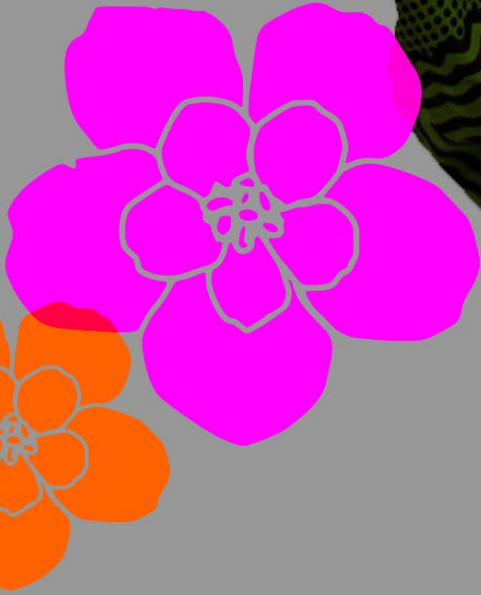




SINGLESTORY  
Collating digital narratives to raise awareness  
of the rich cultural heritage of African Nations



# 102 IN- SERVICE TRAINING



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# MODULE 1 “FACILITATING STORYTELLING CIRCLES”

## SINGLESTORY - INDUCTION TRAINING PROGRAMME FOR COMMUNITY AND ADULT EDUCATORS

### MODULE 1 “FACILITATING STORYTELLING CIRCLES”

The Induction Training Programme for Adult and Community Educator (IO2) is structured in 3 modules addressed to:

1. Facilitating storytelling circles
2. Working in a multicultural environment
3. Developing the digital skills of educators

This module comprises a face-to-face component of 2 Learning Units, for 3.5 hour lesson plan with correspond activities, and 7 hours of self-directed learning workshop introducing storytelling techniques, features of African storytelling and supporting educators to facilitate storytelling circles.



# FACE-TO-FACE/LESSON PLAN

## MODULE TITLE

Facilitating storytelling circles

## TARGET GROUP

Adult trainers and intercultural mediators

## PURPOSE OF THIS MODULE

The first module focuses on the Digital Storytelling Curriculum, and specifically on the first module of the Programme as it represents the content of the methodological and argumentative component of Single Story educational path, which will subsequently be joined by the other component, relating to digital skills.

## LEARNING OUTCOMES

Upon completion of this lesson, the learner will be able to:

### KNOWLEDGE

Know more about African storytelling traditions as intangible cultural heritage.

Make connections between the story told by Africans and that told by Europeans.

Describe the traditional and the new techniques to support the cultural expression of African people in Europe through SingleStory storytelling.

Understand the value of dialogue between different cultures.

Know more about African stories

Know more about The Griot as a storyteller, teacher and advisor

Practical knowledge about the importance and impact of the oral tradition of storytelling

### SKILLS

Practice African storytelling using traditional performance techniques.

Contextualize and situate the SingleStory training offer to one's own teaching or social work environment.

Design and apply self-reflection and self-assessment methods to evaluate learning progress.

Describe the role of the Griot in African storytelling

Contextualize and situate the SingleStory training offer to one's own teaching or social work environment.

Recognise the geographical, societal, and cultural influences on African stories

### ATTITUDES

Openness to new and engaging learning methods (face-to-face and online) for fostering inclusive lifelong learning opportunities.

Willingness to face the social challenges of inclusive and respectful communities.

Appreciation of similarities and diversities, fundamental basis for an open dialogue.

Be aware that it is also affecting the learning of a competence considered by the EU among the 8 key competences, cultural and artistic expression.

Openness to new and engaging learning methods (face-to-face and online) for fostering inclusive lifelong learning opportunities.

Willingness to face the social challenges of inclusive and respectful communities.

Appreciation of similarities and diversities, fundamental basis for an open dialogue.

Be aware that it is also affecting the learning of a competence considered by the EU among the 8 key competences, cultural



and artistic expression.

## MODULE DURATION

3.5 hours



## TOPICS

- Oral history and storytelling: traditional and new forms of transmitting stories in Africa and in Europe
- Intercultural relationships in the current society in Europe, considering the regional differences
- African stories: traditional and new forms of transmitting stories in Africa
- The role of Griot in a contemporary perspective

## PREPARATION

Participants are strongly advised to visit the project website and follow the Facebook page.



## MODULE 1 – ACTIVITY 1 – STORYTELLING CIRCLES AND AFRICAN HERITAGE

### The Lesson Plan for F2F/Synchronous Learning

Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Opening of the workshop</b> The trainer welcomes the participants and proposes the following activity for mutual presentations. Everyone is invited to access the site: <a href="https://babynames.net/all/african">https://babynames.net/all/african</a> Among the many names present, everyone will choose their own new African name, and the meaning will be noted. The trainer will draw lots for a letter of the alphabet, and those with the name starting with that letter will present themselves with the new African name chosen, which they will write on a flipchart sheet, alongside their real name, and verbally motivate to the group the choice. At the end of the round of presentations, if there is some time left, the participants are asked for a word that summarizes storytelling as an educational practice. At the end of the presentation, everyone will be able to take a picture of the names of all the participants, associating them more easily with the new African name.</p>	30	Icebreaking in plenary	Flipchart and markers Laptop/Smartphone Internet



<p><b>Activity 1: Definitions</b></p> <p>The tutor asks to form pairs to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is storytelling?</li> <li>• What peculiarities does African Storytelling have?</li> </ul> <p>Each couple has fifteen minutes (15') to formulate the best definition they would use in a classroom of other educators or social workers to introduce SingleStory resources.</p> <p>Each couple illustrates their definitions in the plenary, having written them on a large sheet of the flip chart.</p> <p>At the end of the presentations, participants are asked to vote on the two definitions they deem most appropriate (each participant will have three stickers to use to turn over their preferences).</p>	60	Work in pair Plenary	Flipchart and markers for each couple
<b>Break</b>	15		
<p><b>Activity 2: African stories and the Griot</b></p> <p>The participants, divided into teams of 3-4 people, are invited to create a story, according to the African format (see Activity Sheet 1.1).</p> <p>As a first element they will have to decide the purpose of the story (entertainment, information, education).</p> <p>The second element to consider in African history concerns the values to be transmitted.</p> <p>The third element to include in your story is an African proverb, which you can search for on the internet.</p> <p>Each group will have 30 minutes to elaborate their African history, and 10 minutes per group to illustrate the result of their team work to the plenary as a Griot.</p>	60	Team-work	Flipchart and markers for each group Internet Laptop/Smartphone

<b>Break</b>	15		
<p><b>Closing of the workshop</b></p> <p>The trainer retraces the Singlestory project in its overall perspective, seeing the Project website and the Facebook page together, and analyzing the In-Service Training Programme in order to successfully apply the available resources.</p> <p>To conclude module 1, the trainer proposes a short brainstorming with some overall assessment questions, such as:</p> <ul style="list-style-type: none"> <li>• How do you evaluate the application of storytelling practice in adult education?</li> <li>• Do the project website and Facebook page reflect the aims of SingleStory?</li> <li>• The resources analysed in this first module related to the Digital Storytelling Curriculum (module 1) for which final learners are they appropriate?</li> <li>• Who are the potential final beneficiaries in your specific educational context?</li> </ul>	30	Presentation  Brainstorming in plenary	Flipchart and markers Laptop Projector
<b>Training Material for F2F Learning</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		
<b>Sources</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		



# 1.1 ACTIVITY HANDOUT (FACE-TO-FACE)

## MODULE TITLE

Facilitating storytelling circles

## ACTIVITY TITLE

Storytelling Circles and African Heritage

## ACTIVITY NUMBER

1.1

## DESCRIPTION OF THE ACTIVITY

To implement this activity, please follow these steps:

**Step 1** - Go to the SingleStory MOOC and access Module 1 of the Digital Storytelling Curriculum, and have a quick review of the resources.

**Step 2** - Decide the purpose of the story (entertainment, information, education) and start the script of your story.

**Step 3** - Decide the values to be transmitted. Obviously at this stage you have to let your imagination and creativity help you, but that it is connected to Africa and its stories.

**Step 4** - Search for an African proverb, and include it in your story.

For these first four steps you have 30 minutes.

**Step 5** - Each member of the group is asked to play a part of the script, like a Griot to show and tell their story to the other participants.

For your presentation you have 10 minutes.



## MODULE 1 – ACTIVITY 2 – AFRICAN STORIES AND THE GRIOT

The Lesson Plan for F2F/Synchronous Learning			
Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Activity 1: African stories</b> The tutor asks to form pairs to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the structure of an African tale?</li> <li>• What are the moral teachings of African tales?</li> </ul> <p>Each couple has fifteen minutes (15') to formulate the best definition they would use in a classroom of other educators or social workers to introduce SingleStory resources.</p> <p>Each couple illustrates their definitions in the plenary, having written them on a large sheet of the flip chart.</p> <p>At the end of the presentations, participants are asked to vote on the two definitions they deem most appropriate (each participant will have three stickers to use to turn over their preferences).</p>	65	Work in pair Plenary	Flipchart and markers for each couple
<b>Break</b>	20		



<p><b>Activity 2: Learn more about the Griot's role</b> The participants, divided into teams of 3-4 people, are invited to discuss about the origin and the role of the Griot. As a first element they will have to decide the to summarize the different functions involved and performed by the Griot included in their role.. The second element to consider the relation with music The third element is to find a definition of the contemporary Griot Each group will have 40 minutes to elaborate their discussions, and 10 minutes per group to illustrate the result of their team work to the plenary.</p>	65	Team-work	Flipchart and markers for each group Internet Laptop/Smartphone
<b>Break</b>	20		
<p><b>Closing of the workshop</b> The trainer retraces the Singlestory project in its overall perspective, seeing the Project website and the Facebook page together, and analyzing the In-Service Training Programme in order to successfully apply the available resources. To conclude module 1, the trainer proposes a short brainstorming with some overall assessment questions, such as:</p>	40	Presentation  Brainstorming in plenary	Flipchart and markers Laptop Projector





<ul style="list-style-type: none"> <li>• How do you evaluate the application of storytelling practice in adult education?</li> <li>• Do the project website and Facebook page reflect the aims of SingleStory?</li> <li>• The resources analysed in this first module related to the Digital Storytelling Curriculum (module 1) for which final learners are they appropriate?</li> <li>• Who are the potential final beneficiaries in your specific educational context?</li> </ul>			
<b>Training Material for F2F Learning</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		
<b>Sources</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		

## 1.2 ACTIVITY HANDOUT (FACE-TO-FACE)

### MODULE TITLE

Facilitating storytelling circles

### ACTIVITY TITLE

African stories and the Griot

### ACTIVITY NUMBER

1.2

### DESCRIPTION OF THE ACTIVITY

To implement this activity, please follow these steps:

**Step 1** - Go to the SingleStory MOOC and access Module 1 of the Digital Storytelling Curriculum, and have a quick review of the resources.

**Step 2** - Reflect and discuss current events on the origins and current events of African stories

**Step 3** - Reflect and discuss the current events on the contemporary role of Griot

**Step 4** - Search for an African proverb, and included it in your story.



# SELF-DIRECTED LEARNING FACILITATING STORYTELLING CIRCLES

## IO1 – INDUCTION TRAINING PROGRAMME

### FACILITATING STORYTELLING CIRCLES

Aim of the module: This aim of this module is to provide participants with an introduction to African storytelling, African stories and the role of the Griot in African culture.

**introducing storytelling techniques, features of African storytelling, supporting educators to facilitate storytelling circles.**



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 1

### CONTES TOI - Writing

### “TELL YOURSELF”

The storyteller is a key figure in the chiefdoms, a key figure in the transmission of ancestral knowledge.

For the learner, it is a question of writing, describing, and bringing to life the griot who is in him through his text. The goal here is to use and integrate storytelling skills related to the character of the griot itself:

Transmission of a message by  
Using African proverbs, parables, popular expressions  
Using repetition  
Using humor  
Using moral education

The learner will also be led to stage his own text, where the griot will come to life through these writings:

And record a video declaiming or playing his text. (See Module 3)

Video length: 5mn

The educational objective here is to develop the imagination of the learner and to acquire the processes and means of communication resulting from the transmission of

knowledge of African societies.

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

In this activity the learners we will be able to understand how to transmit knowledge through the tales, the epics on the African kingdoms, on the mythologies of the different tribes, the habits, and customs.

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

The storyteller, by telling himself, allows the other to understand him and to find similarities with him. Which triggers the possibility of a thousand dialogues. Upon completion of this lesson, the learner will be able to understand the features of African storytelling,

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

-Ahmadou Kourouma, un conteur traditionnel sous la peau du romancier

<https://journals.openedition.org/semen/1220>

## REFERENCES/ SOURCES:

**MOOC IO1 - Module 1**

**Unit 3 – Activity 1:** The Griot

**Unit 3 – Activity 2:** The role of the Griot

**MOOC IO1 - Module 2**

**MOOC IO1 – Module 3**



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 2

**ECOUTES BIEN, ECOUTES AVEC TON AME ! -  
LISTEN WELL, LISTEN WITH YOUR SOUL! – Writing**

Storytelling occupies a very important function in African intangible cultural heritage.

In traditional African matriarchal societies, the place of learning par excellence is the kitchen.

Around the fire where a pot is simmering over low heat, the grandmother, the Mother, the Aunt, the Big Sister, distill advice, epics, cooking recipes.

The medium used here will be a conversation punctuated by parables, rhyme, irony.

This conversation ranges from speech to song, song to dance, and dance to speech again.

The learner will write, describe the conversation between these women, use and integrate African storytelling techniques: Parables, proverbs, thoughts, irony and rhymes, songs.

The educational objective here is to develop the imagination of the learner and to acquire methods and means of communication resulting from the transmission of knowledge of African societies

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

With this activity, the learner will be able to use African storytelling techniques: Parables, proverbs, thoughts, irony, rhymes, and songs to convey advice and feelings.

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to use the rhyme, the parable, have the capacity for analysis and criticism, but also pushes the other to perceive the different energies carried by the words and the evils expressed.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

The Oral Tradition and its Methodology – Vansina Jan

La Tradition orale et sa méthodologie – Vansina Jan

[https://unesdoc.unesco.org/ark:/48223/pf0000042767\\_fre](https://unesdoc.unesco.org/ark:/48223/pf0000042767_fre)

## REFERENCES/ SOURCES:

### MOOC IO1 - Module 2

Unit 1 – Activity 3: Identify yourself with a story



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 3

**L'ART DU LIEN ET LE LIEN DE L'ART  
– (writing)  
THE ART OF LINK AND THE LINK  
OF ART**

Readjustment of known stories.

The learner will readapt stories according to different social, geographic, and climatic contexts

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

The action proposed here is to better understand the other's environment and to be able to reinforce similarities and create emotional bonds.



## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to share the “common”. This common which unites us each with its differences.

This common prompts us to understand each other, to accept each other's differences and to respect each other.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

Le conte entre écriture et réécriture : tradition ou innovation ?

Storytelling between writing and rewriting: tradition or innovation?

<https://gerflint.fr/Base/France7/fatima.pdf>

## REFERENCES/ SOURCES:

**MOOC IO1 - Module 1**

**Unit 2 – Activity 1:**



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 4

### « JE « DE MOTS - game design - riddle PLAY WITH WORDS

The learner leads the listener to guess the chosen word.  
This is a guessing game.

The learner here uses the technique of improvisation to arouse the questioning of the listener.

To get him to understand through his words; his words become the words of the listener; to arrive at the correct answer.

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

The learner should get the listener to guess the chosen word.  
This is a guessing game.

The learner here uses the riddle to provoke questioning in the listener, to help him understand through his words. His words become the words of the listener; to arrive at the correct answer.

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to better understand the value of words and their meaning from one another's point of view.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

ORAL LITERATURE IN AFRICA - Ruth Finnegan

Riddles and related forms. Style and content. Occasions and uses. Conclusion

<https://books.openedition.org/obp/1203?lang=fr#:~:text=3In%20Africa%20riddles%20are,the%20'proverb%2Driddle'>

## REFERENCES/ SOURCES:

MOOC Module 1

Unit 2 – Activity 1

Unit 2 – Activity 2





## MODULE TITLE:

IO2 – INDUCTION TRAINING-  
SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 5

**Develop, record, and edit  
your own story**

**Take the story written at  
activity 1: *CONTES TOI – “TELL  
YOURSELF»***

Or choose a story from the  
resources (see reference sources  
below)

Go to the SingleStory MOOC and  
access Module 3 of the Digital  
Storytelling Curriculum, and  
follow the steps in the resource:  
Producing your story in a digital  
format

Record a video of you or the  
person of your choice reciting or  
acting out the story or record it  
in audio.

Video length: 5mn

## DURATION OF ACTIVITY:

1H00

## WHY USE THIS RESOURCE?

- Basic knowledge of how digital storytelling can be used to promote and share stories with the wider community
- Basic knowledge of how stories can be produced as short films, podcasts, animations, interviews, videos, etc.

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to understand the basic knowledge of how stories can be produced as short films, podcasts, animations, interviews, videos, etc.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

### A COMPLETER MODIFIER SI BESOIN

Youtube : Madestelle1

1- La cuillère sale, Birago Diop :

<https://youtu.be/XnoDsB4EbuI?t=44>

Contes lus par Ariane Mawaffo

Illustration : Jocelyn Kagina / P. Compendium

Montage et réalisation : Cerendi Visuals

## REFERENCES/ SOURCES:

**MOOC - Module 3**

# Module 2 “Working in a multicultural environment”

## SINGLESTORY - INDUCTION TRAINING PROGRAMME FOR COMMUNITY AND ADULT EDUCATORS

### MODULE 2 “WORKING IN A MULTICULTURAL ENVIRONMENT”

The Induction Training Programme for Adult and Community Educator (IO2) is structured in 3 modules addressed to:

1. Facilitating storytelling circles
2. **Working in a multicultural environment**
3. Developing the digital skills of educators

This module comprises a face-to-face component of 2 Learning Units, for 3.5 hour lesson plan with correspond activities, and 7 hours of sel-directed learning workshop introducing storytelling techniques, features of African storytelling and supporting educators to facilitate storytelling circles.



# FACE-TO-FACE/LESSON PLAN

## MODULE TITLE

Working in a multicultural environment

## TARGET GROUP

Adult trainers and intercultural mediators

## PURPOSE OF THIS MODULE

The second module focuses on the Digital Storytelling Curriculum, and specifically on the second module of the Programme as it represents the content of the methodological and argumentative component of SinglStory educational path, which will subsequently be joined by the other component, relating to digital skills.



## LEARNING OUTCOMES

Upon completion of this lesson, the learner will be able to:

### Knowledge

- Know more about different narrative styles in African cultures
- Know the theoretical basis of multiculturalism
- Know the basics of the body language of the cultures you are working with
- Understand the value of dialogue between different cultures.
- Know more about practical knowledge of the oratory skills needed for storytelling – controlling pitch, tone, volume, body language, etc.
- Know more about practical knowledge of how to use your body in storytelling – the role of movement, gesture and dance in storytelling
- Know more about practical knowledge of how to be a confident, clear, and concise storyteller

### Skills

- Recognise how storytelling can share a sense of history, values, and traditions
- Explore the art and techniques of storytelling in different African cultures and practical knowledge of how to use tenses in storytelling for different impacts – past, present and future
- Design and apply self-reflection and self-assessment methods to evaluate learning progress.
- Discuss how to craft a story
- Assess how to foster emotion, drama, anticipation through storytelling

### Attitudes

- Willingness to tell stories to promote intercultural understanding and communication
- Appreciation of the importance of telling stories and learning



new traditions from different cultures

Appreciation of similarities and diversities, fundamental basis for an open dialogue.

Appreciation of an individual's role in storytelling and preserving traditions

Appreciation of the cultural impact and importance of stories

Appreciation of the importance of telling stories and learning new traditions from different cultures

Appreciation of an individual's role in storytelling and preserving traditions

### MODULE DURATION

3.5 hours

### Topics

- how to work in a multicultural environment: techniques and exchange of experiences
- how storytelling can share a sense of history, values, and traditions in a multicultural perspective

### PREPARATION

Participants are strongly advised to visit the project website and follow the Facebook page.



## MODULE 2 – ACTIVITY 1 – ME AS A STORYTELLER

### The Lesson Plan for F2F/Synchronous Learning

Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Opening of the workshop</b></p> <p>The trainer welcomes the participants and proposes the following activity.</p> <p>Participants are asked to move from their seats and walk around the room until the facilitator says the word: "Stop!". At this point each participant introduces himself to the closest partner.resentations.</p> <p>At the end of the presentations the participants return to their seats and the facilitator will ask each participant to introduce to the class their colleague whose presentation they listened to.</p> <p>It is important that in the presentations the participants also tell about their experience in multicultural environments</p>	30	Icebreaking in plenary	Flipchart and markers Laptop/Smartphone Internet



<p><b>Activity 1: How to build a Storytelling</b></p> <p>The tutor explains the 4P's of Story Telling</p> <ul style="list-style-type: none"> <li>• People</li> <li>• Place</li> <li>• Purpose</li> <li>• Plot</li> </ul> <p>These points are analyzed by the facilitator from a multicultural perspective</p> <p>At the end the facilitator asks the participants to split into pairs and exchange views on the 4p's. This tutorial lasts 15 minutes (15')</p> <p>The facilitator asks the question: How to create a story?</p> <p>Participants have 15 minutes (15') to write an answer to this question</p> <p>Each participant illustrates their definitions in the plenary, having written them on a large sheet of the flip chart.</p> <p>At the end of the presentations, participants are asked to vote on the two definitions they deem most appropriate (each participant will have three stickers to use to turn over their preferences).</p>	60	Plenary	Flipchart and markers
<b>Break</b>	<b>20</b>		

<p><b>Activity 2: Cardinal principles of storytelling</b></p> <p>The tutor explains the cardinal principles of storytelling:</p> <ul style="list-style-type: none"> <li>- Head</li> <li>- Heart</li> <li>- Presence</li> </ul> <p>Then the facilitator invites the participants to identify the different interpretation of the tone of voice in different cultures and to discuss in plenary (30')</p> <p>At the end of the discussion the facilitator collects all the most relevant inputs on a blackboard by writing them on cards of different colors</p> <p>As a final exercise, the facilitator invites the participants to work in pairs and to simulate a mediation activity of a discussion about the importance of stories in different cultures.</p>			
Break	20		
<p><b>Closing of the workshop</b></p> <p>The trainer retraces the Singlestory project in its overall perspective, seeing the Project website and the Facebook page together, and analyzing the In-Service Training Programme in order to successfully apply the available resources.</p> <p>To conclude module 2 - Activity 2.1, the trainer proposes a short brainstorming with some overall assessment questions, such as:</p> <ul style="list-style-type: none"> <li>• How do you evaluate the application of storytelling practice in adult education?</li> </ul>	20	Presentation Brainstorming in plenary	Flipchart and markers Laptop Projector
<b>Training Material for F2F Learning</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		
<b>Sources</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		



# 1.1 ACTIVITY HANDOUT (FACE-TO-FACE)

## MODULE TITLE

Working in a multicultural environment

## ACTIVITY TITLE

Me as a storyteller

## ACTIVITY NUMBER

2.1

## DESCRIPTION OF THE ACTIVITY

To implement this activity, please follow these steps:

**Step 1** – Participants have to listen the 4P’s of Story Telling

**Step 2** -. Participants have to split into pairs and exchange views on the 4p’s

**Step 3** -. Each participant illustrates their an swers to the question How to create a story?

**Step 4** – Participants vote on the two definitions they deem most appropriate.

# MODULE 1 – ACTIVITY 2 – THE POWER OF STORYTELLING

The Lesson Plan for F2F/Synchronous Learning			
Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Opening of the workshop</b> Participants summarize the final observations of activity 1 and the facilitator introduces the second activity of Module 2</p>	15	Discussion in plenary	Flipchart and markers Laptop/Smartphone Internet
<p><b>Activity 1: What is the power of Storytelling in a multicultural environment?</b> The tutor explains the fifth features of Story Telling</p> <ul style="list-style-type: none"> <li>• Spontaneity</li> <li>• Integrity</li> <li>• Innovation</li> <li>• Creativity</li> <li>• Dynamism</li> </ul> <p>These points are analyzed by the facilitator from a multicultural perspective At the end the facilitator asks the participants to split into pairs and exchange views on the fifth features. This tutorial lasts 30 minutes (15') The facilitator asks the question: What is the characteristic that you think is closest to your idea of Storytelling?  Participants have 15 minutes (15') to write an answer to this question Each participant illustrates their definitions in the plenary, having written them on a large sheet of the flip chart.</p>	60	Plenary	Flipchart and markers



<b>Break</b>	<b>20</b>		
<p><b>Activity 2: How to know you audience</b></p> <p>The tutor explains how to avoid common plot cliché. Then the facilitator invites the participants to identify the typical common plot cliché in different cultures and to discuss in plenary (30').</p> <p>At the end of the discussion the facilitator collects all the most relevant inputs on a blackboard by writing them on cards of different colors. As a final exercise, the facilitator invites the participants to work in pairs and to simulate a mediation activity of a discussion about the meaning of common plot cliché in different cultures.</p>	60	Work in pairs	Flipchart and markers for each group Internet Laptop/Smartphone
<b>Break</b>	<b>20</b>		

<p><b>Closing of the workshop</b></p> <p>The trainer retraces the SingleStory project in its overall perspective, seeing the Project website and the Facebook page together, and analyzing the In-Service Training Programme in order to successfully apply the available resources.</p> <p>To conclude module 2, the trainer proposes a short brainstorming with some overall assessment questions, such as:</p> <ul style="list-style-type: none"> <li>• How do you evaluate the application of storytelling practice in the intercultural mediation services?</li> <li>• Do the project website and Facebook page reflect the aims of SingleStory?</li> <li>• The resources analysed in this second module related to the Digital Storytelling Curriculum (module 3) for which final learners are they appropriate?</li> <li>• Who are the potential final beneficiaries in your specific educational context?</li> </ul>	35	Presentation Brainstorming in plenary	Flipchart and markers Laptop Projector
<b>Training Material for F2F Learning</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		
<b>Sources</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		



# Self-directed learning Working in a multicultural environment

## IO2 – INDUCTION TRAINING PROGRAMME

### WORKING IN A MULTICULTURAL ENVIRONMENT

The aim of the module is to improve learners' knowledge of writing stories. After completing the module, the adult learners will know how to write a story and what techniques needed to develop them. They will improve their literacy and writing skills as well as the techniques of a storyteller.

**Improve learners' knowledge of writing stories.  
Know how to write a story and what techniques needed to develop them.  
Improve their literacy and writing skills and the techniques of a storyteller.**



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

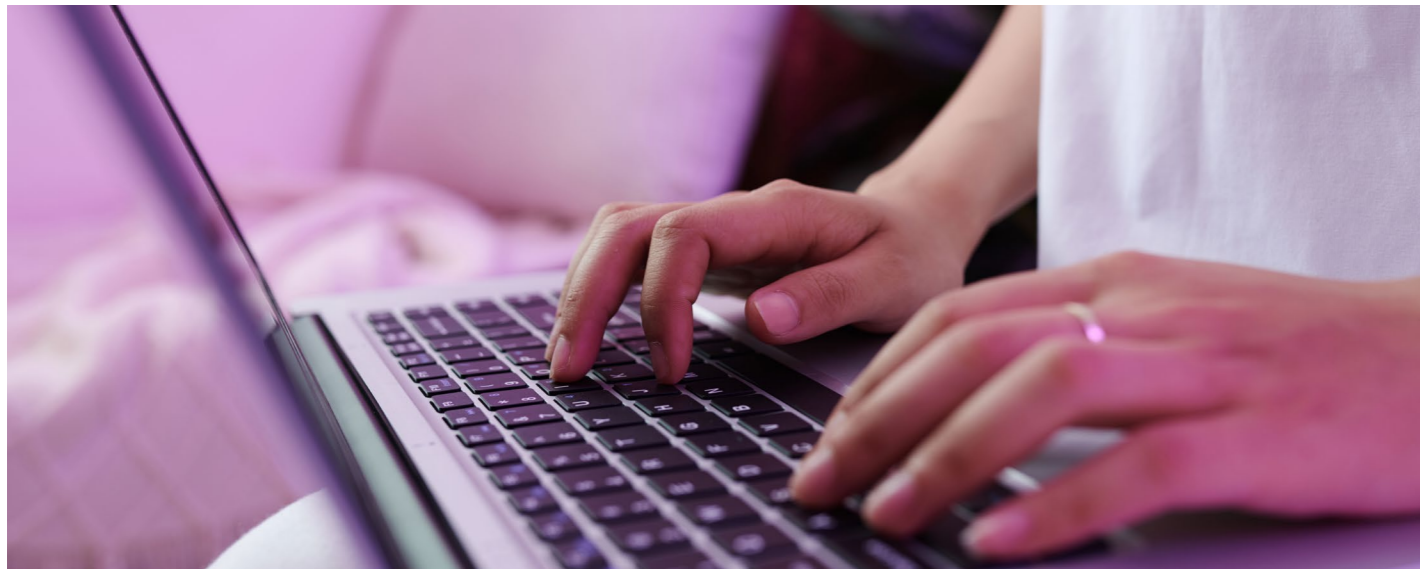
### Activity 1- How to build a Storytelling Write the moments

Exercise based on remembering and the transposition of remembering in the present and its extension in the future.

Memory of a moment when one was in contact with a ceremony or a happy or unhappy event.

Immerse yourself in memories, capture a moment and make it an extension in time through writing.

Use the writing codes of tales, dialogues of “African narration”: the proverb, humor, repetition, the parable and write a 10-line story.



## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

- Know more about different narrative styles in African cultures
- Explore the art and techniques of storytelling in different African cultures and practical knowledge of how to use tenses in storytelling for different impacts – past, present, and future

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to understand how storytelling can share a sense of history, values, and traditions in a multicultural perspective.

The learner will be able to develop creative writing skills (emotions)

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

TV5MONDE Afrique

Kulu la Tortue et Zé la Panthère : Conte du Cameroun <https://www.youtube.com/watch?v=ZJmEyCBillo>

## REFERENCES/ SOURCES:

Singlestory MOOC

Moduel 2 – Me as a storyteller



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

*Activity 2- How to build a Storytelling Bringing words to life*

It is a question of choosing a list of 10 words and from these 10 words formulating a tale, a nursery rhyme, a text, or a poem.

Here we will highlight the participant's ability to tap into their imagination, to go beyond the first meaning of the word to bring it to life in a story...

The participant must use the 10 words

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

- Know the theoretical basis of multiculturalism
- Recognise how storytelling can share a sense of history, values, and traditions
- Explore the art and techniques of storytelling in different African cultures and practical knowledge of how to use tenses in storytelling for different impacts – past, present



and future

- Willingness to tell stories to promote intercultural understanding and communication

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to:

develop creative writing skills allowing participants to use their imaginations, bring memories to life, update and/or revive stories of yesteryear. Share moments of life and write them down.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

Générateur de mots aléatoires en français

<https://www.palabrasaleatorias.com/mots-aleatoires.php?fs=10&fs2=0&Submit=Nouveau+mot>

<https://www.palabrasaleatorias.com/random-words.php>

## REFERENCES/ SOURCES:

**Singlestory MOOC**

**Moduel 2 – Me as a storyteller**





## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 3- The power of storytelling

#### Between words

The character participates in a wedding / meal ceremony with friends from a different culture. (Find link party or ceremony of a country)

The goal here is to make readers experience two different approaches to a common situation.

The character will tell us about the event with a European approach then with the approach of the culture chosen here.

Pick up 3 expressions, sentences relating to the traditions and customs of each culture.

Explain the different or similar codes used in each culture.

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

Know the basics of the body language of the cultures you are working with

Willingness to tell stories to promote intercultural understanding and communication

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to understand the impact that culture has on our daily interaction and promotes intercultural understanding and communication.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

<https://www.tonyrobbins.com/career-business/the-power-of-story-peter-guber/>

[https://www.youtube.com/watch?v=NM8GKISVQTY&ab\\_channel=KerwinRae](https://www.youtube.com/watch?v=NM8GKISVQTY&ab_channel=KerwinRae)

## REFERENCES/ SOURCES:

Singlestory MOOC

Moduel 2 – Me as a storyteller



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

**Activity 4**  
**The power of storytelling**

### If I had to tell you

Use techniques and codes drawn from African and European narration and literature to tell the other.

Write a rhyme (comptine) 10 lignes

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

- Understand the value of dialogue between different cultures.
- Appreciation of similarities and diversities, fundamental basis for an open dialogue.
- Appreciation of an individual's role in storytelling and preserving traditions

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to understand the impact that culture has on our daily interaction and promotes intercultural understanding and communication.



## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

[https://www.coe.int/t/dg4/intercultural/concept\\_EN.asp#:~:text=Dialogue%20between%20cultures%2C%20the%20oldest,sense%20of%20community%20and%20belonging](https://www.coe.int/t/dg4/intercultural/concept_EN.asp#:~:text=Dialogue%20between%20cultures%2C%20the%20oldest,sense%20of%20community%20and%20belonging)

[https://www.youtube.com/watch?v=\\_RRI\\_JMKcoA](https://www.youtube.com/watch?v=_RRI_JMKcoA)

<https://www.youtube.com/watch?v=sh1-9xMZIfQ>

## REFERENCES/ SOURCES:

**Singlestory MOOC**

**Module 2 – Me as a storyteller**



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 5

### Working in a multicultural environment

Qu'avez-vous appris de nouveau dans votre écriture ?

Votre imaginaire ne serait-il pas une source d'inspiration pour transcrire et retranscrire une histoire.

La narration africaine vous a-t-elle inspiré pour raconter des histoires contemporaines.

Ces exercices vous ont-ils apporté des éléments sur la communication interculturelle, si oui lesquels ?

Pouvez-vous me donner en 5 mots pour décrire la narration africaine ?

## DURATION OF ACTIVITY:

1H00

## WHY USE THIS RESOURCE?

Design and apply self-reflection and self-assessment methods to evaluate learning progress

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to:

- Know more about different narrative styles in African cultures
- Understand the value of dialogue between different cultures.
- Willingness to tell stories to promote intercultural understanding and communication
- Appreciation of the importance of telling stories and learning new traditions from different cultures
- Appreciation of similarities and diversities, fundamental basis for an open dialogue.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

<https://ounews.co/education-languages-health/languages/essential-skills-to-succeed-in-a-multicultural-workplace/>

## REFERENCES/ SOURCES:

Singlestory MOOC

Module 2 – Me as a storyteller



# SINGLESTORY - INDUCTION TRAINING PROGRAMME FOR COMMUNITY AND ADULT EDUCATORS

## MODULE 3 “DEVELOPING THE DIGITAL SKILLS OF EDUCATORS”

The Induction Training Programme for Adult and Community Educator (IO2) is structured in 3 modules addressed to:

1. Facilitating storytelling circles
2. Working in a multicultural environment
3. **Developing the digital skills of educators**

This module comprises a face-to-face component of 2 Learning Units, for 3.5 hour lesson plan with correspond activities, and 7 hours of sel-directed learning workshop introducing storytelling techniques, features of African storytelling and supporting educators to facilitate storytelling circles.

## Module 3 “Developing the digital skills of educators”



# FACE-TO-FACE/LESSON PLAN

## MODULE TITLE

Developing the digital skills of educators

## TARGET GROUP

Adult trainers and intercultural mediators

## PURPOSE OF THIS MODULE

The third module focuses on the Digital Storytelling Curriculum, and specifically on the third module of the Programme as it represents the content of the methodological and argumentative component of SinglStory educational path, which will subsequently be joined by the other component, relating to digital skills.

## LEARNING OUTCOMES

Upon completion of this lesson, the learner will be able to:

### Knowledge

Basic knowledge of how digital storytelling can be used to promote and share stories with the wider community

Basic knowledge of how digital storytelling can create emotional connections

Basic knowledge of how stories can be produced as short films, podcasts, animations, interviews, videos, etc.

### Skills

Discuss the role of digital storytelling in sharing stories

Identify means and methodologies of digital storytelling

Understand how to navigate readily available devices (smartphones, table devices) to produce stories in a digital format

Recognise the importance of digital storytelling in the 21st century

Identify means and methodologies of digital storytelling

### Attitudes

Willingness to use technologies to produce stories in a digital format

Openness to the use of digital technologies in the role of producing stories

Willingness to explore digital literacy as a component in digital storytelling

Awareness of the importance of digital storytelling in today's modern society

## MODULE DURATION

3,5 hours

## TOPICS

Explain what digital storytelling is

Explain the techniques of smartphones filmmaking

Introduction to audio production

## PREPARATION

Participants are strongly advised to visit the project website and follow the Facebook page.



## MODULE 3 – ACTIVITY 1 – DIGITAL MEDIA FOR AFRICAN STORYTELLING

The Lesson Plan for F2F/Synchronous Learning			
Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Opening of the workshop</b></p> <p>The trainer welcomes the participants and completes a group discussion to assess the expectations for this module.</p> <p>The trainer can take note of these expectations on a flipchart to refer to later in the session.</p> <p>The trainer will ask all participants to sign the attendance list for this workshop.</p> <p>The trainer will also invite all participants to present their experiences with Digital Media in learning environments.</p>	30	PowerPoint presentation & Group Activities / Discussions	<p>Training venue with IT equipment including laptop and projector</p> <p>Flipchart and markers</p> <p>Sign-in sheet</p> <p>Pens and note-taking materials for participants</p>

<p><b>Activity 1: Storyboarding and preproduction</b></p> <p>The trainer will discuss how to develop a storyboard for their participant that once had a different purpose, footage of modern-day towns and cities that can be contrast in the video with photographs or footage from the past, or images that represent African culture which is linked to the story they will tell.</p> <p>The trainer then divides groups of participants into smaller teams (2-3 participants depending on group size) and distributes copies of storyboard templates to each team.</p> <p>Working in their teams, the trainer instructs all participants to contribute to developing the storyboards for their storytelling video project, taking time to plan how they would like to shoot their video project, and if they will start with the interviewee or with a scene and a voice-over, etc.</p> <p>The teams must now make plans and preparations for shooting their project.</p> <p>During this activity, the trainer will share the content of the PowerPoint slides and will then support groups to make decisions about their own video project.</p>	60	Plenary	Flipchart and markers
<b>Break</b>	<b>15</b>		



<p><b>Activity 2: Production practice - lighting and camera operation</b></p> <p>Using the PowerPoint slides, the trainer takes the group through the various rules, tips and methods involved in ensuring that lighting is appropriate for video production.</p> <p>The trainer will show learners some tips and tricks to replicate this lighting, using cost-effective methods</p> <p>Teams will then be given 10-15 minutes to practice filming a short scene, adjusting the lighting as demonstrated</p> <p>Then the trainer explains these aspects for traditional film-making, and then gives examples of how these techniques can be replicated using accessible technologies such as smart phones.</p> <p>The trainer then gives each team 10-15 minutes to practice using some of these techniques to capture simple footage in the room.</p> <p>After this activity, the trainer will conduct a short review and feedback session to ascertain how the teams found this activity and if they encountered any difficulties.</p>			
Break	15		

<p><b>Activity 3: Production practice - space and sound</b></p> <p>The role of the trainer in this phase is to provide support from the materials covered thus so far.</p> <p>Groups of participants may use this time in class to arrange and plan their actual video interview, or to set up and record a mock interview just to practice the video production process.</p> <p>The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account.</p> <p>The trainer allows time in this session to allow participants to practice by taking multiple recordings of the same script from different areas of the room.</p> <p>Once the participants have captured audio files on their smartphones, they are invited to play the recordings back and listen to the varying quality of each recording.</p>			
<p><b>Training Material for F2F Learning</b></p>	<p><a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a></p>		
<p><b>Sources</b></p>	<p><a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a></p>		



# 1.1 ACTIVITY HANDOUT (FACE-TO-FACE)

## MODULE TITLE

Developing the digital skills of educators

## ACTIVITY TITLE

Digital Media for African Storytelling

## ACTIVITY NUMBER

3.1

## DESCRIPTION OF THE ACTIVITY

To implement this activity, please follow these steps:

**Step 1** - Go to the SingleStory MOOC and access Module 3 of the Digital Storytelling Curriculum, and have a quick review of the resources.

**Step 2** - Decide the storyboard to develop following the instructions of the trainer

**Step 3** - Decide how to start the video project of the storyboard

**Step 4** - Make plans and preparations for shooting the video project

**Step 5** - Take the decisions about the video

For these first four steps you have 60 minutes.



# MODULE 3 – ACTIVITY 2 – PRODUCTION PRACTICE: SMARTPHONE FILMMAKING AND AUDIO PRODUCTION

## The Lesson Plan for F2F/Synchronous Learning

Topics and Sub-topics/ Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
<p><b>Opening of the workshop</b></p> <p>The trainer can take note of the expectations of this activity on a flipchart to refer to later in the session.</p> <p>The trainer will ask all participants to sign the attendance list for this workshop.</p> <p>The trainer will also invite all participants to present their experiences with filmmaking with smartphone</p>	30	PowerPoint presentation & Group Activities / Discussions	<p>Training venue with IT equipment including laptop and projector</p> <p>Flipchart and markers</p> <p>Sign-in sheet</p> <p>Pens and note-taking materials for participants</p>
<p><b>Activity 1: Smartphone filmmaking</b></p> <p>The trainer will show the potential of the smartphone as a tool for shooting videos</p> <p>The trainer then divides groups of participants into smaller teams (2-3 participants depending on group size) and distributes copies of storyboard templates to each team.</p> <p>Working in their teams, the trainer instructs all participants how to use the smartphone to make a video</p>	60	PowerPoint presentation & Group Activities / Discussions	<p>Training venue with IT equipment including laptop and projector</p> <p>Flipchart and markers</p> <p>Sign-in sheet</p> <p>Pens and note-taking materials for participants</p> <p>Storyboard template</p>
<b>Break</b>	15		





<p><b>Activity 2: Introduction to audio production</b></p> <p>The trainer will explain how important sound is, in preference of capturing a better-quality image. As an audience, if we do not have quality sound, we cannot fully immerse ourselves in a story and we lose interest in what we are seeing. The sound is 50% of an audio-visual production and as such, you have to pay attention to the sound when recording your video project.</p> <p>Teams will then be given 10-15 minutes to practice an audio recording.</p> <p>Then the trainer explains these aspects for traditional audio-making, and then gives examples of how these techniques can be replicated using accessible technologies such as smart phones.</p> <p>The trainer then gives each team 10-15 minutes to practice using some of these techniques to recording some noise or voice. After this activity, the trainer will conduct a short review and feedback session to ascertain how the teams found this activity and if they encountered any difficulties.</p>	60	PowerPoint presentation & Group Activities / Discussions	<p>Training venue with IT equipment including laptop and projector.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants</p>
<b>Break</b>	<b>15</b>		

<p><b>Activity 3: Production practice - space and sound</b></p> <p>The role of the trainer in this phase is to provide support from the materials covered thus so far.</p> <p>Groups of participants may use this time in class to arrange and plan their actual audio interview, or to set up and record a mock interview just to practice the video production process.</p> <p>The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account.</p> <p>The trainer allows time in this session to allow participants to practice by taking multiple recordings of the same script from different areas of the room.</p> <p>Once the participants have captured audio files on their smartphones, they are invited to play the recordings back and listen to the varying quality of each recording.</p>	30	PowerPoint presentation & Group Activities / Discussions	Training venue with IT equipment including laptop and projector.
<b>Training Material for F2F Learning</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		
<b>Sources</b>	<a href="https://singlestoryproject.eu/">https://singlestoryproject.eu/</a>		



# 1.2 ACTIVITY HANDOUT (FACE-TO-FACE)

## MODULE TITLE

Developing the digital skills of educators

## ACTIVITY TITLE

Production practice: smartphone filmmaking and audio production

## ACTIVITY NUMBER

3.2

## DESCRIPTION OF THE ACTIVITY

To implement this activity, please follow these steps:

**Step 1** - Go to the SingleStory MOOC and access Module 3 of the Digital Storytelling Curriculum, and have a quick review of the resources.

**Step 2** - Arrange and plan your actual video made with smartphone

**Step 3** - Practice by taking multiple audio recording

**Step 4** - Once the participants have captured audio files on their smartphones, they are invited to play the recordings back and listen to the varying quality of each recording.

For these first four steps you have 30 minutes.



# Self-directed learning Developing the digital skills of educators



## IO2 – INDUCTION TRAINING PROGRAMME

### DEVELOPING THE DIGITAL SKILLS OF EDUCATORS

The objective is to improve the Digital storytelling skills of adult learners:

After completing this activity, adult learners will have a greater understanding of how digital storytelling can be used to promote and share stories to a wider audience.

They will improve their digital literacy skills and their digital production skills by:

- Explain what digital storytelling is
- Explain the techniques of smartphones filmmaking
- Introduction to audio production

## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

### Activity 1 - Explain what digital storytelling is

Have a look at the video about digital storytelling.

After watching the video below:

<https://www.youtube.com/watch?v=JIix-yVzheM>

After reading this resource:

<https://ideas.ted.com/storytelling-is-a-powerful-communication-tool-heres-how-to-use-it-from-ted/>

Please give your definition of the digital storytelling.

Please explain why create a digital storytelling.

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

Basic knowledge of how digital storytelling can be used to promote and share stories with the wider community

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will acquire Basic knowledge of how digital storytelling can be used to promote and share stories with the wider community and discuss the role of digital storytelling in sharing stories

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

[library@uoguelph.ca](mailto:library@uoguelph.ca)

<https://edut.to/39TVjpD>

<https://kwsmdigital.com/why-is-digital-storytelling-so-important/>

## REFERENCES/ SOURCES:

Singlestory MOOC

Module 3 – Producing your story in a digital format

Module 4 - Editing and presenting your story online

## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

Activity 2 - Create your storyboarding

See activity 1 + IO1 - Module 3 – Producing your story in a digital format

Please create your storyboarding

## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

Identify means and methodologies of digital storytelling

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will acquire willingness to use technologies to produce stories in a digital format

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

[https://www.youtube.com/watch?v=dnIQN\\_L5HC0&ab\\_channel=Wave.video](https://www.youtube.com/watch?v=dnIQN_L5HC0&ab_channel=Wave.video)

[https://www.canva.com/fr\\_fr/creer/storyboard/](https://www.canva.com/fr_fr/creer/storyboard/)

## REFERENCES/ SOURCES:

### Singlestory MOOC

Module 3 – Producing your story in a digital format

Module 4 - Editing and presenting your story online



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

Activity 3 - Explain the techniques of smartphones filmmaking

## See the video

MAKE Your Story: Basics of Smartphone Filmmaking

<https://vimeo.com/255233678>



Go to the SingleStory MOOC and access Module 3 of the Digital Storytelling Curriculum and have a quick review of the resources.

Explain the different production stages of smartphone filmmaking.

What would be your choice of light to tell your story?



## DURATION OF ACTIVITY:

1:30

## WHY USE THIS RESOURCE?

Identify means and methodologies of digital storytelling

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to Understand how to navigate readily available devices (smartphones, table devices) to produce stories in a digital format and acquire willingness to use technologies to produce stories in a digital format.

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

MAKE Your Story: Basics of Smartphone Filmmaking

<https://vimeo.com/255233678>

## REFERENCES/ SOURCES:

### Singlestory MOOC

Module 3 – Producing your story in a digital format

Module 4 - Editing and presenting your story online



## MODULE TITLE:

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## TITLE OF ACTIVITY:

Activity 4 - Explain the techniques of smartphones filmmaking

How to make a short film with your smartphone

<https://momofilmfest.com/how-to-make-a-short-film-with-your-smartphone/>

Explain the different production stages of smartphone filmmaking.

Estimate how long your story will need to be and how long each scene will take to film.

## DURATION OF ACTIVITY:

1:00

## WHY USE THIS RESOURCE?

Identify means and methodologies of digital storytelling.

## WHAT WILL YOU GET FROM USING THIS RESOURCE?

Upon completion of this lesson, the learner will be able to Understand how to navigate readily available devices (smartphones, table devices) to produce stories in a digital format and acquire willingness to use technologies to produce stories in a digital format

## LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:

<https://transmettrelecinema.com/video/realiser-un-film-avec-son-smartphone/>

## REFERENCES/ SOURCES:

Singlestory MOOC

Module 3 – Producing your story in a digital format

Module 4 - Editing and presenting your story online



## **MODULE TITLE:**

IO2 – INDUCTION TRAINING- SELF DIRECTED LEARNING

## **TITLE OF ACTIVITY:**

**Activity 5 - Introduction to audio production**

Go to the SingleStory MOOC and access Module 3 & Module 4 of the Digital Storytelling Curriculum and have a quick review of the resources. Choose one African story for an audio production  
Record your African story.

## **DURATION OF ACTIVITY:**

1H30

## **WHY USE THIS RESOURCE?**

Identify means and methodologies of digital storytelling.

## **WHAT WILL YOU GET FROM USING THIS RESOURCE?**

Upon completion of this lesson, the learner will be able to Understand how to navigate readily available devices (smartphones, table devices) to produce stories in a digital format and acquire willingness to use technologies to produce stories in a digital format

## **LINK TO ADDITIONAL RESOURCES OR READING MATERIALS:**

<https://lifehacker.com/the-basics-of-music-production-the-complete-guide-514079132>

## **REFERENCES/ SOURCES:**

### **Singlestory MOOC**

Module 3 – Producing your story in a digital format

Module 4 - Editing and presenting your story online



# SINGLESTORY

Collating digital narratives to raise awareness  
of the rich cultural heritage of African Nations

