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DIGITAL CURATOR TOOLKIT

A guide for supporting communities to create positive social change through gathering, curating and mobilising stories

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OVERVIEW OF THE BOOK

This Digital Curator Toolkit aims to support people to use the knowledge in stories of lived experience to create positive change and impact within their communities. It covers the same topics as the Our Voices Digital Curator Training Programme. Ideally, it should be used in tandem with this training to support you to utilise the knowledge and skills from the training to deliver story curation activities in community and informal learning settings. However, it can also be used independently by professionals working in a range of fields including community development, digital storytelling, and education

Within the context of the Internet and the digital age, the term 'content curation' is broadly used to describe the process for gathering, organising and presenting information in relation to a specific subject. Based on this understanding, the Our Voices approach to Story Curation is concerned with:

1. **Sourcing** stories via various digital storytelling methods and story banks
2. **Curating** stories by analysing their content and packaging this analysis into digital outputs
3. **Mobilising** stories and curated digital outputs by connecting them decision-makers who are in a position to create positive change for communities

This toolkit is structured in the same way as the process outlined above and in each section of the toolkit there is information on the subject matter to enable you to develop your digital story curation skills. At the end of each section, there is a guide for facilitators and adapted resources and activities that will support you to deliver digital story curation training activities in informal learning environments and/or community settings. Specifically, this guide focuses on making story curation accessible for learners with low levels of literacy and academic ability (including those with learning disabilities). The book concludes with some additional resources you might find useful when delivering curation activities and to support your continued professional development in this field.
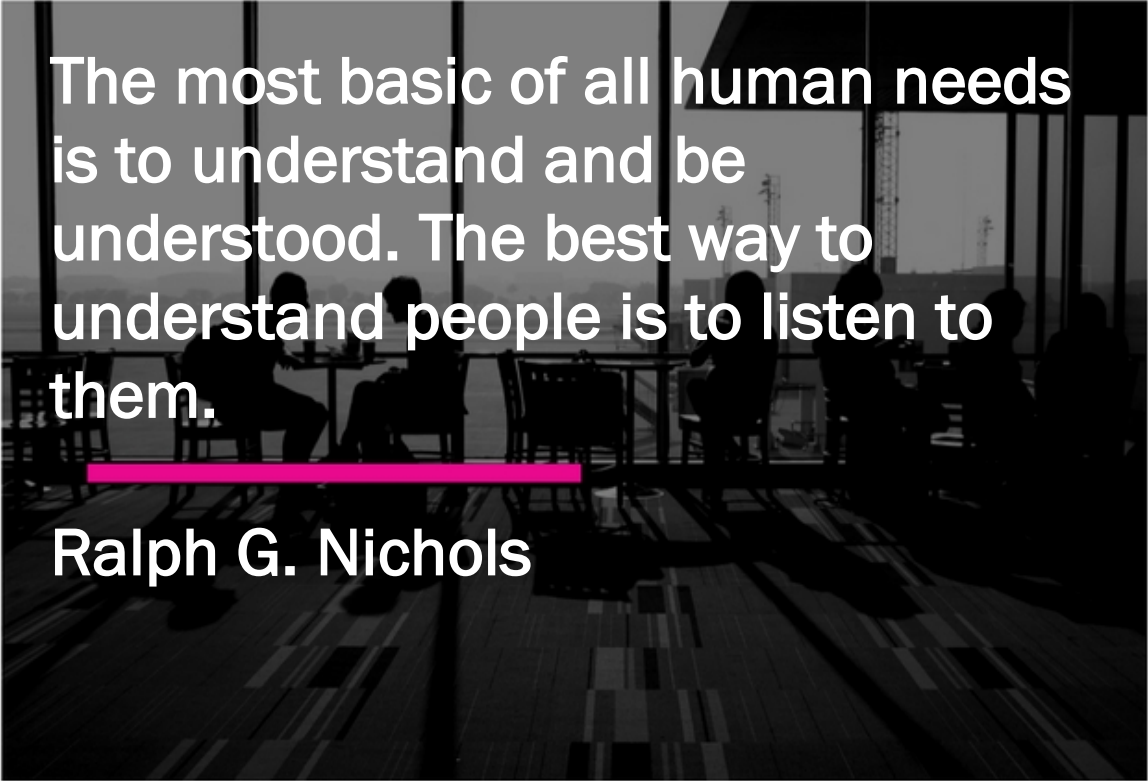
THE OUR VOICES PROJECT

People's stories about their experiences provide useful insights into what is happening in their lives and communities. These stories are a valuable source of qualitative data that can be used to inform the findings of research projects, provide intricate understandings of issues pertinent to communities, be catalysts of change in service design, advise local and national agendas and policies, and much more. The Our Voices project seeks to find innovative ways of curating people's stories so that the ideas, messages and knowledge within them can be better shared with the people, groups and organisations in a position to use them to create positive change in communities across Europe.

A transnational partnership of organisations from the UK, Germany, Sweden, Spain, Italy and Poland will work together to better understand story curation through researching approaches to analysing stories and how the findings from this analysis is presented. As part of this project we have developed this Digital Curator Toolkit to support professionals working in sectors such as education, communication, digital storytelling and community development to gain expertise in curation and apply this to their work with communities and in informal learning environments. For more information visit: www.our-voices.eu

INTRODUCTION

Stories come in many different forms, they can be fictional, factual or both, and the digital revolution has brought about many changes to this arena such as story mediums, storytelling techniques, who tells stories and how they are shared. This book focuses on the field of digital storytelling within the realm of lived experiences, and will help you to navigate this terrain in terms of sourcing these stories and using them to create positive social change and support communities to have their voices heard. Whilst there are a lot of books, training programmes and resources available on digital storytelling methods, there is relatively little material available on how to use stories to help to create change in society. It is this gap, that this toolkit situates itself in and contributes to furthering understanding in the field.

The most basic of all human needs is to understand and be understood. The best way to understand people is to listen to them.

Ralph G. Nichols

CREATING CHANGE WITH STORIES

Change in society can occur in a range of ways such as behavioural change, ideological change, economic change, policy change, political and power change, and cultural change. The impact of these changes can be seen at three distinct levels:

1. **Individual** – An individual's skills, ideas and perspectives, behaviours etc. change
2. **Organisational** – An organisation changes its internal policies, procedures and practice
3. **Systemic** – Change that infiltrates all part of a system including individuals, organisations and institutions, communities, power structures and society at large

When thinking about creating change with stories, it is important to think about what change we are trying to bring about - are we trying to get a group of people to thinking differently about a topic or are we trying to support a health services to provide better care to their patients or are we trying to influence a national policy? This will help you when deciding what stories you need, what knowledge you need to ascertain from them and you can present and mobilise this knowledge.

SOURCING STORIES
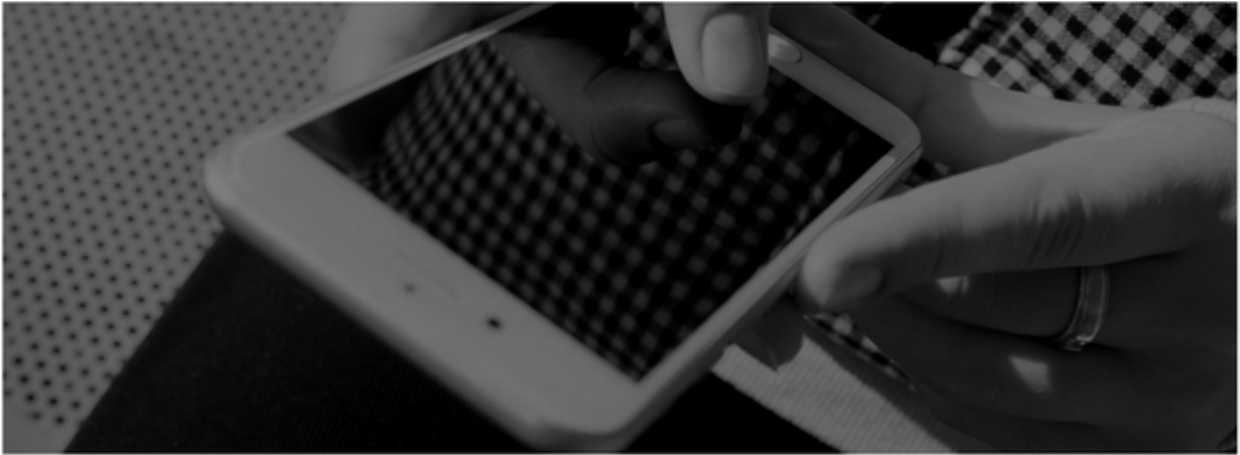
Think about all the different types of stories that exist. Social media posts to blogs, photographs to films, all of these are forms of stories and they can be sourced in a variety of ways. The sourcing of stories is the first step to being able to use them to create change. You can do this in a variety of ways, and this section of the book outlines a few techniques. You may want to start this process by asking yourself the questions – "What makes a good story and why?".

Other ideas for telling and gathering stories are contained in the various articles, documents and links on the Our Voices Resource Bank: www.our-voices.eu/resources and there are a number of digital storytelling publications contained in the Further Support section of this toolkit.

GATHERING STORIES

Photographs and Image-based Stories

These types of stories let people tell stories in visual ways and they are good for working with people with limited oral communication skills. You could gather stories like this by completing the following tasks:

1. Take a series of photographs (3 – 5) that tell a real experience story. They can be a 'sequence' or collection of stories with abstract or inferred connections. You might even want to caption or hashtag them to help the viewer to understand the connections between them and overall story that you are trying to communicate.

2. Use a storyboard to construct a real story via drawing a set of images and labelling them with appropriate text such as key words, descriptions and dialogue. You can find a template for a storyboard in the facilitator guide, tools and activities section.

Interviews

Conventional interviews are a series of questions and answers between two or more people. They can be conducted in person or via other forms of communication such as online (via Skype etc.) or on the telephone. In a conventional interview, there are two roles – the interviewer (the person who asks questions) and the interviewee (the person who answers them. They can be present and/or recorded in text, as audio pieces or video recordings. Their general purpose is to get to know the interviewee better.

TOP TIPS

- <u>Choose a topic and person</u> – Think about a broad or specific topic you'd like to know more about and who would be able to talk about this topic
- <u>Devise a list of questions</u> – Write 5 – 10 questions, ranging from broad/open questions to specific/closed questions that you'd like to ask your interviewee
- <u>Decide on an appropriate medium</u> – Decide which medium (text, audio, video) you will capture and share your interview, and how 'edited' it will be

Dialogue interviews are peer-to-peer 'interviews' that do not have pre-determined questions. Instead, an opening question (i.e. a conversation starter) is asked which enables the storyteller to start to tell their story and then the Community Reporter recording the story may then ask any questions within this storytelling process that naturally occurs to them. In essence, the structure of these interviews mimics our day-to-day conversations, and rather than having a set list of questions, the questions and interactions that take place are those what naturally occur as the story progresses. You can record these as either video or audio stories.

TOP TIPS

- <u>A good opening question</u> – Ideally this should be an open question that enables the person being interviewed to start to talk freely about the topic you want them to talk to you about. *(e.g. Can you tell me about your experiences at the Dentist?)*
- <u>Being courteous with your questions</u> – Remember that people may not always want to answer the questions that you ask them and they have a right not answer questions that they don't want to. Try to phrase your questions gently, so that they do not feel intrusive or abrupt. *(e.g. Would you mind telling me a bit more about why your job is important to you?)*
- <u>Establishing a good rapport with the person you are interviewing</u> –You could do this before the interview by talking a bit about yourself, Community Reporting, why you are interviewing them or general chit-chat. You can also do this during the interview by listening to what the person is saying, responding to what they say in an appropriate way and using your body language positively. *(e.g. Nodding whilst the person is talking, or smiling at apt points).*

Try these two techniques to see how interviews can help you to gather stories.

Personal monologues

Personal monologues are text, audio recordings or videos that detail an individual's story or experience. These types of stories are usually planned in advance so that they have a clear structure and sections, and can be planned by using tools such as:

1. Mind-Maps – these help people to map out the key components of a story and them order it in a way that communicates its message effectively. You can find a template for a storyboard in the facilitator guide, tools and activities section.

2. Story Structures – there are many different types of story structures that you can use to help plan your story including journey stories, hero stories, chronological stories, non-chronological stories and many more. You can find a template for a story structure plan in the facilitator guide, tools and activities section.

FINDING STORIES

There are many online platforms where you can find digital stories, such as:

- **Social media platforms** – Facebook, Twitter, Instagram etc.

- **News websites** – www.bbc.co.uk, www.guardian.co.uk, www.time.co.uk etc.

- **Online archives** – www.wellcomelibrary.org, www.microform.digital/boa/, www.nationalarchives.gov.uk, etc.

- **Story banks** – www.communityreporter.net, www.syriastories.net, www.webofstories.com, www.photostories.org.uk, etc.

- **Blogs** – www.stumblinginflats.com, www.untiligetmarried.com, etc.

Take a look through some of the above (or find you own) and try to answer the following questions:

- What is the content of the stories found on the online platform?
- What types/forms of stories could we gather through this online platform?
- What did you find interesting or challenging about this online platform?
- How could this online platform be useful for story curation?
- What did you learn through looking at this online platform?

FACILITATOR GUIDE, TOOLS AND ACTIVITIES (1)

Topic: What are stories?

Aim: To support participants to understand the different forms of digital stories and what information about people's lives can be found in them.

Learning Outcomes:

1. Identify different types of digital stories
2. Identify the key ideas and messages from different types of digital stories

Suggested Activities:

Activity Name and Duration	Mind-mapping digital stories / 15 minutes – 30 minutes
Indicative Learning Level/Group	Level 1 or below dependent on delivery. Suitable for ages 8+, people with mild/moderate learning disabilities & limited communication skills.
Activity Delivery Steps	1. Ask participants to identify different types of digital stories. You can use differentiated questioning techniques to support this such as "What is your favourite story?" and explore how they accessed. the story. 2. Collate these ideas onto a piece of flipchart. 3. Using the Types of Stories Flashcards as prompts (where needed).

Activity Resources	Flipchart paper and pens Types of Stories Flashcards

Activity Name and Duration	Learning from stories / 45 – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable ages 8+, people with low levels of literacy and people with basic cognitive skills.
Activity Delivery Steps	1. Select 3 different types of digital stories 2. Show each story one-by-one to the participants (i.e. display a social media post/exchange on the screen, play a video interview etc.) 3. After each story ask the participants to the questions in the table below and collate this on a piece of flipchart. _(embedded table below)_ 4. Summarise the table results to the participants. 5. Use the flashcards from previous activity (if required) to help this activity
Activity Resources	Flipchart paper and pens Projection facilities with sound 3 x example stories

Embedded table within Activity Delivery Steps:

What is the story's name?	What type of story is this?	What was the key message/idea of the story?

Topic: How can we gather stories?

Aim: To support learners to gather stories on a specific topic by either telling stories or finding them online.

Learning Outcomes:

1. Gather digital stories on a specific topic.

Suggested Activities:

Activity Name and Duration	Snapshot Stories / 30 minutes – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 12+, learners with good oral communications and people with low literacy skills.
Activity Delivery Steps	1. Ask participants to identify different topics/issues that are relevant to their lives (i.e. unemployment, education, hate crime etc.) and select one to focus gathering stories on OR tell the participants about the topic they are going to gather stories on. 2. Explain the concept of the Snapshot Story and that it is a Community Reporter technique (use the handout to help you/the participants).

	3. Devise a Snapshot Story question with the participants on the topic chosen (see step 1) and write in on a piece of flipchart paper.
	4. Demonstrate to participants how to record (either using audio or video) on the ICT devices available (i.e. smartphones, tablets, voice recorders, digital camcorders etc.)
	5. Support participants to use the ICT devices and question to record and a Snapshot Story in either pairs or small teams.
	6. Facilitate a group review of the stories. You could replicate a similar activity to the Learning From Stories activity.
Activity Resources	Flipchart paper and pens Snapshot Stories handout ICT devices

Activity Name and Duration	Storyboards & Story Maps / 60 minutes+
Indicative Learning Level/Group	Level 1 or below dependent on delivery. This activity is suitable for ages 8+, people with mild learning disabilities and those with low literacy skills.
Activity Delivery Steps	1. Ask participants to identify different topics/issues that are relevant to their lives (i.e. healthy eating, life in their community etc.) and select one to focus gathering stories on OR tell the participants about the topic they are going to gather stories on.
	2. Explain the concept of Storyboards or Story Maps to the participants using the relevant task sheet (if appropriate).
	3. Support participants to either draw a storyboard or map out a story that details an event from their lives pertinent to the topic chosen to focus on (see step 1). These can be using the templates on the task sheets or on A3/flipchart paper.
	4. Facilitate a group review of the stories. You could replicate a similar activity to the Learning From Stories activity.

	5. Support participants to produce a digital version of the stories by either:
	    a. Creating a photo storyboard using digital cameras from the hand drawn versions and add captions to them using an image editing application/software such as Pixlr.
	    b. Recording the mapped stories as audio or video files using smartphones, tablets, voice recorders or camcorders.

Activity Resources	Storyboard task sheet Story Maps task sheet Cameras/smartphones Photo editing facilities Audio and/or video recording devices

Activity Name and Duration	Story Banks / 45 – 60 minutes
Indicative Learning Level/Group	Level 2. Suitable for ages 12+, people with cognitive and practical skills required to use relevant information in order to carry out tasks.

Activity Delivery Steps	1. Ask participants to identify different topics/issues that are relevant to their lives (i.e. unemployment, education, hate crime etc.) and select one to focus gathering stories on OR tell the participants about the topic they are going to gather stories on.
	2. Put participants into pairs or small groups, and ensure that they have an appropriate ICT device for their needs that is connected to the Internet.
	3. Demonstrate how to use the devices to open up an Internet browser and go to www.communityreporter.net
	4. Demonstrate how to use the 'Explore' tab to find stories pertinent to their topic. You could do this by:
	a. Searching a key word
	b. Clicking on the 'Category' tab and selecting an appropriate category for your topic
	You should then show them how to click on and access a specific story. (Tip: You can get the participants to follow along with this demonstration).
	5. Ask participants to read/listen/watch a specific story and prepare a short summary of its key messages/events etc. to detail to other participants.
	6. Facilitate a group feedback of the above in which each pair/group tells the other participants about a story they found.
	If participants have particularly low levels of digital skills or independent working skills, the trainer could demonstrate how to find stories, screen them and review them as a whole group activity. They could use differentiated questions to support learners to engage (i.e. Which of these two categories is most appropriate to our topic? If we are looking for stories about education what key word should we type in? What event was mentioned in the story? What people were mentioned in the story? Etc.). Questions should be determined on the ability level of the group.
Activity Resources	ICT devices Internet access Projection facilities with sound

Preparing to deliver training activities:

1. Make a pen-profile or overview of the participants of your training activities. This could include:
   a. What demographics do they belong to?
   b. What are their learning needs?
   c. What experience they have of the topic(s) being covered?
   d. What are their previous educational experiences?
   e. How many of them are attending the training?

2. Look through the Sourcing Stories section and the suggested activities above, and think about how you can deliver the knowledge and skills contained in them to your participants. Think about:
   a. Making the information more accessible (i.e. handouts, presentation slides, visuals etc.)
   b. Adapting activities/resources/delivery to meet participants' needs (i.e. Q&A strategy etc.)
   c. The resources and venue facilities that you need (i.e. print outs, projection facilities etc.)

TYPES OF STORIES FLASHCARDS

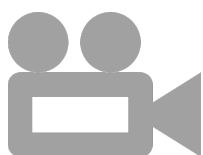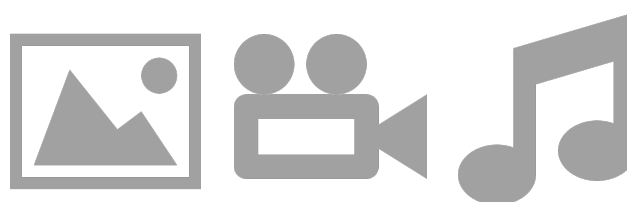|	
WRITTEN	**ONLINE ARTICLE**
IMAGE	**BLOG POST**
AUDIO	**SOCIAL MEDIA POST**
VIDEO	**MULTIMEDIA**

SNAPSHOT STORIES

Snapshot Stories are a basic way of gathering short stories about people's ideas and opinions.

You might see or hear these types of stories on TV and Radio news programmes that ask the public's opinion on topics.

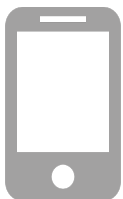You can record snapshot stories as audio or video clips.
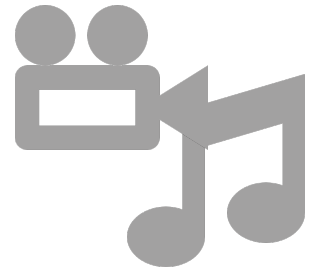
To gather a Snapshot Story, you should:

1. Think about a simple, open question on a specific topic *(e.g. What does healthy eating mean to you?)*

2. Ask your question to an individual person

3. Record their answers as audio or video on smartphone, tablet/iPad, camcorder or voice recorder.

STORYBOARD TEMPLATE

Add images and a description of the image to the boxes below to create a storyboard.

1

Description:

2

Description:

3

Description:

4

Description:

5

Description:

6

Description:

STORY MIND MAP

Fill in the boxes below to outline the key elements of your story. You can then number each one in the order that you intend to explore it in your story.

Events: What are the key things that happen in your story?

People: Who else is in your story?

1

Message: Why are you telling this story?

Feelings: How did you feel at various points in your story?

Location: Where does your story happen?

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CURATING STORIES

This section of the Digital Curator Toolkit focuses specifically on the area of story curation, which focuses on the analysis and packaging of stories. In this section, there is a reflective exercise that will provide you with an opportunity to explore the ethical considerations around Story Curation.

CURATION ETHICS

When we are curating stories it is important to think about the ethical considerations behind your activities. In doing so you can ensure that you are operating within both a legal and value-based framework. To do this, think about the key topics and questions below, and use your answers to create yourself a Best Practice Guide (a template for this is included in the Facilitator Guide, Tools and Activities section) or a simple list of Do's and Don'ts.

Storyteller Permissions
What permissions and consent do we need to use stories within curation processes, why is it important and how do we do this?

Top tip: Think about the different ways of gathering and finding stories, and the people/groups /organisations who provide them when answering this question.

Story Authenticity
When curating a collection of stories, it's important to ensure that the curation accurately represents each story that is a part of it – what do you think about this statement and how does that impact on the curation process?

Top tip: Think about the different ways that people curate stories (e.g., on news, in short documentaries, as blog posts etc.) and also about how you might approach story curation and what you might want to produce.)

Curation Purpose

Why do we curate stories and how will this curation be used? What forms and usages of curation would we advocate and what may we want to avoid?

Top tip: Think about the different ways people might use the curated stories and any potential impact on the people, groups or organisations who provided the stories)

Mobilising Curated Content

When we connect curated content to people, groups and organisations in a position to use the knowledge within it to make positive change for communities, there are many techniques and channels could use – which of these do you think are appropriate and inappropriate for the context in with you are working and why?

Top tip: Think about the context in which the curated content is received such as on social media or in a closed meeting, and the potential implications of this.

ANALYSING STORIES

In order to analyse stories in a systematic way in order to produce a set of research findings you must have a methodological approach in place. The Our Voices project has develop a methodology that can be applied across a range of digital stories and is part of the wider field of study of discourse analysis. Discourse refers to written or spoken communications. The field of discourse analysis has emerged as means of understanding these communications – either at an individual level (i.e. a specific speech) or at a collective level (i.e. a group of speeches).

Layers of Analysis

- TEXTUAL LAYER (*What* is said in the story?)
  This layer is a description of the content of the story. It is concerned with words (i.e. work), signals (i.e. pointing at an object) and key units of informational content (i.e. a sentence) in the story. Looking at stories through a textual lens will ascertain 'what' the storyteller is talking about. At a basic level, this can be understood as topic. Through analysing sets of stories in this way, we can begin to identify generalisation and norms (i.e. in general, the storytellers spoke about work when discussing their lives).

- COMPOSITION LAYER (*How* is the content is expressed in the story?)
  This layer is an explanation of the content of the story. It is concerned about the way in which words, signals and key units are structured within the story and their relationships with one another (i.e. a change in the tone of the storyteller's voice when talking about a specific topic). Looking at stories through this lens allows us to better understand the ways in which people are talking about the topics in their stories. It can give us an insight into the relationship between topics (i.e. how work impacts on family life and vice versa) or how people feel about certain topics via the inferences they make (i.e. facial expressions etc.)

- HERMENEUTIC LAYER *(Why is the storyteller expressing themselves in this way?)*
  This layer is a contextual interpretation of content of the story. It is concerned with understanding why people choose to talk about topics in the way that they do and connects the storyteller and story from the environment which they exist and were told. Looking at stories in through this lens provides an opportunity for us to understand the micro and macro contexts (i.e. social, political, cultural, geographical, historical etc.) that contribute to people's lives and the stories that they tell.

Approaches to Analysis

• **Content Analysis:** Objective, systematic and/or quantitative analysis of the content of the story (i.e. how many times certain words are used).

• **Thematic Analysis:** Grouping or categorising of key content from stories across themes/topics. These can be pre-determined or emergent from the stories. (i.e. employment, family, housing, social life).

• **Structural Analysis:** Analysis of the different parts of the story (e.g. words, codes, composition) and the relationships between them that give it meaning. (i.e. pauses/hesitations between sentences, voice tone).

• **Critical Analysis:** Exploration of the social, political, cultural and historical context of the discourse through the lens of positions of power (i.e. a young female's experience of work in a male dominated industry).

Conducting Story Analysis

Based on this understanding of discourse analysis, the Our Voices project develop story analysis task sheets to help you to analyse your story using these concepts. This task sheets include:

1. Discourse Analysis Task Sheet: For each story that you include in a piece of story curation you should complete one of these sheets.

2. Key Findings Task Sheet: When you have analysed each individual story, you should look use the completed task sheets to produce a summative set of findings. The Key Findings task sheet will help you to do this.

Both of these documents can be downloaded at: http://our-voices.eu/story-analysis-task-sheets/

PACKAGING STORIES

Once you have the findings from your stories identified, then you can begin to think about how you can package them as digital outputs that will help you to connect them with decision and change makers. The first stage in this process is to identify the following for your curation:

- Audience:
  - Who are you aiming the curated content at?
  - How is information usually communicated to them?
- Purpose:
  - Why are you targeting this specific audience?
  - What change are you hoping to bring about through the findings from the stories?

Once you have determined your audience(s) and purpose(s), you should then determine how you are going to package your findings. Some options include:

- **Word clouds** – A visual representation of the topics evident within a set of stories. This can be done by counting key word frequency in the stories.

- **Extracts** – Short snippets that present the key point from an individual story. These can be key quotes in text or audio/video clips.

- **Feature stories** – Selection of an individual story that is representative of a wider collection of stories. This could be packaged as a 'case study' story as a document with graphic design elements, as an audio file with introductory narration/jingle or as a video with titles and captions.

- **Feature articles/blog posts** – These are short form written pieces designed for online distribution that in a clear and easily accessible way outline a set of findings from a set of stories. They could contain links to the original stories.

- **Thematic edits** – Audio and/or video extracts from individual stories are edited together by theme to create a singular piece of media content. This could be a soundscape or a short film.

- **Reports** – These are detailed written analysis on a set of stories that can be coupled with digital content (i.e. links to stories, key extracts) and visualisations (i.e. word clouds). These are generally longer than articles/blog posts and are more formal. Sometimes the findings in them can be related to specific research frameworks or relevant policies.

- **Presentations** – A mixture of text, images and audio-visual content combined into slides that is presented to an audience. You might also want to write a script or make notes on each slide to help you to remember how to explain the content on them and communicate your key points effectively.

You may choose to use different forms of packaging for different audiences and purposes. The sections below provide some guidelines and links to tutorials that might be useful when producing different digital outputs.

Written Documents	
Feature Articles / Blog Posts	Before writing, you might want to include an outline that includes: 1. Title of the blog 2. Voice of the blog – what will be the tone, formality register etc. 3. Introduction – How will you hook the reader in? What angle will you take? 4. Key sections/subheadings – Key points, how the angle is developed etc. 5. Conclusion – How to use the information, call to action, further interaction/discussion 6. Structuring tools – bullet points, font style and size etc. 7. SEO words and phrases 8. Key quotes from stories 9. Hyperlinks and/or cross-references 10. Structuring tools – bullet points, font style and size etc. 11. List of graphics, images, audio and/or video to be used in it

Reports	Before writing, you might want to include an outline that includes:
	1. Title of the report
	2. Introduction – How would you begin the report? What contextualisation would it need?
	3. Key sections/subheadings (including a brief description of what they would include)
	4. Conclusion – List of key findings, recommendations, links to wider frameworks etc.
	5. Key quotes from stories
	6. Hyperlinks and/or cross-references
	7. Structuring tools – bullet points, font style and size etc.
	8. List of graphics, images, audio and/or video to be used in it
Online Tutorials / Useful Links	• Hyperlinks in Microsoft Word - http://goo.gl/3nEKbR
	• Cross-references in Microsoft Word - http://goo.gl/Y8jcim
	• Blogging top tips – http://goo.gl/hMgmXr
	• Basic SEO tips for blog writing – http://goo.gl/DVYWwV

Presentations	
Content	Before producing your presentation, you should first think about:
	1. What is the information you want to present? (e.g. key topics and findings etc.)
	2. How is this best presented? (i.e. text, images, audio or video clips etc.)
	3. What is the context of your presentation? (i.e. board room, community event etc.)
	4. How can you make the presentation interactive for the audience? (i.e. questions and answer, discussion topic, practical task etc.)
Presentation Methods	There are many different forms of and tools for creating presentations for you to consider, including:
	1. Flipchart presentation – hand-written visuals (useful for informal settings)
	2. Slides – you can produce these using software and online tools such as Microsoft Powerpoint, Keynote or Canva
	3. Prezi's – these presentations allow the presenter to zoom in and move around a singular image/background using spatial relations to help present ideas
	You should decide on which one is suitable for the context in which the presentation will be delivered.
Online Tutorials / Useful Links	• An introduction to Canva: http://goo.gl/QMPEBK
	• Various tutorials for Canva: https://www.canva.com/learn/design/tutorials/
	• Prezi tutorial: https://bit.ly/2IzvNDh
	• Tutorials on Microsoft Powerpoint: https://bit.ly/2o71oTH
	• Keynote support: https://support.apple.com/en-gb/keynote

Media Content	

Visuals	Using the findings from your stories produce a series of images/photographs and text/captions that help to portray them.
	1. Take or locate 5 images that visually represent your key findings. You can either:
	    a. Use your peers/objects in the training room to create them
	    b. Use existing photographs that you have permission to use
	    c. Source copyright free images online
	2. Edit these photographs in your in-built photo editing software on your smartphone, tablet or laptop or use a free app/software to do the following:
	    a. Enhance the image (i.e. change the contrast, altering the saturation, applying a filter, playing with the brightness, crop the image etc.)
	    b. Add text (i.e. a caption, recommendation/finding, or key quote etc.)
	3. Identify different ways that you could share these images and/or how you could use them to stimulate conversation/dialogue/new ideas based on your key findings.

Audio	What you need to do: 1. Listen to your audio stories and identify the key sections. You should write down the timecodes of these sections. 2. Use the editing software or app to cut out the key section or sections. 3. Do this for the remaining audio stories. 4. Add them together into one sequence/file. You should place them in an order according to key themes/topics. Short snippets that act as thought provokers or summaries are good for introductions and conclusions. 5. Enhance the audio by balancing out the volume, ensuring the cuts/trims are accurate, adding ambient/background sound to help to stitch them together seamlessly, adding jingles, adding transitions etc. *Top tip: You could enhance the soundscape by recording some key narration to help link the clips together or to contextualise them at the start/summarise them at the end.*
Video	What you need to do: 1. Watch your video stories and identify the key sections. You should write down the timecodes of these sections. 2. Use the editing software or app to cut out the key section or sections. 3. Do this for the remaining video stories. 4. Add them together into one sequence/file. You should place them in an order according to key themes/topics. Short snippets that act as thought provokers or summaries are good for introductions and conclusions. 5. Enhance the video by balancing out the volume, ensuring the cuts/trims are accurate, adding ambient/background sound to help to stitch them together seamlessly, adding jingles, adding titles, adding cutaways or images/graphics, adding transitions etc. *Top tip: You could enhance the video/film by recording some key narration to help link the clips together or to contextualise them at the start/summarise them at the end.*

Online Tutorials / Useful Links	• Tips for smartphone photography: http://goo.gl/31ApST
	• Online image/photo banks:
	   a. https://morguefile.com
	   b. https://www.pexels.com/royalty-free-images/
	   c. https://pixabay.com
	   d. http://shutterstock.com
	• Photo editing apps/tools:
	   a. https://pixlr.com
	   b. https://www.gimp.org
	   c. https://www.picmonkey.com
	   d. https://www.aviary.com
	• Audio and Video Editing Software/Apps:
	   a. Audacity: www.audacityteam.org
	   b. Wavepad: http://goo.gl/SuHsRo
	   c. FilmoraGo: http://goo.gl/QospHq
	   d. VideoPad: http://goo.gl/duZd29
	• Audio and Video Editing Tutorials:
	   a. Audacity: http://goo.gl/BZVuBU
	   b. Wavepad: http://goo.gl/vEHdk1
	   c. FilmoraGo: http://goo.gl/bryJda
	   d. VideoPad: http://goo.gl/Mjqgmi

Online Tools	

Geo-Maps	Using the locations of the stories and Google Maps, you could produce a geo-map of them and use colour-coding to help categorise them by key topic and/or theme.
	
	What you would need to do:
	1. Sign in or create a Google account.
	2. Go to Google My Maps - https://www.google.com/mymaps
	3. Use the functions to create your own map.
	4. Add each of your stories as markers.
	5. For each marker, you should:
	   a. Give it a title and description
	   b. Give it an image
	   c. Ensure it links to the raw story
	   d. Colour-code the maker by topic or theme, and group markers accordingly

Online Tutorials / Useful Links	• Google My Maps tutorial: http://goo.gl/WYZgPX • Google Maps overview: http://goo.gl/JsNohr • Example story geo-map: http://goo.gl/PK1Lmo

FACILITATOR GUIDE, TOOLS AND ACTIVITIES (2)

Topic: Understanding Curation Ethics

Aim: To support participants to understand basic elements of curation ethics.

Learning Outcomes:

1. Identify key elements of the underpinning ethical considerations around curation.

Suggested Activities:

Activity Name and Duration	The Stolen Story / 45 – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 8+, people with low literacy skills, and those with mild learning.

Activity Delivery Steps	1. Explain to participants that it is important that we treat people and their stories fairly.
	2. Either as a whole group or in small groups, work with participants to devise a short story about a person who has had their story stolen. You could use The Stolen Story task sheet to help you with this or transfer its content to A3 paper/flipchart or presentation slides.
	3. Review the story/stories with the group and at key point ask:
	    a. How did the protagonist (Katie) feel and how would you feel?
	    b. What was wrong about the actions of the antagonist (Julian) and what could he have done better?
	4. Summarise the key answers to these questions on flipchart and review as a whole group.
	
	You could extend this activity by acting it out with the participants and/or acting out the different scenarios as to what Julian could have done better. You could use forum theatre techniques to support this activity.

Activity Resources	The Stolen Story task sheet Flipchart or A3 paper and pens

Topic: Applying Curation Ethics

Aim: To support participants to co-create a best practice guide for curation.

Learning Outcomes:

1. Identify a set of guidelines that will guide your curation activities

Suggested Activities:

Activity Name and Duration	Producing curation best practice guidelines / 1 hour

Indicative Learning Level/Group	Level 2. Suitable for all ages from 12+, people with low levels of literacy but some oral communication and good cognitive skills.
Activity Delivery Steps	1. Write the following questions onto pieces of flipchart: 　a. Storytellers – Who have told the stories and how have they shared the stories? What permission do we have to use them? 　b. Authenticity – How can we maintain the individual people's voices and ideas when we are presenting stories and their findings as a collection? 　c. Purpose – Why have we gathered these stories and how to we intend to use them? 　d. Sharing – How do we plan to share our stories and their findings? How might this affect the original storytellers? 2. Split the participants into four groups and allocate them one of the pieces of flipchart. 3. Support participants to add answers to the flipchart 4. Rotate groups to another flipchart after 5 – 10 minutes. 5. Facilitate a group review of the flipcharts and use these ideas to co-create a best practice guidelines using the task sheet provided. You could also summarise this on a projected version or on a piece of flipchart. This activity could be adapted by giving each group just one flipchart/question to look at. This will provide them with more discussion time. This activity could also be adapted by doing each question as a whole group, allowing the trainer to use differentiated question and answer techniques to engage participants and help aid their understanding and gain contributions to the task.
Activity Resources	Curation best practice task sheet Flipchart and pens

Topic: Analysing Stories

Aim: To support participants to review a set of stories to produce a set of key findings.

Learning Outcomes:

1. Identify key messages from individual stories.
2. Outline a set of key findings from a set of stories.

Suggested Activities:

Activity Name and Duration	Reviewing Stories / Various depending on number of stories
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 8+, people with low literacy skills and for people with mild learning disabilities.

Activity Delivery Steps	1. Divide the participants into small groups and allocate them specific stories. 2. Ask participants to review the stories and identify the key messages from them and their own thoughts on the story's topics/content. 3. Support participants to collate their findings on flipcharts with the following table on them: | Story Title	Key Message(s) *What is said in the story?*	Your Thoughts *How does it relate to your experiences?*
		| 4. Ask participants to informally present back their flipcharts providing details of each story and their thoughts on it. For lower level literacy and academic ability groups, this activity could be adapted by: 1. Reviewing each story as a whole group and the trainer using differentiated question and answer strategies to engage participants and support then to review each story. 2. Allocating a support assistant to each group to act as a scribe and use differentiated question and answer strategies to ensure participants are fully involved. Note: The ideas from this review can be fed into a piece of curated content that the Trainer is producing.
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Activity Resources	Stories Flipchart and pens Projection facilities with sound

Activity Name and Duration	Creating Key Findings / Various depending on number of stories
Indicative Learning Level/Group	Level 2+ dependent on delivery. Suitable for ages 12+ groups with low levels of literacy but with good cognitive and oral communication skills.
Activity Delivery Steps	Note: This is an activity that should be done alongside/following the Reviewing Stories activity for participants with appropriate capacities. 1. Put three flipcharts on the wall titled – Key Topics (The What), Key Ideas (The How), and Key Reasons (The Why) 2. As participants present their story reviews, make notes on these three flipcharts OR after participants have informally presented each story as the group to identify what content could be written on the flipchart and use their answers to populate the flipcharts. 3. When each story is represented on the flipcharts add two additional flipcharts to the wall titled – Key Trends (e.g. the key points that appear across a number of stories) and Anomalies (e.g. key points that appear in just one story). Work with the

	participants to populate the flipcharts using the findings from the other flipcharts. You could ask participants to work in small groups to identify trends and anomalies and add them to the flipcharts, or you could do it as a whole group using differentiated question and answer strategies to bring out the ideas from individual participants. You may want to give a short break during this activity to allow participants some reflective period. Alternatively, if step 3 is too complex in terms of the synthesis skills required to undertake it, the trainer could do this post-activity using the ideas from the original 3 flipcharts.
Activity Resources	Flipchart and pens Post-it notes (not a necessity)

Topic: Packaging Stories

Aim: To support participants to use various tools to package their findings as digital outputs that are suitable for their audience and intended purpose.

Learning Outcomes:

1. Identify an audience and purpose for the findings from a set of stories.
2. Use digital tool to package these findings in an appropriate way for your intended audience and how you want them to be used.

Suggested Activities:

Activity Name and Duration	Audience and Purpose / 15 – 30 minutes
Indicative Learning Level/Group	Level 1. Suitable for all ages 8+, for those with low literacy skills and mild learning disabilities (if used with supporting flashcards to prompt ideas).
Activity Delivery Steps	1. In the centre of a piece of flipchart write 'What change do we want to make?'. 2. Use differentiated question and answer strategies to ascertain ideas from the participants. Note them down on the flipchart to make a spider diagram. 3. Select one or more 'changes/purposes' with the participants and write these on individual pieces of flipchart. 4. Ask the participants to list the people/groups/organisations who can play a role in bringing about that change (i.e. Doctors, residents, managers of employment programmes etc.). Provide some suggestions yourself, if needed. 5. Out of all the people/groups/organisations listed, ask participants to select who they want to target. Then use differentiated question and answer strategies to ascertain how we communicate our findings with them (i.e. how we package our findings).
Activity Resources	Flipchart and pens

Activity Name and Duration	Making a word cloud / 45 – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 12+ with adequate literacy skills to read/listen to the stories and select words.
Activity Delivery Steps	1. Explain what a word cloud is and how they are made. (Show some examples). 2. Watch, view, listen to or read through a set of stories with participants and ask them to identify the key words that are used in them. You can do this activity in small groups or as a whole group. Alternatively, if your stories are online and are tagged, note down these tags. The words should be written on individual post-it notes each time they appear. 3. Work with participants to group the words into categories and identify a master word for each category. For example, 'youth', 'young people', 'teenager' and 'adolescent' could all be categorized as 'youth'. 4. Count how many words are under each master word to give a category total. 5. Using the master words demonstrate to the group how to create a word cloud using an application such as Wordle (i.e. entering each master word into the application to correlate to the same number of words that its represents).
Activity Resources	Example Word Clouds Projection facilities Internet access Flipchart and pens

Activity Name and Duration	Editing Extracts & Collating Quotes / 45 minutes+ (depending on the number of stories)
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 12+, those with low literacy skills and those with mild learning disabilities.

Activity Delivery Steps	1. Explain the task (i.e. to create a set of audio/video extracts or list of quotes). You can show examples to help participants understand what the task is about.
	2. Demonstrate to participants how to:
	   a. Copy and paste text from the stories into a word processing software/application
	   b. Trim an audio file using an audio editing software or app
	   c. Trim a video file using a video editing software or app
	3. Support them to edit the extracts/select quotes.
	4. Review the extracts/quotes with the group and how they can show to the intended audience. You might want to use them in a presentation, create a playlist etc.
	
	Note: To prepare for this activity you should have the stories pre-loaded onto ICT devices such as tablets or laptops.

Activity Resources	Projection facilities with sound Extracts / quotes Tablets / laptops with preloaded stories, app or software

Activity Name and Duration	Creating a thematic edit / 60+ minutes
Indicative Learning Level/Group	Level 1 – 3 dependent on delivery. Suitable for all ages 8+, those with low levels of literacy and people with mild/moderate disabilities.
Activity Delivery Steps	1. Talk participants how to access the audio or video editing software/app and explain what platforms/devices it works on. Give a short overview of the layout of the app and its key features. 2. Deliver a demonstration of how to use the app/software that covers: a. Starting a new project and adding media b. Basic editing techniques (i.e. how to cut, trim, split `etc.`) c. Basic editing tools (i.e. simple audio changes, simple video changes etc.) d. Filters and Transitions (if applicable) e. Text and Graphics (if applicable) f. Exporting/sharing media files 3. Work with participants in small groups (no more than 4) to produce a rough cut of a soundscape or film. Use the key themes or findings from the stories to help to structure this. Note: If you do the extract editing activity, you could just import these key extracts into the software and arrange them. Furthermore, you can make the demonstration more interactive by asking participants to do some of the functions whilst you talk them through it. If you are working with a large group you might want to schedule the times they come to the session so that they come in small groups staggered throughout the session for their specific editing time.
Activity Resources	Projection facilities with sound Laptop with editing software / app

Activity Name and Duration	Creating social media posts / 45 – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 8+, those with low levels of literacy and people with mild/moderate disabilities.
Activity Delivery Steps	1. Demonstrate how to log in to Canva and how to open up a social post template 2. Demonstrate how to select pre-existing designs, text, icons, images etc. Show the key editing tools (i.e. colour, resizing etc.) 3. Support participants (working in pairs/small groups) to create social media visuals using key quotes, overview of individual key findings or recommendations from the stories and images (either from Canva's bank or what has been taken as part of your project). They can use tablets or laptops to do this. 4. Review the visuals produced as a group. Use differentiated question and answer strategies to support this peer feedback.
Activity Resources	Projection facilities ICT devices (tablets or laptops) Internet access

Activity Name and Duration	Creating a feature article & blog post outline / 60 minutes
Indicative Learning Level/Group	Level 2. Suitable for ages 14+ and those with adequate literacy skills and good communication and cognitive skills.

Activity Delivery Steps	1. Handout flipchart paper with the following sections on:
	• Title
	• What stories will you mention/link to in it?
	• Who are the people telling the stories?
	• Where are the stories from and when where they told?
	• What are the key topics and ideas from the stories?
	• Structure –
	   o How will you start the article/blog? (Think about your hook and key message)
	   o What sections will you have in the middle? (Think about the key themes from the stories)
	   o How will you end the article/blog? (Think about a summary, key recommendations or a call to action)
	• What other content will you use? (e.g. stories, images, visuals etc.)
	  Leave an appropriate sized gap underneath each section.
	2. Explain the different sections on the flipchart.
	3. Allocate sections to small groups of participants to jot down ideas, or work with the whole group to collate their ideas for the sections.
	4. Facilitate a review of ideas/outline produced by:
	   a. Asking the small groups to present back their flipcharts
	   b. Presenting back the group's work to them
	Use differentiated question and answer strategies to gage feedback from participants and make notes accordingly.
	
	Note: The Trainer can use these ideas to write a feature article or blog post following the session. They could also add key hand drawn icons to the different sections to help aid understanding.

Activity Resources	Flipchart papers and pens

Preparing to deliver training activities:

1. Make a pen-profile or overview of the participants of your training activities. This could include:
   a. What demographics do they belong to?
   b. What are their learning needs?
   c. What experience they have of the topic(s) being covered?
   d. What are their previous educational experiences?
   e. How many of them are attending the training?

2. Look through the Curating Stories section and the suggested activities above, and think about how you can deliver the knowledge and skills contained in them to your participants. Think about:
   a. Making the information more accessible (i.e. handouts, presentation slides, visuals etc.)
   b. Adapting activities/resources/delivery to meet participants' needs (i.e. Q&A strategy etc.)
   c. The resources and venue facilities that you need (i.e. print outs, projection facilities etc.)

BEST PRACTICE GUIDE

Use the table below to create your best practice guide based on your discussions with others.

|	
<u>Storytellers</u> Who have told the stories and how have they shared the stories? What permission do we have to use them?	<u>Authenticity</u> How can we maintain the individual people's voices and ideas when we are presenting stories and their findings as a collection?
<u>Purpose</u> Why have we gathered these stories and how to we intend to use them?	<u>Sharing</u> How do we plan to share our stories and their findings? How might this affect the original storytellers?

THE STOLEN STORY

Add images and a description of the image to the boxes to create the story of The Stolen Story.
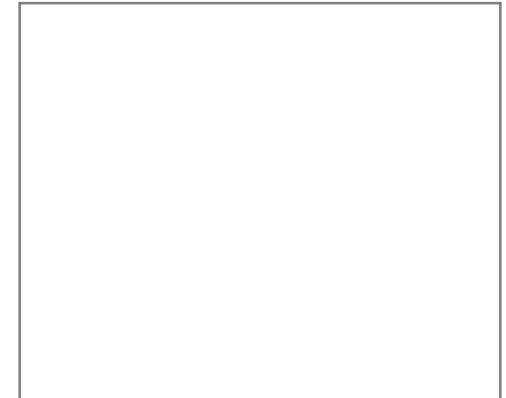
1		2		3	

1
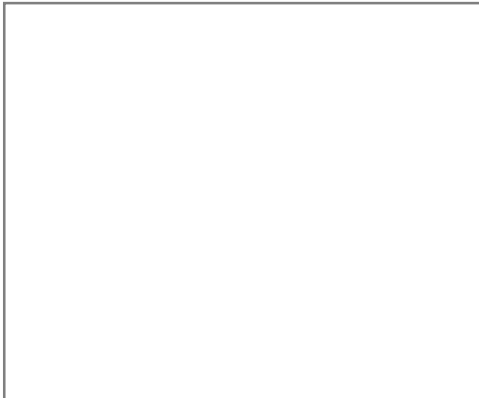
It is lunchtime at a College.

2
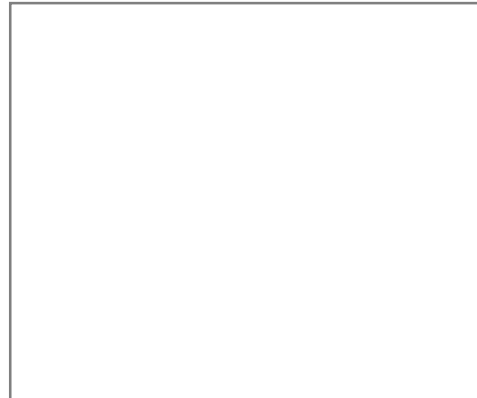
Katie is telling her friend Julian about her holiday to Africa.

3

Julian thinks that it would be a great story for the College's blog.

4

That evening Julian shares the story online on the school's blog with photos he has taken from Katie's Facebook page.

5

The next day Katie arrives at school and everyone is talking about her holiday. They are sharing the photos online.

6

Katie finds Julian and tells him to remove the blog post from the Internet, but Julian doesn't see why there is an issue.

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MOBILISING STORIES

Knowledge mobilisation describes a process in which we take the learning, insights and key messages from curated stories and connect them with   people, groups and/or organisations who can use them to make positive   change for communities. These could be grassroots change-makers such as community leaders or key decision-makers such as policymakers.

As part of mobilising the knowledge from within stories, we should be clear about:

• **Knowledge** – What have we learned?
• **Purpose** – What change do we want to make?
• **Audience** – Who is in a position to make this change?
• **Method** – How can we connect the stories to this audience?

MOBILISATION METHODS

There are many ways in which you can mobilise the learning from your stories and your curated content, both online and offline. When thinking about which methods to use, you should let you understanding of purpose and audience guide you. As we explored at the start of this book, change can occur in different ways (behavioural, ideological etc.) and at different levels (individual, organisational, systemic etc.). You should be mindful of this when thinking about mobilisation methods. Here are some ideas of how you could mobilise your stories:

• **Sharing on social media** – You could post your curated content on social media to help to get the message out to people and allow them to share it easily. When using social media think about which platform will best engage your audience, how you can bring it to your audience's attention (i.e. tagging them into it or key word tags), how you can make the content seem relevant (i.e. rhetorical questions) and how you can make the content seem appealing and attention grabbing (i.e. the use of images). You should also think about the amount of times you share your content and at which time of day. You could use social media scheduling functions and apps to create a campaign.

• **Posting on websites** – You could add your curated content to websites as feature articles on online newspapers and magazines, or as blog posts. You could also have PDF's of reports available to download. When doing this think about the demographics of people who access the website and the format they are used to receiving information in. You should make sure that social media sharing buttons are being used to aid the 'spreading' of the post and use visuals to

the content seem more appealing and stimulating to a reader. You could also embed video or audio clips too.

- **Using email** – You could send out your curated content on email. You could either do this as a mass mail out using an application such as MailChimp or an email group, or send individual emails to relevant people with your findings and content (e.g. a PDF report attached to a personally written email). Remember to make sure you have the relevant permissions to contact people in this way before sending out your mail.

- **Organising events** – You could organise an event to show people your findings and curated content. This could be a small dissemination event in a community centre with residents from a specific neighbourhood or who are connected to the stories in some way, a presentation at a closed group session or a symposium/conference with a range of speakers/activities that are exploring issues pertinent to your curated content. You could also seek to attend events such as roadshows, meetings and existing symposiums/conferences and present your findings there.

- **Facilitating workshops and discussions** – Engaging people in working with the curated content and stories is a more active way of mobilising the knowledge. You could organise a workshop that brings together different stakeholders to look at the findings from the stories and determine what they can do to create positive change for communities with them. You would need to think through the structure of this workshop, who to invite and what activities you'd like them to do (i.e. problem-solving tasks, ideas generation activities etc.) beforehand. Alternatively, you could organise a discussion event. This could include showing some key stories and posing some key questions to stimulate discussion. Again, you'd need to think carefully about the attendees and what the questions would be. You should also have a plan as to how you will conclude the discussion.

- **Adopting grassroots techniques** – These techniques mobilise people 'on-the-ground' to help share the learning from the stories. This can be people distributing printed curated content such as reports or articles, or using portable devices such as smartphones or tablets to show people stories and have conversations about them to others. This could be residents of a neighbourhood or certain demographic talking to their neighbours or others from the same demographic. It could also involve small-scale discussions or informal meetings such as conversation cafes (i.e. drop ins where people can come to chat) and similar techniques.

To help you to plan how to mobilise your stories, the Our Voices project has created an action plan template. You can download it here: http://our-voices.eu/knowledge-mobilisation-action-plan/

FACILITATOR GUIDE, TOOLS AND ACTIVITIES (3)

Topic: Understanding knowledge mobilisation methods

Aim: To support participants to understand basic elements of different methods they could use to mobilise the knowledge from their stories.

Learning Outcomes:

1. Identify different ways of sharing the learning from your stories to different audiences.
2. Create a basic plan to share the learning from their stories and curated content.

Activity Name and Duration	Exploring sharing techniques / 45 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 8+, people with low literacy skills and those with mild/moderate learning disabilities.

Activity Delivery Steps	1. Ask participants 'How can we share the learning from our stories and what tools could we use?'. You should collate their ideas as a spider diagram on a piece of flipchart paper. You can use the icons as prompts.
	2. With each method as the follow-up questions:
	    a. Who would this help us to connect with? (i.e. audience)
	    b. How could we use it to connect with them? (i.e. purpose)
	Collate these ideas on the flipchart around the method they relate to.
	3. Summarise the key points on flipchart for the group and check for understanding via differentiated question and answer techniques.

Activity Resources	Flipchart and pens Icons and blue tack

Activity Name and Duration	Creating an action plan / 45 – 60 minutes
Indicative Learning Level/Group	Level 1/2 dependent on delivery. Suitable for ages 12+ and people with low literacy skills when done as a group (i.e. trainer writing).
Activity Delivery Steps	Note: It would be good to run this activity following the Exploring sharing techniques activity above. 1. Ask participants to identify the most appropriate sharing technique(s) to use to connect their learning to their audience(s). 2. Work with the whole group to complete a Sharing the learning action plan. You can use the task sheet or replicate its content on flipchart paper. You could also split the participants up into small groups to work on specific techniques and action plans. 3. Facilitate a group review of the plan using differentiate question and answer strategies, and add in your own input to the plan.
Activity Resources	Action plan task sheet and pens Flipchart and pens

Preparing to deliver training activities:

1. Make a pen-profile or overview of the participants of your training activities. This could include:
   a. What demographics do they belong to?
   b. What are their learning needs?
   c. What experience they have of the topic(s) being covered?
   d. What are their previous educational experiences?
   e. How many of them are attending the training?

2. Look through the Mobilising Stories section and the suggested activities above, and think about how you can deliver the knowledge and skills contained in them to your participants. Think about:
   a. Making the information more accessible (i.e. handouts, presentation slides, visuals etc.)
   b. Adapting activities/resources/delivery to meet participants' needs (i.e. Q&A strategy etc.)
   c. The resources and venue facilities that you need (i.e. print outs, projection facilities etc.)

SHARING STORY ICONS

EMAIL	**WEBSITES**
EVENTS	**WORKSHOP**
DISCUSSION GROUP	**SOCIAL MEDIA**
FRIENDS & NEIGHBOURS	**MEETINGS**

ourvoices
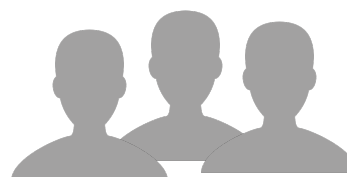
SHARING STORIES ACTION PLAN

Use the table below to plan how you are going to share the messages and ideas from your stories.

LEARNING What are the key messages and ideas from your stories? 	

PURPOSE What change are you trying to make from your stories?	**AUDIENCE** Who can help to make this change?	**SHARING METHOD** How will you share the stories with these people?

TASKS What do you need to do?		DATES When does it need to be done?	PEOPLE Who will do it?

FURTHER SUPPORT

When you are getting ready to deliver story curation activities to people in informal learning environments and community settings it is important that you plan your activities carefully to make sure they are suitable for their learning needs and that their involvement in the sessions is meaningful. The key questions and also the proposed activities/resources in the 'Facilitator Guide, Tools and Activities' sections will help you to do this.

When you have some keys ideas thought through, you can complete the table below to start your preparations for bringing these ideas into fruition. It may be worthwhile to discuss your initial plan with another facilitator or a training provider/organisation involved in the Our Voices project to get some feedback before you finalise it and delivery the training. Peer review is a great way to help you to develop your professional expertise.

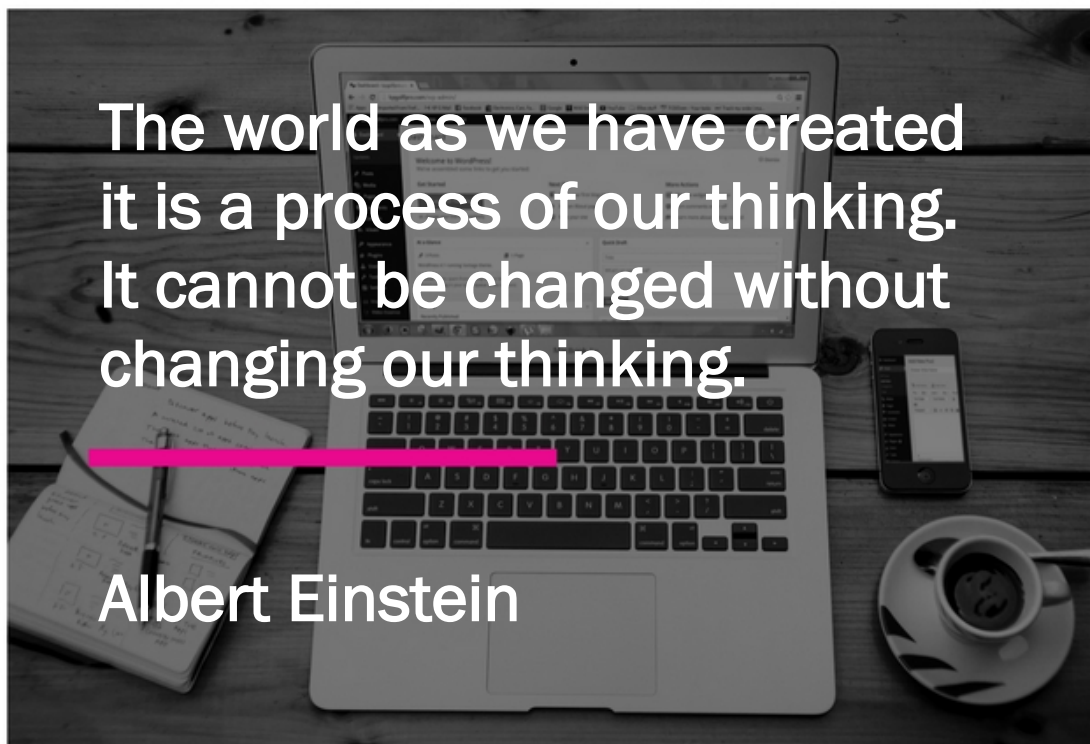|	
AREA/CONTEXT What area/setting do you intend to deliver the training in? What's the impact of this? What local assets could you partner with – how and why?	
PARTICIPANTS Who are they? How will you recruit them? How does your proposed activities and plan support their engagement/learning?	

TRAINING ACTIVITIES What activities would you include? How would you adapt them? How would you structure it? What would be learned/produced? How do you plan to evaluate the activities?	
LOGISTICS When would we deliver the training activities? What venue(s) could you deliver the training in? What facilities do they have?	

OTHER RESOURCES

The resources listed below may be useful to you as a Digital Curation Facilitator and will help you to support communities to have their voices heard by decision-makers and bring about positives change through the power of storytelling.

- **Our Voices Resource Bank:** As part of the Our Voices project, partner organisations collated a set of resources from across the partnering countries (UK, Spain, Germany, Italy, Sweden and Poland) that would support people to learn about story curation and engage in associated activities. These resources include educational resources, articles, and videos. You can access them at: http://our-voices.eu/resources/

- **2-Day Co-Curation and 1-Day Knowledge Mobilisation Programmes:** The Institute of Community Reporters have developed a story curation programme that supports participants to develop basic story analysis and digital packaging skills and a knowledge mobilisation programme that supports people to connect stories with change and decision makers. Access to these can be granted by contacting People's Voice Media on enquiries@peoplesvoicemedia.co.uk

- **Articles on Curation:** This is a list of articles on the topic of story curation ascertained via Google Scholar. You can access it here: https://tinyurl.com/yd5x5hp2

- **Digital Marketing Tutorial Videos:** This is a playlist of videos on digital marketing that might be useful when thinking about how to mobilise the learning from within stories. You can access it here: https://tinyurl.com/ya4r47ql

- **Video Editing Tutorial Videos:** This is a playlist of videos on editing with Filmora that might be useful when thinking about how to package your stories. You can access it here: https://tinyurl.com/yby54dgh

- **Academic Writing Tutorial Videos:** This is a playlist of videos on digital marketing that might be useful when thinking about how package stories in written formats, specifically for academic audiences. You can access it here: https://tinyurl.com/ybp5ql56

- **Discourse Analysis Tutorial Videos:** This is a playlist of videos on discourse analysis that might be useful to provide further contextualisation on the topic that is briefly explored in this book. You can access it here: https://tinyurl.com/ycuab4yv

- **Further reading on Digital Storytelling:**
  Digital Storytelling Cookbook: https://wrd.as.uky.edu/sites/default/files/cookbook.pdf
  Share Your Story Guide: https://tinyurl.com/ybduu9ly
  Digital Storytelling Capturing Lives, Creating Community, Joe Lambert, 4th Edition, 2013.
  Inclusion Through Media, Edited by Tony Downmunt, Mark Dunford and Nicole Van Hemert, 2007

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

Albert Einstein

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