

# *Stories* **4-History**

FACILITATOR GUIDE

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# ABOUT MUSEUM ON MAIN STREET

Museum of Main Street (MoMS) is a one-of-a-kind cultural project that has been sharing the Smithsonian's resources with rural America since 1994. It is a partnership of the Smithsonian and your state humanities council that serves small-town museums and cultural institutions and residents of rural America.

One-fifth of all Americans live in rural areas and one-half of all U.S. museums are located in small towns. Museum on Main Street provides these institutions with access to resources they may not otherwise have and assists them in making lasting improvements that advance their institution's objectives. MoMS combines the prestige of Smithsonian exhibitions, the program expertise of state humanities councils, and the remarkable volunteerism and unique histories of small rural towns. To date, MoMS exhibitions have traveled to over 1,900 towns with populations of 500-20,000 in all 50 states plus one territory.

Currently, there are three exhibitions touring via Museum on Main Street:

- *Crossroads: Change in Rural America*
- *Voices and Votes: Democracy in America*
- *Spark! Places of Innovation*

All Museum on Main Street exhibitions focus on broad topics of American history and give host museums the opportunity, with support from state humanities councils, to create their own educational programs, cultural activities, and exhibitions that center on their local heritage.

Consisting of freestanding kiosks, audio, video, interactive components, and original objects, MoMS exhibitions are small-format, limited security exhibitions that are hosted at six to eight venues in the state for approximately six weeks each. The tours of these MoMS exhibitions provides an opportunity for 4-H youth to develop local history/civic engagement projects about the role of democracy in their communities.

To learn more about exhibition resources and tour schedules, visit [www.museumonmainstreet.org](http://www.museumonmainstreet.org).

# FREQUENTLY ASKED QUESTIONS

## **What is the Stories 4History project?**

MoMS exhibitions are intended to be a platform around which communities look at their own history and culture. The Stories 4History project provides an opportunity for 4-H youth to develop local history/civic engagement projects about the role of democracy in their communities. This project is broken down into eight steps, each introduced by a guiding question. Each step includes hands-on activities, guiding questions, and helpful resources to aid participants as they tell stories about American democracy in their community.

## **What is the purpose of the 4-H collaboration with the Smithsonian?**

- Opportunity to expose new audiences to both the National 4-H Council Positive Youth Development strengths and Smithsonian's reputation for educational resources, programs and content.
- Leverage Council's access to youth through Extension to reach and engage young people on a local level
- Provide a platform to champion youth voices from rural and tribal communities
- Engage youth in future visioning directions and change for their community
- Enhance content and curated experiences at Citizenship Washington Focus ("CWF"), True Leaders in Equity ("TLEI"), and other Council Summits.

## **What is the project timeline?**

This project will span throughout your time with the Stories 4History program beginning in May 2023. Refer to the project timeline for suggested time allotments for each step in the project. Participants are invited to share their projects at a summit held in 2024.

## **What is my role?**

You will support participants as they tell the story of innovation in your own community through research, interviews, and storytelling. This includes:

- Guiding participants through each activity by introducing the section, providing print and/or digital materials, facilitating the activities, and offering space for reflection and discussion
- Offering hands-on support, feedback, and access to resources
- Encouraging participants to think creatively and with a problem-solving mindset

## **How do I use the facilitator guide?**

In some sections of the facilitator guide, there will be notes and instructions for specific activities and in other sections, there might be broad notes that cover parts of or, the whole section. It is up to you to decide how much of the resource you use with your participants.

## **Who do I contact if I have questions?**

If you have questions along the way, contact Maggie Lisman at [lismanm@si.edu](mailto:lismanm@si.edu). The MoMS team will be here to support you as you navigate through the process.

# RELEASE FORMS

## **SHARING PARTICIPANT WORK ONLINE**

At the end of the project, participants have the opportunity to share their work online. We do require that all participants complete the "Youth Media Release" form included below in order for their work to be included on the Museum on Main Street website.

## **YOUTH INTERVIEWS**

If participants interview stakeholders in your community--either in-person or online--please have the interviewee complete the "Interview Agreement and Multimedia" release form included below.

## **HOW TO SHARE RELEASE FORMS**

Please upload the completed "Youth Media Release" form and the "Interview Agreement and Multimedia" release form to Dropbox using this link. Ensure that you label forms with the participants first and last name so we can attach them to the correct final project.

I am the parent or legal guardian of \_\_\_\_\_, who appears in and/or has worked on a photograph, video, or audio recording that is being submitted to the Smithsonian's Museum on Main Street website [<http://www.museumonmainstreet.org>] for possible publication and use. I hereby irrevocably give the Smithsonian, and those authorized by the Smithsonian, permission to use that photograph, video, or recording of my child for any educational, promotional, or other standard museum purpose, in any media now known or later developed, without compensation to me. I waive any privacy expectations that I may have with regard to the photograph, video, or recording of my child. The Smithsonian is under no obligation to retain or use the photograph, video, or recording of my child.

\_\_\_\_\_  
Print Name of Parent or Legal Guardian

\_\_\_\_\_  
Signature of Parent or Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Email Address

I appear in a photograph, video, or audio recording that is being submitted to the Smithsonian's Museum on Main Street website [<http://www.museumonmainstreet.org>] for possible publication and use. I hereby irrevocably give the Smithsonian and those authorized by the Smithsonian, permission to use that photograph, video, or recording of me for any educational, promotional, or other standard museum purpose, in any media now known or later developed, without compensation to me. I waive any privacy expectations that I may have with regard to the photograph, video, or recording of me. The Smithsonian is under no obligation to retain or use the photograph, video, or recording of me.

I understand that the purpose of this youth project is to collect, audio and/or video, oral histories of firsthand memories of a particular period or event in history as a part of the Stories from Main Street Project. Responsibility for reproduction, distribution, display, and the creation of derivative works will be at the discretion of the Smithsonian. I also understand that the recordings and transcripts may be used in public presentations including, but not limited to, books, audio or other documentaries, exhibits, articles, public performance, or presentation on related websites.

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Printed Name

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Signature of Interviewee/Donor

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Date

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Address

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Telephone Number

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Email Address

# PROJECT TIMELINE

STEP/GUIDING QUESTION	LEARNING GOAL	TIME ALLOTMENT
<b>GUIDING QUESTION 1</b> <i>What does democracy look like in your community?</i>	Become familiar with the idea of democracy outside of politics.	3 Weeks
<b>GUIDING QUESTION 2</b> <i>What do you want to learn from your community and how will you find that information?</i>	Conduct preliminary research to learn about local history and think about potential story ideas.	3 Weeks
<b>GUIDING QUESTION 3</b> <i>How does your community connect to the country?</i>	Make connections between local and national settings.	1 Week
<b>GUIDING QUESTION 4</b> <i>What is cultural storytelling and how do you create a great story about innovation?</i>	Become familiar with cultural storytelling and how to apply it to your story.	1 Month
<b>GUIDING QUESTION 5</b> <i>How are stories told? How will you tell your story?</i>	Become familiar with different forms of storytelling and decide on a project format.	2 Weeks
<b>GUIDING QUESTION 6</b> <i>What is your story?</i>	Create the final product and complete the story.	2 Months
<b>GUIDING QUESTION 7</b> <i>Where does your story go now?</i>	Share the story with the community and with MoMS partners.	N/A
<b>GUIDING QUESTION 8</b> <i>What's next? How can you stay active in learning about important things happening in your hometown?</i>	Foster an understanding of the importance of staying active within a local community and attain the tools to do so, even after this project.	N/A



# UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

## SECTION 1

# UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

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## GUIDING QUESTION 1

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### INTRODUCTION

This section includes four video explorations with guiding questions and two, hands-on activities that introduce participants to democracy, diversity, voting, protests, and petitioning.

Guiding Question Timeline	3 Weeks
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### OUTCOMES

Participants become familiar with and understand the meaning of democracy, the importance of diversity and voting, and how to make their voices heard.

Participants will understand that we are all unique and have varying interests, beliefs, and values that contribute to American democracy.

### YOUR ROLE

Support participants as they navigate through video resources and hands-on activities by preparing materials in advance, providing instructions, and facilitating conversations that spark creativity.

Promote an inclusive and collaborative space where all ideas are encouraged and welcomed.

# UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

## GUIDING QUESTION 1

### DEMOCRACY, DIVERSITY, VOTING, PROTESTS AND PETITIONING

Time	3 Weeks
Materials	<ul style="list-style-type: none"><li>• Writing Tool and Paper</li><li>• Access to Technology</li></ul>

## PREPARING FOR THE ACTIVITY

The videos in this section are part of a series that is meant to accompany the Smithsonian Voices and Votes exhibition. The first minute of each video consists of an identical introduction.

### Tech Check!

Prior to the start of the activity, do a tech check in your space to make sure you won't run into any issues when playing the video resources in this section.

## FACILITATING THE ACTIVITY

- There are four video resources in this section:
  - [The Meaning of Democracy](#)
  - [Diversity](#)
  - [A Voice, a Vote](#)
  - [Protests and Petitioning](#)
- Participants should watch the videos and respond to the guiding questions provided in their workbook. Encourage participants to share their responses as a full group or with a neighbor to spark conversations.

## ADDITIONAL RESOURCES

*Voices and Votes: Democracy in America* exhibition also has Smithsonian Learning Lab resources available that include digitized artifacts and readable information on varying topics that have shaped American democracy over time.

### **Voices and Votes- Faces of Change in American Democracy Learning Lab**

This learning lab will introduce participants to individuals who have shaped and participated in American democracy over time. Using a variety of resources, take in the stories and impact of Thomas Jefferson, Molly Pitcher, Thomas Paine, Richard Allen, William Apess, Wong Chin Foo, Alice Paul, Ella Baker, and Dolores Huerta.

### **Voices and Votes- Power of the Press Learning Lab**

The press and media have influenced America even before it was a country. The goal of this learning lab is to show the effect media has played on our democracy. It is also important to understand the bias that media and press can have on us everyday. Realizing this influence can make all of us better citizens.

# UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

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## GUIDING QUESTION 1

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### CAST YOUR VOTE ACTIVITY

In this hands-on activity, participants will understand what it takes to become an informed voter, learn more about where they stand on important issues, and why voting matters.

Time	1 Hour
Materials	<ul style="list-style-type: none"><li>• Writing Tool and Paper</li><li>• Access to Technology</li></ul>

### PREPARING FOR THE ACTIVITY

Prior to the activity, identify candidates with opposing views. The candidates can be leaders in or out of your state, local leaders, and/or candidates throughout history. You can decide who might be best to include in this activity based on participants prior knowledge. If participants are already familiar with leaders and key topics in your state, you may want to find alternative candidates that will spark new conversations within your group. Are there particular topics that your group would be excited to discuss? Are there topics you have yet to explore as a group or that participants might be more or less familiar with?

Once you've identified candidates and opposing topics, decide on how you'll present the information to your group. You can add candidate images/topics to a simple powerpoint and project it on a screen in your room, or add key details to a word document and print them out for participants to reference.

Prepare ground rules for your group. This activity is meant to spark a conversation within your group and reinforces our different beliefs and values as it relates to different topics/ideas. Ground rules will help set expectations and create a safe, inclusive space for participants to share ideas and opinions. This exercise can be planned in advance or, completed collaboratively with your group during the activity introduction.

## FACILITATING THE ACTIVITY

- Introduce the activity and ground rules.
- Share the first two candidates and topics with participants
- Participants should take a few minutes to think about which candidate they would vote for.
- Then, participants should come back together as a full group to discuss the topic, who they are in favor of or against and why.
- Give participants 15-20 minutes to converse on the topic and then, put it to a vote.
- Repeat for additional candidates/topics.
- At the conclusion of the activity, reflect as a group on the experience. What did they learn about themselves? What did they learn about voting? Were they swayed by other opinions or did they stick to their values and beliefs?

# UNDERSTANDING DEMOCRACY IN YOUR COMMUNITY

## GUIDING QUESTION 1

### DESIGN A PROTEST POSTER ACTIVITY

In this hands-on activity, participants will design a poster that conveys a message from something they are for, something they are against, or a message of welcome or encouragement. Through this exercise, participants will explore line, shape, and color; understand best practices when designing a poster; and explore topics that interest them.

Time	1 Week
Materials	<ul style="list-style-type: none"><li>• Writing Tools and Paper</li><li>• Thick Construction Paper (optional)</li><li>• Colored pencils, Markers, or Crayons</li></ul>

### PREPARING FOR THE ACTIVITY

Prior to the activity, pull examples of different posters to use as examples when introducing this activity. There are many different types of posters. Some posters are used to share data--like a chart or graph. Other posters are meant to share information about an event, movie, or a new product. Through their use of color, shapes, and lines, posters can convey different tones. It can feel very serious with bold text and less color or, maybe it's more playful with fun shapes and lots of color. Try to pull 3-5 different examples. You can even include posters that are hanging on the wall in your space or in your building.

Participants have space in their workbook to create their poster. If you'd like to give them a more polished look, provide participants with a thick construction paper.

## FACILITATING THE ACTIVITY

Introduce the activity by sharing examples of different posters and how they used line, shape, and color to convey clear messages.

Then, participants should navigate through the instructions and spaces provided in their workbook to complete the activity.

Participants should start by choosing a topic. Then, use the space provided in their workbook to brainstorm a first draft of their poster.

Then, participants should turn and talk with a neighbor or, as a full group to share their first draft and give/get feedback for their peers to improve their design. Participants do not have to incorporate the feedback they receive.

Participants will complete their final poster, share it with the group, and respond to the reflection question in their workbook.



# EXPLORING LOCAL HISTORY

## SECTION 2

# EXPLORING LOCAL HISTORY

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## GUIDING QUESTION 2

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### INTRODUCTION

This section includes hands-on activities, video explorations, field trips, and interactions with community stakeholders either online or in-person.

Guiding Question Timeline	3 Weeks
Timeline Modifications (Optional)	Based on your participant's progress, "Exploring Local History" can be completed before and after your trip to Washington D.C. Pages 9, 10, and 11 would be completed before your trip and pages 12, 13 and 14 would be completed after your trip.

### OUTCOMES

Participants gain a deeper understanding for "community" and the people, places, and objects that make up their community.

Participants gain a deeper knowledge for their communities history and how the land has changed over time.

Participants understand best practices when researching and interviewing and are able to apply it to gather information for their story.

## YOUR ROLE

Support participants as they navigate through each hands-on activity by preparing materials in advance, providing instructions, and facilitating conversations that spark creativity.

Prepare in advance! Schedule interviews, tours, field trips, and access to technology in advance.

# EXPLORING LOCAL HISTORY

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## GUIDING QUESTION 2

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### MY COMMUNITY VISION BOARD ACTIVITY

In this hands-on activity, participants will define "community" and understand their own identity within a community. Then, they'll apply what they've learned to create their own community vision board.

Time	1 Hour
Materials	<ul style="list-style-type: none"><li>• Collage Materials (Newspaper, Magazines, Scrap Construction Paper, Scissors, Adhesives (Glue, Glue Sticks or Tape, thick chipboard, construction paper, or equivalent material to act as a base)</li><li>• Writing Tool and Paper</li></ul>

### PREPARING FOR THE ACTIVITY

Prior to the activity, collect collage materials that are available in your space. Depending on the layout of your space, materials can either be distributed to tables or, you can make them available at the front of the room--like a buffet. When participants are ready to design their final poster, they can come up to the front of the room and collect what they need to complete their work.

If participants are not already familiar with a vision board, pull examples to give participants a visual representation to use as a guide as they navigate through the exercise.

## FACILITATING THE ACTIVITY

- Introduce the activity and help guide participants through the first two activities before they design a community vision board.
- Then, provide participants with access to a range of materials: magazines, newspapers, collage materials, scissors, glue, tape, and any additional resources available in your space.
- Offer support and answer questions as participants design their vision board.
- Wrap-up the activity with a full group discussion and reflection. How are the vision boards similar or different?
- TIP! Find a space in your room or building to display the participants vision boards.

# EXPLORING LOCAL HISTORY

## GUIDING QUESTION 2

### COMMUNITY THROUGH HISTORY ACTIVITY

In this hands-on activity, participants will explore how their community has changed over time and how it's impacted the people and climate in their community. This activity is a great introduction to the next section that focuses on a deep dive into research and interviewing.

Time	1-2 Weeks
Materials	<ul style="list-style-type: none"><li>• Writing Tool and Paper</li><li>• Access to Technology</li><li>• Access to Online Resources</li></ul>

### PREPARING FOR THE ACTIVITY

Prior to the activity, gather resources about your community that will help participants craft a detailed timeline. Note: if time permits, participants can gather the resources rather than having them pre-sourced. If participants will be sourcing resources, make sure they have access to technology.

### FACILITATING THE ACTIVITY

- Introduce the activity and support participants as they start to research and/or collect information from pre-resourced materials.
- Divide participants into small groups. Assign each group to a specific date range.
- Support participants as they take notes about key events and as they develop their visual timeline.
- Wrap-up with a full group reflection, following the prompts in the youth workbook.

# EXPLORING LOCAL HISTORY

## GUIDING QUESTION 3

### CHOOSING PROJECT TOPICS

Time	3 Weeks
Materials	<ul style="list-style-type: none"><li>• Writing Tool and Paper</li></ul>

### PREPARING FOR THE ACTIVITY

- Keep a list of group topics and any topic adjustments that come up during this section.
- Schedule check-in time with each group to track their progress and note any changes.

# EXPLORING LOCAL HISTORY

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## GUIDING QUESTION 3

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### RESEARCHING IDEAS AND INTERVIEWING

Time	3 Weeks
Materials	<ul style="list-style-type: none"><li>• Writing Tool and Paper</li><li>• Access to Technology</li></ul>

### PREPARING FOR THE ACTIVITY

Set up appointments, field trips, interviews, and tours in advance to help participants gather additional information about their topic. Ensure that interviewees have completed the release form.

#### **Tech Check!**

Prior to the start of the activity, do a tech check in your space to make sure you won't run into any issues when playing the Smithsonian Learning Lab resource in this section.

### FACILITATING THE ACTIVITY

- Introduce the research section with [Storytelling Training: Research and Content Gathering](#). The Smithsonian Learning Lab resource can be projected for everyone to explore together or, participants can use individual devices to explore the resource and answer the guiding questions in the workbook.
- When interviewing, encourage participants to take on specific roles as they navigate through this process to allow for collaboration, compromise, teamwork and inclusivity.



## ADDITIONAL RESOURCES

Archival materials can be anything from manuscripts, letters, photographs, film, audio, art, and more. Share the links below for participants to explore on their own.

Smithsonian Archives: <https://siarchives.si.edu/>

National Archives and Records Administration: <https://www.archives.gov/>

Library of Congress: <https://www.loc.gov/>

National Union Catalog of Manuscript Collections: <https://www.loc.gov/coll/nucmc/>

# CONNECTING YOUR COMMUNITY AND THE COUNTRY

## SECTION 3

# CONNECTING YOUR COMMUNITY AND THE COUNTRY

## GUIDING QUESTION 3

### CITIZENSHIP WASHINGTON FOCUS (CWF) IN WASHINGTON D.C.

A variety of in-person experiences with Smithsonian experts that support the project-based learning themes of democracy and civics have been arranged on Thursday mornings during Citizenship Washington Focus for the participants and chaperones (depending on week/availability).

Time	1 Week
Materials	Writing Tools and Participant Workbook

### PREPARING FOR THE ACTIVITY

Review the tour options listed below. 4-H staff will contact facilitators directly to schedule their specific experience.

"The Power and Perseverance"	"Visualizing Democracy"	"U.S. Democracy, Challenges and Opportunities"	"iPresentel A Latino History of the United States: Civics, Citizenship, and Communities"	"One World Connected"	"The Ozarks: Faces and Facets of a Region"
<p>The tour explores these questions: How have Americans without power been resilient or persevered when challenges arose? How do artists engage with issues of power, or the lack thereof?</p> <p>Students will consider how artists engage with the issue of power and depict perseverance in the face of the major challenges of American history. From the forming of our nation to the testing of its ties during the Civil War and Reconstruction, the hardships of the Great Depression to the tumult of the 20th century, artists have used their medium to tell stories of empowerment and perseverance.</p>	<p>Students will visualize democracy from the colonial era to the 21st century by analyzing portraits of major figures who played a critical role—as government officials, engaged citizens, or both—in creating a democratic society for the United States. Students will investigate how portraiture can convey democratic ideals and how, as a cultural institution housed in a historic building, the National Portrait Gallery has been and continues to be relevant to American democracy.</p>	<p>This tour will center on two exhibits and an installation: American Democracy, A Leap of Faith; Many Voices, One Nation; and the Greensboro Lunch Counter. Students will explore the contested origins of the U.S. as well as how people have expanded and struggled over the meaning and membership of U.S. society.</p>	<p>The National Museum of the American Latino will offer an interactive tour of iPresentel A Latino History of the United States via its Civics, Citizenship, and Communities school programs track. This tour will provide an opportunity for students to learn about the contributions of Latino communities to the United States through this lens. The tour will focus on community building, Latinos shaping the nation, immigration stories, and wars of expansion. The tour will also feature a reflection activity and share-out for students to complete before the hour experience comes to a close.</p>	<p>Visit the National Air and Space Museum where you can venture through time to discover how the history of flight and space travel were developed. Visit the original Wright Flyer which completed its first flight in 1903 and the Apollo 11 capsule which helped Astronauts Neil Armstrong and Buzz Aldrin walk on the moon for the first time. See how the histories and technological advancements of our past shape the way we interact with our future. Guaranteed to leave you feeling inspired, this tour will help you “put yourself in their shoes” as you learn about the different people who shattered expectations and wrote their own way into the history books!</p>	<p>What happens when all or part of your identity is not included in the narrative of U.S. democracy? How do the understandings of democracy change when more perspectives are added? What tools are available to shift, expand, or reimagine the story of democracy in the U.S.? The Smithsonian Folklife Festival presents a behind-the-scenes look at the people and places of The Ozarks: Faces and Facets of a Region" (<a href="https://festival.si.edu/2023/ozarks">https://festival.si.edu/2023/ozarks</a>); Key themes: Connections to Land and Place; Migrations, Movements, and Pathways; Stories, Sounds, and Show Business; and Celebrations and Gatherings</p>

# ELEMENTS OF STORYTELLING

## SECTION 4

# ELEMENTS OF STORYTELLING

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## GUIDING QUESTION 4

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### INTRODUCTION

This section includes two video explorations and two, hands-on activities that guide participants through the elements of storytelling.

Guiding Question Timeline	1 Month
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### OUTCOMES

Participants are able to apply cultural storytelling and elements of storytelling to their process.

Participants are able to apply what they've learned so far to tell a detailed story, from beginning to end.

### YOUR ROLE

Support participants as they navigate through each hands-on activity by preparing materials, providing instructions, and facilitating conversations that spark creativity.

Support participants in finding additional resource to help tell their story.

# ELEMENTS OF STORYTELLING

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## GUIDING QUESTION 4

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### INTRODUCTION TO CULTURAL STORYTELLING

Time	1-2 Hours
Materials	<ul style="list-style-type: none"><li>• Workbooks</li><li>• Writing Tool and Paper</li><li>• Access to Technology</li></ul>

Introduce participants to cultural storytelling by playing two videos:

- [The Power of Cultural Storytelling and Place-Based Narrative](#)
- [Cultural Storytelling: The Good, the Bad, and the Ugly](#)

Participants should respond to the guiding questions as they watch the videos. Discuss the guiding questions as a full group when the videos conclude.

#### Tech Check!

Prior to the start of the activity, do a tech check in your space to make sure you won't run into any issues when playing the video resources in this section.

### ADDITIONAL RESOURCES

#### [Storytelling Training: What is Cultural Storytelling?](#)

This learning lab discusses the importance of cultural storytelling. Cultural stories highlight human experience and give us an authentic perspective on what it was like to live in a certain place during a certain time.

### Storytelling Training: What Makes a Great Story?

This learning lab discusses nonfiction narratives (the type of stories you are creating!) and what makes those stories compelling.



# ELEMENTS OF STORYTELLING

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## GUIDING QUESTION 4

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### STORYTELLING CUBE ACTIVITY

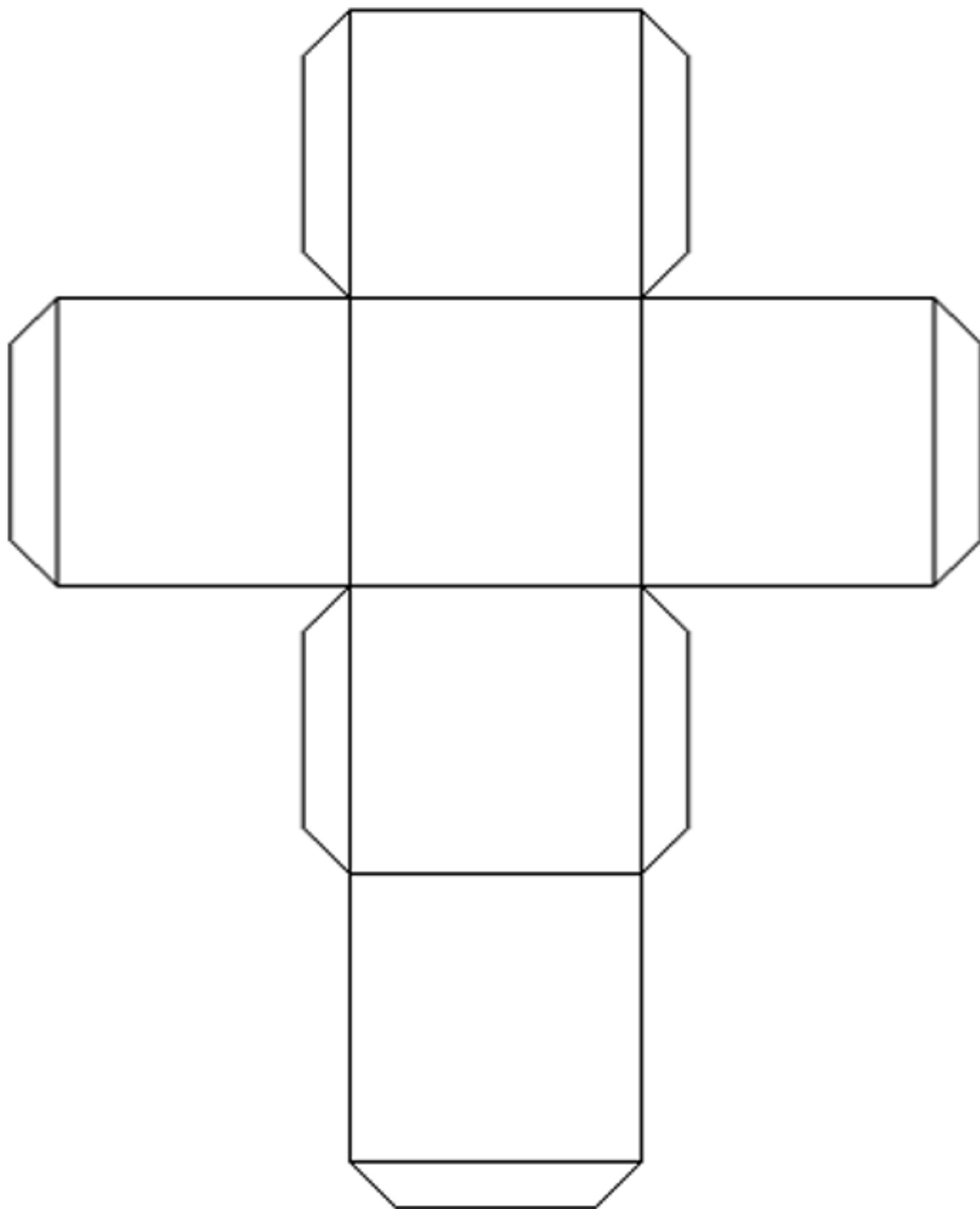
Time	20 Minutes
Materials	<ul style="list-style-type: none"><li>• Printed and assembled storytelling cubes</li><li>• Writing Tool and Paper</li></ul>

### PREPARING FOR THE ACTIVITY

Prior to the start of the activity, print and assemble the storytelling cubes. Once complete, write one word in each box of the cube: music, food, school, television & media, sports, family & growing up. The cubes can be customized to reflect any words and/or images of your choice!

### FACILITATING THE ACTIVITY

- The storytelling dice can be used to tell a story orally or, participants can write down a story using a writing tool and paper.
- Participants can work in small groups or, as a full group with participants turning and talking to a neighbor.
- Wrap-up the activity with a full group reflection and discussion using the guiding questions provided in the participant workbook. How did participants apply what they've learned so far to tell their own stories? Was it easy or difficult to tell their story? What did they learn about someone else in the group as a result of the activity?



# ELEMENTS OF STORYTELLING

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## GUIDING QUESTION 4

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### STORYTELLING ARC ACTIVITY

Time	1 Hour
Materials	Writing Tool and Worksheet

### PREPARING FOR THE ACTIVITY

If needed, print additional story arc template worksheets for participants to use as they navigate through the activity.

### FACILITATING THE ACTIVITY

- Demonstrate how to use the story arc template as a full group by telling the story of a movie, book, show, community topic or something else that participants are already familiar with.
- Then, participants should work with their small group to tell the story of their local community using the story arc template.
- Wrap-up with a full group reflection and discussion using the guiding questions provided in the youth workbook.

# UNDERSTANDING STORY FORMATS

## SECTION 5

# UNDERSTANDING STORY FORMATS

GUIDING QUESTION 5

INTRODUCTION

This section has one hands-on activity in which participants will explore storytelling formats and choose one format to use for their own story.

Guiding Question Timeline	2 Weeks
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OUTCOMES

- Participants will understand the different forms of storytelling.
- Participants are able to work collaboratively to choose a story format.

YOUR ROLE

- Support participants as they navigate through each hands-on activity by preparing materials and providing instructions.
- Share storytelling formats with your participants and facilitate a conversation.
- Customize the storytelling format choices to meet the needs of your group.

# UNDERSTANDING STORY FORMATS

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## GUIDING QUESTION 5

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### STORY FORMATS

Time	2 Weeks
Materials	N/A

### PREPARING FOR THE ACTIVITY

Prior to the workshop, gather at least one example of each story format listed below. You can omit or add additional storytelling format options based on participant interest and/or available resources. Participants are not limited to the examples provided in this toolkit.

### STORYTELLING DEFINITIONS

#### Written Narrative

A written narrative is a story that is written out and meant to be read. Your project can be a written narrative, but keep in mind that it must be nonfiction and based in research - meaning that everything you write should be true.

#### Virtual Reality/Augmented Reality

Virtual reality (VR) and augmented reality (AR) are tech-heavy forms of immersive storytelling. VR and AR are often used in gaming - which is also a form of storytelling!

Example: [Storytelling With Augmented Reality in Arkansas](#)

### **Podcasts and Audio Stories**

A podcast or audio story is a spoken story that is recorded and can be listened to.

### **Video and Film Storytelling**

Usually combined with audio storytelling, video is a great way to bring visual representations of your local community into your story.

### **Creative Storytelling**

Stories can be told through means other than words. Depending on your story topic and subject, you may like to consider a creative form of storytelling such as an art show. An art show might become a form of storytelling by showcasing art pieces inspired by certain events, or pieces collected from members of a certain community.

### **Exhibition Storytelling**

One way to share stories is through museum exhibitions. You may choose to coordinate a community exhibition to display artifacts that relay your story.

Example: Student Curated Exhibit “Down on Main”

### **Music Storytelling**

Songs are written music pieces with lyrics and sound to communicate specific messages. People use songs to express their feelings and tell a story.

### **Poetry Storytelling**

Narrative poetry is a type of poetry that tells a story, often through the perspective of the narrator and characters.

### **Theater Storytelling**

A drama or play is a form of storytelling in which actors make the characters come alive through speech and action. This is a fun and dynamic way to bring your story to life using props, sets, scripts and more.

# CREATING YOUTH STORIES

## SECTION 6



# CREATING YOUTH STORIES

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## GUIDING QUESTION 6

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### INTRODUCTION

In this section, participants apply what they've learned to complete their story.

Guiding Question Timeline	2 Months
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### OUTCOMES

Participants are able to identify individual and group roles to navigate through their storytelling process.

Participants are able to give and receive feedback and incorporate feedback into their story.

Participants are able to identify additional resources to help them complete their story.

### YOUR ROLE

Support participants as they identify roles within their group.

Schedule reoccurring check-in meetings with each group to ensure you are up-to-date on their project plans, provide feedback, answer questions, and offer support.

Support participants gather additional resources to complete their story.

# CREATING YOUTH STORIES

## GUIDING QUESTION 6

### STORYTELLING FORMAT RESOURCES

Time	2 Months
Materials	Templates/Storytelling Resources

### PREPARING FOR THE ACTIVITY

Prior to the start of the activity, ensure you have a list of the story formats that your participants selected to focus on for their project. Gather additional materials as needed to support their work.

### ADDITIONAL RESOURCES

[The Storytelling Toolkit: Scripting](#)  
This toolkit provides insights on scripting for audio and visual based storytelling, such as podcasts, tours, or short films. Pages 22-25 of this toolkit also includes sample scripts for your reference.

### Storytelling Training: Creating Your Story

This learning lab provides tips on creating final audio-visual stories, from storyboarding to the final editing stages.

For editing, free audio software include Audacity and Levelator. Free video software includes VSDC Free Video editor and iMovie.

### Exhibition Planning Guide

This document will take you through the exhibition planning process. It will help you think through aspects of your exhibition from audience to what you want to put on display.

# SHARING YOUTH STORIES

## SECTION 7

# SHARING YOUTH STORIES

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## GUIDING QUESTION 7

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### SHARING YOUTH PROJECTS ONLINE

In this section, participants will share their work online and with the MoMS team.

Time	N/A
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### OUTCOMES

Participants share their work with the community and beyond.

Participants continue to find ways to share and expand on their stories.

### YOUR ROLE

Support participants in sharing their stories online and with your community.

Encourage participants to take their stories further. What comes next?

### FACILITATING THE ACTIVITY

Ensure that participants submit their final projects. Projects should be labeled with the subject matter and town, state. They do not need to include names.

Each group should also submit a brief description of their project. They can utilize the reflection questions in the youth workbook as a guide. Documents should be labeled with the first and last name of participants in each group. Submit using the same link as the project.

# CALL TO ACTION

## SECTION 8

# CALL TO ACTION

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## GUIDING QUESTION 8

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### INTRODUCTION

In this section, participants will reflect on their experience and foster an understanding of how to stay active in their community.

Time	N/A
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### OUTCOMES

Participants understand how to be an active citizen within their community and beyond.

Participants identify ways to stay active in their local community and outline steps to get started.

Participants are able to reflect on their experience, highlighting key takeaways that will inform future iterations of this project.

### YOUR ROLE

Keep a list or resource of upcoming community events, discussions, and elections. Challenge participants to attend a certain number of community gatherings per year.

Equip participants with additional tools and knowledge to contribute to community gatherings and submit ideas to help shape the future of their community.



# CALL TO ACTION

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## GUIDING QUESTION 8

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### CALL TO ACTION

Materials	N/A
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### PREPARING FOR THE ACTIVITY

Create a space in your room where you can keep a list of upcoming community events, meetings, and other ways for participants to stay engaged.

### FACILITATING THE ACTIVITY

- Participants should reflect on their experience with this project by responding to the guiding questions in their workbook. Encourage participants to share their responses with the rest of the group.
- Discuss how participants can stay active in their community. How can they share their current work and future ideas with their community? Find ways to keep that spirit alive with your group by sharing upcoming events, meetings, town proposals and more.