**STORYTELLING**

"I will tell you something about stories . . . They aren't just entertainment. Don't be fooled. They are all we have, you see, all we have to fight off illness and death. You don’t have anything if you don’t have the stories." -Leslie Marmon Silko, adapted from a poem at the beginning of *Ceremony*

**Opening discussion**: Please share a time when you either witnessed or experienced someone teaching and their best and/or learning at their best OR teaching at your worst/a student learning at their worst: What was this experience like? Describe it to yourself using sensory language and point out relevant emotions first before sharing them aloud.

**Storytelling workshop** (adapted from [Ex Fabula,](https://www.exfabula.org/workshops/?gclid=CjwKCAjw4ayUBhA4EiwATWyBrlXvIFGZaVnBhoxJ7ORQCpvpwKnx-g0IJ5AJuzL2uzbhsYjlpySjdxoCMawQAvD_BwE) a Milwaukee live storytelling organization)

**BRAINSTORMING**

No need to jump straight into stories. Instead, gradually move from the big theme to specific stories. This can be done as a mind/concept map, in bullet points, graphically, in images, or any way you see fit.

* 1. Write the theme you want to talk about.
     1. Our big theme is teaching and learning, or teaching or learning, or anything related that you’d like to identify. You may choose to focus on, e.g., vocational discernment, equity, advocating for students/students advocating for themselves, curiosity, teaching in your discipline, witnessing generosity, challenges/joys from the past two years, etc.
     2. Choose a theme that you would like to craft a story about.
  2. Write words related to your chosen theme.
  3. Write words related to these words.
  4. Keep writing until you start to think of stories.

**INTERVIEW STORY STRUCTURE**

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| SITUATION  When and where did the story take place? What was going on? Who was involved? | COMPLICATION/CHANGE  How did things change? Then what happened? Who took action? | RESOLUTION  What was the result? How did it end? |
| DETAIL  To create a picture in people’s minds | DETAIL  To create a picture in people’s minds | DETAIL  To create a picture in people’s minds |
| EMOTIONAL REFLECTION  How did you feel? How did others feel? Why? | EMOTIONAL REFLECTION  How did you feel then? How did others feel then? Why? | EMOTIONAL REFLECTION  How did you feel then? How did others feel then? Why? |

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| STORYTELLER | LISTENER |
| Part I: Tell your story casually, like a first draft. | Support the teller with your attention. If they are stuck, you can ask questions from the boxes above. If they don’t mention their emotions, you can ask how they felt. |
| Part II: feedback. Ask the listener these questions, one at a time. Don’t respond to the feedback, just think about how you might incorporate it next time.   * Where did you think “I want to hear more?” * What details were memorable? * Where were you confused? * What questions did you have? | Respond to the feedback questions by mentioning specific parts of their story. Don’t worry about presentation style; just answer the questions. |
| Comments/notes: |  |