Generate And Test Hypotheses	Possible <u>Instructional Strategies</u> to Try: - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding - Continuous academic feedback to the students	This is a great opportunity to use photography. Take your robots out into the world with a camera or even a phone. What problem could they all use their special abilities to solve?? Has a magpie stolen your principals car keys and dropped them somewhere hard to reach? Remember the robots are only little, they will have to think big to find a solution!

<p>Goal Review review what has been taught. How will the teacher know if students met the measurable objective?</p>	<ul style="list-style-type: none"> - Setting Objectives And Providing Feedback - Reinforcing Effort And Providing Recognition - Homework And Practise 	<p>Possible Means of Assessments to Try:</p> <ul style="list-style-type: none"> - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check 	<p>Depending on time allowed for this, students could present their work to the class, or to younger years.</p>
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Further Reading

Books for Students (Ages 8-12)

1. "The Little Wooden Robot and the Log Princess" – Tom Gauld
A beautifully illustrated fairytale about a wooden robot, family bonds, and adventure. Great for inspiring character creation and storytelling.

"Hilda" Series – *Luke Pearson*

2. A mix of adventure, folklore, and character-driven storytelling—ideal for students interested in bringing their wooden robot characters to life through stories.

"Julian Is a Mermaid" – *Jessica Love*

- A heartwarming story about self-expression and belonging, great for discussions on identity and creativity.

Access

Examples of similar work that students could relate to or may have seen before. This can assist teachers to draw on connections for students and help them relate to the work (or that can complement it).

<https://www.instagram.com/finglesin/>

is a great place to start where you will find many art and sculpture projects in collaboration with young people, examples of previous robot workshops and Fingle-Sin's personal sculptural works.

<https://www.finglesin.com/exhibition>

is where you can find some whimsical robot sculptures from previous exhibitions.

Curriculum Links – Victorian F-10 Curriculum

Use the Victorian Curriculum F-10 website <https://victoriancurriculum.vcaa.vic.edu.au/>

Note that the Victorian Curriculum is different to the Australian Curriculum.

Learning Areas
The Arts: Visual Arts
Strand: Explore and Express Ideas
Visual Arts Practices
Present and Perform
Respond and Interpret
Levels F-10
Little Wooden Robots with Fingle-Sin gives young people an opportunity to work with an established visual artist. Exploring through hands on activities, sculpture, character design and visual story telling in an open and inclusive environment.

Example of link:

While constructing their unique robots employing design and sculpture techniques, Fingle-Sin offers an open, funny, and heart felt window into their own creative career and how he has used art to navigate the world when they couldn't find the words. This relaxed and funny session often resonates with neurodivergent young people as they recognize coping mechanisms and techniques that they use displayed as talents in an adults' creative career.

The Arts: Visual Communication and Design

Strand: Explore and Represent Ideas**Visual Communication Design Practices****Present and Perform****Respond and Interpret****Level – F-10**

Little Wooden Robots with Fingle-Sin begins with a character design sheet where the young people are tasked to plan their robots visual appearance, personality, back story and special abilities. The students are encouraged to talk about how their visual design communicates those qualities to the audience and are given positive feedback on their creations. Visual arts "happy accidents" are celebrated and the students are encouraged to go back and adjust their sheet as they find new opportunities or their story evolves.

Example of link

Post workshop activities such as story telling, photography or film making are great opportunities to further develop visual communication skills.

Capabilities

Personal and Social

Strand: Self-Awareness and Management**Social Awareness and Management****Level – F-10**

Little Wooden Robots with Fingle-Sin is a conversational workshop. Fingle-Sin shares his journey from disengaged young person to their discovery of sculpture and how that ultimately led him to a happy career as an artist. Students are encouraged to speak, ask questions and share their own experiences. Fingle-Sin is a dedicated ally and encourages young people to see the best in themselves and the best in their peers. Everybody is different, everybody is a bit weird, and everybody has something awesome that they can give to the world.

Example of link

There is a moment early in the workshop when Fingle-Sin explains that his self esteem often makes it hard to show their art in galleries and the tricks he uses to help him find the confidence to do so. He likens it to being proud of a piece of work you have done for your teacher, that you are super happy with but when that moment comes to hand it in that little voice in your head whispers "it's terrible" Almost all students resonate with this feeling and to know that a career artist still feels that way helps level the room and sets the stage for honesty, empathy and sharing.

Critical and creative thinking

Strand: Questions and Possibilities

Levels 3-4 Construct and use open and closed questions for different purposes

Levels 5-6 Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

Example of link

At the end of the show students will have the opportunity to ask us questions about the show, the creative process, etc. This provides a platform to explore the various styles of question asking (open or closed) and what information they are able to gather from them.

Contact the Creative Learning team at education@rav.net.au with further questions or, even better, examples of your work!

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