

Stories Connect Us

SESSION INFORMATION	Session Time: 50 minutes	Materials Needed
	Connection: 5 minutes Objective 1: 25 minutes Objective 2: 15 minutes Review: 5 minutes	Connection: Cell phone, social media account Objective 1: Writing utensil, paper, YouTube videos, Think – Feel – Do posters pdf Objective 2: Storytelling quote pdf, writing utensil, paper
	Facilitator Notes/Preparation	
	You will need to share your screen to show video content. You will need two separate pdf documents.	Review: Cell phones, social media

Session Outcomes

Overall Goal:

1. Students will discover how stories connect people and discover personal stories from their lives they can use to connect with others.

Learning Objective(s):

1. Students will illustrate how stories make humans think, feel, and act.
2. Students will discover personal stories from their life they can use to create connections with others.

Connection (5 minutes)

Virtual Ice-Breaker

Potential context and directions:

“Thank you all so much for joining us today. While we’re all on the same call, I want to make sure we have the opportunity to get to know each other a little bit. In a moment we’re going to partake in a virtual ice breaker. You will only need your cell phone, so go ahead and grab that now.

Let’s all think of our favorite social media platform that we can send messages with (Instagram, Twitter, Snapchat, Facebook). Got it? Great. Now let’s type that platform AND our username for it in the chat box and send it to everyone. Go!

Give students thirty seconds to do this.

Nice work. Now we’ll choose one other username and send them two pictures that describes who you are and a description of the pictures. For example, I might send a picture of my dog and I on a hike and tell them how much I love animals and being outdoors. One username, two pictures. You have five minutes, go!

Potential Transition:

I’m glad we got the chance to connect briefly. I don’t know about any of you, but one thing I’ve been reminded of lately is the importance of connecting with people. Human beings crave connection. Throughout this brief virtual workshop, we’re going to take a deep dive into how stories connect human beings and how each of us can create connections, virtually or face to face.

Stories Connect Us

Objective 1: Students will illustrate how stories make humans think, feel, and act. (25 minutes)

Support (How to teach...)

Facilitator Preparation:
Ensure each student has a piece of paper and writing utensil.

Emoji Stories

Potential context & directions:
“We’re going to do some quick storytelling trivia before we dive deep into how stories connect us. Answering in the chat box, who can tell us what the very first form of written storytelling was?”
correct answer is: Cave Paintings 27,000 years ago
“Nice work! Human beings have been telling stories for a long time. Stories are an innate part of human beings and one of the most tried and true ways we have of connecting to one another. We’re going to take a look at a few stories we might already be familiar with and examine how they connect to us.

On the paper in front of us let’s make a 4x4 grid, so there should be 16 squares total (an example is in the content section). Starting in the top right box write the word “Do.” In the box to the left write the word “Feel.” In the box to the left of that write the word “Think.” Leave the top left box empty. Starting in the bottom left box write the words “Olaf & Samantha.” In the box above write “Twinning.” In the box above that write “Up.” Your box should now look like this (show your example on the screen).

We are going to watch three stories from great movies. Some you may know, some you may not. For each story, we will choose emoji’s that represents what the story is causing us to think, feel, and do. One emoji for each, three emojis for each story. Questions? Let’s check out the first clip.
Share your screen using your video chat technology. The students should then be able to hear the audio and watch the video you’re sharing.

Give students time between each clip to finish choosing their emoji’s.
Potential processing questions:

Point (What to teach...)

All stories create connections between people by impacting what they think, feel, and do.

Up Scene:
<https://www.youtube.com/watch?v=keVIDaAT7MI>
 Play full clip

Parent Trap:
https://www.youtube.com/watch?time_continue=1&v=DJEKLIpc5ql&feature=emb_title
 Play from start until 2:40

Frozen 2:
<https://www.youtube.com/watch?v=93wzjJmIVfE>
 Play from start until :42

	Think	Feel	Do
Up			
Twinning			
Olaf & Samantha			

Think, Feel, Do posters.

Stories Connect Us

1. What emoji's did we choose for Up? Twinning? Olaf & Samantha?
2. What about those clips caused those reactions?
 - a. What they said, what happened, the one moment when...
3. When else do we feel similar reactions in our day to day lives?
 - a. When people tell us stories.
4. When have we caused others to have similar reactions?
 - a. When we've told them stories.

When you've processed to the point transition to the Think, Feel, Do posters.

Think, Feel, Do posters

Potential context and directions:

*"We know stories cause us to Think, Feel, and Do certain things. Let's get a little more scientific. As we go through these posters, we'll be taking a few notes about what stands out to us. Let's write the three words **Think – Feel – Do** on our papers with space to take notes underneath each word.*

Use direct instruction to teach the content on the Think, Feel, and Do posters. You can have another student help you read off the posters if you're sharing the document on your screen or you can simply read off the posters. Be sure to check for understanding and ask questions as you go.

Potential processing questions:

1. What notes did we take under think? Feel? Do?
2. What surprised us about the science behind storytelling?
3. When have we experienced what is written on any of the posters?

When understanding of the content on the posters is reach, transition to the application.

<https://buffer.com/resources/science-of-storytelling-why-telling-a-story-is-the-most-powerful-way-to-activate-our-brains>

Application (Why it matters...)

Potential context & directions:

"In our notes or on a piece of paper, let's answer the following question:

1. How can our stories create connections between people?
2. What are some instances when we've told stories that created connections with other people?

Stories Connect Us

We know that the stories we can tell, whether big or small, can create connections between people. We don't have to have a microphone or a thousand followers to tell stories that connect to people. Stories connect when we tell them. It's as simple as them. But, we have to know how to tell them. Lucky for us, a world-renowned storytelling champion has already figured out an easy way to do that.

Objective 2: Students will discover personal stories from their life they can use to create connections with others. (15 minutes)

<p style="text-align: center;">Support (How to teach...)</p>	<p style="text-align: center;">Point (What to teach...)</p>																																		
<p><i>Facilitator Preparation:</i> Storytelling Quotes You will show a slideshow of 12 storytelling quotes and each student will choose their favorite. Everyone will then get an opportunity to share why they chose their quote. You may have to adapt due to time and how many participants you have. *Quote pictures are attached in separate file*</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Prompt</th> <th>First</th> <th>Last</th> <th>Best</th> <th>Worst</th> </tr> </thead> <tbody> <tr> <td>Trouble</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Gift</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Travel</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Animal</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><i>Storyworthy: Engage, Teach, Persuade, and Change Your Life through the Power of Storytelling</i> by Matthew Dicks</p>					Prompt	First	Last	Best	Worst	Trouble					Gift					Travel					Animal									
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<p style="text-align: center;">Application (Why it matters...)</p> <p>First Last Best Worst</p> <p>Students will create a chart to give them a bank of stories to use to connect to other people.</p> <p>Potential context & directions</p> <p><i>“Let’s all quickly recreate the chart we see on our screen. Make sure to draw the empty row as well.”</i></p> <p>Give students one minute to recreate the chart.</p> <p><i>“We all have stories, but often times they’re hard to recall. We are going to do a quick story brainstorming exercise from our own life. This is called FIRST LAST BEST WORST and it’s simple. For each prompt we will write down what our first, last, best, and worst of that thing is. For trouble, we’d write down the first time we remember being in trouble, the last time or most recent time we were in trouble, the best example of being in trouble we have, and the worst. We’ll do that for each prompt. Questions? In the blank row you get to create your own prompt. You have five minutes, go!</i></p> <p>When completed transition to review.</p>																																			

Stories Connect Us

Review (5 minutes)

Create connections

Using the same partner they connected with virtually during the connection, students will share one of the stories from their FIRST LAST BEST WORST charts with that person.

Potential context and directions:

"We've been talking about how stories can create connections between people and we know connection is what people need right now. For stories to create connection, they must be told. First let's look at our chart, our new bank of stories and choose one that we want to share right now. Once we have that story selected, type "got it" into the chat box. Great. Now we'll go back to the same partner or partners we shared photos with at the beginning of this session on social media and share that story with them. You can type it out or video tape it and send it. You have five minutes, go!"

When finished have them wrap up and thank them for their time and effort.