

# Introduction to the Workshop

This module is about writing your own story and what techniques are needed for it. It will cover topics such as building a story, the main points when writing your own story, and the power of storytelling.

## Notes for the Facilitator

* The modules provide flexible planning and lead to an evaluation of the programme.
* The units are independent and can be adjusted according to the level of the participants.
* The topics taught can be in hybrid mode, that is, face-to-face and/or online, through the available technologies. The theoretical content is covered in the powerpoint.
* At the beginning of each session, ask participants to silence their phones. Also ask them to create a sheet with their names in front and put it on the desk to facilitate communication between everyone.

**Recommendations for the facilitator:**

* Prepare in advance to familiarise yourself with the concepts and better manage the workshop time.
* Speak clearly and be expressive.
* Prompt questions and listen carefully to comments and feedback.
* Encourage learners to participate in the topic and discussions.
* Keep the group focused on the tasks, but, if necessary, take breaks.
* Avoid standing in one place, move around the class.
* At the end summarise what was taught and discuss with the learner’s points to improve.

# IO1 Digital Storytelling Curriculum for Adult Learners

## Face-to-face

| Module Title: Me as a storyteller | | |
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| Aim of the module:  The aim of the module is to improve learners' knowledge of writing stories. After completing the module, the adult learners will know how to write a story and what techniques needed to develop them. They will improve their literacy and writing skills as well as the techniques of a storyteller. | | |
| Learning outcomes of the module: After completing this module, participants should be prepared to write their own stories. | | |
| Knowledge | **Skills** | **Attitudes** |
| * Basic knowledge of how to form the structure of a story. * Basic knowledge of different narrative styles when storytelling – how to find your own voice as a storyteller. * Basic knowledge of how to develop a good character. * Practical knowledge of the different formats of stories – first person narrator or third person narrator. * Practical knowledge of how to use tenses in storytelling for different impacts – past, present, and future. * Practical knowledge of the oratory skills needed for storytelling – controlling pitch, tone, volume, body language, etc. * Practical knowledge of how to use your body in storytelling – the role of movement, gesture, and dance in storytelling. * Practical knowledge of how to be a confident, clear, and concise storyteller. * Practical knowledge of how to craft stories. * Theoretical knowledge of the different elements that contribute to storytelling (plot, character, themes, dialogue, melody, setting, crisis, climax, conclusion). | * Discuss how to craft stories. * Assess how to foster emotion, drama, anticipation through storytelling. * Identify the principles, elements, and techniques of storytelling and how to integrate them into stories. * Explore the art and techniques of storytelling. * Recognise how storytelling can share a sense of history, values, and traditions. * Distinguish between different types of stories and the role they play in the oral tradition. * Demonstrate the 4P’s of storytelling – People, Place, Plot, Purpose. | * Willingness to tell stories to promote intercultural understanding and communication. * Openness to contribute and share tales for personal, historical, and societal development. * Appreciation of the cultural impact and importance of stories. * Appreciation of an individual’s role in storytelling and preserving traditions. |
| Module duration: 7 hrs F2F / Online – Hybrid Course | | |
| Preparation/ Materials/Equipment:   * Projector and screen * PowerPoint slides * Laptop * Internet connection * Pens and note-taking materials for all learners * Copies of handouts for all learners | | |

| LESSON PLAN for F2F / Online (Hybrid) Learning | | | | | |
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| Introduction to the topic: The aim of this lesson plan is to deliver the session outline for Module 2 – Me as a storyteller.  This lesson plan will focus on Module 2:  -Unit 1. How to build a Storytelling  -Unit 2. Your Story  -Unit 3. The Power of Storytelling | | | | |  |
| No | **Topics and Sub-topics/Learning activities** | **Duration (minutes)** | **Training methods** | **Materials/ Equipment Required** | **Handouts and Activity sheets** |
| 1 | **Unit 1 – Activity 1: Introduction**   * The facilitator begins this session by welcoming all participants to the workshop and completing a short group discussion to assess what learning expectations all participants have for this module. * The facilitator can take note of these expectations on a flipchart to refer to later in the session. * The facilitator will ask all participants to sign the attendance list for this workshop. * The facilitator will also invite all participants to introduce themselves (this is only if this is the first module being delivered with this group and depends on the sequence of how the me as a storyteller curriculum is presented to participants). | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Sign-in sheet.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 2 | **Unit 1 – Activity 2: Sound bite story**   * The Facilitator will introduce Activity 1.2 of Sound bite story. * The facilitator will introduce a sentence to start a story. It should also indicate who is next to continue the story and where it will end. * The facilitator must explain the following rules: when passing the story to another person, the person must set the number of words that the next participant can use in the sentence. (For example, the next participant can only use 6 words to continue the story). * The next person has to continue the story where the previous participant left. * The facilitator can define other strategies / rules that considers interesting to involve the participants in the game. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 3 | **Unit 1 – Activity 3: Identify yourself with a story**   * Based on the previous activity, the facilitator asks participants to think of a fun personal story. * Next, the facilitator recalls, writing on the board, the topics covered in the previous activity. * The facilitator asks participants to write their personal story and introduce some theme from the previous activity. * The facilitator should indicate that the story should not be long. The goal of the activity is to incite creativity and fun among the participants. * At the end all participants tell their story aloud, to train their oratory skills. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 4 | **Unit 2 – Activity 1: Introduction**   * The facilitator welcomes all adult learners and delivers the signature sheet to all participants. * The facilitator asks if anyone has doubts about the previous unit and what are the expectations for today's unit. * The facilitator presents the plan for this unit. | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 5 | **Unit 2 – Activity 2: Fortunately or Unfortunately**   * The facilitator asks the participants to sit in a circle to make the order of the game clear. * The facilitator explains the purpose of this activity is to tell a coherent story and each participant should start the sentence with fortunately or unfortunately consequentially. That is, if the first participant starts the sentence with fortunately, the second participant must start his sentence with unfortunately, and so on. * The facilitator clarifies that each participant can ask only one time to advance without saying the sentence. * The facilitator decides who starts the story and the introductory phrase (If you prefer you can start your own). * At the end, the facilitator asks the participants' opinion and discusses the skills they have learned or improved with the activity. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 4 | **Unit 2 – Activity 3: D.I.C.E.**   * The facilitator should explain that each participant has to choose a photograph of a special place for some reason, preferably in his/her homeland. * The facilitator hands out a blank sheet and a pen to each participant. If it is in online mode, you should ask participants to open a white sheet on word. * At the beginning of the activity, the participant who shows the photograph can choose to give clues or information that is relevant (such as age at the time, who was with him/her, etc.). * The other participants begin the activity. This activity consists of: * **Describe**: participants should describe what they see in the image, keeping the focus on objective and observable facts. * **Interpret:** They must interpret and make assumptions about what happened that day, in that place. Imagine at least three different interpretations and add details. * **Check:** this is the role of the participant who showed the photograph. The participant should check which colleagues who counted the closest history of the reality. * **Evaluate:** the participant who showed the photograph must evaluate the story previously identified. And then share with colleagues the true story behind the photograph and explain why he/she chose that place and that image and also how that history makes him/her feel. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 4 | **Unit 3 – Activity 1: Introduction**   * The facilitator welcomes all adult learners and delivers the signature sheet to all participants. * The facilitator asks if anyone has doubts about the previous unit and what are the expectations for today's unit. * The facilitator presents the plan for this unit. | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 4 | **Unit 3 – Activity 2: Just a minute**   * The following activity is inspired by a BBC program, please click [here](https://www.bbc.co.uk/programmes/articles/rbT81wtpZ7qmdPH5rC0RhN/how-to-play-and-win-just-a-minute) for further information. * The facilitator asks all the participants to say some topics they would like to talk about. And writes the topics on the whiteboard. * The facilitator will ask for one volunteer to start telling one story in one minute but the participant must choose one topic on the whiteboard. * The participant should talk about the chosen topic for 1 minute with no hesitation, deviation, or repetition. The other participants are invited to “challenge” the storyteller and continue the story if approved by the facilitator. * The facilitator explains that all the challenges are welcomed from other participants at any time. * At the end of the activity, the facilitator should question all the participants the skills they learn from this exercise. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 4 | **Unit 3 – Activity 3: Cliche plots**   * The facilitator introduces the last activity of the workshop. * The facilitator asks all participants to collect 2/3 news, films, series, novels, or other resources that involve stories. * The facilitator will give 15-20 minutes to search. * After everyone manages to bring the material, they must explain to the group what the story, plot and main characters of these stories are. * At the end of everyone telling their 2/3 stories, the facilitator should ask the following questions:   What is the target audience for most stories?  What are the most common plots?  What similar features did you find in these stories?   * The facilitator should collect the answers on the whiteboard. * At the end, the facilitator should introduce a discussion about the stories that have been told and what the biggest clichés are whenever they write a story, novel, movie, etc... | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 2. |
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| 5 | **Workshop Close and Evaluation**   * The facilitator appreciates everyone's participation and collaboration in this workshop. * Facilitator should ask all participants if they have doubts regarding the units. * The facilitator asks the group to give feedback and evaluate this session and the contents. | 15 minutes | PowerPoint presentation | Evaluation sheet | Copy of PowerPoint Presentation: Module 2. |

IO1 – Digital Storytelling Curriculum   
Activity Sheet Template

| **Module Title** | Me as a storyteller | | |
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| **Unit Title** | How to build a Storytelling | | |
| **Activity Title** | Identify yourself with a story | **Activity Code** | A1.3 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(In minutes)** | **60** | **Learning Outcome** | Basic knowledge of writing a storytelling |
| **Aim of activity** | Learners will get a better comprehension about the important points to approach on storytelling. They will be able to create their own stories and share them out loud with the other participants. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Computer | | |
| **Step-by-step instructions** | * The facilitator will discuss how to develop storytelling with his participants. * All learners have to think about a personal story, in children or adults, that they have lived in their home country. * Participants have to adapt their story to the concepts written on the whiteboard. * The storytelling has to approach the truth and the reality, but at the same time it has to be creative and original. * At the end of writing the storytelling the learners have to read it aloud to the other participants. * The facilitator must appeal to creativity. All the participants should be engaged and interested in listening to the story. * The facilitator can move between them in this activity, overseeing the development of the storytelling. | | |

| **Module Title** | Me as a storyteller | | |
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| **Unit Title** | Your Story | | |
| **Activity Title** | D.I.C.E. | **Activity Code** | A2.3 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(In minutes)** | **60** | **Learning Outcome** | Basic knowledge on writing |
| **Aim of activity** | Participants will develop their written, linguistic, and creative skills. This activity provides memories, rekindles moments and feelings from the past. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Computer | | |
| **Step-by-step instructions** | * All participants have to choose a photo/image of their hometown. Should remind them of a special place. * The facilitator chooses a participant to start and show their photo/image. The participant can give some clues or tips about the place, the age at the time, etc. * The rest of the participants have to try to describe and interpret the photo/image. * The participant who started sharing the photo/image will check all the stories and find out the one who is closest to the truth. * That participant also will evaluate all the stories and count the true story behind the photo/image. She/he should explain why they chose that photo/image and what their feelings are when they talk about that moment. * All the learners have to do the same steps. | | |

| **Module Title** | Me as a storyteller | | |
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| **Unit Title** | The Power of Storytelling | | |
| **Activity Title** | Just a minute | **Activity Code** | A3.2 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(In minutes)** | **60** | **Learning Outcome** | Basic knowledge of oratory skills |
| **Aim of activity** | Learners will gain a better knowledge of oratory skills as well as a greater appreciation for them. By putting the theory they've learned into practice, they'll feel more confident in their ability to apply it to their own work. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Microphone | | |
| **Step-by-step instructions** | * The facilitator must show, first, the BBC programme. * The facilitator asks all the participants to say one topic about their country/city/village they would like to talk about. * After everyone chooses a theme, they have to prepare to talk about it in one minute, without hesitation, deviation, or repetition. * The facilitator will give 15-20 minutes to write and practice. * The facilitator chooses one person to start. * All participants can challenge the story and ask questions. * All participants have to do it individually. * The facilitator must give some constructive feedback. | | |

