

Stop 2	Introducing storytelling
Introduction:	<p>This is an introductory module on storytelling with an emphasis on working with students towards building a story.</p> <p>It contains 4 activities that focus on the fundamentals of storytelling such as:</p> <ul style="list-style-type: none"> • Building a story-world • Creating characters to populate the story-world • Giving characters something difficult to strive for • Working without (fictional) characters
Objectives:	<p>The module aims at supporting students understand the value and role of storytelling in learning and experiment with aspects of it in their work in projects (for example). It also aims at facilitating critical thinking, collaboration, problem solving creativity, etc.</p>
Time:	4 hours (or 4 teaching sessions)
Preparation	Each activity requires a set of materials tools
Facilitation Style	The approach relies heavily on active learning, as students will experiment with storytelling tools and ideas.
Learning Check/ Evaluation	<p>Standard self and group evaluation tools should be employed to support students reflecting upon particular learning milestones. There is also the option of using an interview to assess the acquisition of particular knowledge and competencies (including 21st Century Skills)</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> • What have I learned? • What new ideas and/or insights will I bring home? • What has helped me to think about my practice/life? • What might be improved or discussed further? • What do I want to learn more about the matter? • Any other observations or ideas?

Activity 1	Building a story-world
Aims:	This is an introductory session on how to build a basic story-world. based on a workshop on storytelling designed in the framework of the Stories of Tomorrow project: http://www.storiesoftomorrow.eu/ .
Materials:	<ul style="list-style-type: none"> • Sturdy drawing paper • box of colour markers • printed slips of setting descriptions • index cards • small metal clips • notebook
Duration:	1 hour
Procedure:	<p>To begin building the story-world, have each group of students gather around their dedicated table and provide them with a large drawing paper and a set of colour markers.</p> <p>Give each group a short description of a setting. Invite the students to draw the setting. Guide them to read carefully as a group the written description, define and draw the main areas of the setting and then continue adding details.</p> <p>Ask them to move beyond the description and use their knowledge to imagine what else might be there: objects, landscape elements, equipment etc.</p> <p>Encourage students to keep asking themselves “what else is there?” and adding expected and unexpected details. A richer setting will make for a better story.</p>
Outcomes:	Drawing objects, Creating Maps, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to identify:</p> <ul style="list-style-type: none"> • Causal social relations • Environmental factors
Further	The STORIES Toolkit: Stories of Tomorrow. (n.d.). Retrieved May 28, 2020, from

Background/references:	http://www.storiesoftomorrow.eu/content/stories-tool-kit
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Activity 2	Creating characters to populate the story world
Aims:	In this session students are introduced to the basics of creating characters in a story. Having built the story-world, it is now time to populate it, by creating the main characters who will be the protagonists.
Materials:	<ul style="list-style-type: none"> • Index cards • color markers • pens • pencils • storyboard
Duration:	1 hour
Procedure:	<p>Having built the story-world, it is now time to populate it, by creating the main characters who will be the protagonists.</p> <p>To create their characters, students may use Students will draw a picture of their character and also choose a name for her. Students may be guided to start with a few key attributes (age, gender, profession etc.) and keep expanding their list, by asking themselves questions (what does my character like to do for fun? what is my character's greatest fear?) to spark their imagination. They may add as many attributes as they like. Richer characters make for better stories.</p> <p>To complete character creation, invite students to add two more details: important items of clothing their character should have and a very personal object the character would always have with them, wherever they go.</p>
Outcomes:	Drawing characters, Designing Characters, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to identify:</p> <ul style="list-style-type: none"> • Social relations • Personal traits

	<ul style="list-style-type: none"> • Norms
Further Background/references:	The STORIES Toolkit: Stories of Tomorrow. (n.d.). Retrieved May 28, 2020, from http://www.storiesoftomorrow.eu/content/stories-tool-kit

Activity 3	Giving characters something difficult to strive for
Aims:	In this activity students are introduced to how to articulate the goals that will spur characters into action.
Materials:	Pens, pencils, notebooks
Duration:	1 hour
Procedure:	<p>With the protagonists placed in the setting, the next step is to articulate the goals that will spur them into action.</p> <p>Let your students discuss in their group the goals of their protagonists, taking into account the setting and the character attributes: what are these characters doing here? why did they come? what do they want? what are they trying to achieve?</p> <p>Allow for enough discussion and then ask the students to select the most important goal for their characters and to write it down as a goal statement. This is the main goal that will drive the story in this episode.</p> <p>Next, ask students to identify and write down at least three obstacles to the main goal: problems the protagonists will need to solve or difficulties they will need to overcome. Placing obstacles in the course of the protagonists, makes for a more interesting story, because the attainment of the goal is no longer a straight line: it involves setbacks, failure, problem-solving, trial and error, struggle and risk.</p>
Outcomes:	Understanding the concept of a Hero's journey, Creativity, Collaboration, Critical thinking, Problem solving
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to identify:</p> <ul style="list-style-type: none"> • The role of failure • The role of trial and error (Inquiry learning)

Further Background/references:	The STORIES Toolkit: Stories of Tomorrow. (n.d.). Retrieved May 28, 2020, from http://www.storiesoftomorrow.eu/content/stories-tool-kit
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Activity 4	Working without (fictional) characters
Aims:	In this activity students are introduced to how to work with storytelling without focusing on (fictional) characters
Materials:	Pens, pencils, notebooks
Duration:	1 hour
Procedure:	<p>Students may opt to work on a digital story that does focus on fictional characters (although, obviously, action will be involved). Here is an alternative way of doing just that:</p> <ul style="list-style-type: none"> • Building a story-world; alternative 'non-fiction' activity: Participants could either produce a mind-map of what their world is or go out and photograph it from their perspective and bring the digital photographs back and describe their world (from their perspective to the group). This task can focus on particulars in their world! • Creating characters to populate the story world; alternative 'non-fiction' activity: Participants could produce a spider-diagram (with them at the centre) that identifies things like – people or issues (climate change for example) that are important to them such as interests, feelings, goals, fears etc. • Giving characters something difficult to strive for alternative 'non-fiction' activity: Ask participants to think about a journey they've been on – either a physical one or an emotional/personal one and ask them to map it out – why did the journey start (catalyst), where did it take you, etc.?
Outcomes:	Writing skills, Creativity, Collaboration, Critical thinking
Evaluation/ Learn Check:	<p>The participants may be evaluated in their ability to:</p> <ul style="list-style-type: none"> • Work on mindmaps • Make/identify connections

