

**YOUTH
INNOVATION
IN RURAL
AMERICA
TOOLKIT**

FACILITATOR GUIDE

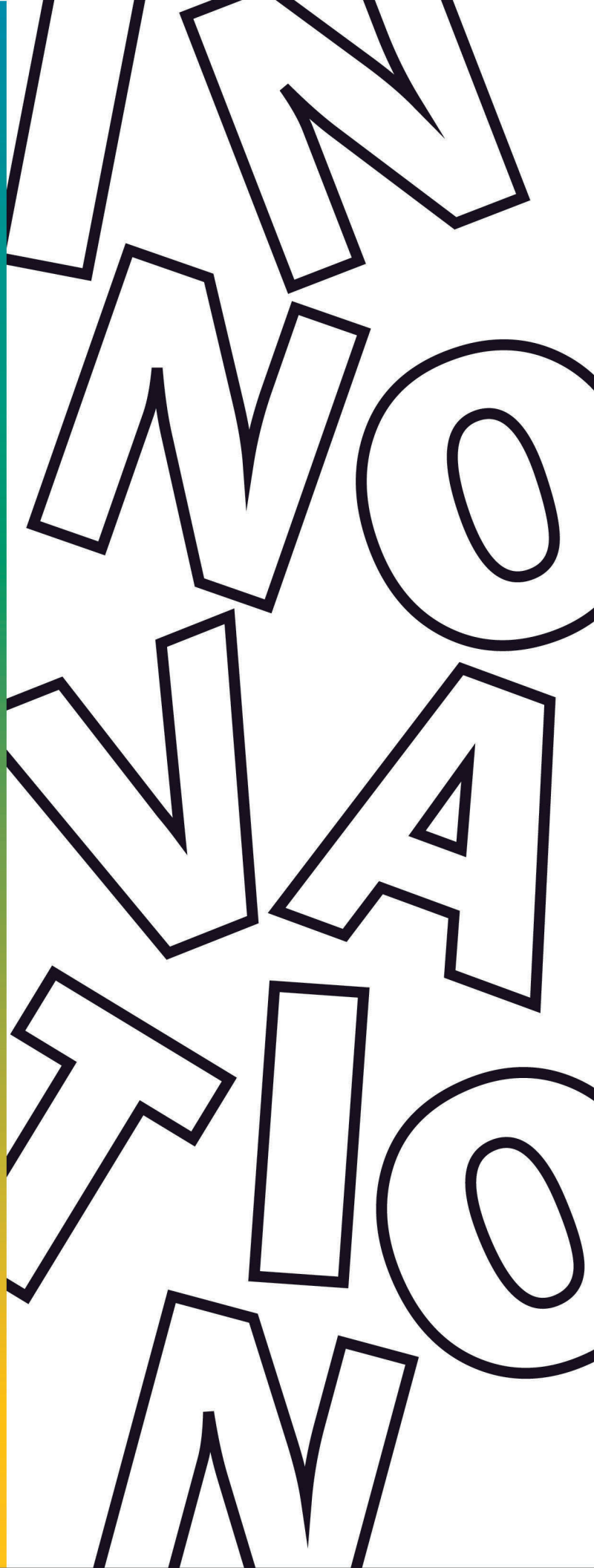


TABLE OF CONTENTS

About Museum on Main Street	1
Frequently Asked Questions	2
Release Forms	3
Project Timeline	4
Understanding Design, Invention, and Innovation	5
Innovation in Your Community	9
Exploring Local History	14
Elements of Storytelling	17
Understanding Story Formats	22
Creating Youth Stories	25
Sharing Youth Stories	28
Call to Action	30

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.

To learn more about exhibition resources and tour schedules, visit www.museumonmainstreet.org.

FREQUENTLY ASKED QUESTIONS

What is the Youth Innovation in Rural America Toolkit?

MoMS exhibitions are intended to be a platform around which communities look at their own history and culture. The Youth Innovation in Rural America project is a part of this larger localization that engages young people and adds the youth voice to the community activity. 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 innovation in their community.

What are the learning goals and project objectives for participants?

Each guiding question/section has its own learning goal and participant outcomes. The overarching learning goals that span the entire project include:

- Empower participants to be agents of change for innovation in rural communities.
- Engage participants in discussions about how history and culture are relevant in the context of contemporary issues in rural America.
- Build a network of community stakeholders to inspire sustained collaboration.

What is the project timeline?

This project will span throughout your time with the Youth Innovation in Rural America program beginning in February and concluding in May, 2023. Refer to the project timeline for suggested time allotments for each step in the project.

In June, students, teachers, and community leaders are invited to join the Rural Youth Innovation Summit via Zoom to share their projects and discuss the impact of their experiences.

What if the projects are not complete by June 2023?

If participants have not completed their projects for the June 2023 summit, they are encouraged to continue working on their projects through the 2023-2024 school year and share their completed work at the June 2024 summit.

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 Sydney Thatcher at thatchers@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



Interview Agreement and Multimedia Release

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.

Printed Name

Signature of Interviewee/Donor

Date

Address

Telephone Number

Email Address

PROJECT TIMELINE

STEP/GUIDING QUESTION	LEARNING GOAL	TIME ALLOTMENT
GUIDING QUESTION 1 <i>What is design, invention, and innovation?</i>	Understand the difference between design, invention, and innovation.	1 Week
GUIDING QUESTION 2 <i>What is community innovation?</i>	Explore the types of innovation and characteristics of innovation in <i>Spark! Places of Innovation</i> and through examples from your community.	1 Week
GUIDING QUESTION 3 <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 finalize about potential story ideas.	1 Month
GUIDING QUESTION 4 <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.	2 Weeks
GUIDING QUESTION 5 <i>How are stories told? How will you tell your community innovation story?</i>	Become familiar with different forms of storytelling and decide on a project format.	2 Weeks
GUIDING QUESTION 6 <i>What is your story?</i>	Create the final product and complete the story.	1 Month
GUIDING QUESTION 7 <i>Where does your story go now?</i>	Share the story with the community and with MoMS partners.	N/A
GUIDING QUESTION 8 <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 DESIGN, INVENTION, AND INNOVATION

SECTION 1

UNDERSTANDING DESIGN, INVENTION, AND INNOVATION

GUIDING QUESTION 1

INTRODUCTION

This section includes four, hands-on activities that introduce participants to design, invention, and innovation.

Guiding Question Timeline	1 Week
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OUTCOMES

Participants are able to define design, invention, and innovation through participation in hands-on activities and by exploring examples throughout history.

Through hands-on activities, participants explore how to think outside the box to solve problems.

YOUR ROLE

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

Encourage participants to think outside the box to spark new, wild ideas that encourage a problem-solving mindset.

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

UNDERSTANDING DESIGN, INVENTION, AND INNOVATION

GUIDING QUESTION 1

BACKPACK MASHUP ACTIVITY

Time	30 Minutes
Materials	Paper and Writing Tool

FACILITATING THE ACTIVITY

- Explore additional examples of inventors or inventions. Are there examples your group is already familiar with?
- As a full group, demonstrate how to mash two objects together. Then, participants can work in small groups or independently as they brainstorm and design new inventions.
- Encourage participants to think outside the box to come up with wild inventions. The inventions can be based on something real or completely imaginary. There are no right or wrong answers. Participants should feel confident in sparking their own creativity!

UNDERSTANDING DESIGN, INVENTION, AND INNOVATION

GUIDING QUESTION 1

GRAB BAG INVENTING ACTIVITY

Grab Bag Inventing is a quick, low-stakes activity that uses simple, inexpensive materials. It is an effective tool for problem-solving, creative thinking and team building. Grab Bag Inventing is not just for designers or inventors, but it can be used by any audience to engage in design thinking. Participants are asked to solve an open-ended problem with time and material constraints. Working in small groups, solutions are developed quickly and yield surprising solutions that may not have been immediately obvious.

Time	30 Minutes
Materials	<ul style="list-style-type: none">• Fasteners: Pipe cleaners, rubber bands, string• Surface: Coffee filters, cardboard squares, paper, index cards• Structure: Straws, craft sticks, tin foil, paper bags, cellophane

PREPARING FOR THE ACTIVITY

Prior to the activity, pre-assemble bags with 1-2 fasteners, surface, and structure materials listed above. You will need one bag per group.

Print the invention challenges in advance or write the invention challenges on a board for participants to reference during the workshop. Note: you can come up with additional invention challenges that connect to your community.

FACILITATING THE ACTIVITY

- Split participants into small groups of 3-5 people.
- Distribute one bag per group along with an invention card.
- Participants should take a few minutes to brainstorm ideas. When they're ready, they can start to use materials to design their invention. Participants do not need to use all the materials provided.
- Halfway through the challenge, the facilitator can distribute one piece of masking tape to each group.
- Once each group has completed their invention, they should identify one person per group to 1) share their invention challenge and 2) what they invented and how they used the materials provided.
- If time permits, participants can share feedback with the other groups. Was there something about their invention that stood out? Did you like a feature they included?

INVENTION CHALLENGES

Invent a new writing tool that is comfortable to hold for a long school day

Invent a new transportation system that can quickly move students from one class to the next

Invent a new school that can float on water

Invent a wearable that keeps you prepared for any weather condition

INNOVATION IN YOUR COMMUNITY

SECTION 2

INNOVATION IN YOUR COMMUNITY

GUIDING QUESTION 2

INTRODUCTION

This section includes two, hands-on activities in which participants will learn more about *Spark! Places of Innovation* and explore how to apply it to their own community.

Guiding Question Timeline	1 Week
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OUTCOMES

Participants understand the core components of the exhibition including the four types of innovation, the characteristics of innovation, and case studies.

Participants are able to reflect and spark conversations about innovation in their own community.

YOUR ROLE

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

Customize activities to meet the needs of your participants to further understand innovation in your community.

Challenge participants to think big about how they might solve problems in their community.

INNOVATION IN YOUR COMMUNITY

GUIDING QUESTION 2

CASE STUDY ACTIVITY

Spark! Places of Innovation features stories from over 30 communities across the nation. In this activity, participants will learn more about the different types of innovation and explore how they apply to their own community.

Time	1 Hour
Materials	<ul style="list-style-type: none">• Case Study Exhibition Videos• Writing Tool and Paper• Access to Technology

PREPARING FOR THE ACTIVITY

Prior to the start of the activity, make a list with the four types of innovations and their definitions for participants to reference as they navigate through the activity. You can print the definitions, project them on a board in your space, or write them on the board.

You may want to include additional case study examples from your community. If so, pull examples in advance of the workshop so you can include them in the activity.

The [video resources](#) connect to the four different types of innovation. Note: the video resources share a community challenge but do not reveal the solution. Once participants finish watching the video, they should reflect on and discuss how they might address the problem in their own community using the graphic organizer in their workbook.

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

- Divide participants into small groups to review and discuss the video resources. Depending on time constraints, you can share more/less case study examples with each group.
- Wrap-up the activity with a full group discussion and reflection. TIP! The video resources can be referenced at any time throughout this project.

CASE STUDY VIDEO RESOURCES

- The videos connect to the four type of innovation featured in the exhibition. The video names, along with the type of innovation is listed below. Participants will need to identify which case study best applies to the type of innovation. Although the exhibition only connects one case study to one type of innovation, participants may identify other innovation types that apply. That's ok.
 - Social Innovation: "Pop Up Inspiration" from Bethel, Vermont and "People Make it Work" from Hillsboro, Illinois.
 - Artistic Innovation: "Art & Environment Initiative" from Meadville, Pennsylvania and Lanesboro, Minnesota.
 - Technological Innovation: "Golden Artist Colors" from Columbus, New York and "Chobani" from New Berlin, New York.
 - Cultural Heritage: "Cultural Corridor" from Franklin, North Carolina and "Vision of Change" from Helper City, Utah
- The link to access the video resources have been hyperlinked throughout the section. The direct link is: <https://www.dropbox.com/scl/fo/x2avj8d0gl7h5g6akmrvt/h?dl=0&rlkey=f2ltygr26esekw6zyzixgnchx>

SOCIAL INNOVATION

A powerful asset of many rural towns are their close-knit social bonds. Strong personal relationships, interconnectedness, and engagement in the social welfare and political life of the community are all vital to the social capital of rural areas. When there are challenges that threaten those social connections, a town's future may seem in doubt. Community members must decide whether to embrace change and new ideas to survive and thrive.

ARTISTIC INNOVATION

Creative and expressive arts—often times the work of an individual or small group of individuals—can also be tools that move and shape the character of an entire place. With arts as the vehicle, diverse members of a community can come together to do amazing things—broach challenging issues, change the physical landscape of a community, and drive lasting innovation.

TECHNOLOGICAL INNOVATION

Technological innovation is about much more than just one genius inventor tinkering in a lab. For every inventor, there is a community fueling their work through resources, knowledge-sharing, and other means of support. The relationship between a place and technological innovators is consequential. Some innovators take existing technologies and utilize them in new ways to fill community needs. Other innovators create new technologies, ultimately disrupting convention and altering ways of thinking, working, and living.

CULTURAL HERITAGE INNOVATION

A sense of place—a deep identification with a place—can be a super-charger for innovation. A sense of place is often at the heart of innovation through cultural heritage in rural America. This is innovation through recognition of shared history or practices that creates community. These communities saw the strength in their customs, places, diversity, and shared values to chart a path forward.

INNOVATION IN YOUR COMMUNITY

GUIDING QUESTION 2

CITIZEN INNOVATION GAME

Citizen Innovation encourages participants to engage, empathize, and help envision a better America. Through a series of questions and choices, participants will identify issues that personally matter to them and their community and brainstorm possible interventions.

Time	30 Minutes
Materials	<ul style="list-style-type: none">• Value Cards (1 Per Player)• Question Cards (1 Per Round)• Design Tactic Cards (4 Per Player)• Writing Tool and Paper

PREPARING FOR THE ACTIVITY

Prior to the start of the activity, print the value, question, and design tactic cards.

Review the game instructions so you feel comfortable demonstrating how to play the game with your group.

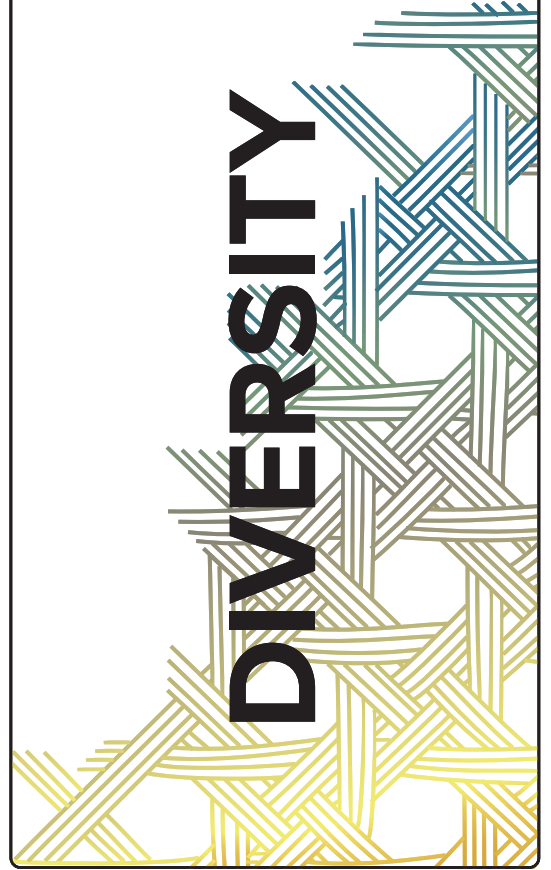
FACILITATING THE ACTIVITY

- Demonstrate how to play Citizen Innovation as a full group. Once participants understand the game, divide participants into groups of 3-4 people for them to begin game play on their own. Walk around the room to answer questions as they navigate through the game.

FAMILY



DIVERSITY



CONNECTIVITY



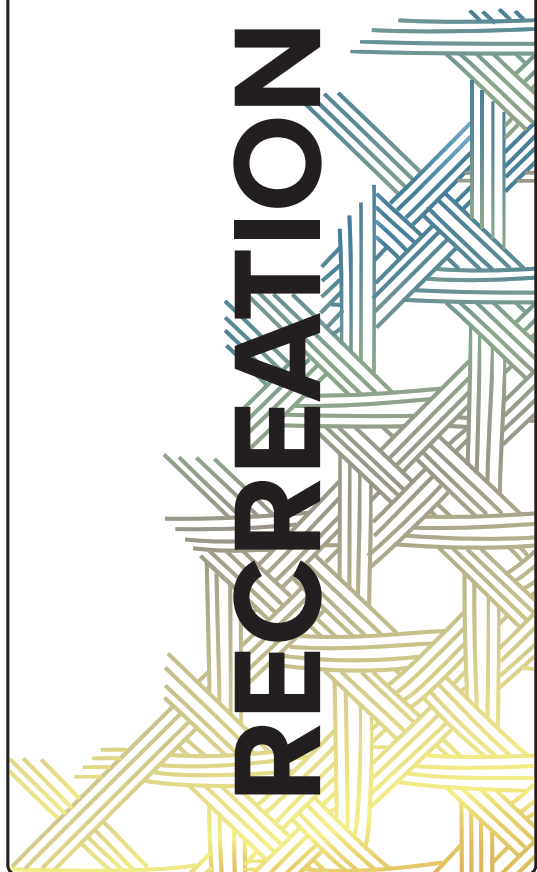
INVESTMENT



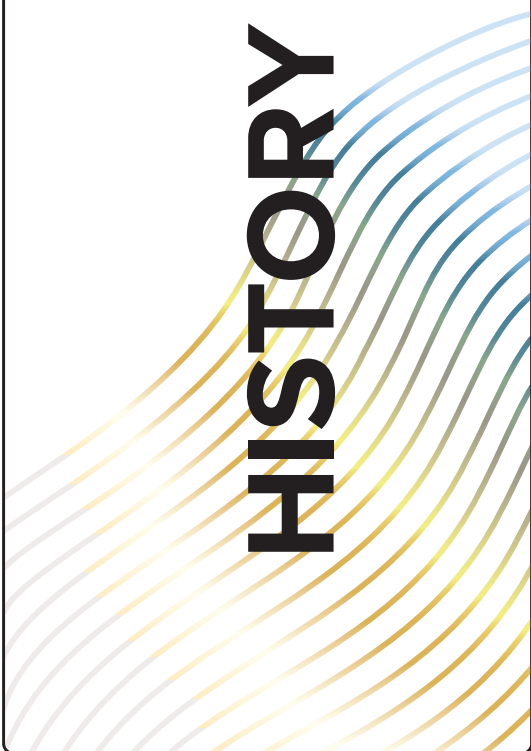
SAFETY



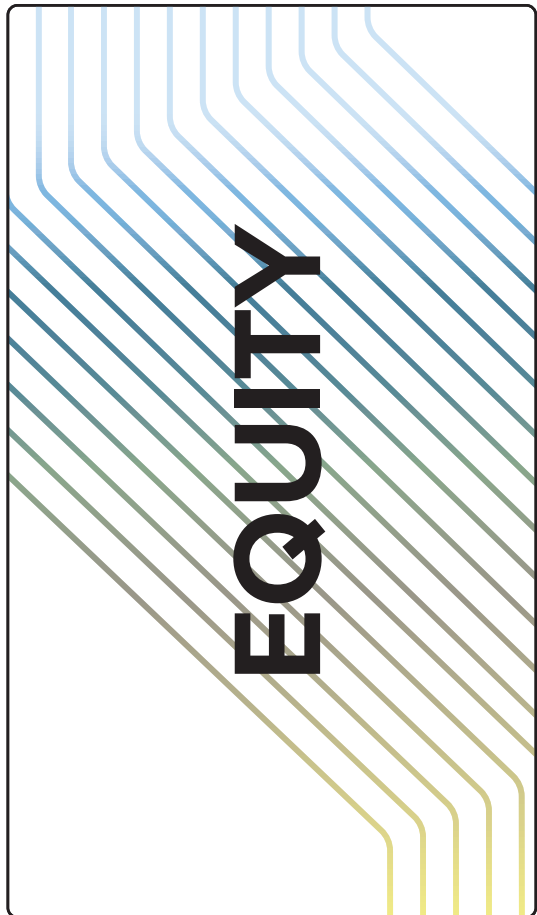
RECREATION



HISTORY



EQUITY



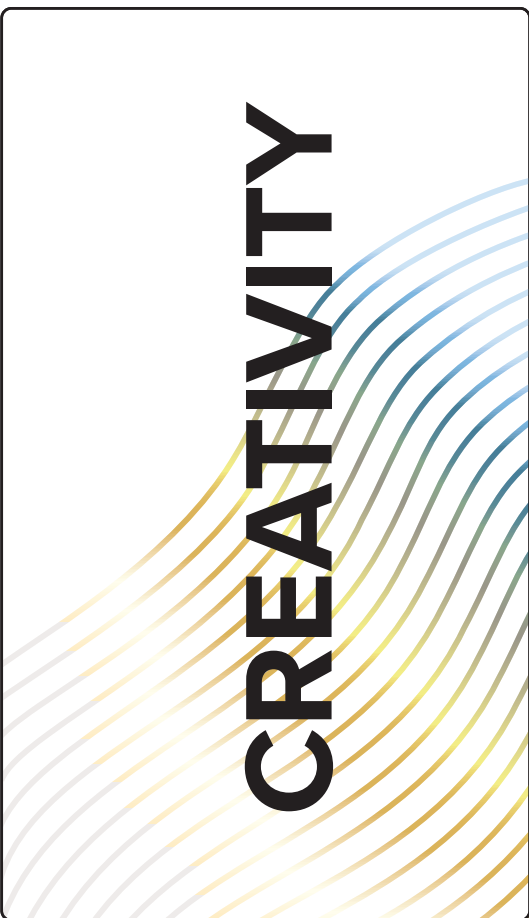
HEALTH



RESILIENCE



CREATIVITY



EDUCATION



How might we
make vacant
or blighted
properties
useful and
desirable?

How might we
strengthen
connections
to the natural
environment?

How might we
encourage
more local
business
creation?

How might we
encourage
people to
explore their
communities?

How might we
expand
access to
technology?

How might we
create more
educational
opportunities
for our
community?

How do we
create more
affordable
housing?

How might we
improve
community
safety?

How might we
better inform
citizens of their
rights and
responsibilities?

How might we
increase
access to
healthy food?

How might we
improve
healthcare
access?

How might we
restore
housing after
natural
disasters?

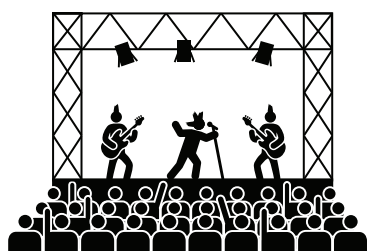
How might we
strengthen
community
relationships?

How might we
draw more
people
downtown?

How might we
encourage
more youth
engagement?

STAGE

Where performers meet their audience.



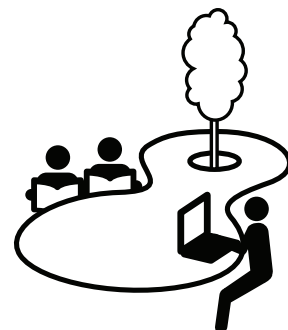
BIKE RACK

A stopping place when you're on the go.



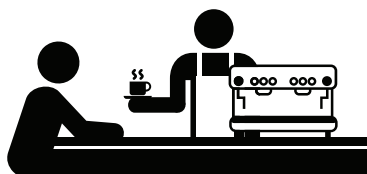
CLASSROOM

Learning can happen anywhere.



COFFEE SHOP

The community is just as important as the caffeine.



COMMUNITY KITCHEN

Food is a rich record of stories and culture.



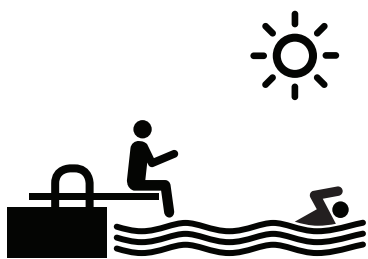
SPORTS FIELD

Fairgrounds to frisbee to family picnics.



SWIMMING POOL

Where fun and health go hand in hand.



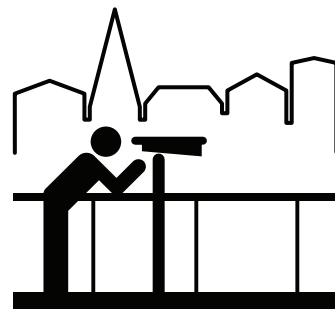
DAYCARE

Kids learn and parents get back to work.



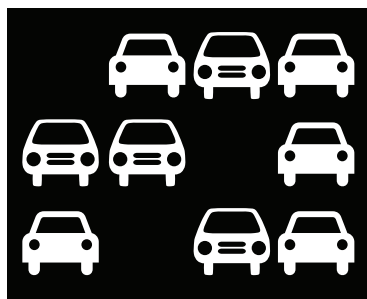
OBSERVATION DECK

Seeing things from a new point of view.



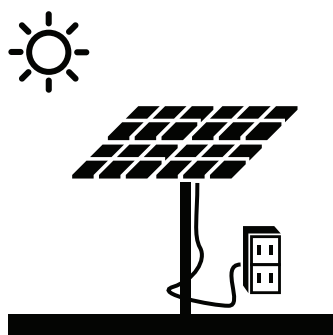
PARKING

Accessing downtown.



ENERGY SOURCE

Plug in, power up.



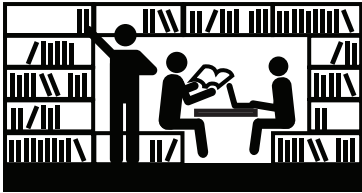
COMMUNITY CENTER

Relax, learn, work-out, socialize.



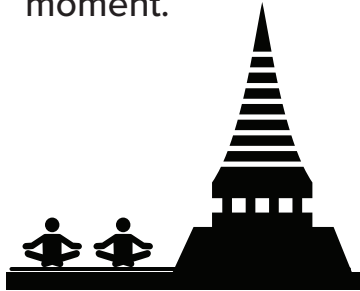
LIBRARY

A data portal.



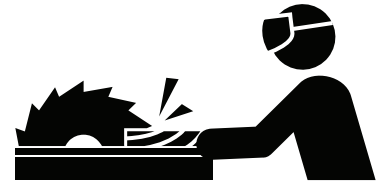
PLACE OF WORSHIP

Faith, ritual, a
transcendent
moment.



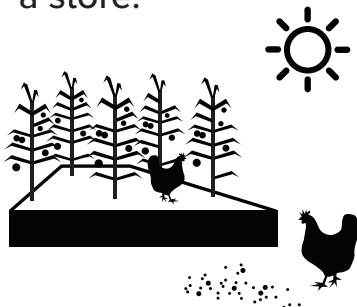
MAKER SPACE

Tools at your
fingertips.



FARM

Food doesn't have
to come just from
a store.



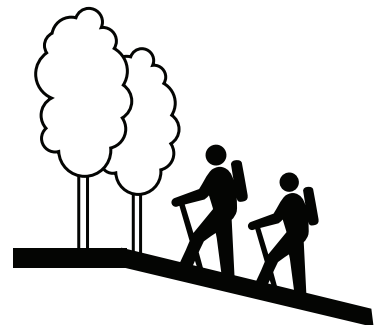
POLICE STATION

A partner with the
community.



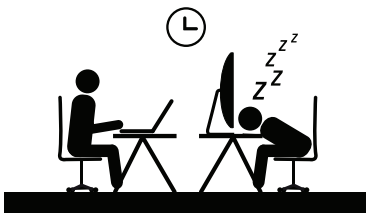
TRAILS

Exploring spaces
off the beaten path.



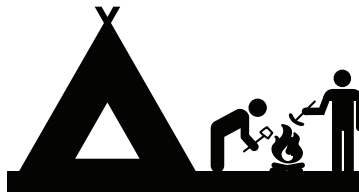
CO-WORKING SPACE

Less space, less
commitment, more
room for growth.



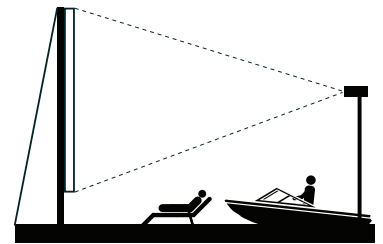
CAMPSITE

When the great
outdoors becomes
home.



DRIVE-IN

Not just for cars,
not just a theater.



MARKETPLACE

Spaces for exchange.



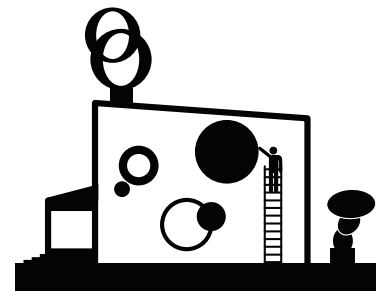
LANDFILL

Waste can be a
resource.



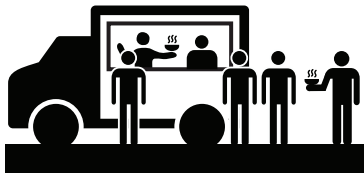
PUBLIC ART

Unlocking the
museum.



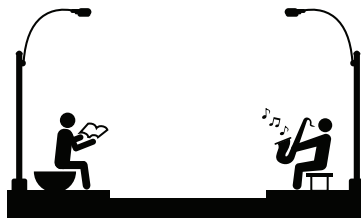
FOOD TRUCK

Experimental
spaces for eating.



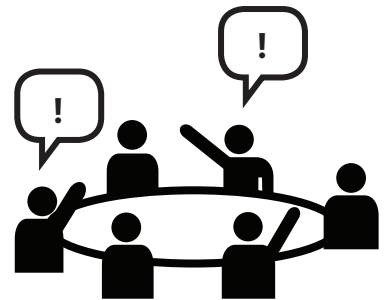
BENCHES

Make the street
your living room.



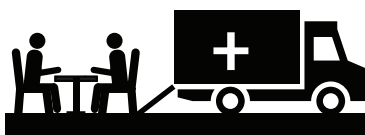
COMMUNITY MEETING

Diverse voices
going on record.



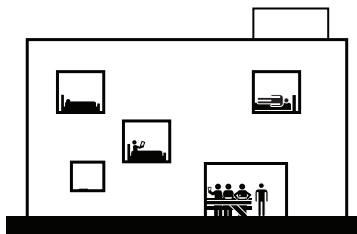
CLINIC

Understanding
health, not just
treating illness.



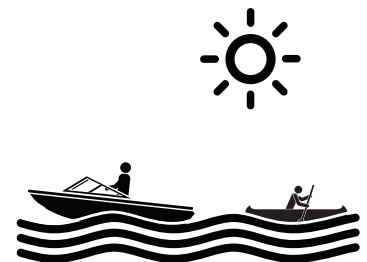
HOTEL

Short stays, boost
tourism.



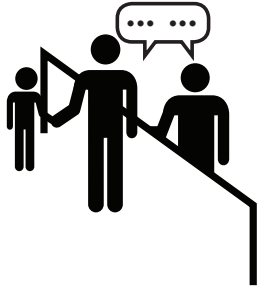
BOATING

Solid ground that
floats around.



FENCE

Edges and boundaries, not always barriers.



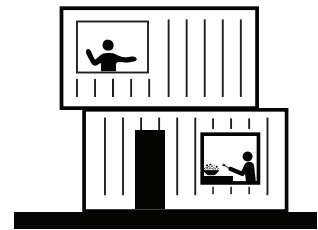
FIRE STATION

First responders: always ready to help.



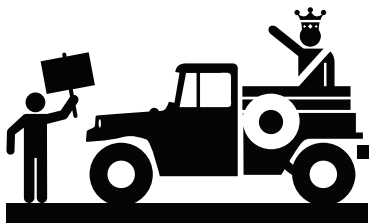
ALTERNATIVE HOUSING

Unconventional housing can lead to better living.



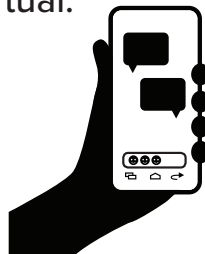
PARADE

Party or protest!



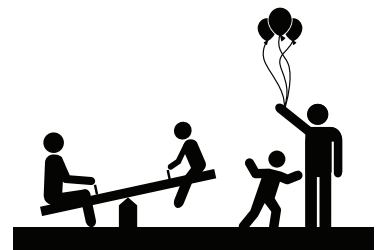
SOCIAL MEDIA

Connecting communities, real or virtual.



PLAYGROUND

Places for fun, not just for kids.



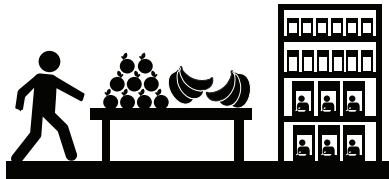
MUSEUM

Stories of the past
and present.



GROCERY STORE

Food and
convenience.



EXPLORING LOCAL HISTORY

SECTION 3

EXPLORING LOCAL HISTORY

GUIDING QUESTION 3

INTRODUCTION

This section includes tips and tricks for supporting participants with research and interviewing. This section does not include specific activities but rather broad suggestions on how to navigate through this step in the process.

Guiding Question Timeline	1 Month
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OUTCOMES

Participants understand the resources in their community and are able to use them to guide their research.

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

Participants are able to work collaboratively and take on different roles successfully.

YOUR ROLE

Support participants as they navigate through each hands-on activity by preparing materials, 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

GUIDING QUESTION 3

RESEARCHING IDEAS AND INTERVIEWING

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

PREPARING FOR THE ACTIVITY

Set up appointments, field trips, interviews, and tours in advance to help participants gather additional information about their topic.

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/>

ELEMENTS OF STORYTELLING

SECTION 4

ELEMENTS OF STORYTELLING

GUIDING QUESTION 4

INTRODUCTION

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

Guiding Question Timeline	2 Weeks
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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

GUIDING QUESTION 4

INTRODUCTION TO CULTURAL STORYTELLING

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

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.

ELEMENTS OF STORYTELLING

GUIDING QUESTION 4

STORYTELLING CUBE ACTIVITY

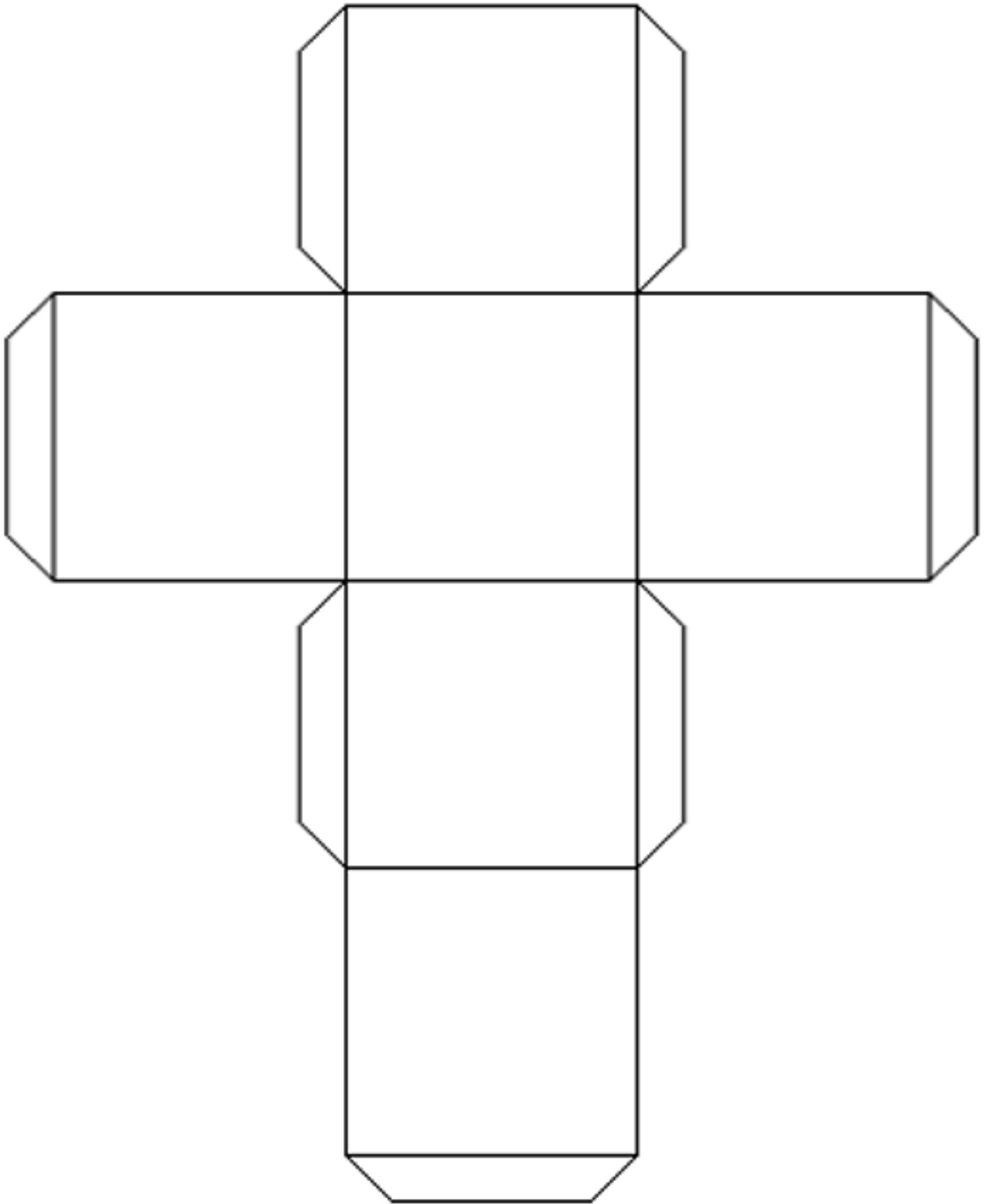
Time	20 Minutes
Materials	<ul style="list-style-type: none">• Printed and assembled storytelling cubes• Writing Tool and Paper

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

GUIDING QUESTION 4

STORYTELLING ARC ACTIVITY

Time	30 Minutes
Materials	Writing Tool and Paper

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

GUIDING QUESTION 5

STORY FORMATS

Time	2-3 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

GUIDING QUESTION 6

INTRODUCTION

In this section, participants apply what they've learned to complete their story. This section allocates one month to complete youth projects. If participants will not complete their projects in time for the summit in June 2023, they are still encouraged to share their process and current stages of work. Participants can continue to work on their project through the 2023-2024 school year and share their completed work at the next summit in June 2024.

Guiding Question Timeline	1 Month
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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	1 Month
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 you exhibition from audience to what you want to put on display.

SHARING YOUTH STORIES

SECTION 7

SHARING YOUTH STORIES

GUIDING QUESTION 7

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

GUIDING QUESTION 8

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

GUIDING QUESTION 8

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.