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StoryDec

Training of Trainers Course - EN





StoryDEC
TRAINING OF TRAINERS COURSE

The project

This publication is one of the final products of the project "StoryDec, Storytelling to Develop Civic Competences in Young People, Erasmus Plus Project – Youth.

The objective of StoryDec is to create paths of civic and social education addressed at young people, through autobiographical methodologies and digital storytelling.

Partners

CEMEA ITALY – IT (Coordinator) - <https://www.cemea.it/>

CEMEA FRANCE- FR - <http://www.cemeacentre.org/>

Association Pro Xpert – Romania - <https://proxpert.org/>

Stowarzyszenie Trenerow Organizacji Pozarzadowych – Poland - <https://stowarzyszeniestop.pl/>

Storie di Mondi Possibili – Italy - <http://storie-di-mondi-possibili-italy/>

Mobilizing Expertises – Sweden - <http://mexpert.se/>

Real Time – UK - <http://www.real-time.org.uk/>

Project web sites

<http://www.storydec.eu/>

<http://www.storyap.eu/>

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The Story Dec Project

The "Storytelling to Develop Civic Competences in Young People, Erasmus Plus Project – Youth", was developed to create educational paths and tools to develop social and civic skills in young people, through autobiographical methodologies, digital storytelling, and video narration.

Through these methodologies, and the educational tools and paths created by the StoryDeC project, young people can:

- Explore their relationship with the issue of participation and social change.
- Know actively, through the voice of other people, important aspects of social life, as well as recent history at a national, European, and international level, to develop critical knowledge, and encourage active participation in the community.
- Develop key competences, such as the ability to create texts and narratives, the ability to use ICT tools, and above all, enhance their civic and social skills.

The project, which took place between January 2019 and December 2021, saw the creation of various outputs, and in particular:

- **StoryDeC Educational paths** – A Handbook aimed to share non-formal education paths through autobiographical writing and Digital Storytelling, for the development of civic and social skills of young people and the development of young active participation.
- **StoryDeC Game** - A game, in digital and board version, for the development of civic and social skills in young people, through the stories of social change.
- **StoryDeC Training Module** - A short training module for trainers, aimed to provide methodologies and approaches for the implementation of the educational paths created by StoryDeC project.
- **StoryDeC Digital Archive** – The creation of a digital archive of stories of social commitment and participation, collected by young participants.

All outputs are permanent products created by the project. They are free and available on the project website and digital StoryAP archive for both young people and by educators:

<http://www.storydec.eu/>

<http://www.storyap.eu/>

General aims of the StoryDEC ToT

Specific aims

The StoryDeC Training of Trainers course aims to increase the skills of trainers, teachers, and educators, in the use of autobiographical and storytelling methodologies for the development of civic and social skills in young people. After the training participants will:

- Understand more about social and civil competences, and the knowledge, skills, and attitudes related to these competencies. To be able to easily detect them and link them to young people's everyday experiences.
- Be mindful of the importance of civil competencies and be aware of how this concept can be introduced to young people.
- Know and understand the StoryDec model.
- Be able to put the StoryDec model into practice with young people.
- Feel confident in using recommended methods for developing civic competences among young people (autobiographical methodologies, digital storytelling, participatory video, etc.).
- Be able to develop civic competences among young people using at least one of the recommended methods.

Target group

The course target group is composed of youth educators, teachers and volunteers that are engaged in educational activities.

Organisational principle

The training consists of 30 hours:

- 16h face to face or remote sessions.
 - 14h Individual work based on flipped learning.
1. Preparation: Introduction to the course - Distance learning (5h.)
 2. First meeting: Autobiographical Methods - face to face or remotely (4h.)
 3. Homework: editing and publishing the stories (3h.)
 4. Second meeting: Storytelling Methods - face to face or remotely (4 h.)
 5. Homework: Editing the stories (4h.)
 6. Third meeting: Sharing stories and reflecting - face to face (4 hours)
 7. Homework: Uploading the Stories on StoryAP (2h.)
 8. Fourth meeting; Applying the Methodologies - face to face (4 hours)

What is Flipped Learning?

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space. As a result, the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Why use Flipped Learning?

The general purpose of flipped learning is to allow the student to take responsibility for the learning process, to interact and reflect on the learning whenever needed and to have a more active role in learning where to engage in collaborative activity, peer learning, and problem-based learning. During active flipped learning, the time that is usually spent teaching, is used for in-class activities, discussions, and group projects. Thus, the most meaningful learning occurs because of the efficient use of the extra class time. Overall, the method provides students with different ways to learn content and demonstrate mastery.

Within this context, the role of the trainer shifts towards that of facilitator and coach, by empowering students to take control of their learning. They can incorporate the use of different environments outside the classroom for learning, such as field trips and visits. Trainers will provide material for adult learners to prepare and reflect on before class and use class time to encourage deeper cognitive thinking via peer interaction and instructor challenges. It is also beneficial to use technology to enrich the flipped learning process and promote skills.

"EDUCATION BY THE WAY. Manual for education activists",



Staff Training Event - Activity Scheme

1 -Preparation: Distance learning

Session Number	Aims	Content of the session	Duration	Comments
1.1	Diagnosis	Questionnaire on previous experience and motivation for the course.	1h	Before the first online meeting
1.2	<p>Participants will:</p> <p>Know each other.</p> <p>Know course's aims and structure.</p> <p>Know how to run on-line sessions.</p>	<p>Preparing a padlet table together for introducing participants.</p> <p>Presentation of training objectives and structure.</p> <p>Clarify and test how to use interactive methods even in on-line training: the place where to be; make everyone at ease; materials, if any; use small group work.</p> <p>Q&A session</p> <p>Introducing the "homework": reading the StoryDec Guidelance (chapters on the project and civic competences).</p> <p>Visit the story-ap site to see how is structured and have examples of different kind of stories.</p>	3h	Online session
1.3	<p>Participants will:</p> <p>Know more about civil competences</p>	Reading the StoryDec Guidelance (chapters on the project and civic competences).	1h	Individual work

2 - First meeting: Autobiographical Methods - face to face or remotely (4h)

Session Number	Aims	Content of the session	Duration	Comments
2.1	Experimenting autobiographical methodology to write stories on social and civic competences	<p>Using IO2 practices.</p> <p>Writing stories on civic competences (private or professional perspective) using autobiographical methodologies.</p>	4h	Online session

3 - Homework: editing and publishing the stories (5h.)

Session Number	Aims	Content of the session	Duration	Comments
3.1	Editing and publishing the stories created in the previous session.	Participants edit their stories on civic competences (private or professional perspective) and publish them on StoryAP.	3h	Individual work

4 - Second meeting: Storytelling Methods - face to face or remotely (4 hours)

Session Number	Aims	Content of the session	Duration	Comments
4.1	Experimenting PV and DST to tell stories on civic competences	We experiment: - DST - PV - Drama Telling the stories that emerged in session 4	4.h	We work in three parallel subgroups in the 3 methodologies.

5 - Homework: Editing the stories (4h.)

Session Number	Aims	Content of the session	Duration	Comments
5.1	Experimenting PV and DST to tell stories on civic competences	Let's edit the stories produced in session 6.	4h	Individual work

Session Number	Aims	Content of the session	Duration	Comments
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6.1	Experimenting PV and DST to tell stories on civic competences	<p>We share the stories produced in session 6 and 7.</p> <p>What happens while thinking, shaping and finalizing a story? How was it for us, what do we need to be aware of when proposing these activities to others?</p> <p>Reflection on application to contexts</p>	4h	Sharing the stories is a very important part of the process
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7 - Homework: Uploading the Stories on StoryAP (2h.)

Session Number	Aims	Content of the session	Duration	Comments
7.1	StoryAP	We upload the stories to StoryAP	2h	Individual work

8 - Fourth meeting; Applying the Methodologies - face to face (4 hours)

Session Number	Aims	Content of the session	Duration	Comments
8.1	Methodologies and application to contexts	<p>Methodological reflection</p> <p>Creation of application plan to contexts</p>	4h	This part of the course is crucial in order to facilitate the use of the methodologies.

Appendix

Session Number 2

Writing stories on civic competences

Timing	Exercise / Path	Objectives
20 m.	<p>Icebreaking exercise: Short memories in pairs</p> <p>The participants move into the classroom, and meet another participant, sharing a brief memory. Then participants change person, sharing a different memory, and so on. (the facilitator can firstly show the exercise, and then launch it, proposing, at the beginning, to share memories about childhood, for example on childhood games; then the facilitator can propose to share free memories....).</p>	<p>Icebreaker.</p> <p>This exercise has the aims to:</p> <ul style="list-style-type: none"> -create a warm context to share personal experiences -start to enhance personal memories.
10 m.	<p>Brief introduction to the project and the activity</p> <p>Let's prepare a poster or a project flyer summarising fundamental information about the project and the path.</p> <p>Defining the objectives of the activity</p> <p>Let's prepare a poster with the objective we're proposing. For example, we can propose a poster with these objectives: <i>Let's tell our stories related to civic and social competences</i></p>	<p>Goals:</p> <ul style="list-style-type: none"> -defining objectives of the activity
10 m.	<p>Navigation rules</p> <p>We propose some common rules for the group: <i>Navigation rules</i></p> <ul style="list-style-type: none"> - <i>No judgment and confidentiality</i> - <i>I will not use smart phones during the exercises</i> - <i>Maintain silence during autobiographical writing exercises, as an important mental condition to immerse oneself in memories</i> - <i>During sharing, listen without commenting, and read stories without adding comments</i> - <i>We can write in our mother tongue, and if the language of exchanges is another (eg English) we can make a summary for sharing in English, after reading the text in the language we used</i> - <p>(we will also ask if there are any other rules to propose)</p>	<p>Goals:</p> <ul style="list-style-type: none"> - creating ground rules for the storytelling path.

2 h.	<p>Exercise “The box of memories...”</p> <p>a) The facilitator shows a poster with the title “The box of memories...”. The poster contains different stimuli for the autobiographical narration, linked to the theme of change, individual and social:</p> <ul style="list-style-type: none"> - People from whom I learned something important to understand the world, the society, the cultural differences.... - When I was outraged by injustice - When I imagined a different world - The time I gave my contribution to a social change.... - (you can find other themes....)... <p>b) Each participant prepares 10 A5 format cards. The cards have a front and a back, each participant will quickly write one of the experiences listed in the board “The box of memories” on each of the cards, writing only on one side.</p> <p>c) The group share the short memories; it is very important that participants just to read the list of the short memories and do not add any further description, to save time. This step can be considered a preparation to the following phases.</p> <p>d) Each participant will choose one of the personal short memories, and write about it in more description: e.g. What happened? What did I learn on that occasion? This memory will be told through the Digital Storytelling afterwards.</p> <p>e) The writing exercise will continue with some in-depth questions, e.g. How is this learning still important to me now? How is it important for others too?</p> <p>f) Participants will share their stories.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> -facilitate the emergence of memories - help to identify the personal stories linked to social and civic competences
1 h.	<p>Reflection on civic and social competences.</p> <p>Starting from a map of civic and social competences, we will try to identify these competences through the experiences that we have.</p> <p>We can use post it notes to complete.</p> <p>We will then try to re-think, through writing, on which skills we would like to develop.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - help to identify the social and civic competences related in the stories narrated. - facilitate the reflection on what competences we’d like to develop.
20 m.	Debriefing.	Evaluate the activity.

	Conclusion and next tasks.	Sharing next tasks.
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Session Number 3
Editing the stories and publishing on StoryAP

Timing	Exercise / Path	Objectives
2h.	<p>Once at home, the participants will edit the text written in the previous section.</p> <p>In particular, the text will include:</p> <ul style="list-style-type: none"> - 10 short memories; - the story that was told in extended form. <p>The paper will include:</p> <ul style="list-style-type: none"> - Title and author - An image - the story 	Edit the stories written in the previous session.
1h..	<p>Participants will upload the story to StoryAP.</p> <p>For this purpose, they will have to:</p> <ul style="list-style-type: none"> - create a personal account on the portal - upload the story, filling in the various descriptive fields. 	Upload the stories to StoryAP

Session Number 4

Telling stories on civic competences through different methodologies: Digital Storytelling, Participatory Video.

In this session the participants split in two groups, to practice the methodologies.

Digital Storytelling

Timing	Exercise / Path	Objectives
20 m.	Icebreaker game of your choice Introduction to the DST methodology.	Objective: -create an atmosphere of cooperation in the group - Introducing DST methodology
1 h.	<p>Creating the scripts Each participant will create the scripts, starting with one of the stories written on the previous phase. The script will be around 250 words.</p> <p>Sharing and checking scripts We will share the scripts The facilitator will provide some stimuli, if necessary, to deepen the stories; we are going to highlight: - The meanings and personal values that underlie the story - The "collective" meaning, the message that addresses "the world"</p>	Objective: - Create the scripts - check the effectiveness of the scripts - clarify the "message for the world" of these stories
1h.	<p>Laboratory This phase will see the completion of several actions simultaneously; the room must be equipped with several workstations, and there must be a space for registration.</p> <p>Everyone can, depending on the progress of the story: - end or modify the script - find the images - write the storyboard - record the audio - start the assembly</p> <p>In this phase the facilitator, and other helpers, will help the</p>	Objective: - accompany the participants in the various actions that serve to carry out the DST

	participants in these actions.	
15 m.	Coffee Break	
35 min.	Video editing The facilitator will give directions to the group on how to make a video montage.	Objective: - give instructions on how to do the video editing
40 m.	Laboratory In this phase the realisation of several actions continues at the same time: - end or modify the script - find the images - write the storyboard - record the audio - start the assembly The facilitator, and other helpers, assist the participants in these actions.	Objective: - accompany the participants in the various actions needed to carry out the DST
20 m.	Feedback and Conclusions The facilitator will give some indications on things to do for the next meeting. The meeting ends with short feedback from the participants.	Goals: - share the experience of the participants - give instructions for the next steps

Participatory Video Approach and video Interviews

Timing	Exercise / Path	Objectives
30 m.	Exercise 1 ice breaker: Name game <i>Everyone introduces themselves on camera and watches it back</i> Introduction to the Participatory Video approach. Using video as a group development tool to build group relations, catalyze exploration/research on themes and issues. PV ground rules - everyone takes turns in every role. Exercise 2: Questions in a row <i>Each person asks the person next to them a question in turn, everyone is recorded, and the footage is played back.</i> Exploration-reflection through recording and playback, establish collaborative team dynamics and enable what matters to community collaborators to emerge.	Create an atmosphere of cooperation in the group How can PV be used as a framework for story telling Personal Expression Participants say something about themselves on camera and get used to seeing themselves Building an inquisitive approach Participants learn to ask questions and listen to each other, build team work and technical skills
30 h.	Edited statements using "In camera" editing	Create an experiential

	<p>First the group will decide on a theme, then each person will present one or 2 sentences to camera in turn. Recorded as in camera edits. First person introduces the video last person concludes. Play it back and discuss.</p> <p>Discuss other uses for in camera editing such as shot by shot documentary (link to see IO2 StoryDeC Educational Paths, Participatory Video, page 15)</p> <p>Introduction on how to use video interviews. How to set up the roles, open and closed questions.</p>	<p>approach to introducing the use of video technology as a way of exploring ideas and themes in a group environment.</p>
1h.	<p>Introduce Video interviews</p> <p>Introduce planning questions using (see the methodology “The 5 Ws of Storytelling”, IO2 StoryDeC Educational Paths)</p> <p>Plan 5 questions on theme from the scripts, starting from one of the stories written on the previous phase</p> <p>Video interviews – In groups of 4, participants will take turns to interview each other. Where possible use clip (lapel/lavieller) microphones roles:</p> <ul style="list-style-type: none"> • Camera operator (with a video camera on a tripod) • interviewer (asks questions is not in shot) • Interviewee • 2nd camera to record B-roll <p>film from another angle, filming details of the scene and the person being interviewed, etc.</p>	<p>Experiment with video interviewing practices.</p>
15 m.	Coffee Break	
35 min.	<p>Video editing</p> <p>Introduction to video editing of interviews. Logging, editing speech use of visuals to cover edits in dialogue. Discuss and present available software. How to import footage onto computer for editing</p>	<p>Give insight into how to edit an interview</p>
40 m.	<p>Recording Visual sequences</p> <p>Intro to language of video visual sequences - L/S, M-S, C/U</p> <p>Cutaways and B roll</p> <p>After the interview record additional images to use in the edit e.g interviewee working where possible related to the theme</p> <p>Discuss what worked /didn’t and relate to cut aways and visual language</p> <p>In this phase the realization of several actions continues at the same time:</p> <ul style="list-style-type: none"> - end or modify the script - find the images - write the storyboard - record the audio - start the assembly 	<p>Learn the production and use of additional contents for the video interview.</p>

	The facilitator, and other helpers, assist the participants in these actions.	
20 m.	<p>Feedback and Conclusions</p> <p>The facilitator gives some indications on things to do for the next meeting.</p> <p>The meeting ends with short feedback from the participants.</p>	<p>Goals:</p> <ul style="list-style-type: none"> - share the experience of the participants - give instructions for the next steps

Session Number 5
Editing the stories produced in session 4

Timing	Exercise / Path	Objectives
3h.	Once at home, the participants will edit the stories started in the previous section, using an editing program.	Edit the stories produced in the previous session.

Session Number 6

Sharing the stories - Adapting to the contexts

Timing	Exercise / Path	Objectives
1h..	Participants will share the stories produced. For this purpose, we will create a welcoming and respectful environment. We will project all the stories, and then create a moment of comment and reflection.	Experience sharing stories, as a very important moment in the experience of storytelling.
3h.	This activity is dedicated to deepening the methodologies tested in the previous phases. The activity consists of two aspects: - let's retrace the phases of the different methodologies; - reflecting on how to use the methodologies in the context of the participants.	Reflect on the methodologies and how to apply them to the contexts of origin of the participants.

Session Number 7

Uploading the stories to StoryAP

Timing	Exercise / Path	Objectives
1h..	Attendees will upload the story to StoryAP. For this purpose, the video content must first be uploaded to Youtube or Vimeo.	Upload the stories to StoryAP

Session Number 8

Applying the Methodologies

Timing	Exercise / Path	Objectives
1h.	The participants, alone or in small groups, will create the activities to be put into practice in their respective contexts. The workshops will be defined taking into account various factors: <ul style="list-style-type: none">- Target participants- Educational goals- Methodologies adopted	Designing the activities to be carried out in the contexts of origin of the participants.
3h.	Participants will share the workshop plans, through role playing, simulating the conduct of part of the planned activities, receiving feedback from facilitators and other participants.	Share and reflect on the workshops designed.