

Module 1: Introduction to Storytelling

UNIT 4 : FINDING YOUR STORY

Learning objectives

At the end of this unit:

- understand that a story can have different starting points (who, what, where ...)
- They become familiar with

Learning content

List all topics covered in the unit:

- how to create which
- what a story-map is and its advantages

List all activities in the logical sequence they should be followed*

- Activity “
- Activity “
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the big picture of the content, so the first

if ... ?

Type	Activity: exercise, group work etc.
Goal	Participants understand that any story, even the most complicated, begins with a simple idea.
Description	<p>Participants choose three of their favorite films or stories.</p> <p>They try reframing each of them in terms of a "what if" statement.</p>

	They share these with the group (written or verbally) and see if they can guess what movie it is from!
Additional information for trainers, if used for face to face session	It may be useful to recall the three main characteristics of a story, which should be Simple Emotional Truthful (see Unit 1).
Material	Source : Introduction to storytelling, Pixar in a Box https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video3-final
Timing	15 minutes
Comment	This activity can be replaced by the vision of the video: https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video3-final

Inputs and learning activities Nr.2

Title	Dixit
Type	Activity: exercise, group work etc.
Goal	They understand that a story can have different starting points (who, what, where ...).
Description	Each player starts the game with six random cards. Players then take turns being the storyteller. The player whose turn it is to be storyteller looks at the six images in his or her hand. From one of these, he or she makes up a sentence or phrase that might

	<p>describe it and says it out loud (without showing the card to the other players).</p> <p>Each other player then selects from among their own six cards the one that best matches the sentence given by the storyteller. Then, each player gives their selected card to the storyteller, without showing it to the others.</p> <p>The storyteller shuffles his or her chosen card with the cards received from the other players, and all cards are then dealt face up. The players (except for the storyteller) then secretly guess which picture was the storyteller's, using numbered voting chips.</p> <p>Scoring</p> <p><i>If all players find the story teller's card</i> Story teller: 0 points Other players: 2 points</p> <p><i>If no players find the story teller's card</i> Story teller: 0 points Other players: 2 points (+1 bonus point per vote for his/her card)</p> <p><i>If at least 1 player, but not all players have found the story teller's card</i> Story teller: 3 points Players who found the card: 3 points (+1 bonus point per vote for his/her card) Other players: 0 points</p> <p><i>In updated scoring, the other players receive +1 bonus point per vote for his/her card</i></p> <p><i>A large part of the skill of the game comes from being able, when acting as the storyteller, to offer a title which is neither too obscure (such that no other player can identify it) nor too obvious (such that every player is able to guess it).</i></p>
<p>Additional information for trainers, if used for face to face session</p>	

Material	Dixit cards Photos/pictures from newspapers and periodicals
Timing	45 minutes
Comment	If the facilitator does not have Dixit cards, he or she can offer the group pictures from newspapers and periodicals, based on the cards of the game. The game cards can be easily found on the internet : https://urlz.fr/9lko .

Inputs and learning activities Nr. 3

Title	Mapping the journey of life
Type	Self-learning: link, literature reference, self-reflection
Goal	They understand that a story can have different starting points (who, what, where ...). They become familiar with story-mapping method.
Description	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". Looking Back (15 min) : 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, organizations. 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

	<p>the favorite places along the road they have been on this journey so far.</p> <p>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.</p> <p>5. Ask them to draw a mountain and a river to symbolize two obstacles they have already overcome. Ask them to indicate how they overcame it, avoided or got around the obstacles.</p> <p>Looking Forward (15 min) :</p> <p>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.</p> <p>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.</p> <p>3. Ask participants to draw a mountain to symbolize one obstacle that she/he (or others they care about) may face in the future along the future path.</p> <p>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.</p> <p>Give participants some time to reflect on their Journey.</p> <p>Sharing the Journey (30 min) :</p> <p>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. Ask that all group give their full attention to the person who is sharing and that all questions and comments wait until the end.</p>
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	<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?
Additional information for trainers, if used for face to face session	
Material	<p>Sheets of paper Crayons, markers, pens</p> <p>Sources :</p> <p>How to tell a (life) story http://tellyourstorymap.eu/wp-content/uploads/2019/01/tys-io2-en.pdf</p> <p>Subjective mapping – The booklet 2017 - by Nomadways https://drive.google.com/file/d/1jAcXhl48cSn_rvDAqB4DNoaMArjsMPwF/view</p>
Timing	60 minutes
Comment	<p>Instead of asking participants to draw a pathway, the facilitator can give already prepared templates of the pathway.</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>