



Learning module: How to tell a (life) story

tellyourstorymap.eu



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Intellectual Output 2 : Introduction

Nowadays, early school leaving is a global issue. A lot of young people leave school without any degree. The objective of Tell Your Story, project funded under the Erasmus + program and coordinated by Pistes-Solidaires (France) is to contribute with a possible solution to this problem, by giving to the early school-leavers to express themselves through story-maps, to reflect on their history and experiences to bounce back and improve, in the long term, their situation. In two steps, Tell Your Story proposes to give them this tool that can help to prevent early school leaving among the students who are at risk of dropping out.

Indeed, well-told stories are very powerful artefacts. Digital storytelling is therefore a suitable and effective means for young people to communicate their experiences. Storytelling is defined here as a short form of digital media production, which allows people to share particular aspects of their lives. “Media” may include full-motion videos with sound, animation, stills, audio, etc., which individuals can use to tell a story or present an idea. Digital stories are often presented in compelling, interactive and emotionally engaging formats.

The first module developed under the Tell Your Story project is learning module with a main objective : to prepare the early school leavers to create their own story map by presenting them what is storytelling, providing them with the first set of competences they need for digital story-telling : story-telling skills. This module was tested during an international training course set in Palermo in September 2017. After this test, it was updated and implemented in the partner countries. Each partner met with at least one group of early school-leavers.

Now that this learning module has proven its efficiency, it is time for the partners to share it with all the organisations and persons that would want to implement it. We present here not only the material for the activities themselves, but also the assessment system to evaluate their competence level. All the activity sheets are available on this platform.



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	Introduction to digital storytelling
MODULE & ITEM RELATED	O2 curriculum 3 How to tell stories? 3.3 Digital storytelling
OBJECTIVE	<ul style="list-style-type: none"> - Introduce the concept of digital storytelling - Give an overview about different existing tools for digital storytelling - Share different tools already tested by Pistes Solidaires
DESCRIPTION, STEP BY STEP	<p>Introduction: Nowadays, more and more CVs are published using video CVs. Example: https://www.youtube.com/watch?v=Rs5I6WliRQc</p> <p style="padding-left: 40px;">1- <u>Different tools for one goal!</u></p> <p>Presentation of different videos made by EVS volunteers in Pistes Solidaires:</p> <ul style="list-style-type: none"> - Stop motion technique with smartphone - Video with camera - Story-Maps technique <p style="padding-left: 40px;">2- <u>Pros and cons</u></p> <p>Presentation of the feedbacks given by the volunteers who tested different tools. Ask the participants their opinion.</p> <p>Focus on Story Maps: sharing opinions about assets and difficulties to create it. Suggestions and proposals.</p>
LEARNING OUTCOMES	<p>The participant is able to explain what is digital storytelling, including storymaps.</p> <p>The participant is able to consider various tools for telling its own story.</p>



DURATION	30 minutes
ROLE FACILITATOR - TIPS	
LEARNING MATERIAL	Computer with internet connection Video projector Speakers
ADDITIONAL COMMENTS	



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	What is a story?
MODULE & ITEM RELATED	O2 curriculum 1 What is storytelling? 1.2 What is a story?
OBJECTIVE	<ul style="list-style-type: none"> - Introduce the question “what is a story” to understand better what storytelling is - Introduce the basic elements of a story (message, target group) - Underline the importance of interpretation and “active listening” for the listener
DESCRIPTION, STEP BY STEP	<p>1- <u>Starting point of storytelling</u></p> <p>Put the participants sit in circle. Give them a piece of paper to write on it. Ask the participants to think about 3 words that define themselves. (5 min) In plenary, everybody reads what he/she has written down to define him/herself.</p> <p>The idea behind for the group and the youth worker is to learn more about interests/background/personality of each participant.</p> <p>2- <u>Introduce yourself through 3 sentences</u></p> <p>Ask the participants to present themselves in 3 connected sentences (no more than 3!). (5 min) In plenary, choose some participants to share their “story” with the rest of the group</p> <p>3- <u>Debriefing in plenary after these two introductive activities</u></p> <p>Ask questions to the participants: How were the stories you have heard? Could you try to describe them giving some adjectives?</p> <p>After a general brainstorming, remind them the 3</p>



	<p>adjectives that every time describes a story: Simple, Emotional, and Truthful.</p> <p>Story = most fundamental communication method.</p> <p>Good story structure: clear purpose, personal connection, common reference points, detailed characters & imagery, conflict, vulnerability, pacing.</p> <p>Necessary ingredients for a story: Who, why, where, when, with whom, what, how (W questions + How).</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> - Participants understand that everybody tells stories everyday as a “normal thing” - Participants understand a story should be simple, emotional, truthful - Participants understand the interaction between the storyteller and the listener
DURATION	30 minutes (just after 15 minutes of presentation of TYS project, aims and objectives)
ROLE FACILITATOR - TIPS	<ul style="list-style-type: none"> - Give participants time to think about what they want to write down because it will be first exercise of telling a part of my story. - For the point 2, If sentences given are philosophical or not really connected to the person – that can happen especially with NEETS- try to understand why. Many reasons: no interest, no self-confidence, no concrete examples of his/her life to share...
LEARNING MATERIAL	<p>Papers</p> <p>Pencils and pens</p> <p>Paperboard</p>
ADDITIONAL COMMENTS	



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	How to tell and write stories				
MODULE & ITEM RELATED	O2 curriculum 1 What is storytelling? 1.3 What is the structure of a story?				
OBJECTIVE	<ul style="list-style-type: none"> - Present what is a structure of a story - Give basic and key elements of a story - Seeing a story from another perspective 				
DESCRIPTION, STEP BY STEP	<p>1- <u>Draw yourself!</u></p> <p>Give A4 paper to each participant. They don't have to put their names on it. Ask them to draw 4 specific episodes, situations or memories using coloured pens. They have to divide their A4 as below:</p> <table border="1" data-bbox="641 1088 1391 1326"> <tr> <td data-bbox="641 1088 1018 1205">Best childhood memories</td> <td data-bbox="1018 1088 1391 1205">Hobbies or other personal tastes</td> </tr> <tr> <td data-bbox="641 1205 1018 1326">A closet dream</td> <td data-bbox="1018 1205 1391 1326">Meaningful story</td> </tr> </table> <p>10 min to draw in the 4 boxes. Nb: the facilitator is free to change and adapt the topics of the 4 boxes according to the group (one of your successes, best achievements ...)</p> <p>Once finished, divide into 2 groups. Drawings will be shuffled and distributed again to the participants, having all one set of drawing from someone else. Now each participant has to tell, knowing the meanings of the drawings, what they meant: the meanings to the symbols drawn by another participant, and elaborate a story on them. After this the participant that made the drawing would step in and tell the real meaning to the drawing he made. The objective of the exercise is to, first, stimulate the expression of one memories and episodes through drawing (a good technique as alternative to have self-</p>	Best childhood memories	Hobbies or other personal tastes	A closet dream	Meaningful story
Best childhood memories	Hobbies or other personal tastes				
A closet dream	Meaningful story				



	<p>expression), and then the interpretation and recreation from someone else of the original work. Finally, the explanation of the original and the comparison to the recreation will be used to exemplify how we can interpret, accordingly to our own understanding of both the meanings and of the drawings, creating different stories from the same context. (20 min)</p> <p>2- <u>We all are heroes!</u></p> <p>Try to make the participants we all have something to tell about our life, like a story in which the hero will be you. Concept of Joseph Campbell: the Hero's journey. Show the participants one video on the 12 steps, which composed the Hero's journey. https://vimeo.com/140767141 https://www.youtube.com/watch?v=Hhk4N9A0oCA</p> <p>Summarize the 7 key steps of a story together with participants they could use while writing their story:</p> <ul style="list-style-type: none"> • Ordinary world • Hero • The call for adventure • The ennemi, opponent • The friend, helper • The crisis, unexpected problem • The return to the ordinary world, the end
<p>LEARNING OUTCOMES</p>	<p>Participants know what is a plot and how to do one</p>
<p>DURATION</p>	<p>60 minutes</p>
<p>ROLE FACILITATOR - TIPS</p>	<p>Another tip to help participant remembering the structure of a story is:</p> <p>M - Moment of equilibrium A – Threat something to ruin the equilibrium G – Gong! Hero realizes he has to do something N – “N” Countdown – what and how I - Intervention F – Finale – returns home I - Introspection C – Call to action</p>



LEARNING MATERIAL	A4 Papers Coloured Pencils Computer with internet connection Video projector Speakers Paperboard
ADDITIONAL COMMENTS	



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	Introduction to digital storytelling
MODULE & ITEM RELATED	O2 curriculum 3 How to tell stories? 3.3 Digital storytelling
OBJECTIVE	<ul style="list-style-type: none"> - Introduce the concept of digital storytelling - Give an overview about different existing tools for digital storytelling - Share different tools already tested by Pistes Solidaires
DESCRIPTION, STEP BY STEP	<p>Introduction: Nowadays, more and more CVs are published using video CVs. Example: https://www.youtube.com/watch?v=Rs5I6WliRQc</p> <p style="padding-left: 40px;">1- <u>Different tools for one goal!</u></p> <p>Presentation of different videos made by EVS volunteers in Pistes Solidaires:</p> <ul style="list-style-type: none"> - Stop motion technique with smartphone - Video with camera - Story-Maps technique <p style="padding-left: 40px;">2- <u>Pros and cons</u></p> <p>Presentation of the feedbacks given by the volunteers who tested different tools. Ask the participants their opinion.</p> <p>Focus on Story Maps: sharing opinions about assets and difficulties to create it. Suggestions and proposals.</p>
LEARNING OUTCOMES	<p>The participant is able to explain what is digital storytelling, including storymaps.</p> <p>The participant is able to consider various tools for telling its own story.</p>



DURATION	30 minutes
ROLE FACILITATOR - TIPS	
LEARNING MATERIAL	Computer with internet connection Video projector Speakers
ADDITIONAL COMMENTS	



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	Different types of storytelling
MODULE & ITEM RELATED	O2 curriculum 1 What is storytelling? 1.4 Varieties of storytelling
OBJECTIVE	- Compare different techniques of storytelling and be able to measure their assets
DESCRIPTION, STEP BY STEP	<p><u>Before starting, remind the participants we have already experienced together drawing as a tool of storytelling.</u></p> <p>1- <u>Brainstorming</u></p> <p>Brainstorming on what could be the format of storytelling like drawing ... Possible answers: oral/audio, written, visual (dancing, drawing, theatre, miming ...), and digital. 10 min</p> <p>2- <u>Let's practise storytelling!</u></p> <p>Divide the participants into 3 groups minimum and give them one format of storytelling to develop a very short and simple story. - oral way - written way (then it will be read by another group) - visual way using dance, theatre or even "photolanguage" using DIXIT cards or pictures taken from old magazines. 25 min</p> <p>While they are creating their stories, possibility to put the video of Hero's Journey phases in Walt Disney's films.</p> <p>3- <u>Assets of each technique</u></p> <p>Ask each group to write down on a paperboard the assets of the technique used. Paperboards to hang up to the wall of the room for the other participants. 10 min</p>



LEARNING OUTCOMES	Participants are aware that storytelling could be very broad and encompasses various techniques (oral, written, visual and digital storytelling)
DURATION	45 minutes
ROLE FACILITATOR - TIPS	<p>When groups are creating their stories, the facilitator has to pay attention to these questions:</p> <ul style="list-style-type: none">- Is it a short story and simple to tell?- Do the participants respect the basic elements of a story? <p>The facilitator is present to guide them in the process of creation.</p>
LEARNING MATERIAL	A4 Papers Coloured Pencils Paperboard DIXIT cards Old magazines Scissors Glue Blue tac Computer with video projector and speakers
ADDITIONAL COMMENTS	



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	WHY TELLING STORIES
MODULE & ITEM RELATED	O2 2.1 Assets of telling a story 2.2 Get the motivation going
OBJECTIVE	The purpose of this module is to introduce with the advantages of telling a story through digital tools.
DESCRIPTION, STEP BY STEP	<p>1. <u>Presentation of different stories</u></p> <p>Facilitator presents some examples of stories. Tell participants to listen carefully and concentrate on the content. After presentation of each story facilitator divides participants into three groups.</p> <ul style="list-style-type: none"> • Example of short written story: A Dream Come True (Daniel) https://www.values.com/your-inspirational-stories/3081-a-dream-come-true • Example of photo story: "Dear Orlando" photo series: Photo series of people's personal stories of nightclub shooting https://www.buzzfeed.com/skarlan/dear-world-series?utm_term=.eIEkRnRgN#.tspw282vo • Examples of video stories: My Life & Photography - Digital Story: https://www.youtube.com/watch?v=cvQGV_G0wCs <p>Activity: Each group writes down which story is the most powerful and why. Invite participants to present their findings.</p> <p>Discussion with participants: Invite the participants to share their opininio – positive and negative aspects of telling a story with different</p>



	assets.
LEARNING OUTCOMES	Participants get to know different aspects of telling a story with various assets (written story, photo, video).
DURATION	30 minutes
ROLE FACILITATOR - TIPS	<p>The facilitator needs to:</p> <ul style="list-style-type: none"> ✓ check all participants are able to get online and access the websites ✓ check if the participants have understood what they have been doing and are able to relate to their story map
LEARNING MATERIAL	Learning material: photos, video, written story
ADDITIONNAL COMMENTS	<p>Make sure you have available all material you need (computers, cameras, smartphones, internet access, post-it notes...)</p> <p>Duration of a break: 5 minutes or without a break</p> <p>Evaluation at the end of a session: with post-it note, each participant writes + and + of a session (5-10 minutes)</p>



LEARNING MODULES O2&O3 ACTIVITY SHEET

TITLE	“Memory storm”
MODULE & ITEM RELATED	O2, 3.1
OBJECTIVE	To encourage participants to recall and express their memories and own experience.
DESCRIPTION, STEP BY STEP	<p>Ask participants to write down a memory that first come to their thought. Give them 1 minute per each “category”. It is important that their write the first memory that comes without thinking.</p> <ul style="list-style-type: none"> • The place I like the most • The saddest moment ever • The greatest challenge achieved • My closest people • The most embarrassing situation • The best laugh ever • The biggest disappointment • The most romantic moment • The moment I want to repeat • The greatest obstacle overcome <p>After they have their memories listed, ask participants to get into pairs. Tell that one partner has to select 3 memories they want to listen to from their partner. Then a partner has to share a short story about that memory. After one participant has shared the memories, they swap and another participant shares hers/his memories.</p>
LEARNING OUTCOMES	The participant will be able to strengthen non-conditioned thinking skills, to identify the most relevant memories. As well the participant will be able to retell the memory and to improve the active listening skills.
DURATION	30 min
ROLE FACILITATOR - TIPS	The facilitator has to encourage participants to write the first memory that comes without further thinking. The facilitator has to be a good timekeeper, he might use a whistle when the times runs out.
LEARNING MATERIAL	None



ADDITIONAL COMMENTS	The facilitator can change and adapt “categories” depending on the context.



LEARNING MODULES O2&O3 ACTIVITY SHEET

TITLE	“Walk what you feel”
MODULE & ITEM RELATED	O2, 3.1
OBJECTIVE	To encourage the reflection on how different emotions make us feel physically and mentally. To increase self-awareness of participants.
DESCRIPTION, STEP BY STEP	<p>Ask participants to walk around the room in the mood their expressed in their Weather Report (previous activity). They need to fill the space. They shouldn't interact with other participants.</p> <p>As they are walking around the room, give them the instructions, and they should do this until the next instruction is given to them.</p> <p>After each instruction, allow participants to time to take it on board.</p> <p>Example: “Walk sunny.” If the participants are not giving all their energy, you can add “As if it is the most beautiful day, everyone is being really nice to you today, everyone wants to be your friend, and everything is wonderful”</p> <p>Continue with these:</p> <ul style="list-style-type: none"> – Walk faster. – Walk slower – It's your birthday – You're happy – You're sad. – You're angry – You're scared – You're confident – You're in a hurry – You're tired – You are a ballet dancer – You are a clown – You are a builder – You are a superstar <p>Conclude the activity with a reflection about the importance of self-awareness - the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others.</p>



LEARNING OUTCOMES	The participant will be able to interpret and regulate own emotions, thoughts and behaviour, also, will understand how our emotions and feelings influence our posture.
DURATION	25 minutes
ROLE FACILITATOR - TIPS	The facilitator can adapt statements to the group.
LEARNING MATERIAL	None
ADDITIONNAL COMMENTS	None



**LEARNING MODULES O2&O3
ACTIVITY SHEET**

TITLE	Weather Report
MODULE & ITEM RELATED	O2, 3.1
OBJECTIVE	To promote listening and expression. To encourage reflection of the proper own feelings.
DESCRIPTION, STEP BY STEP	Ask participants sit in circle and ask each one give the day's Weather Report, ask them if they were weather today, how the day would look like? You can begin using imagery. For example, you are feeling like a hot summer afternoon with no movement of air. Or, you are feeling like a chilly morning when the sun rises slowly warming up all around. Or, you are feeling like a rainy grey winter afternoon when all sky is covered with dark clouds.
LEARNING OUTCOMES	The participant will be able to reflect on the current state of emotion and build closer links with other participants.
DURATION	5-15 min depending on the size of the group
ROLE FACILITATOR - TIPS	The facilitator has to promote the interaction and encourage the participation of all participants.
LEARNING MATERIAL	None
ADDITIONNAL COMMENTS	The conditions that participants state should include listening, with no interruption or mockery from other participants. Before the activity, ask if they would like these included.



LEARNING MODULES O2&O3 ACTIVITY SHEET

TITLE	Mapping the Journey of Life
MODULE & ITEM RELATED	O2, 3.2
OBJECTIVE	<p>To promote deeper self-awareness and self-reflection of participants.</p> <p>To increase the knowledge of experiences that informs different perspectives.</p> <p>To create visual personal story lines.</p>
DESCRIPTION, STEP BY STEP	<p>Give each participant large sheet of paper and ask them to draw a winding pathway. At the middle of the path ask them to draw a circle. To the left of the pathway, ask them to write “road already travelled” and to the right – “the path yet to come”.</p> <p>Part One: Looking Back (30 min)</p> <ol style="list-style-type: none"> 1. At the starting point ask participants to reflect and include elements of where they come from. For example, places, culture, language, and/or spirituality. 2. Ask them to reflect on their companions throughout this journey. These might be individuals, groups, communities, organisations. Ask them to include people of different generations, also they can include invisible friends, spiritual leaders, pets, etc. 3. Ask them to draw or list some of the favourite places along the road they have been on this journey so far. 4. Ask participants to identify two milestones of their journey. Ask them what key things they have already accomplished and represent it on their pathway. 5. Ask them to draw a mountain and a river to symbolise two obstacles they have already overcome. Ask them to indicate how they overcame it, avoided or got around the obstacles. 6. Ask participants to draw the survival kit at the top of the page. Within it they have to write down what helped them during difficult times. These could be values, skills, people, proverbs, songs, etc. <p>Part Two: Looking Forward (30 min)</p> <ol style="list-style-type: none"> 1. Ask participants to write their hopes, dreams, wishes toward the end of the path. These might be for themselves, their family members, friends, even next generations.



2. Ask them to identify some places they wish to see on the rest of their journeys and ask them to mark it on the pathway.
3. Ask participants to look at the milestones they have already achieved and then ask them to mark three future milestones. Note that these should be achievable steps, something they really wish to happen.
4. Ask participants to draw a mountain to symbolise one obstacle that she/he (or others they care about) may face in the future along the future path. Ask how them and their journey companions will try to avoid, get around or overcome this difficulty. Ask them to reflect on how they can stay strong as they will face these troubles.
5. Finally ask the participants to mark the songs that they will be taking with them and singing or playing while they will be travelling forward. Ask them to reflect on why those particular songs, what do they mean to them and sign it along their path.

Part three: Looking Down at Your Journey (30 min)

1. Give participants some time to reflect on their Journey.
2. Ask participants what are some good memories that they will take with them to the future and let them draw these as stars along their Journey. They can include sounds, sights, tastes, touches or smells they are linked to. Ask them who played an important part in those memories and why each of these memories is important to them. Let them to reflect on what those memories offer to them and their companions of the journey. Ask them to place responses to these questions inside or alongside the stars.
3. Ask participants to give names to their paths to symbolise what this Journey of Life means to them.
4. Finally, ask participants to look back over everything they have spoken about. Ask them if they want to pass a message to the person just starting out on their journey and what would be one lesson they have learned that would like to share with others.

Part Four: Sharing the Journey (30 minutes)

When all "Journeys of Life" are finished give time to participants to walk around and look at the stories of other participants. Gather participants in the circle and ask for volunteer to share hers/his story. Have them all one by one to tell the journey and what images they drew represent their life, following the time dimensions. Ask that all group give their full attention to the person who is sharing and that all questions and comments wait



	<p>until the end. Allot 5-7 minutes for each story.</p> <p>* If the group is too large for it to be feasible that everyone hears all of the stories, you can divide into smaller groups of 5-6 people.</p> <p>Finish the activity with the reflection on how participants felt, what were the most difficult aspects to identify, if they have discovered something new or forgotten.</p> <p>Ask series of questions to prompt group discussion:</p> <ul style="list-style-type: none"> - What was it like for you to tell your story to this group? - What was it for you to hear all of these stories? - What insights have you gained about yourself and your group friends?
<p>LEARNING OUTCOMES</p>	<p>The participant will be able to reflect on their life journey and aspirations for the future. Also, she/he will be able to represent their life moments through the artistic expression.</p>
<p>DURATION</p>	<p>120 minutes</p>
<p>ROLE FACILITATOR - TIPS</p>	<p>The facilitator has to support participants and through dialogue help them identify the main elements of their life journeys.</p> <p>The facilitator should draw his/hers "Journey of life" before implementing the activity with participants.</p>
<p>LEARNING MATERIAL</p>	<p>Denborough D. (2014) Retelling the stories of our lives. Everyday Narrative Therapy to Draw Inspiration and Transform Experience. Norton&Norton:New York</p>
<p>ADDITIONNAL COMMENTS</p>	<p>The facilitator can use the PowerPoint presentation attached.</p> <p>Instead of asking participants to draw a pathway, the facilitator can give already prepared templates of the pathway.</p>

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