

Module 1: Introduction to Storytelling

UNIT 4: HOW TO TELL STORIES?

Timing: 105 minutes Learning objectives

At the end of this unit:

- Participants will understand that storytelling can include different techniques;
- They will become familiar with digital storytelling;
- They will be projected into the type of (digital) stories they will have to create for the project.

Learning content

List all topics covered in the unit:

- Introduction to digital storytelling and its benefits;
- What a storyboard is and how to make one.

Inputs and learning activities

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

- Watching digital stories and discussion on the benefits of digital storytelling;
- What is storyboard and how can you make one?

*Each module should start with overview ppt giving the big picture of the content, so the first learning activity will be the ppt itself.

Inputs

Digital storytelling is storytelling using multimedia tools and digital technology. New digital technologies have not replaced the power of one person telling a story: they have “simply” modified the modes and provided many new possibilities of building narratives and telling stories.

Nowadays, on the Internet, users are also the co-creators of information they can read and criticize, post and share. This opens different more fragmented forms of storytelling that are open to collaboration.

We can define digital storytelling as an integrated application of multiple media and software that utilizes the art of storytelling and techniques of digital tools with new methods, contributing to helping learners become involved in the learning situation.

Digital storytelling is a branch of storytelling that uses digital media to tell a story: the stories are expressed through art, oral history, creative writing, speaking, photographs, music, news clippings, digital video, the Web, graphic design, sound engineering, or animation. And this is precisely the advantage of digital storytelling: the possibility of being able to build our own story through different media, which can surely make it more captivating for our listeners. The use of multimedia in digital storytelling encourages participants to communicate meaning on multiple levels, for example sound, point, emotional content, tension and story arc. It allows them to take fresh perspective on their story.

Learning activity A

Title	<i>Watching digital storytelling</i>
Type	<i>Self-learning: link, literature reference, self-reflection.</i>
Goal	<i>Participants discover and become familiar with digital storytelling and its benefits.</i>
Description	<p><i>The facilitator presents three examples of digital storytelling:</i></p> <p><i>Example (1): Postman David</i> www.youtube.com/watch?v=n0b6eClp-mg/</p> <p><i>Example (2): EVS Bruno</i> www.youtube.com/watch?v=liUcLcuaLac&index=22&t=59s&list=PL-7vopPrjrbROtLeM7pEtW4L75LYIHKsOLI/</p>

	<p>Example (3): Experience bilingual www.youtube.com/watch?v=kt1zmBK5pl4/ And he/she invites the participants to reflect on the following questions:</p> <ol style="list-style-type: none"> 1. What is the narrative style in each story (which point of view?)? 2. What is the topic and the main purpose of the video? 3. Does the content seem to be factual and presented in a fair and balanced manner? 4. Which is the most exciting up close and why? <p>The participants share their opinions about assets and potential difficulties to create digital storytelling.</p>
Additional information for trainers, if used for face to face session	<p>The facilitator can decide to organize the discussion with the group as s.he wishes:</p> <ul style="list-style-type: none"> - a simple division into two sub-groups and then a sharing of the answers; - a method such the World Café can also be used http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/.
Material	<ul style="list-style-type: none"> - Computer with internet connection - Video projector - Speakers
Timing	45 minutes
Comment	<p>In videos, there are generally two major forms of storytelling.</p> <p>The first one (which is more commonly used) is voice-over – one takes the role of the omniscient narrator, explaining the happening and does not appear as a person in the video. On one hand, this might be challenging in cases when the video includes interviews, as the answers need to be understandable without hearing the question. On the other hand, a voice-over offers the opportunity to introduce people or to explain the context.</p>

	<p>The second narration style is the reporter. A person is introduced with his or her name and asks questions or makes comments. When choosing this option, it is important for the reporter to be prepared to react to sudden changes.</p> <p>The third narration option is what is referred to as Stop motion– a technique used in animation, allowing the creation of moving objects from static objects. The process of stop motion involves using photography, taking photos of the objects or characters of the scene and moving the object between all the frames. When all the frames are played rapidly in succession, the illusion of movement is created. A lot of stop motion animations are done with puppets since they can be moved and repositioned easily, but many different and various techniques can be used.</p> <p>This technique is becoming a real trend in the advertising field. Many brands use this mechanism in their advertisements. The animation usually gives fresh and friendly identity to the producer.</p>
--	--

Inputs

If technology has not replaced the power of one person telling a story, that means that also digital storytelling always begins with a story: anybody with a computer and a story to tell can create a short video that can be produced on the web, on a CD or a DVD.

In order to develop a good video idea, it is most important to create a (good) story, according to which you plan the video or photo footage. In a second step, the director of the story might add some audio elements – music and sound effects – titles and transitions.

For people who would like to begin making digital stories, it is advisable to follow the following 8 steps:

Step 1: Start with an idea

Step 2: Research/ Explore/ Learn

Step 3: Write the script

When preparing a script, it is recommended to have the viewer in your mind – e. g. to have a specialist explaining a certain matter might be very dull to watch, so it is better to think of something more interesting or exciting to watch. In addition, considering that each second of the video must have a picture might help.

Step 4: Storyboard / Plan

When you have completed the script, move to the storyboard. A storyboard is a document used during a digital storytelling pre-production.

Actually, before shooting it's best to have an exact plan of what needs to be shot , when to do it and who to involve. The more accurately we plan, the less time we lose throughout the process.

Step 5: Gather and create images/ audio and video

Step 6: Put it all together / Build your digital story

Step 7: Share your story

Step 8: Receive feedback on the script

For digital story to be catchy and interesting for the viewer, it is recommended to make it short (no more than two to three minutes), and the more creative it gets the better possibility it has, to attract the attention of the viewer. Compared to a movie, a digital story is like a postcard.

For more information, the facilitator can consult the PPP presentation "Telling digital stories", which is an integral part of Unit 4. The presentation provides bibliographical references and/or resources that can be consulted online.

Learning activity B

Title	<i>What is a Storyboard and how can you make one?</i>
Type	Activity: exercise.
Goal	<p><i>Participants will understand the steps required to create a digital story, focusing mainly on making a storyboard for a story.</i></p> <p><i>The activity will allow them to project themselves towards the type of stories they will be expected to create for the project, i.e. digital stories telling the life, such as the cultural and historical heritage, of their local communities.</i></p>
Description	<p><i>After a brief introduction on the steps needed to create a digital story [10 minutes, see the Inputs of the sheet], the facilitator proposes to the group the realization of a storyboard.</i></p> <p><i>In order to facilitate the activity (participants will not have time to write a script or to invent a new story), the facilitator can use the stories:</i></p> <p><i>"The story of an ant"</i></p> <p><i>"The very ugly bug"</i></p> <p><i>from the "Storytelling CookBook" (2016).</i></p>

	<p>The participants will therefore be expected to make the storyboard of the story individually: it is up to them to decide the number of scenes and the number of shots per scene.</p> <p>The facilitator will use the word document "Making storyboard" in the Unit 4 folder.</p> <p>[30 minutes]</p> <p>The facilitator will be able to consult the online page "How to create a storyboard", which will explain how to work on the story (establish a timeline, identify the key scenes in the story, decide how detailed to go) and how to create the sketches.</p> <p>Once each participant has completed their storyboard, a moment of sharing to comment on the productions produced will conclude the session [15 minutes].</p>
Additional information for trainers, if used for face to face session	<p>The facilitator can complete the information already provided via the activity sheet by consulting "Digital Storytelling – Guidebook for educators", from page 36 to 40.</p> <p>[https://docs.wixstatic.com/ugd/1eda8b_37267445e22243808dc60e5b0734ab2b.pdf].</p>
Material	<ul style="list-style-type: none"> - Hard copies of the story - Activity sheet "Making storyboard" - A4 papers - Markers
Timing	60 minutes
Comment	<p>A storyboard is a document used during a digital storytelling pre-production. The aim of this document is to explain through simple sketch or drawing, what exactly the camera will take in each shot of the video. Generally, the storyboard is very useful for the one shooting the scenes to easily and quickly understand how to do it.</p> <p>The aim being to show the context of each shot, the storyboard can be achieved by elaborate drawing or using only sketches, as long as the reader can visualize it quickly.</p> <p>Generally, one box on the storyboard represents one shot and the drawings represent the composition of the shot. A good way to realize</p>

a clear storyboard is to write the scene number for each box, to draw the position of the objects or characters and to determine by writing, what is happening during each scene and what speech the dialogue involves, if any.