

## Project: School Workshops

### Timeframe

12 weeks, each individual session is 1-1,5h (can be agreed upon)

### Group

15 people max, age approx.. 10-14- year-olds

### Abstract

Stories engage people, create connections, and build empathy. They encourage people to think about the world around them and reevaluate what they know and what they think they know about the world. This series of workshops (12 weeks) is designed to help participants tell their own stories and become receptive to the stories of others, those coming from similar and different backgrounds and cultures. It encourages the development of creative writing and storytelling skills and takes the participants from thinking about their favorite stories to learning about different story elements to telling their own stories about things that matter to them. In small groups, the participants will create and present a written text and accompanying cover art.

### Goals

- Develop creative thinking, ability to communicate in different situations
- Develop reading, listening, and reflective skills
- Develop teamwork, and cooperation and consensus finding skills
- Develop appreciation for difference and inclusive attitudes

### Workshop Outline

Week	Activity	Outcome
1	<p><b>Get to Know Each Other</b>  <b>-Tell about each other</b>            In pairs, participants tell each other about themselves: their name and three fun facts about themselves. Then all together, each participant tells the group about their partner.            E.g. This is Jose. He is from Oulu. He loves horseback riding, and has a pet chinchilla named Tutti.</p> <p><b>- Stories We Love</b>            Free-form discussion about the participants' favorite stories: movies, books, TV shows, video games, comic books. What kind of stories they love? What kind of stories are they: sad, funny, silly? Why do they love them?</p>	- Getting to know each other

2	<p><b>Get to Know Stories</b></p> <p><b>-Cover Game</b> The participants are shown book covers without titles. They then discuss what do they think the book is about, who are the characters, what is the genre, who is the audience?</p> <p><b>- Mime a Tale</b> Each participant thinks of one story (book, movie, comic book, etc.) They then mime the plot of the story for the other participants who need to guess the name of the story.</p>	<ul style="list-style-type: none"> <li>- Learn about visual aspects of storytelling</li> <li>- Learn to communicate ideas in an unconventional way</li> </ul>
3	<p><b>Story Structure</b></p> <p><b>-Story Jigsaw Puzzle</b> Participants are given index cards with story beginnings, middles and ends. They need to put them in order.</p> <p><b>-Filling in the Blanks</b> Participants are given 2 index cards with parts of a story (beginning, middle, or end) and one blank card. They need to create the missing part of the story and write it down on the card.</p>	<ul style="list-style-type: none"> <li>- Learn about story structure</li> <li>- Develop creativity</li> <li>- Learn to work within a structure but think outside the box</li> </ul>
4	<p><b>Stories that Matter</b></p> <p><b>-Mind maps</b> Participants are asked to think about topics, ideas, events that are important to them and write them down on a piece of paper (e.g. Family; Climate change; Elections). They are then asked to create mind maps of words, ideas, images that they associate with these things.</p> <p><b>-Prompt a Story</b> To help participants to come up with story ideas they will be given visual prompts (provided).In groups of 2-3 they will need to come up with story ideas for the visual prompt.</p>	<ul style="list-style-type: none"> <li>- Learn to craft their own stories with visual aids</li> <li>- Consider the topics that matter to them</li> </ul>
5	<p><b>Starting One's Tale</b></p> <p><b>- Brainstorming the Tale</b> The participants are put into groups of 3-5. Using markers and sticky notes they need to come up with as many story ideas as they can. They then display all the story ideas and as a group eliminate all the story ideas they don't want to do until they find one idea that they all want to work on</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Brainstorming</li> <li>- Learn to negotiate and to find consensus</li> </ul>
6	<p><b>Characters</b></p> <p><b>-Who's Who</b> Participants are asked to come up with characters for their story. They need to discuss why these characters?</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Develop decision making skills</li> <li>- Public speaking</li> <li>- Develop empathy</li> </ul>

	<p>Why do they think their story needs to be told? Who are they? What are their motivations? Write a brief description of each character</p> <p><b>-Hear them Speak</b> Participants choose 2-3 characters and write a short dialogue between them. The dialogue should tell something of what the characters want and who they are. Each group does a little scene, reading out the dialogue for others to hear</p>	
7	<p><b>Setting</b> <b>- And then This Happened</b> Participants are given a few settings (e.g. Desert, Highway, Enchanted Forest, Living room). They are asked to write down a few (5-10) ideas of what could <u>happen</u> in this setting. But it has to be something unexpected, something that usually doesn't happen in this setting.</p> <p><b>-Set the Scene</b> In their groups, participants are asked to brainstorm where they want their story to take place. They write their ideas on post-it notes and then choose the setting. Is it one place? Does the setting shift?</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Learn to subvert expectations</li> </ul>
8	<p><b>Plot Development</b> Using index cards, participants are encouraged to create an outline for the plot with the guidance of the tutors.</p>	<ul style="list-style-type: none"> <li>- Develop writing skills</li> <li>- Learn to structure ideas</li> </ul>
9	<p><b>Storyboarding</b> First, participants and tutors discuss what storyboarding is. Then, participants create their story scene by scene by creating a storyboard.</p>	<ul style="list-style-type: none"> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>
10	<p><b>Putting it all together</b> The participants in groups use their plot outline and the storyboard to write their story.</p>	<ul style="list-style-type: none"> <li>- Develop writing</li> <li>- Develop team work</li> <li>- Develop cooperation</li> </ul>
11	<p><b>Title &amp; Cover art</b> Participants in groups decide on the final title and create cover art that is appropriate for the story.</p>	<ul style="list-style-type: none"> <li>- Learn to express their ideas in a concise way</li> <li>- Develop visual presentation</li> </ul>
13	<p><b>Telling the Stories</b> Participants share their stories with the others. Final thoughts and discussion.</p>	<ul style="list-style-type: none"> <li>- Develop public speaking skills</li> <li>- Learn to listen, and give and receive feedback</li> </ul>

## Outcomes

- Creative writing and visual storytelling skills



- Prioritizing and structuring ideas
- Empathy, communication and tolerance
- Writing, listening and reflection skills
- Teamwork and consensus building
- Public speaking and presentation skills

