Time: 50-65 minutes

Materials:

Computer, speakers, projector

White board or chart paper and markers.

Pens and blank paper for students

*In this workshop, youth learn to identify a story’s beginning, middle, and end. They reflect on what makes a great story, and do an activity to find stories in their own lives and community.*

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| **Time** |  **Activity** |
| **PREP**  |
|   | Gather materials Load this video to watch:Radio Rookies: how to report your own story <https://www.youtube.com/watch?v=BTtbkgO70-E> Load one or more of these stories to listen to:“Teen Girl Loves Computer Science, But Struggles to Fit In” (5:33) <http://bit.ly/1tVShAs> (<http://kuow.org/post/teen-girl-loves-computer-science-struggles-fit>)“Why Ridwan Pretended He Was Allergic To Pork” (3:44)<http://bit.ly/1CVTD41>(<http://kuow.org/post/why-ridwan-16-pretended-he-was-allergic-pork>)“Two Little Girls Explain the Worst Haircut Ever” (not by RadioActive)<https://beta.prx.org/stories/73865> Write on board or post in room:SEVEN SENTENCE STORYOnce upon a time…And every day…Until one day…And because of this…And because of that…Until finally…And ever since that day…IDENTITY MAPPINGWhat’s important to YOU?What have you experienced that you now have a UNIQUE PERSPECTIVE on?What parts of your IDENTITY do you want others to understand?What PROBLEMS do you see in your community?What AWESOME THINGS do you see in your community?WHO is most affected/in the best position to talk about this? |
| **OPENING 5 MIN** |
| 5 min | Introduction to the workshop:* “Today you’re going to learn about story structure – how a story is put together. We’ll talk about what makes a great story, and how to find the stories in your own life.”
* “This workshop comes from KUOW’s RadioActive Youth Media in Seattle! They work with high school age students who make their OWN stories about the topics that matter to them. You can hear them at Kuow.org/radioactive”
* Questions?
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| **STORY STRUCTURE 15-20 MIN** |
| 5-10 min | **Seven Sentence story*** Form a standing circle.
* “We’re going to play a game where we create a story together. Each person will add one sentence.” Point out 7 sentence poster. Each sentence of the story will start with one of the prompts (in order).
* Go around and create a story, with each person sharing one sentence only.
* After the first story, point out that this is about cause and effect – one thing follows from the next thing.
* Go around and create another 7 sentence story.
* “This is one way to think about story structure. Any story can fit into this structure!” (If time provide a real-world story example, or an example of a popular movie or book, in 7-sentence story form.)
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| 10 min | **Listening and applying the 7 sentence structure*** “We’re going to listen to a story created by a student in a RadioActive workshop. Afterwards we’ll talk about how the story was put together.”
* “As you’re listening, think about what grabbed your ears, made you keep listening? What made you tune out?”
* Intro and play the story. Invite students to briefly share out any thoughts about the story’s content.
* “Okay, so that’s what the story was ABOUT. Let’s talk about its STRUCTURE: how it was put together.”
* “A great story has a beginning, middle, and end – it has structure. That’s part of why we as humans connect so deeply to stories. We remember things we learn from stories more than we remember ideas without stories attached.”
* “Now we’ll use the 7-sentence story as a tool to help us find the beginning, middle, and end of the story.”
* **Go around and plug the story we just heard into the 7 sentence structure – each student shares one sentence.**
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| **FINDING STORIES 25-35 MIN**  |
| 5 min | **What makes a great story?*** “What makes us connect with stories? Having a beginning, middle, and end is just part of it. You probably already know what makes a great story. Now we’ll identify what some of those elements are.”
* “Take a moment to think: Who are the great storytellers in your lives? What’s your favorite story (or one you heard recently) – it could be a book, movie, or a story you heard from a friend or family member. What makes these stories so great? Why do you want to keep listening”
* Affirm student answers and write a list of what they say. (Common answers include good characters, specific details, tension, humor etc.)
* “These are all qualities you’ll want to bring into your stories!”
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| 5 min | **Finding stories in your lives/communities*** “But where do you FIND great stories? We all have so many stories in our own lives and communities.”
* “Now we’ll watch a video by Radio Rookies about finding stories. Radio Rookies is a youth radio program in New York where teens tell stories about their own lives. But these tips apply to stories about people in your community too – what stories are you in a unique position to tell?”
* Watch the video.
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| 5 min | **Explanation: Drawing your world/identity maps*** “Take out a piece of paper. You’ll each take 5 minutes to make a map of your world/identity and use it to identify possible story ideas. You can include communities/groups of people you’re connected to, hobbies, religion, background, etc.”
* Demo drawing an identity map. Point out some places where you might find stories in this map.
* Point out poster of questions to guide them.
* Be creative! You can make it look however you want. Include whatever is in your world/community.
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| 5-10 min | **Drawing identity maps*** Offer encouragement, refer to poster questions if people are stuck.
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| 10-15 min | **Pair & share identity maps*** “In pairs (or small groups), discuss the maps you made. Where do you see great story ideas? Try to identify at least 2-3.”
* If time, ask students to talk about their favorite idea. How could they tell that story using the qualities of a great story that we identified?
* If time, ask students to identify where the beginning, middle, end of that story would be.
* If time, invite people to share out one story idea they came up with.
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| **CLOSING 5 MIN** |
| 5 min  | Reflection: * What other questions do you have about storytelling?
* What is one thing you will take away from this workshop?

Feedback:Ask for a thumbs up, side, or down on each of these questions: * Do you know more about storytelling than you did when you started?
* Did you have fun?
* Do you want to do more storytelling in the future?

Any feedback on this workshop? What would make it even better? |