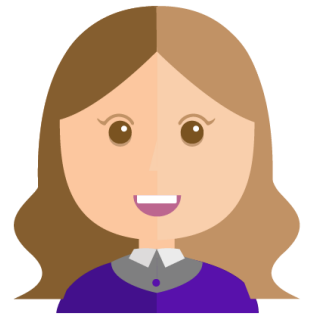
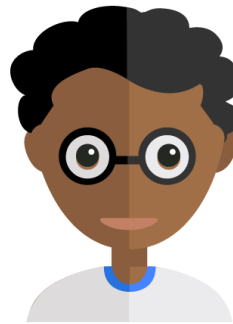
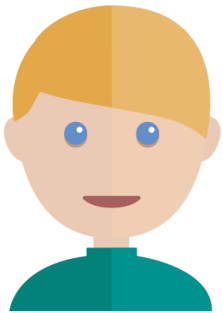


ODISSEU



Training Section

for adult educators/ practitioners & refugees to support or
develop empowerment through storytelling



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Content

Training section	Responsible Partner	
1. Storytelling to empower and impact	UNIVERSITATEA DIN PITEȘTI (UPIT), ROMANIA	
2. Storytelling with refugees	OXFAM ITALIA, ITALY	
3. How to create the perfect story	MEATH PARTNERSHIP, IRELAND	
4. How to perfectly tell your story	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD (CARDET), CYPRUS	
5. How to increase the outreach of the stories	KOPERAZZJONI INTERNAZZJONALI (KOPIN) ASSOCIATION (KOPIN), MALTA	
Author	INNOVATION IN LEARNING INSTITUTE (ILI), GERMANY	



Training Section for Adult Educators



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Module 1: Storytelling to empower and impact

Time (minutes)	Training goals	Learning objectives	Learning Methods/ Activities	Material /Resources
60 mins.	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
5 mins.	Start the meeting with a positive interaction	<ol style="list-style-type: none"> 1. Start off the meeting and encourage interpersonal communication; 2. Address the questions and receive the responses; 3. Create a positive interaction between the participants. 	Ice Breakers Method. You can use an ice breaker unrelated to the topic to start off the meeting with laughter and positive interaction. For example, "In one word, introduce yourself!".	Course support, projector
15 mins.	Knowledge story and storytelling concepts	<ol style="list-style-type: none"> 1. Define the story; 2. Understand the functions and the characteristics of a story; 3. Define the storytelling and determining the role of storytelling in our everyday lives; 4. Understand the immutable laws of storytelling. 	<ol style="list-style-type: none"> 1. Exercise: the trainer addresses the question: "What is a story?". The members of the group offer their responses. 2. Spider web game: The participants work together to identify the functions and the characteristics of a story. Success comes through group cooperation. Directions: Ask each participant to form a circle. Participants must choose someone who is not standing next to them. The trainer has a ball of thread. Each participant tells a function/characteristic, choose a different person, who tell another function/characteristic and throw the ball. Finally, it results a spider web. 	A ball of thread, a camera, sheets of paper



			<ol style="list-style-type: none"> Exercise: the trainer addresses the question: “What is a storytelling?”; “What is the role of storytelling in our everyday lives?”. The members of the group offer their responses. Exercise: the trainer write the immutable laws on sheet of paper. Participants comment this. 	
15 mins.	Determining the steps of a story and the storytelling methodology	<ol style="list-style-type: none"> Understand the six fundamental elements of a well-told story; The parts of a story For a good storytelling, it is important to respond to seven questions. 	<ol style="list-style-type: none"> Create a short story, in team. The trainer divides the group into teams of two/three members. Each team creates its own story, respecting the parts of a story and the six fundamental elements of a well-told story. For a good storytelling, it is important to respond to seven questions: <i>Who’s the Protagonist?; What’s the Hook?; What Keeps It Interesting?; Where’s the Conflict? Have You Included Telling Details? What’s the Emotional Hook? Is the Meaning Crystal Clear?</i> 	Sheets of paper, pens
25 mins.	Establishing the impact of the storytelling	<ol style="list-style-type: none"> Describe the purpose of creating stories. Identify the impact of a good story (Knowledge; Discourse; Attitudes; Capacity; Action; Policies). 	<ol style="list-style-type: none"> Role-play. Each team presents its story (in maximum 3’). The other participants analyze the impact of each story (the strengths), based on the elements of the course support (in maximum 3’). 	Camera, sheets of paper, pens, course support, projector



Module 2: Storytelling with refugees

Time (minutes)	Training goals	Learning objectives	Learning Methods/ Activities	Material /Resources
	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
20'	Introduction to storytelling technique	<ul style="list-style-type: none"> Be able to apply storytelling in educational contexts with refugees and other target groups. Have an insight to storytelling as method for adult education, and its benefits especially for working with vulnerable target groups. 	<p>Brief explanation by the trainer about the methodology, with the support of a video or PPT.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - What are the challenges and the opportunities to propose this method with young refugees? 	Laptop, Wi-Fi, copies of the manual, paper and markers
40'	Setting the environment for storytelling with refugees	<ul style="list-style-type: none"> Understand what it needs to create the conditions for telling stories in educational contexts – what role do atmosphere, light, sounds in the background play. Know how to support people in becoming comfortable and how to help them to access their creativity. 	<p>Brainstorming about what to pay attention to when creating space for storytelling activities.</p> <ul style="list-style-type: none"> - Discussion and feedback <p>Brief simulation of the introductory experiential activities for refugees listed below.</p> <ul style="list-style-type: none"> - Discussion and feedback 	<p>Laptop, Wi-Fi, copies of the manual, paper and markers.</p> <p>Some of the materials listed below.</p>



Module number 3: How to create the perfect story

Time (mins)	Training goals	Learning objectives	Learning Methods/ Activities	Material /Resources
	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
	The overall aim of this module is to support adult educators to understand and feel comfortable in facilitating learners to create their own personal stories using two digital open-source tools.			
10 mins	Welcome and overview of the session	To explain the purpose of the module and to ascertain the existing knowledge and experience within the learning group	The facilitator introduces the overall aim of the module and asks the participants to share their experiences, if any, of using online digital tools with learners to create personal stories	Facilitator will need to create a free account on Storybird and download the app for Stellar and become familiar with the features. Storybird Demo: https://www.youtube.com/watch?v=qLAsaoWaNA



				s&list=PLUIPSBI9Bp8qrmROSJd3BwB1FvoKktuuv&index=1 Stellar Demo: https://steller.co/
50 mins	<p>Adult educators will be introduced to Storybird and will understand the basic elements of this online story-creating tool.</p>	<p>Adult educators will be able to develop simple stories in a digital form using their creativity and imagination.</p> <p>They will have the opportunity to practice and develop their digital skills.</p>	<p><i>Developing a Story with Storybird</i> (https://storybird.com/)</p> <p>Participants are encouraged to work in pairs, with each pairing having access to a PC with internet access. The facilitator can choose to pair those with prior experience with those that are new to the area.</p> <p>The facilitator provides a short introduction about the Storybird application and its different functions. See demo link above.</p> <p>Following this demonstration, the facilitator then distributes a short story of their choice and supports the participants to use Storybird to create this story.</p>	<ul style="list-style-type: none"> • Room with tables and chairs • Flipchart with markers • Laptops, PC's or tablets, access to the Internet and downloaded Storybird • Copies of the story to be included into the digital tool • Pens • Paper



			The facilitator is available to support the process and advise educators as required.	
45 mins	Adult educators will be introduced to the Stellar App and will understand the basic elements of this online story-creating tool.	<p>Adult educators will be able to develop simple stories in a digital form using their creativity and imagination.</p> <p>They will be introduced to a range of storytelling applications that are currently available through the app stores.</p>	<p><i>Developing a Story by Stellar</i></p> <p>Participants are invited to download the Stellar App to their smart devices if available.</p> <p>Working in pairs, the facilitator provides a short introduction to the App and highlights its individual functions.</p> <p>Following this, using a collection of existing images, the facilitators provides an image to each pairing, and invites them to interact with the Stellar App, to create a story based on the image provided.</p> <p>The facilitator is available to support the process and advise educators as required.</p>	<ul style="list-style-type: none"> • Room with tables and chairs • Laptops, PC's or tablets, access to the Internet with Stellar downloaded • Collection of Photographs or Images
15 mins	Review and reflection	Participants are invited to share their experience of the two digital story-creating tools.	The facilitator asks participants to rate their experience using the digital tools – comparing and contrasting each one.	<ul style="list-style-type: none"> • Room with tables and chairs • Flipchart with markers



			<p>Given the target group of the project, participants are asked by the facilitator to develop some practical guidelines for using the digital tools bases on their experience.</p> <p>The facilitator makes a note of this guidelines on the flipchart paper. Once the exercise is concluded, these guidelines can be shared with the participants for future use.</p>	
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Module 4: How to perfectly tell your story

Training goals	Learning objectives	Time (minutes)	Learning Methods/ Activities	Material /Resources
Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities		Description	Slides from powerpoint presentation
1. Apply storytelling techniques for the development of their real life story. 2. Develop an effective and empowering story.	1. Identify the best characteristics of an effective story. 2. Apply the main characteristics of a good story. 3. Identify the best story topics from your own personal experience. 4. Create and shape your own stories successfully. 5. Assess a story based on its effectiveness.	15 minutes	1. Brainstorming (Discussion) The facilitator discusses with the participants about their expectations for Module 4. The facilitator asks them to express their thoughts regarding what they are hoping to learn by the end of this session and based on what they have learnt during the previous training sessions. 2. Module 4 - Learning Objectives The facilitator presents the learning objectives of module 4	Slides 2 - 3
		15 minutes	How to create a good story The facilitator presents the steps for the creation of a good story	Slides 4-8
		5 minutes	What makes a “good” story? Present the main characteristics of a good story	Slide 9
		10 minutes	Basic elements of an effective story (Discussion) The facilitator presents the diagram and asks the participants to think each one of these elements and try to explain each	Slide 10



			one. Suggested answers can be found in the “Notes” section of the PowerPoint presentation.	
		25 minutes	Example of a good storytelling (Video - Discussion) The facilitator shows the video to the participants. Then he / she discusses with them about it and asks them to mention some good characteristics of the story, the presentation, the storyteller etc.	Slide 11
		5 minutes	Useful Tips on how you can improve Your Storytelling	Slide 12
		10 minutes	Break	
		30 minutes	Activity 1: Bring your characters to life! Participants should be given 3 post-its each. The facilitator should stick an A3 paper on the wall, with the title “Bring your characters to life!” While participants are watching the video, they should identify and write down 5 good characteristics that the presenter is using during his storytelling. Then, ask each participant to stick his/her post-it’s on the A3 paper and also present briefly why they believe that those characteristics are important for storytelling.	Slide 13
		5 minutes	Things you should consider when you develop and deliver a story	Slide 14
		25 minutes	Activity 2: Show! Don’t tell! Participants should be given 3 post-its each. The facilitator should stick an A3 paper on the wall, with the title “Show! Don’t tell!”	Slide 15



			While participants are watching the video, they should identify and write down 5 good characteristics that the presenter is using during his storytelling. Then, ask each participant to stick his/her post-it's on the A3 paper and also present briefly why they believe that those characteristics are important for storytelling.	
		10 minutes	Break	
		15 minutes	Effective Skills for Storytellers <ul style="list-style-type: none"> • General tips • Tips for digital or face-to-face storytelling 	Slides 16-17
		30 minutes	Activity 3: Chain Story Build a story as a team	Slide 18
		30 minutes	Activity 4: Zoom stories Participants will be asked to share the idea of their own stories to the rest of the participants. During the presentation the rest of the participants should ask for more or less information based on their interest. Depending on your time available, repeat the activity with more participants.	Slide 19
		10 minutes	Conclusion / Reflection	Slide 20



Module 5: How to Increase the Outreach of the Stories

Time (60 mins in total)	<u>Training goals:</u> Overall results or capabilities that learners will attain	<u>Learning objectives:</u> What learners will know, be able to do or be able to demonstrate as a result of the learning activities	<u>Method:</u> What learners will do in order to achieve the learning objectives	Material /Resources
		<p>By the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> ○ Understand how to tailor the dissemination of real-life story based on the aims, type and target audience of the communication and support refugees and asylum seekers in doing so; ○ Recognise which dissemination channels are likely to reach diverse audiences; ○ Identify different outreach and dissemination channels for real-life stories, according to the medium used; ○ Apply the knowledge acquired to train refugees and asylum seekers to 		



		reach out to different audiences and convey the message in the most effective way.		
Introduction - 20 minutes	- To get familiar with the different elements related to dissemination and outreach and explore resources		<p>The facilitator introduces the adult educators to the different elements related to dissemination and outreach, with the visual aid of the PowerPoint provided or through printout copies of the toolkit – whichever method is preferred.</p> <p>It is important to allow enough time during this part of the training for questions and clarifications the adult educators may need, as well as to show different examples and methodologies for outreach and dissemination from the toolkit (or at local level/in the partner’s language, if preferred).</p> <p>Adult educators are encouraged to contribute and share their experience and expertise on these topics in relation to training refugees and asylum seekers.</p>	<p>PowerPoint - Annex A</p> <p>Printout copies of the theoretical part of the toolkit</p> <p>PC + speakers/projector</p>
Analysis of activities – 30 minutes	- To explore the activities proposed for the training with refugees and asylum seekers		<p>Following the theoretical introduction, adult educators are invited to explore the three activities proposed for the refugees’ training, their objectives and methodologies, in order to discuss effectiveness and adaptability according to different audiences.</p> <p>The facilitator guides the adult educators into the implementation of selected activities, if necessary step-by-step, in order to understand how these will look in practice.</p> <p>This part of the training is to be kept highly flexible and interactive, in order to allow for the adult educators to</p>	<p>Print out copies of the training outline</p> <p>PC/projector</p> <p>Any materials/annex listed in the Training Section for Refugees according to the activities chosen for simulation</p>



			<p>give feedback to the planned activities implementation and understand in details how these are to be carried out effectively.</p> <p>During this part, additional examples, methodologies and resources for outreach and dissemination available online can be explored to model the activities accordingly.</p>	
<p>Closure, evaluation – 10 minutes</p>			<p>Adult educators are asked to share something about the Module that they:</p> <ul style="list-style-type: none"> - LIKED - DISLIKED - LEARNT - SUGGEST (for the implementation with refugees) <p>The feedback can be expressed during a quick round or written down on different colours sticky notes, if preferred.</p> <p>A final Q&A round shall take place for any further clarifications needed or to register any concrete suggestions for implementation of the training with refugees.</p>	



Training Section for Refugees & Asylum Seekers



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Module 1: Storytelling to empower and impact

Time (minutes)	Training goals	Learning objectives	Learning Methods/ Activities	Material /Resources
60'	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
5'	Start the meeting with a positive interaction	<ol style="list-style-type: none"> 1. Start off the meeting and encourage interpersonal communication; 2. Address the questions and receive the responses; 3. Create a positive interaction between the participants. 	Ice Breakers Method. You can use an ice breaker unrelated to the topic to start off the meeting with laughter and positive interaction. For example, "In two word, introduce yourself!".	Course support, projector
15'	Knowledge story and storytelling concepts	<ol style="list-style-type: none"> 1. Understand the functions and the characteristics of a story; 2. Define the storytelling and determining the role of storytelling in our everyday lives; 	<ol style="list-style-type: none"> 1. Spider web game: The participants work together to identify the functions and the characteristics of a story. Success comes through group cooperation. Directions: Ask each participant to form a circle. Participants must choose someone who is not standing next to them. The trainer has a ball of thread. Each participant tells a function/characteristic, choose a different person, who tell another function/characteristic and throw the ball. Finally, it results a spider web. 2. Exercise: the trainer addresses the question: "What is a storytelling?"; "What is the role of storytelling in our everyday 	A ball of thread, sheets of paper, pens



			lives?”. The members of the group offer their responses.	
10'	Determining the storytelling methodology	1. Understand the six fundamental elements of a well-told story: audience, storyteller, objective, structure, content, delivery.	<p>Describe one short story. The trainer presents one story and divides the group into teams of two/three members. Each team identify the six fundamental elements of a well-told story (audience, storyteller, objective, structure, content, delivery).</p> <p>The story proposed is:</p> <p>“My name is Perla and I live in Romania. I am a third-country resident, a long-term resident of the Philippines. I was born in 1973 as an only child. I grew up in a modest family, being encouraged by parents to go to school. In 1997, I graduated in the Philippines from the Faculty of Letters, specializing in English. After college, I attended a nursing specialization course. In the Philippines, after completing this course, I worked as a nurse at a hospital for two years.</p> <p>I fell in love with a Romanian citizen at first glance and in 2007, I came with him to Romania to be presented to his parents and relatives. Unfortunately, my husband died and I am forced to move of Bucharest.</p> <p>My first job was at the “House of dwarfs” Kindergarten, as an English teacher. At first, I was very pleased to have found this job. Later, I became disappointed with this employer because, besides teaching English, I was asked to perform other</p>	Sheets of paper, pens Projector



			<p>activities (cleaning, housekeeping, food preparation).</p> <p>The integration process on the labor market is difficult for me, because I don't know the Romanian language very well. People are very kind with me and I know that, in one day, all these problems will be in the past."</p>	
30'	Establishing the impact of the storytelling	1. Identify the impact of a good story (Knowledge; Discourse; Attitudes; Capacity; Action; Policies).	Each team analyze the impact of this story (the strengths), based on the elements of the course support (in maximum 10'): knowledge; discourse; attitudes; capacity; action; policies.	Sheets of paper, pens, course support, projector



Module 2: Storytelling with refugees

Time (1,5 hours)	Training goals	Learning objectives	Method	Material /Resources
	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
20'	<p>To get to know each other, build trust, understand the value of storytelling</p> <p>To introduce the concept of cultural relativism and mutual understanding</p>	<ul style="list-style-type: none"> To stimulate openness towards different point of view To create empathy and intercultural understanding To build self-esteem and trust towards the group 	<p>Energizer “Can you see what I see? Can I see what you see?”</p> <p>Everybody sees things differently – so how about looking at your meeting room? Participants choose a particular view they like and show it to others creating a story of what they see from that spot. In addition to encouraging empathy between people, this energiser can be useful for helping team and participants create a more informal setting for the activity.</p> <p>Step by step description:</p> <ol style="list-style-type: none"> 1 Each participant receives a piece of A4 paper and a pen/pencil 2 The facilitator explains that participants should write their names on and then tear a hole in their paper so that it looks then like a picture frame (actually, it does not really matter what shape the hole has as long as you can see through it). 3 Then everyone has to find a view or an object on which to stick their frame. They are invited to use 	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting room which allows participants to move around relatively freely <input type="checkbox"/> A piece of A4 paper and a pen or pencil for each person <input type="checkbox"/> Sticky tape (approximately one per every six persons)



			<p>their imagination – nothing is prohibited!</p> <p>4 After this the participants invite each other to look through their frames and describe what they see.</p> <p>5 The energiser is finished once the facilitator has the opinion that participants have seen through the majority of frames.</p> <p>Reflection and evaluation No debrief is necessary for this energiser, but a discussion can be productive.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> • how was it for you to choose something you found interesting with no restrictions? • how did you help others to see exactly what you see? • what surprised you? • how did you manage to see what others could see in their frames? 	
70'	To understand the stereotypes and prejudices towards migrants in Europe and the reason why is important to actively participate in this project	<ul style="list-style-type: none"> - better understanding of personal and groups' feelings - deepen comprehension of culture and social practices - decision making skills - public speaking skills - creative skills 	<p>Intercultural collage</p> <p>In groups of 4 participants have to create a collage on a flipchart: on a side creating a story describing how they see people from the hosting society and on the other one how they think they are perceived by them.</p> <p>30 min</p> <p>Plenary presentations of the stories. Facilitator takes note of values and stereotypes while listening.</p> <p>5 min per group 15 min</p> <p>Debriefing:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> magazines <input type="checkbox"/> scissor <input type="checkbox"/> glue <input type="checkbox"/> big posters <input type="checkbox"/> colored markers

			<ul style="list-style-type: none"> - How did you feel during the activity? - How did you agree what images to use in your groups? - What surprised you about the activity? - What have you learned about yourself and the hosting community? - What elements your personal story should contain to be successful and impactful towards the hosting community? <p>20 min</p> <p>ODISSEU wants to create a new narrative about Forced Migrations in Europe. Why do you think is needed?</p> <p>Open question</p> <p>5 min</p>	
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Module number 3: How to create the perfect story

Time (mins)	Training goals	Learning objectives	Learning Methods/ Activities	Material /Resources
	Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities	What learners will do in order to achieve the learning objectives	
25mins	The learners will get familiar with the basics of the story telling process to be able to create a perfect story.	The learners will be able to deliver a monologue, reveal facts about themselves and bring imagination to everyday life.	<p>The facilitator welcomes the learners and presents the topic of the day.</p> <p>The facilitator leads a short discussion with the learners to evaluate their previous experience with creating stories, storytelling, their initial understanding of this process before the lesson and their expectations.</p> <p>The facilitator starts with an exercise: How did you get here?</p> <p>The exercise is suitable for beginners or new groups.</p> <p>The learners are asked to form pairs. They begin by telling their partner how they arrived here today. In the main, the majority of the story should be true with one incident - a lie – product of their imagination. The learners tell in plenary how their partner has got here today.</p> <p>Plenary exercise: learners must identify the lie in the story.</p>	<ul style="list-style-type: none"> Room with chairs organised in a circle, without tables, followed by a group exercise



20 mins	The learners will become familiar with the process of storytelling and how to create a perfect story.	The learners will be able to understand the process of storytelling: what makes a perfect story; the key elements of the story; how to structure the story and different ways how to tell the story.	The facilitator presents the learners a Power Point presentation introducing learners to the process of storytelling (as described in the theory above)	<ul style="list-style-type: none"> • Room with tables and chairs • Projector and a laptop • PPT presentation: Annex 1_Introduction to how to create a perfect story • Copies of the PPT presentation for the learners • Pens
15 mins	The learners will prepare to narrate their life stories. The aim is to direct the learners to become more comfortable with their memories before their start creating life stories.	The learners will be able to understand the process of narrating their life stories and how to present it in an attractive way.	<p>The facilitator presents learners an online video describing how to narrate a life story.</p> <p>The facilitator discusses the process with the learners.</p>	<ul style="list-style-type: none"> • Room with tables and chairs • Projector and a laptop, access to the Internet • Video: How to narrate your life story: https://www.youtube.com/watch?v=Brpk26Oq4aE
35 mins	The learners will get familiar with a process on how to identify feelings connected with memories, create a story	The learners will be able to identify their feelings connected with memories and identify ways they are comfortable with to tell their stories.	The facilitator gives the learners the following instructions:	<ul style="list-style-type: none"> • Room with tables and chairs • Pens • Paper



	<p>around these memories and express them through storytelling making a listener experience the same feelings.</p>		<p>Part A: Think of a memory that you remember vividly. It should be a memory that comes easily to you.</p> <p>Part B: Why do you think you remember this so well? Try connecting one or more emotions to this memory.</p> <p>(for example: joy, sadness, anger, fear, disgust etc.)</p> <p>Part C: Now try and express your memory and emotion in some way. The goal is to get it out of your head. Here are some ideas for what you could do:</p> <p>Verbally: Tell your memory to your peer in the group. Can you make the person feel the emotion?</p> <p>(Assessing the number of the learners preferring expressing themselves verbally a facilitator helps to create pairs. The rest of the learners work on the task individually.)</p> <p>Written: Write your memory in less than a page. Do the emotions come out in your words?</p> <p>Visually: Express your memory using only lines and shapes. Do the emotions come out in your drawings?¹</p>	
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¹ Exercise 1: Expressing memories, available at: <https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/a/activity-1> (Accessed 17th September 2019)



20 mins	The learners will get familiar with structuring stories and creating correct orders of the events in the story.	The learners will be able to structure their stories and state correct orders of the events and acts within their life stories.	The facilitator hands out learners' copies of a story that "needs fixing" – The Time Machine. The story is broken down into seven key moments, and the learners' task is to put the story back together in the right order from beginning, middle and end. The learners place a number 1-7 next to each plot point to get the story in order.	<ul style="list-style-type: none"> • Room with tables and chairs • Pens • Paper • Annex 2_Handout_The Time Machine (copies for each learner)
5 mins	The learners will get familiar with a process on how to create a perfect story.	The learners will be able to identify moments to create their life stories, place the happenings of the stories into a right order and identify the ways they feel comfortable with to present their stories.	The facilitator evaluates the work of the learners, gives learners a feedback and discusses the conclusions resulting from the previous activities.	<ul style="list-style-type: none"> • Room with tables and chairs
15 mins	Short Break			
30 mins	The learners will be introduced to ways of using their imagination creating fictitious parts within their real-life stories.	The learners will be able to use their creativity to follow a path of a short story, revealing facts about themselves and share memories.	<p>The facilitator introduces learners to an exercise: Treasures of my childhood.</p> <p>The facilitator tells a fairy tale of the Golden Key. The open end "and now we have to wait until the boy has opened the lid to see what is inside the box" is then discussed in the group. The learners collect suggestions and ideas of what could be inside the box.</p> <p>The facilitator asks the participants to remember a time when they were a child themselves. Imagining that they have had a treasure chest when they were 8-years-old. What was or would have been inside?</p>	<ul style="list-style-type: none"> • Room with chairs in a circle without tables (partly moving exercise) • Annex 4_ The story of The Golden Key



			<p>Was there a favourite toy, a sweet, a beautiful stone or a secret letter?</p> <p>The participants form pairs and tell each other what is hidden in the treasure chest of their childhood. The described treasure can correspond to a true memory or maybe an imagined treasure as well. The most important thing here is the child's perspective.</p> <p>Back in plenary, the fairy tale or just the end of the fairy tale is being told again. Each learner is taking turns at giving and sharing an insight into his/her treasure, this time by miming the object. That way learners do not need to speak yet in front of the group and it can prevent duplication with the previous step.</p>	
45 mins	The learners will begin creative thinking based on real scenarios, collaborative thinking and presentations.	The learners will be able to combine imagination and everyday life, apply their own vocabulary and apply collective creativity to present their stories in front of an audience.	<p>The learners work in pairs. Each pair receives a card with an everyday place written on it (e. g. swimming pool, coffee shop, train station, hairdressing salon, restaurant, night club etc.). As a preparation they compile how it smells, sounds, looks like and which feelings and tactile impressions they associate with that place. To the rest of the group the place is not revealed, they have to guess based on the description.</p> <p>The cards are collected again by the facilitator and spread in a row visible for all.</p>	<ul style="list-style-type: none"> • Room with chairs in a circle without tables (partly moving exercise) • Cards with an everyday place written on it



			<p>Exposition (PLACE 1) // 1. encounter (PLACE 2) // 2. encounter (PLACE 3) // 3. encounter (PLACE 4) // 4. encounter and the end (PLACE 5).</p> <p>The pairs work on their full stories including characters, situations and details of the story happening in the “Place”.</p> <p>Stories are told by the groups in plenary, according the order of the cards, creating an all day and night story.</p>	
25 mins	The learners will commence the process of reducing the story identifying the most important facts “bones” of the story and information, that are necessary to retain the core message of the story.	The learners will be able to separate the essential parts from additional parts, reflect on the real heart of the story (what is the story about) and unravel the “bones” of the story.	<p>The facilitator divides the learners into pairs and tells a story and then asks the learners to reduce the story they just heard to:</p> <ul style="list-style-type: none"> • 7 sentences (10 minutes) • 3 sentences (5 minutes) • 1 sentence (1 minute) <p>The learners share this last sentence with the group.</p>	<ul style="list-style-type: none"> • Room with tables and chairs • Story told by the facilitator • Pens • Paper
5 mins	The learners will be introduced to a process of assessment and self-assessment as well as to the process of searching for further information online.	The learners will be able to assess their knowledge and understanding and find further resources to deepen their knowledge of today’s topics.	Learners answer the assessment questions, the facilitator writes down the answers on a flipchart to summarise the training day and evaluate the level of understanding and knowledge of the learners considering the learning objectives appointed and the expectations of the learners at the beginning of the lesson.	<ul style="list-style-type: none"> • Room with tables and chairs • Flipchart with markers • Assessment questionnaires



			The facilitator gives learners a feedback in connection with their learning and progress and refers learners to online resources relevant to today's training day and advises them to conclude further research to deepen their knowledge.	
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Module 4: How to perfectly tell your story

Training goals	Learning objectives	Time (minutes)	Learning Methods/ Activities	Material /Resources
Overall results or capabilities that learners will attain	What learners will know, be able to do or be able to demonstrate as a result of the learning activities		Description	Slides from powerpoint presentation
3. Apply storytelling techniques for the development of their real life story. 4. Develop an effective and empowering story.	6. Identify the best characteristics of an effective story. 7. Apply the main characteristics of a good story. 8. Identify the best story topics from your own personal experience. 9. Create and shape your own stories successfully. 10. Assess a story based on its effectiveness.	15 minutes	3. Brainstorming (Discussion) The facilitator discusses with the participants about their expectations for Module 4. The facilitator asks them to express their thoughts regarding what they are hoping to learn by the end of this session and based on what they have learnt during the previous training sessions. Make a connection with the previous Modules. 4. Module 4 - Learning Objectives The facilitator presents the learning objectives of module 4	Slides 2 - 3
		15 minutes	How to create a good story The facilitator presents the steps for the creation of a good story	Slides 4-8
		5 minutes	What makes a “good” story? Present the main characteristics of a good story	Slide 9



		10 minutes	Basic elements of an effective story (Discussion) The facilitator presents the diagram and asks the participants to think each one of these elements and try to explain each one. Suggested answers can be found in the “Notes” section of the powerpoint presentation.	Slide 10
		25 minutes	Example of a good storytelling (Video - Discussion) The facilitator shows the video to the participants. Then he / she discusses with them about it and asks them to mention some good characteristics of the story, the presentation, the storyteller etc.	Slide 11
		5 minutes	Useful Tips to Improve Your Storytelling	Slide 12
		10 minutes	Break	
		30 minutes	Activity 1: Bring your characters to life! Participants should be given 3 post-its each. The facilitator should stick an A3 paper on the wall, with the title “Bring your characters to life!” While participants are watching the video, they should identify and write down 5 good characteristics that the presenter is using during his storytelling. Then, ask each participant to stick his/her post-its on the A3 paper and also present briefly why they believe that those characteristics are important for storytelling.	Slide 13
		5 minutes	Things you should consider when you develop and deliver a story	Slide 14
		25 minutes	Activity 2: Show! Don’t tell!	Slide 15



			<p>Participants should be given 3 post-its each. The facilitator should stick an A3 paper on the wall, with the title “Show! Don’t tell!”</p> <p>While participants are watching the video, they should identify and write down 5 good characteristics that the presenter is using during his storytelling. Then, ask each participant to stick his/her post-its on the A3 paper and also present briefly why they believe that those characteristics are important for storytelling.</p>	
		10 minutes	Break	
		15 minutes	<p>Effective Skills for Storytellers</p> <ul style="list-style-type: none"> • General tips • Tips for digital or face-to-face storytelling 	Slides 16-17
		30 minutes	<p>Activity 3: Chain Story</p> <p>Build a story as a team</p>	Slide 18
		30 minutes	<p>Activity 4: Zoom stories</p> <p>Participants will be asked to share the idea of their own stories to the rest of the participants.</p> <p>During the presentation the rest of the participants should ask for more or less information based on their interest.</p> <p>Depending on your time available, repeat the activity with more participants.</p>	Slide 19
		10 minutes	Remember . . . (Conclusion)	Slide 20



Module 5: How to Increase the Outreach of the Stories

Time (60 mins in total)	<u>Training goals:</u> Overall results or capabilities that learners will attain	<u>Learning objectives:</u> What learners will know, be able to do or be able to demonstrate as a result of the learning activities	<u>Method:</u> What learners will do in order to achieve the learning objectives	Material /Resources
		<p>By the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> ○ Understand how to tailor the dissemination of their real-life story based on the aims, type and target audience of their communication; ○ Recognize which dissemination channels are likely to reach diverse audiences; ○ Identify different outreach and dissemination channels for their real-life stories, according to the medium used; ○ Apply the knowledge acquired to reach out to different audiences and convey their message in the most effective way. 		



<p>Introduction – 10 Minutes</p>	<p>- To get familiar with the different elements related to dissemination and outreach</p>		<p>The trainer introduces the topic of this last module and clarifies it is going to be dedicated to the outreach/dissemination of the stories (definitions, if needed, can be found in the theoretical part of this module).</p> <p>The facilitator then asks participants to brainstorm as a group and think about:</p> <ul style="list-style-type: none"> - WHY they would disseminate a story (AIM) - HOW they could disseminate a story (MEDIUM and CHANNEL) - TO WHOM they would disseminate a story (AUDIENCE) <p>The different replies are listed (and merged or adjusted according to the group's feedback) on three separate flipchart papers (one per category), which are then positioned in <u>visible spots of the room</u>.</p> <p>During this exercise, the facilitator can contribute to suggest elements if they see some relevant ones are missing.</p>	<p>Flipchart papers + markers</p>
<p>Activity 1 – 10 Minutes</p>	<p>- To understand the relevance of social media in today's communication and approach good practices in dissemination and outreach of real-life stories of</p>		<p>The trainer introduces this activity by clarifying that one of the most powerful tools to increase the outreach of stories nowadays is represented by online and social media.</p> <p>The facilitator divides the participants in 2/3 groups and distributes a set of cards/papers which include logos from different relevant social media and online platforms (YouTube, Facebook, etc.) and another set including numbers representing the amount of users for each social network. Participants are asked to match the</p>	<p>Papers/Flashcards with printed numbers + printed logos of relevant social media + Slides or sheets with solutions/data (Annex I)</p> <p>Laptop/Projector (Speakers) + access to the internet</p> <p>Updated statistics on internet reach and use of social media worldwide can be found at: https://bit.ly/2if5oPA</p>



	migrants and refugees		<p>number of users with the correct social network according to their opinion.</p> <p>Participants are then presented with the answers and correct statistics, which can include additional information and regional/national overviews (see resources column) through the use of slides/pictures. This activity can be adapted according to country-specific users' data.</p> <p>Following this, participants are introduced to some examples of social media and website campaigns using storytelling by refugees and asylum seekers, among others (links in the theoretical part of the module):</p> <ul style="list-style-type: none"> - Living Together - Destination Unknown - I am a migrant Campaign <p>If there is time, the facilitator can select one or two sample video stories available and comment these with the participants:</p> <p>Who is the intended audience for the story? What do you think was the purpose of sharing this story? Which message/emotions does it convey?</p>	<p>Country-specific reports can be found on page 5 of this report: https://bit.ly/2Grbr0L</p>
Activity 2 – 25 Minutes	- To reflect upon and recognise the most effective ways to disseminate a real-life story starting from its intended audience and		<p>Participants are once again divided into 2/3 groups, depending on the group size (possibly mixing the groups up from Activity 1).</p> <p>Each group is handed one or two stories (see resources column), together with one AUDIENCE and AIMS card for each. Participants shall go through the given stories, check out which intended audience they are for and for what purpose they need to be disseminated and come up</p>	<p>Printed short stories (text + poster) from the “I am a migrant” campaign, printed AUDIENCE and AIMS cards, flipchart paper + markers</p>



	<p>purpose of narration</p>		<p>as a group with suggestions and ideas about which MEDIUM and CHANNEL would be the most indicated to disseminate these stories and why – they can use flipchart paper to map out their reasoning and list options.</p> <p>In order to avoid creating any language/reading barrier, the stories can also be read out loud by the facilitator, or presented in a simplified version than the one on the website – e.g. shortened or translated.</p> <p>The groups are encouraged to work on their stories for 15 minutes and then to share their ideas – which can be discussed in plenary.</p> <p>The main aim for this activity is to encourage participants to identify the best way to disseminate real-life stories based on the purpose and target audience for the dissemination – the facilitator should keep in mind that there are no ‘right’ or ‘wrong’ answers, but should invite participants to reflect upon the information/examples from the preceding activities and to actively share their feedback in plenary.</p>	
<p>Activity 3: 10 mins</p>	<p>- To apply previous knowledge in order to identify the best dissemination and outreach channels for the participants’ real-life stories</p>		<p><u>Note:</u> This activity assumes that, as a result of the previous Modules, participants would have somehow elaborated their story already.</p> <p>Participants are asked to reflect upon the (draft) story they came up with as a result of the previous modules carefully and then think about who they would like to reach with their story, for what purpose and how – they are invited to reflect upon these elements in relation to the motivations they had to sign up for this training. If</p>	



			<p>they haven't done so already, participants are also invited to think about which media they would like to use to narrate their story.</p> <p>This exercise is done on an individual basis and participants may choose to note down their thoughts and ideas.</p> <p>At the end of this exercise, participants are invited to share their thoughts with the rest of the group and reminded this is done on a voluntary basis, as there might be someone in the room who wouldn't feel comfortable in sharing something so personal. The group is invited to provide their points of view and feedback, as well as suggestions.</p> <p>Whilst carrying out this activity, the trainer could join the discussion and offer some very concrete examples of how to disseminate the real-life stories in the most effective ways, presenting participants with information about ongoing campaigns, relevant NGOs and stakeholders that could help disseminate the participants' story and message, according to their aims – this includes the ODISSEU's Library of real-life stories.</p>	
<p>Evaluation – 5 minutes</p>			<p>At the end of the training, the facilitator asks participants to share something about the Module that they:</p> <ul style="list-style-type: none"> - LIKED - DISLIKED - LEARNT - SUGGEST (for similar training) 	<p>Post-its + pens (if needed)</p>



			<p>The feedback can be expressed during a quick round or written down on different colours sticky notes, if preferred.</p> <p>At the end of the evaluation, participants are asked to choose a single word that represents the experience of the training/module.</p>	
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