



STORYCOMP PROJECT

**WORKSHOP
ACTIVITIES**



Co-funded by
the European Union



WORKSHOP ACTIVITY

THE CORNERSTONES

Developing storytelling competences



Adult educators & adult learners



30 to 40 Minutes



Between 10 & 20 participants

Objective of the activity

Developing storytelling competences:

This exercise aims to give the participants an understanding for the elements that builds a story.



Preparation

No preparation needed

Material

No material needed



Methodology



1

The facilitator presents the idea of a simplified dramaturgy, that a story has four cornerstones: We will explore them one by one.

▪ First cornerstone is "Person", the subject, the main character. Participants are given 30 seconds to choose someone that meant a lot to them in their early life, someone that they will be ok to make a story about. Now the participants are asked to give a "picture" or "verbal snapshot" of the person. Meaning that they don't tell a story, don't tell who it is or any relation they have to them. They just need to give the image of the person: face, clothes, smell, sound, etc. connected to the character.

▪ The second cornerstone is the "Place". The participant should choose a place that they can describe as well as the character, and where the character could appear. Participants are paired up and they share the image.

▪ Now the facilitator explain that these two cornerstones represent normality. The third cornerstone is the one that will disturb the order. It's the motor of every story: "Dilemma". They are also told the fourth cornerstone, which is the "Ending". The end sums up the story.

2.

The pairs are given 3 minutes per person. In conversation with their partner, they decide on a dilemma for their character and draw up a storyline, meaning a series of events, with beginning, movement, meeting of dilemma, struggle to solve dilemma and ending.

3.

Participants switch partners. They are given 3 minutes each to tell their story. After, the listener gives response for 2 minutes. Starting with what they liked about the story and then what suggestions they have to improve it. If there is time within the 2 minutes, the teller can ask for help with specific issues in the story. Whatever the responder gives, the teller is free to use or ignore suggestions.

4.

Groups are made with 3-5 participants depending on how much time is left. The groups are asked to listen, give applause, but not start discussions.

5.

After that, the whole group is gathered and there can be some Q&As and discussions.



Evaluation

Debriefing questions that can be used:

- How do you feel after this activity?
- How was it to work in pairs about your story and to give feedback to your pair?
- How can you use this activity with your adult learners?
- Can you identify any difficulty in setting up this activity with the adult learners?



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