

COME PLAY

USEFUL HINTS

for **ONES** who **WORK BY USING**
autobiographical methods

from the Project Active Memories

Video Narration and Video Interviews

Creation of a collective identity

Creative writing / collage

Digital Paper Theater

Community Theater

and much more



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The project:

This publication is one of the final products of the project
ACTMEM – Active Memories

Project partners:

Arci Valdarno – Italy www.arcivaldarno.net

Storie di Mondi Possibili – Italy www.storiedimondipossibili.it

Arcss – Associação Recreativa Cultural e Social de Silveirinhos - Portugal
<https://www.facebook.com/associacaosocialdesilveirinhos>

EIC – European Information Center – Bulgaria www.europeinfocentre.bg

Sozial Label – Germany <https://www.soziallabel.de/>

Project website:

<https://actmem.eu/>

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Table of Contents

How to use this Manual	4
Introduction	5
Methodological approach	6
Objectives and Themes	7
Methodologies of telling and collecting stories	
Video Narration and Video Interviews	12
Creation of a collective identity	16
Creative writing /collage	21
Digital Paper Theater	26
Community Theater	30
Overview local & international workshops	
Italy (SMP)	33
Germany	39
Bulgaria	46
Portugal	54
Italy (ARCI)	59
ONS Operative Open Space	66
Contacts	69



How to use this Manual

Author: Aisha Allakhverdieva

Dear reader! This manual was created by a team of educators, youth leaders, volunteers and tutors for everyone who is interested in autobiographical storytelling and workshop facilitation.

The manual consists of 4 parts. The chapter “Methodological approach” functions as a framework of the project ACTMEM and workshops that were created as a result. In the Chapter “Objectives and Themes” explains and describes goals of the project and themes that were covered in workshops. The Chapter “Methodologies of telling and collecting stories” provides an in depth description of each methodology presented at the Youth Leader Training in Arezzo. Last chapter “Overview local & international workshops” represents the results of the project from each participating organization. Organization chose 2 workshops that were described in depth and also gave brief descriptions to other events. If some of the less detailed described workshops interest you – please contact the organizations directly.

You want to facilitate a workshop but aren't sure how to proceed? Here are some recommendations for you:

Decide with whom you want to work. You can think about whether you want to work with a specific community or make your event open for everyone. What about their age and background or language they speak? This will determine to a certain extent which methodology you will use.

Methodologies provided in this manual can be implemented as they are or can be tailored to specific workshops. We also recommend you to explore all possible combinations of different methodologies. The possibilities are endless because all of it can be a starting point for developing your own unique approach.

All organizations listed here are open for collaborations locally and internationally. Don't be shy and contact them if you need some support.

In terms of places where you can facilitate your project we recommend reaching out to volunteer organizations, youth clubs, community centers, language cafes, refugee accommodations and maybe even your own school or university.

It is important to remember that the participants are treated as partners, not projects and their stories are treated with respect. Always ask for permission before publishing any stories or photos.

Enjoy the reading!



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Intro

This manual contains two aspects:

- a) **a vivid report of the Active Memories project**
- b) **useful hints for ones who work by using autobiographical methods** in the field of social and educational field. Everyone, e.g. social workers, teachers, educators, group facilitators, activists, volunteers, can find brief descriptions of methods how to tell, collect and disseminate autobiographical stories. You can get inspired to adapt the methods flexibly to your situation or to develop new methods.

The core idea of the project is to enable young people to design and implement workshops of autobiographical storytelling. Firstly, each partner organization called for young people and secondly selected participants for a one-week training course. This workshop took place in Arezzo, Italy in March 2023. It was an opportunity for them to learn particular methodologies and to get to know others with different backgrounds. Finally, they organized various workshops in each country between June and November 2023.

The first part of this manual is a description of **methodological focus, objectives, topics of the project and the autobiographical work**. The most points were already mentioned in the application. However, they were developed by the young workshop facilitators through the project. The point of “Not only Europeans but also non-Europeans” is new. This part also includes reflections on the different objectives which were coming on the forefront of consciousness in the autobiographical narratives.

In the **second part, the main methods** developed by each partner in the project are explained in an entertaining way.

In the last part, **the local contexts of each partner organization and the local workshops** were reported.

More material can be found on the project website <https://actmem.eu/>



Methodological approach

Story Telling Methodology

In our project, we tell our individual stories, collect them, share them and bring them together. The stories are pieces of our ordinary life. People with different backgrounds and experiences (a refugee, a business student, a member of the LGBTQIA+ community, a politically engaged person or a bank employee,...) has their own unique stories. of us as. They make us curious, sensitive, worried about ourselves and others' identity, life and more.

We can share the stories with or without words; Drawing, collages or expressing it through theater is our way. We would like to have fun with this activity and show a possibility of social resistance where it's necessary.

Blended Workshop

We are keen to work in person, but also enjoy the opportunity to exchange ideas online. We created a virtual and secure space where we organized several workshops. The results of the workshops are accessible on the platform "StoryAp".

Peer to peer

The aim of this project is to encourage young people to design and run workshops using the methods of autobiographical storytelling. For the training of these young facilitators, we question the separation between teachers and leaders, between locals and immigrants, and switch the roles which are ascribed to us. Besides, we ask elderly people for humility and respect towards younger people. This is important because since the power gradient between elderly and young ones is not completely flatten yet. The core of "peer to peer" is to create a space where the young people decide by themselves what they want to learn.

Not only Europeans but also non-Europeans

We as Europe are seeking common values, common solutions to problems and common dreams of Europeans and non-Europeans. We believe that our first step is to put ourselves in other's shoes, try to learn other's perspectives and share our own perspective. This is Key, because we should be in the process of communicating and sharing various perspectives. This step is necessary for all of us to have new and common values (Europeans and non-Europeans). However, the extent of European society's resistance to this move is not easy to predict. Despite that, this process has begun. We will witness how it develops and will decide if the idea of "Europe" is still effective for us.



Objectiv 1: Self - Reflection

Objectiv 2: Finding hope, your voice, a safe and creative space

1. Self-Reflection

- We want to understand the participants and know what common challenges they've gone through. Questioning how they can motivate each other through this workshop so that they can write their story.
- To make the participants enter the mechanism of narration, to make them aware and in control with respect to the story told. Being able to act directly with the events and with the "actors" on stage.
- In the case of personal stories (also symbolically speaking) **one of the goals was also to be able to rework the story. Becoming aware of the events and aiming to the point of understanding them in a profound way.**

2. Finding hope, your voice, a safe and creative space.

- Our story can became occasion to learn for many others.
- Use storytelling to reflect on different issues relate to the need of change, starting from the individual experience, finding common challenges.
- Discover the power of the encounter with others. It stimulates new memories, ideas and close relationships. By telling each other about each other, we are able to share a community space.
- Here you don't need to come from the same place, or speak the same language, but welcome each other.



Objective 3:

Building a bridge between yourself and the group, reinforce communication skills

3) Building a bridge between yourself and the group, reinforce communication skills

- Through the sharing of personal stories, young people are placed in a situation to move from a dialogue with themselves to a dialogue with others. Through listening, acceptance and recognition of the story they tell by the other participants, a reflection takes place that increases individual self-awareness and self-criticism to each of them.
- Sharing your vision of life with others; sharing your experience of life; Find commonalities in different lives
- It is also intended to build a moment of collective discussion and reasoning. Participants actively contribute **to write a collective memory on a common theme.**
- The general goal of the seminar is to stimulate young people **to reflect about health issues that relate both to themselves and to others.**
- This will create favorable conditions for **overcoming possible social isolation, psychological barriers of communication or intergenerational mistrust.**
- The workshop will provide an opportunity to test and evaluate the effectiveness of the content. **The autobiographical methodologies will be used on topics related to the experience of crises or traumatic events.** Also in their role as an engine for rediscovering the value of our personal, national or common history.



Objectives 4 : Change the society, develop the ability to social resilience

4) Change society, develop the ability to social resilience

- **Realizing that sharing your story can help others**
 - discovering common challenges
- **Sensitize the community for social inclusion**
 - Educate young people about environmental preservation
 - Reaffirming your values
- **Sharing your vision of the world and the future**
 - Gather stories and memories related to experiences of: travel and change, volunteering, solidarity, active participation. Contribute to develop **elements of four key lifelong learning competencies**: Citizenship competence; Personal, social and learning-to-learn competence; Digital competence; Cultural awareness and expression competence.
 - Promoting active civil youth participation
- To create **a shared storytelling space that connects young people with migration backgrounds and young volunteers engaged in solidarity experiences along the borders**. Also, to give space and voice to reflect on the concept of borders, physical and non-physical spaces, and proposals for active change on the issue of freedom of movement in Europe
- **To look at the experienced Pandemic differently**, to provoke young people to
 - 1) reflect on the issue of protecting our own health as well as the health of others;
 - 2) Understanding the scope of the term "health"- physical, mental, digital



Objectives 5 : Learn

5) Learn

- Develop autobiographical writing skills, learn **new storytelling methodologies** that they can use to express themselves and share their experiences with a wider audience.
- a great way to **build a team of tutors** because the organization really values a strong tutors group. Sharing memories is the best way to create connections. As a consequence, this could be extremely useful also for the future participants.
- **new skill elements of four key lifelong learning competencies:** Citizenship competence; Personal, social and learning-to-learn competence; Digital competence; Cultural awareness and expression competence.
- **Developing soft skills such as teamwork, working in small groups;** communication in an intercultural environment; foreign language skills, etc. **Awareness of the possibilities that online learning can provide.**



Topics:

Odyssey Under the Same Sky:

- Experience/**Stories of social changes and resilience against social changes** in relation to:

Social inclusion,
Discrimination,
Integration,
Equal Opportunities,
Social Justice,
Civil Rights
Environment Pollution
Climate Changing:
Responsibility of Community

- Activation of memories about borders, understood as a space of denial of the fundamental freedom of movement. Also the sharing of lived situations and experiences related to migration and solidarity as a response to borders.
- **Quarantine stories** during the pandemic
- Education during pandemic
- Experience during the pandemic
- **Solidarity stories in time of crisis**
- Memory of places and the journey
- Resilience stories from the past



SMP-Methodology:

“Stories for Change”

Activating Change through Stories
(Video narration and video interview)



SMP: Methodology: "Stories for Change" Activating Change through Stories (Video narration and video interview)

1) "What is Stories for change" - Getting into the themes

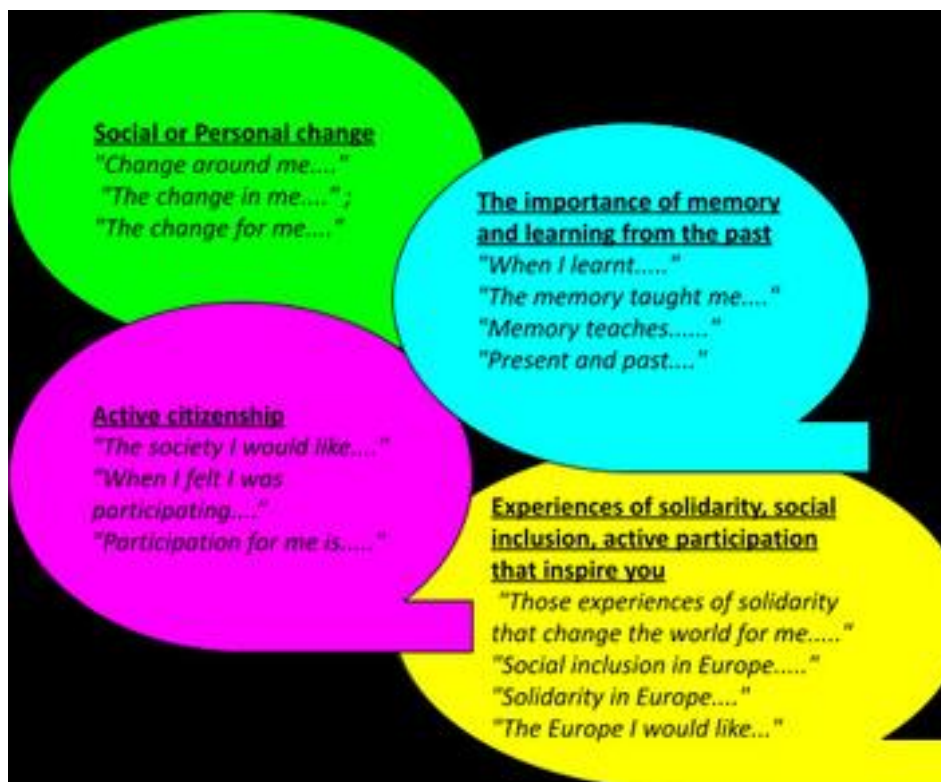
Step 1: "Why do we tell stories of change?"

This is an introduction of topics. Participants get an explanation of themes and tools with a multimedia projector!

Step 2: "Share your stories of social change..."

This is a writing part. First, participants write a list of 5 stories/experiences. Some questions can help the reflection: why is this story important to me today? How can be important also for others? At the end they choose one theme and finally create a script with max. 200 words.

Examples of the topic



Step 3: "Why should they be stories?"

Participants watch together short excerpts of some video stories from the StoryAp portal, so that they get a visual, narrative input. Besides, this part serves as simulation how they make their own video.



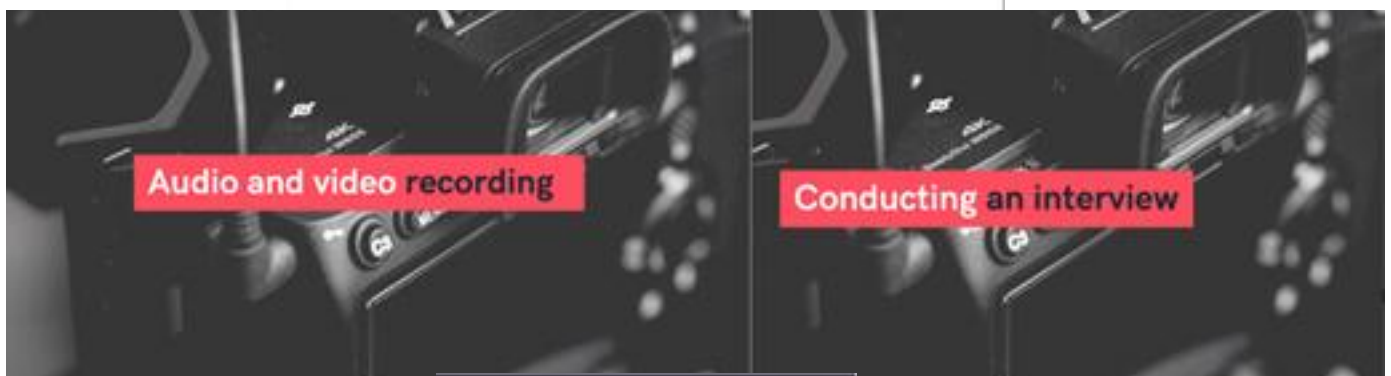
SMP: Methodology: “Stories for Change”

Activating Change through Stories (Video narration and video interview)

2) "How to collect a person's story" - Interview and video recording

Step 4: “How to structure and conduct an interview”

This part is dedicated to theoretical guidelines and indications on how to create the interview outline, which will be provided.



SMP: Methodology: “Stories for Change”

Activating Change through Stories

(Video narration and video interview)

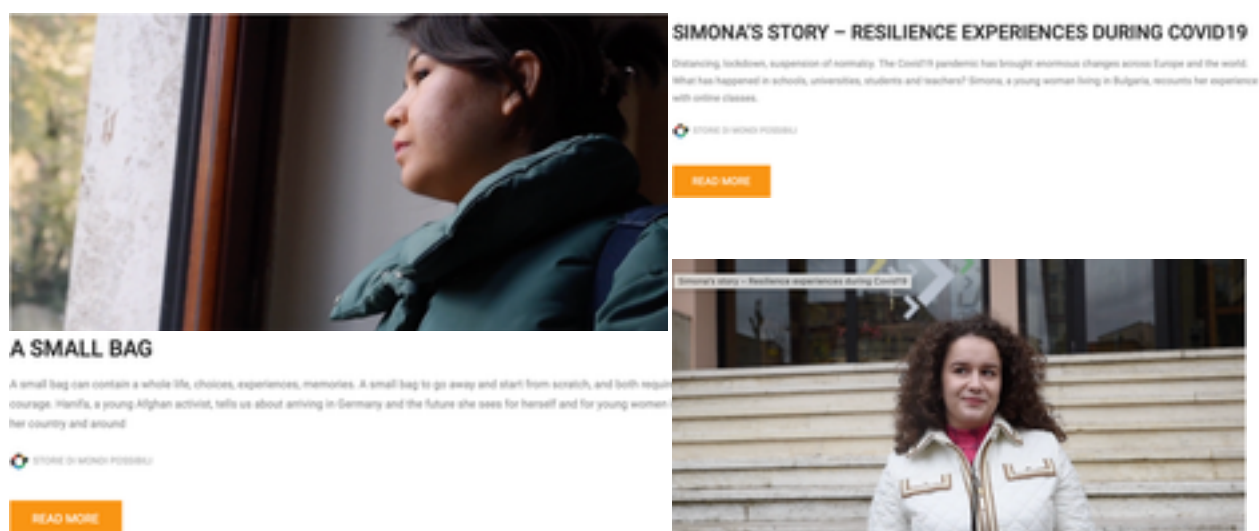
Step 5: Practical part of the Video interview

Participants, in pairs, work on writing each other's interview outlines, inspired by the scripts written in step 2. Then they exercise to record a video!



Step 6: Short and general introduction to editing (video and photo)

Participants work with editing software like Premiere, Oneshot, Finalcut, DaVinci.



Sozial Label-Methodology:

“Fatima/Pedro”

(Creation of a collective identity)



sozial.label

SL:Methodology: “Fatima/Pedro” (Creation of a collective identity)

Step 1: The Ice Break Session: Introduce yourself through colors!

Break down the inhibition to tell your self, develop confidence to the new people in the group



We are colourful!



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SL:Methodology: “Fatima/Pedro” (Creation of a collective identity)

Step 2 Describe yourself/ your life in 10 keywords!

Write them on the Padlet



Step 3 Share the 10 words for others!



Step 4 Pick up 2 common keywords

Step 5 Describe / explain deeper the 2 common keywords



SL: Methodology: “Fatima/Pedro” (Creation of a collective identity)

Step 6 Pick two actions from each explanation for our collective figure!



Step 7 Name your collective figure!



SL: Methodology: “Fatima/Pedro” (Creation of a collective identity)

Step 8 Put all personal actions together for our Fatima/ Pedro!

on the banner
and
on the Padlet

When was Pedro born?
Where is Pedro now living?
What did Pedro experience?
What does Pedro want to do?
in the future?
Is Pedro religious?



EIC: Methodology:

Wind of Change
(Creative writing / Collage)



EIC: Methodology: Wind of Change (Creative writing / Collage)

Icebreaker: "For me Europe is ..."

An introduction to the subject through the prism of young people's contemporary vision of Europe. A link is made to the "Berlin Wall" as a metaphor of divided Europe.



1) Reflection about the collective Story

Step 1 The Power of Art

Emphasis on historical memory and the great metanarrative about the Cold War.
Working with:

- combination of archive footages of the building of the Berlin Wall in 1961 and its demolition on November 9th 1989
- Scorpions song "Wind of Change"
- The online platform Mentimeter: <https://www.mentimeter.com/>:

Participants write down three facts which they associate with "the wind of change" in Europe after the collapse of the Eastern Bloc.

Plenary discussion: Did Europe change after the fall of the Berlin Wall?



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EIC: Methodology: Wind of Change (Creative writing / Collage)

Step 2 Write three associations, facts or events about how you understand “Winds of Changes” in Europe in the 80s of the 20th century!



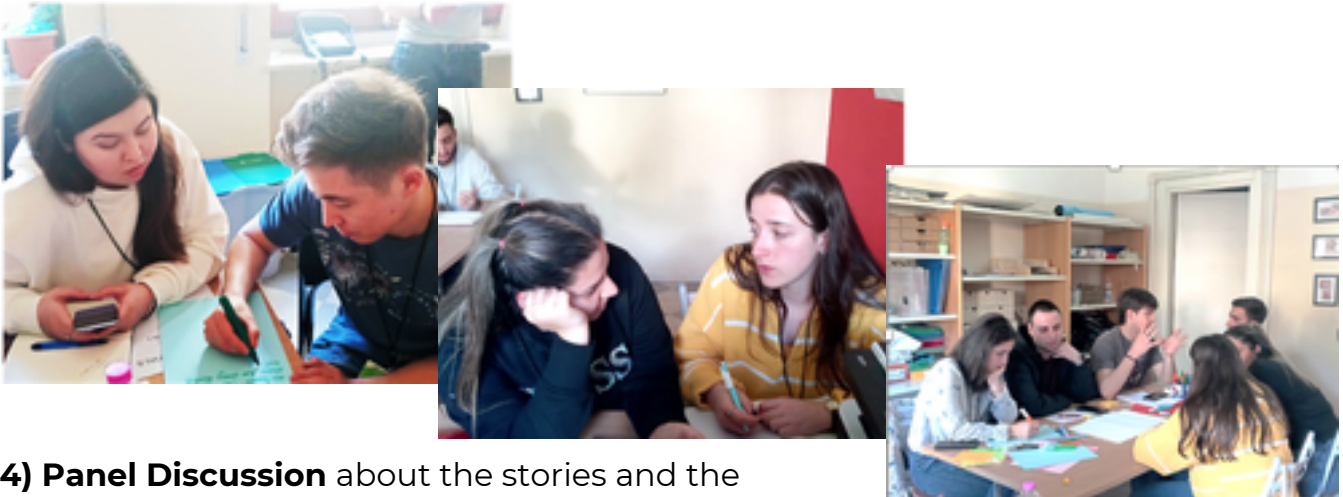
2) Creative writing/ Reflections on personal stories:

- Exploring/ Researching/ Working with personal stories from StoryAP platform (<https://www.storyap.eu/>): [Juta's story - <https://www.storyap.eu/jutas-story>
The witness - <https://www.storyap.eu/the-witness>
- Creative writing: Create a paragraph based on the story, which impressed you the most.
- Focus on the content. Guiding questions:
 - What have you learned?
 - In your own view, what is important in this/these personal story/ stories?
 - Do you share the author's opinion?



EIC: Methodology: Wind of Change (Creative writing / Collage)

3) Working in pairs and sharing: Find a partner and read your story to him/her and vice versa.



4) Panel Discussion about the stories and the questions they have provoked. Guiding questions:

- Why do we need to remember the Wall?
- Are there new Walls in Europe today?
- What Europe do we want in the future?

5) Creating a collage: “The Future of Europe”

Instructions on how to create a collage:

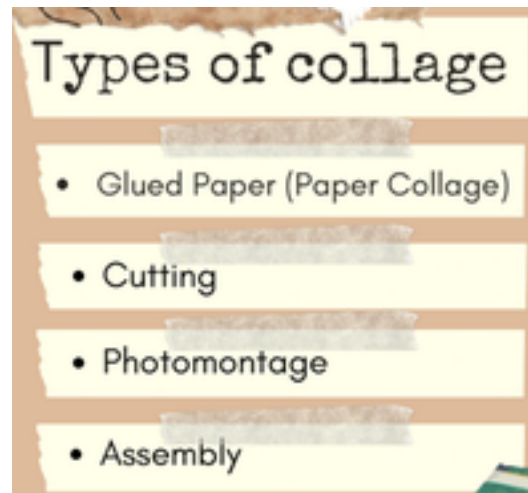
Collage - a form of visual art, in which different fragments, e.g. text, coloured papers, newspaper clippings, objects (photo, fabric, wood), etc. are combined to create a new image that conveys a message or idea.



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EIC: Methodology: Wind of Change (Creative writing/ Collage)



6. Digitalize (take a picture) and save your collage photo before uploading it to www.storysp.eu

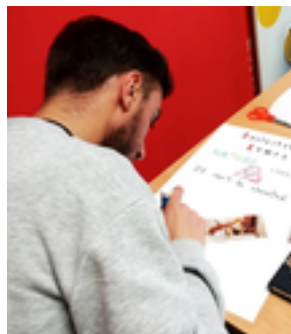
Step 7 Panel Discussion

Why do we need to remember the wall?

Are there new Walls in Europe today?

Is the wind of change needed today?

Step 8 Creating a collage: "The Future of Europe"



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ARCSS-Methodology:

Digital Paper Theater



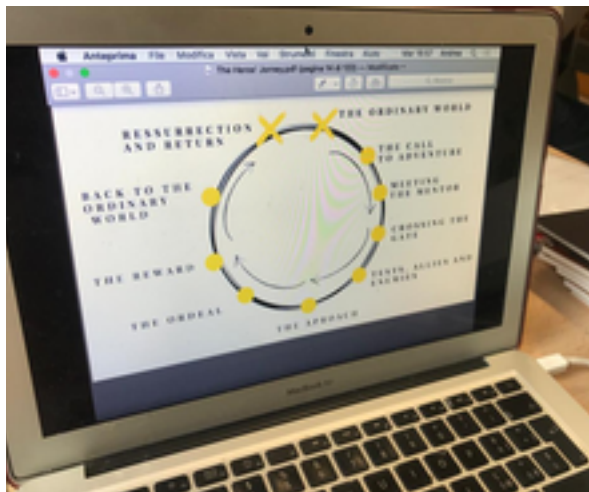
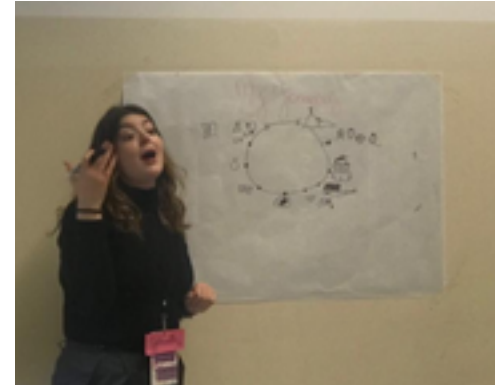
ASSOCIAÇÃO SOCIAL DE
SILVEIRINHOS
ARCSS

ARCSS: Methodology: Digital Paper Theater



Way to the output, step by step

Step 1: Welcome the participants, The facilitator should do a presentation and an ice breaking dynamic. We suggest the dynamics: “Two truths and a lie”, “Introducing Interviews” or “What animal are you?” After the presentation, the facilitator should present the workshop’s structure, all the steps, aims and results.



Step 2: The Hero's Journey presentation The facilitator will introduce Campbell's “The Hero's Journey” as a structure for narrative building. Participants are more than welcomed to ask any questions and to integrate the presentation in a participative way.

Step 3: The line of life: Each participant will have the opportunity to create their own life's line, diving into their own biography, choosing the main milestones of their life in a chronological way, connecting it with the structure of Campbell's Hero's Journey.



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ARCSS: Methodology: Digital Paper Theater

Step 4: Structuring the narrative: Having already decided the points of their life they would like to work with (Either a specific period of life or a wider vision of their whole life), participants now will write the story that connects all these points. This text will be useful not only for having a solid storyline, but also for being recorded as a voice-off for the final video. Choosing a simple language is an important requirement, making sure that the narrative is appealing to the peers and accessible for them.



Step 5: Visual resources: At this step, participants are ready to create the visual resources that will help to illustrate the narrative of their life. They can use magazines, internet prints, drawings, pictures... Everything is allowed!



Step 6: Video production: It's time to record and edit the video. Putting all the elements together in a simple way. We suggest recording the audio first, and having it as a guidance for recording the video. After this, the video needs to be edited (at least putting audio and video together) and it's ready to be published!



ARCSS-Methodology: Digital Paper Theater

OUTPUT AT THE END: VIDEO's by the participants



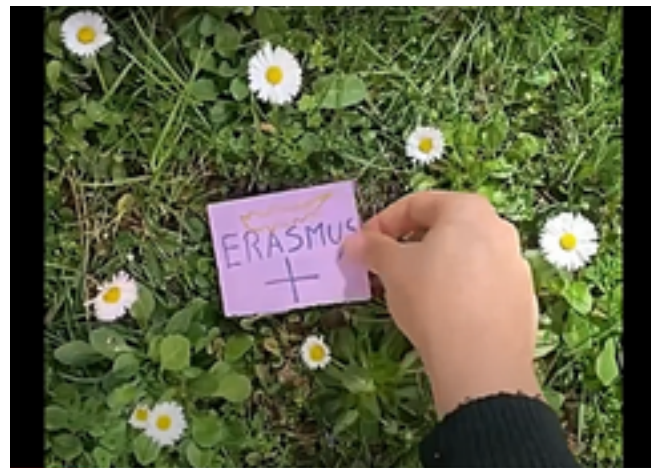
<https://www.youtube.com/watch?v=eIPSZuAxDbw>



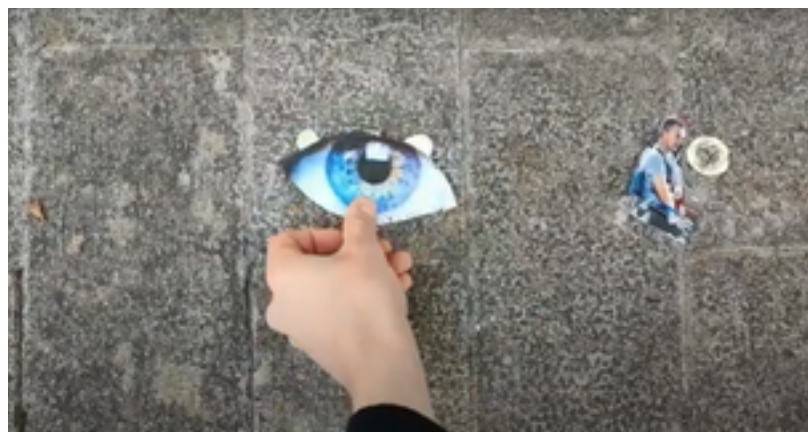
https://www.youtube.com/watch?v=uYF_zYO8C_0



<https://www.youtube.com/watch?v=ACSE07wQVkc&t=>



<https://www.youtube.com/watch?v=25IoKY64RH4>



<https://www.youtube.com/watch?v=7YRwe3K-t1k>



ARCI VALDARNO-DIESIS

TEATRANGO: Methodology:

“COMMUNITY THEATRE”

Creation of narratives starting from
relationships between people

Community Theatre



ARCI:Methodology: Community Theatre

ARCI VALDARNO-DIESIS TEATRANGO: Methodology: "COMMUNITY THEATRE"
Creation of narratives starting from relationships between people

Step 1 "Who are you?" - Getting to know each other

Through theatrical games we get to know each other better. We will put ourselves in a circle and everyone will say their name. At the end of the turn, another movement joins the name. In the next turn, the name turns into a sound with the mouth. We need this to get acquainted with the others in the group.

Now, a person will go to the center of the circle and put himself in a position, firm as a statue, that will be his image. Another person from the circle will enter the center and will put himself in another position, different from that of the companion, who is however well with his, in relation.



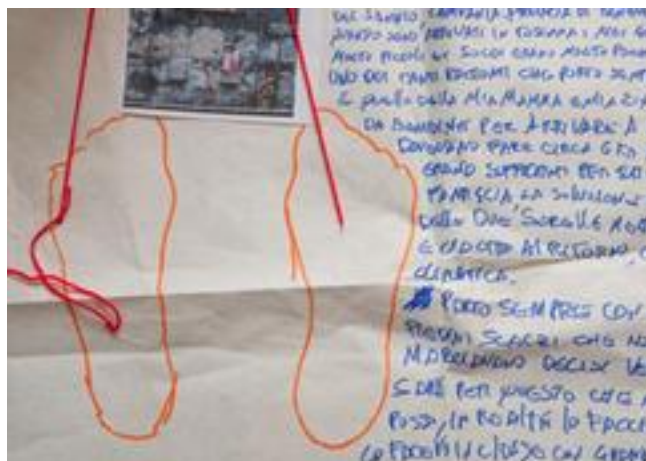
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ARCI:Methodology: Community Theatre

Step 2: “Memory on paper”

When you have become familiar with the group, you get everyone put in one place and put on paper, a cherished memory or an event that happened to us and that struck us, inspired by the previous work, writing or drawing, or even change the sheet through tears and folds



Step 3: “This is my story”

When everyone has prepared their own story, it's time to tell it to others. You can do it the way you prefer: you can tell in words, you can use movements, you can sing and you can use sounds. Everyone tells it however they like.

Step 4: "Collective poem"

Inspired by the stories just heard, you will go to write a collective poem. The first person in the group will take a piece of paper and write some sentences. When he is finished, he will fold the paper so that only the last written sentence is visible and pass it on to the next person, who will start from that phrase to write his own. And so on until he gets to the last person who will finish writing, open the paper and read the whole poem together.

Step 5: “Record and reuse”

At the end the poem can be recorded and used as a background of a video with photos of the laboratory played. This allows people to review their work and inspire the creation of new narratives, always related to each other's relationships.





**Storie di Mondi
Possibili**

Learning Path / Logbook of

Storie di Mondi Possibili

(Stories of Possible Worlds)

Storie di Mondi Possibili (Stories of Possible Worlds, SMP) is a small association based in Rome that works in education through storytelling. SMP is made up of professionals from different backgrounds: designers, educators, trainers in autobiographical methodologies, photographers, video-makers and others. The association collaborates with different realities in the city, at national and European level.

During the months of June to October, several storytelling workshops were organized involving young leaders from Italy. The association collaborated with different entities and held workshops in different locations with different targets, trying to involve active contexts of youth participation.

June 2023: “Memory is a collective journey” (La memoria è un viaggio collettivo) with Città Dell'Utopia and SCI Italia at the Balkan Festival, Rome

About 6 participants told their experiences and stories through autobiographical writing on the theme of travelling, activism and volunteering in the Balkan area during the Balkan Festival at CDU in Rome. The participants were mainly young people under 30 who actively attend City of Utopia and are active and engaged in volunteering and international cooperation.

July 2023 "Sotto lo stesso cielo" - Two days workshop - In collaboration with ARCI Valdarno and Train of Memory (Treno della Memoria) at Cecina MIA Antiracist Festival (Toscana).

About 15 participants on the first day and 8 on the second, told their personal memories, through autobiographical writing, and then constructed a collective story and performance through theatre. The participants were mainly under 30, many of them social workers in migration and refugee contexts.

October 2023: “Memory from the world beyond borders” (Memoria dal mondo oltre le frontiere) with the Memory Train at City of Utopia No Borders Festival

The group of about 10 participants narrated their experiences of activism, participation and personal transformation, first through autobiographical writing and photographs, and then by producing audio narratives.

The participants were young people 20-30 years old from Turin and Rome, many educators from the Train of Memory, many volunteers active in international dialogue between Italy and Cuba.



Learning Path / Logbook of Storie di Mondi Possibili (Stories of Possible Worlds)



SMP Workshops

Workshop 1 – “La memoria é un viaggio collettivo” (“Memory is a collective journey”)

The workshop was held at La Città dell'Utopia in Rome during the Balkan Festival, organized by young volunteers involved in migration issues and with specific focus on the Balkans.

The main theme is the memory of places and the journey, both physical and of awareness, that participants share through recounting their own experience, with specific focus on memory related to the Balkan Peninsula but not only.

In this workshop a autobiographical writing methodology was introduced and the participants created a collective memory composed of individual stories. This workshop aimed to gather stories and memories related to experiences of: travel and change, volunteering, solidarity, active participation in the context of the Balkans and beyond. It is also intended to build a moment of collective discussion and reasoning, in which young participants actively contribute to writing a collective memory on a common theme.

<https://www.storyap.eu/ispirare-e-respirare-il-mare-vicino/>

<https://www.storyap.eu/orgoglio-scalzo/>

<https://www.storyap.eu/fear/>

<https://www.storyap.eu/birth/>

<https://www.storyap.eu/inspiring-breathing-the-nearby-sea/>



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SMP Workshops

Workshop 2: "Memoria di un mondo senza frontiere" ("Memory of a world without borders")

Autobiographical writing, digital paper theatre

The main theme was the activation of memory about borders, understood as a space of denial of the fundamental freedom of movement, and the sharing of lived experiences and experiences related to migration and solidarity as a response to borders. The Treno della Memoria is an organisation which deals with the topic Holocaust and takes thousands of young people, every year since 2004, to visit the holocaust memorials and concentration camps. The Participants of this workshop were the tutors who had to take part in 8 different "formation days" to be prepared to accompany high schoolers during the trip. One of these "formation days" was the occasion for this workshop.

The main theme was the holocaust memory and the narration of the participants' personal experiences. For this purpose the participants learned the "Memory List" technique. Working with the holocaust and WWII in general and personal stories is a great way to convey memories and thoughts. Memories from the past and from the present can be connected through this workshop.

This activity could serve as a great way to build the tutors team, as the organisation really values a strong tutors group. Sharing memories is the best way to create connections. As a consequence, this could be extremely useful also for the future participants.

<https://www.storyap.eu/gli-occhi-si-allineano/>

<https://www.storyap.eu/io-ti-ricordo/>

<https://www.storyap.eu/buenos-dias-compadre/>

<https://www.storyap.eu/mangiasti/>

<https://www.storyap.eu/musicalmente-dura/>



SMP Workshops



Workshop 3 – “Fuori dal binario 1 Parte - Viaggio nella memoria delle nuove identità/ comunità” (“Off the rails part 1 - Journey into the memory of new identities/ communities”)

Autobiographical writing

This workshop is the first of two activities dedicated to exploring the memory and voices of the new LGBTQIA+ communities.

Workshop 4 “Sotto lo stesso cielo ma con occhi diversi” Vite in viaggio che necessitano di essere narrate (“Under the same sky but with different eyes” Traveling lives that need to be told)

Methodology: Digital Paper Storytelling

In cooperation with ARCI see pg. 62



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Learning Path / Logbook of Sozial Label

Sozial Label is a small association in Berlin, where 7/8 people work part-time or voluntarily to connect individuals and larger associations and institutions. In December 2022 (after ActMem's first meeting in Berlin), we formed a project group with about 10 youth leaders, in their twenties, with roots in Afghanistan, Syria, Italy, Japan, Russia, Mexico and Germany. They meet every other week in a meeting center followed by a meeting café with refugees. Occasionally, participants in the meeting café also take part in the activities. We work together and use the results for the project "Fatima-Pedro-Methodé". The development of a common identity of Fatima is the red thread of our work in the project, also of the workshops.

1. Coming together

- Developing a group of young people through personal contacts and in connection with a meeting café with community dinner at the AWO Adalbertstrasse;
- information about a storytelling workshop, every 2 weeks, following the meeting café
- first phase of storytelling: getting to know each other, exchanging your own life story(s)
- "Your life in 10 keywords"; Write short texts about common keywords

2. Looking for a common path

- Defining the collective Identity of Fatima and searching for actions for her from the individual short texts of the participants
- Putting together a biography of Fatima with the timeline of important events in her life; Start of the revolution in Tunisia, getting to know my girlfriend, etc. and continuing to collect actions in the process

3. Organization of the 8 local workshops

- collecting actions for Fatima in each workshop with an entertaining approach
- organization of the workshops by the youth leaders in neighborhoods centers, shared accommodations for refugees and a Highschool for Social Work.
- invitation of participants with different backgrounds (young girls, students, refugees, queer people with migrations background and elderly people).

4. Today (December 2023): The collecting of the stories from the workshops continues

5. The Future: the story of Fatima / the outputs of the workshops will be presented and continue on stage or on the street, with more and more participants.



SL Workshops

Workshop 1 – Unveiling Narratives

“Unveiling Narratives” was offered three times and young people with/ without migrant backgrounds participated. After the ice break session the creative writing/ autobiographical methodology was introduced. The participants picked one experience, e.g. the way to Germany, what captivates the person, a job experience etc., and wrote a story about that.

In the second part the focus was on the collage technique. Each made a collage from their personal story and expressed them visually.

In one workshop, where the time allowed them, the participants learned a digital storytelling skill and made one video to share their stories.

The activity showed that the writing part was not easy for some of the participants or they were not in the writing mood on the day. In that case the moderator offered to create a collage without writing a story since the safe, comfortable space is necessary for unfolding the narratives. This flexible way made the participants relieved.

The improvised collages, the visual expression, were as powerful as the ones based on the written story.



SL Workshops

Workshop 2 – On The Way to Creativity

Young people with migrant backgrounds participated in this workshop. After the ice break session they got an explanation about the storytelling technique through theatre. Then they tried to write about their experience step by step. In this workshop the stories were written in German, a foreign language for the participants. Each picked one sentence from their stories and combined with one motion. At the next step they stepped in front saying the sentence chosen and performing their motion one by one. In this way the motions were put together in a theatrical form. In the final part they again stepped in front saying the sentence chosen and performing their motion one by one. The difference was repeating the motion until all participants were in the front.

This workshop was offered in our dissemination event and participants of the event got to know the theatrical technique and tried to express themselves together.



SL Workshops

Workshop 3 - Stories without borders

Video Narration

Young women from Afghanistan and from Ukraine, living in different European countries, took part in this workshop, writing their personal stories and making a video of the stories.

The final videos will be uploaded in the App

Workshop 4 - Berlin 2033

Storytelling through Collage

Young people with a migration background living in Berlin shared their stories and made collages about the future of Berlin.

The final videos will be uploaded in the App

Workshop 5: That's My Thing!

This activity was offered as a safe space for queer people with/without migrant backgrounds. However the workshop was open for everyone. They shared personal stories about important objects in their life.

Focusing on objects rather than subjects can help participants distance themselves from unwanted experiences, while avoiding participants feeling overwhelmed. This approach can have a therapeutic value and can promote and support the processing of one's own history.

This workshop had two parts, "Stories for myself" and "Stories for others". In the first part various storytelling techniques for personal use were introduced and the participants tried to exercise the skill.

In the second part the techniques for written works were mainly discussed. Then the participants tried to write about their object with special value for them. They summarised their story since they were too personal to share in public.

Through discussion they even developed new methodologies for them and built an open communicative space.



SL Workshops

Workshop 7: Workshop for Women

Young girls and women of all ages with migrant backgrounds participated. Different techniques of the Methodologies were used, mostly creative writing and community theater. Starting with some exercise to know each other. Like naming a personal object and sharing its meaning or the story why it is important to you. Also writing some acrostic Poems about yourself, with the name and characteristics or things they like. Always within their abilities, some also just painted a picture. There was a lot of sharing stories while speaking to one another (if possible in their native language).

Another Part of the workshops were theater exercises like mirroring each other's movements or holding imaginary objects and playing with them. A lot of dancing together was involved and sharing different personal skills or interests, from TikTok dances, traditional Afghan dances to ballet pirouettes.

Story about the Workshop:

-





Learning Path / Logbook of

EIC - EUROPEAN INFORMATION CENTER

The EUROPEAN INFORMATION CENTER began its activities on 24th October 1997, when the Council of Europe uncovered first out-of-capital Regional Information Center in Veliko Tarnovo. The organization has been hosting the European Documentation Center of European Union since 4th January 2001. The organization has been responsible for the EUROPE DIRECT Relay for the Region of Veliko Tarnovo since the beginning of January 2007. It has been providing EU information in all the periods since 2007, from 2017 its EDIC – covering two districts from North Central Bulgaria – Veliko Tarnovo and Razgrad.

The core of EIC are a group of professors from the University of Veliko Tarnovo, who dedicated their dreams, work and lives to the European integration of Bulgaria.

The staff of EIC is a crew of unpaid volunteers and members of youth groups. Through the years we have built active partnership and had signed a partnership agreement with 24 regional and local institutions, state representatives, media and key stakeholders. This allows the smooth and sustainable EIC and all its initiatives. The EIC has put into practice over 100 successful projects.

The experts of EIC have long practical experience from participation in national and international research and educational teams on projects of Council of Europe, European Standing Conference of History, Teachers' Association EUROCLIO, Delegation of European Commission in Bulgaria, IIZ/DVV, Ministry of Education and Science, Regional Inspectorates of Education etc. They work with students, informal youth groups and teachers from secondary and high schools in Bulgaria.

1. Gathering the Youth Team

·Pre-promotion of the project among students from Veliko Tarnovo University and students from two secondary schools in Veliko Tarnovo and the high school in Chelopech.

·Selection of participants and organization of a joint meeting "Shared Stories" in Veliko Tarnovo in March 2023, under the guidance of Violeta Stoycheva, Dragomir Dachev and Dimitrinka Arnaudova.

·Organizing a Storytelling workshop to bring together young people from different parts of Bulgaria for joint activities based on (auto)biographical methodologies.

·Presentation to the project team and mentors of the main project activities.

·Defining the thematic field for the future activities of the Bulgarian team: education

The first phase of storytelling:



Learning Path / Logbook of

EIC EUROPEAN INFORMATION CENTER

- Getting to know each other through the prism of understanding/ attitude? to Europe and the creation of a common poster on "What is Europe for me?".
- Conducting a discussion and highlighting key words that correspond to the project objectives and planned activities.

2. Looking for a common path

- Introducing participants to the essence of (auto)biographical storytelling through two consecutive workshops: "The Wind of Change" and "Being Young in Time of Pandemic".
- Creative writing, reflections on personal stories shared in StoryAP and reflection on the social changes in Europe after 1989 through the perspective of contemporary generations - students and high school students.
- Seeking links between personal experience and opportunities for active civic participation in the common process of European partnership.- Emphasis on the Covid-19 pandemic through the prism of school/university learning, the manifestations and consequences of isolation, and expressions of mutual aid in critical situations. Creation of personal stories and a video in the form of a "Blitz poll" related to the current public issue of vaccines.
- Introducing StoryAP as a shared common virtual space for collecting stories from different parts of Europe and the world and the possibilities for communication and for stimulating active citizenship and participation among young people.
- Structuring a common work plan and the creation of a mosaic of workshops in different locations to expand the target group with new participants and promote the project objectives.

3. National Workshops

In 2023, a total of 7 workshops facilitated by the youth leaders of the storytelling team were conducted. They applied the storytelling methodologies presented during the Transnational Training Event held in Arezzo (Italy). These methodologies (Pedro methodology, Digital Paper Theater, Video story, Theatre of Sculptures) had been adapted to the content developed for each of the workshops, and were implemented through different strategies (Blitz pool, Collages, Creative Writing, Photo narration, de Bono), and digital educational platforms (Mentimeter, Kahoot, StoryAp).



Learning Path / Logbook of

EIC - EUROPEAN INFORMATION CENTER

4. Promotion of project activities

The project activities were promoted through:

- regional newspapers and radio stations
- social networks (mainly Facebook)
- Scientific forums at the University of Veliko Tarnovo "St. St. Cyril and Methodius"
- public events held in Chelopech and Veliko Tarnovo.

In this way, new participants from schools in Veliko Tarnovo, Dobrich and General Toshevo, as well as from different faculties of the University of Veliko Tarnovo, were attracted to the target group of the project.

5. Perspective

The sustainability of established good practices for the use of (auto)biographical narrative methodologies is ensured through formal and non-formal education. The storytelling methodologies, tested during the project activities and the skills they acquire, are not only part of the competences developed by the youth leaders. They are included by the project mentors as a toolkit for educational activities in the training of students in Secondary schools, the training of future history teachers at the University of Veliko Tarnovo, as well as in the ongoing qualification and professional specialization of teachers in various subjects.



EIC Workshops

Workshop 3 – Face the Challenge: Active Youth

The workshop was organised in terms of content around several key issues: the COVID-19 pandemic, blended learning and autobiographical narrative.

By applying different storytelling methodologies in discussing the big theme of the benefits and problems of online learning during the Pandemic, young participants (high school students) were encouraged to rethink their own experiences by learning from the shared experiences of others. As a result of their participation, they were expected to define in their own way the content of the newly emerging term "quarantine" and to make sense of the significance of the lockdown period (quarantine) as part of recent history, enriched by living memories (active memories).

The overall aim of the seminar was to provoke young people to 1) reflect on the issue of protecting our own health as well as the health of others; 2) Understanding the scope of the term "health"- physical, mental, digital.

Through the creation of written narratives on personal stories through the "Six Thinking Hats Method", short videos and through discussions on changes in the ways of learning, the participants were challenged to look at the experience of Pandemic in a different way.

By sharing their personal stories, the young people were put in a situation to move from a dialogue with themselves to a dialogue with others, and by listening, accepting and acknowledging the story told by the other participants, reflection takes place, which increases the individual self-awareness and self-criticism of each of them.

<https://www.storyap.eu/pedro-or-zdravko-a-collective-identity-of-the-quaranteens/>

<https://www.storyap.eu/being-in-quarantine-through-the-prism-of-benefits/>

<https://www.storyap.eu/covid-through-the-emotional-hat/>

<https://www.youtube.com/watch?v=04mGvsZ6uAw>

<https://www.youtube.com/watch?v=7Agti7uqyrM>

<https://www.youtube.com/watch?v=1nMGVF8glnE&t=54s>

<https://www.youtube.com/watch?v=1nMGVF8glnE&t=52s>

<https://www.youtube.com/watch?v=Q5IPnrzWkjl&t=3s>



EIC Workshops



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EIC Workshops

Workshop 6 – Stories for Change

The general aim of this workshop was that young people reach 1) awareness of the possibilities that online learning provides 2) recognition of the significance of the pandemic 3) enhance Social and Civic Competences in Young People, like cultural awareness, active participation, critical thinking, etc. and 4) enhance competencies regarding video narration in young people.

In the first part the participants do an exercise, namely drawing of memory from the pandemic. Everyone can choose to focus on different topics connected to the COVID-19 pandemic: education, family, social issues, personal story, etc. After this part they shared and discussed in the group.

In the second part they learned the methodology named “Blitz interview” and took the topic about the school life of the students during the pandemic. The trainers had already picked what kind of questions they’re going to ask. The questions required mostly short answers because in this way the video could be collide in one video which shows different students. The students were asked to leave the room because they shouldn’t know the questions in advance. They entered one by one and answered the questions of the trainer.

After these two parts the trainers edited the video which was difficult because they had to combine the answers of around 12 students into one short blitz interview.

<https://www.youtube.com/watch?v=dvl39Xi8yk0&t=15s>

<https://www.youtube.com/watch?v=dQbchVWR46M>



EIC Workshops

Workshop 1 - To be young during Covid-19

By creating written narratives on personal stories, on short video interviews (blitz survey) and through discussions on changes in learning methods, the participants of the meeting are provoked to look at the experienced Pandemic in a different way.

<https://www.youtube.com/watch?v=n3hEKkxBxtU&t=31s>

Workshop 2 - My Digital Paper Story

Digital Paper Theatre

In this workshop the participants were engaged in the process of learning about the specifics of autobiographical narrative as tools of making sense of the personal experience, of the challenges and choices related to education as a stage of personal awareness and a future professional career.

<https://www.youtube.com/@workshophistoryandmemory8791/videos>

<https://youtu.be/wfAE7vmAc9o?si=QwBuOYePTIdSSBr4>

https://youtu.be/qQkXkhSze4w?si=_CvHu512waKTTv1

<https://youtu.be/w6xXJd480k0?si=WV7bDTuON8tQ3oTR>

<https://www.youtube.com/watch?v=wjw98ODwnFI>

<https://www.youtube.com/watch?v=a4NqFdkCMSo>

Workshop 4 - Face the Challenge: The Pandemic Sensibility

Autobiographical Narrative, Community Theatre, Photo Collage

Through the use of interactive methods such as Statue Theatre and photo collage, issues related to protecting both one's own health and the health of others will be discussed.

Workshop 5 - Wind of Change and Education of Storytelling

Autobiographical Methodology, Digital Storytelling

The participants in the workshop developed a skill to share their stories about actual historical processes in Europe that reflect in their families.



EIC Workshops

Workshop 7 - Stories for Quarantine

Autobiographical narratives

The aim was creating an open space for active sharing of autobiographical narratives and different storytelling methods with a special focus on memory and resilience of young people in times of crisis. Discussing issues related to protecting both one's own health and the health of others.



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ASSOCIAÇÃO SOCIAL DE
SILVEIRINHOS
ARCSS

Learning Path / Logbook of Associação Recreativa Cultural e Social de Silveirinhos (ARCSS)

ARCSS is an association in São Pedro da Cova, Portugal, which primarily works with three target audiences: young people, people with mental illnesses and disabilities, socially vulnerable people.

In January 2023 we put out an open call in our community to select 10 young leaders to participate in the project from all Oporto District, with different backgrounds.

We held a meeting to present the group, the project and the usefulness and empowerment of storytelling.

Then we did an online meeting to prepare the training in Arezzo.

1. Coming together

- Coming together of a group of young people through personal contacts and in connection with a meeting in our Association;
- Getting to know each other, sharing their on life stories;
- understand how storytelling can be used as a tool for self-knowledge, empowerment and to relate to others;

2. Training in Arezzo

The young leaders Learned Methodologies/techniques for autobiographical storytelling:

- Digital Paper Theatre / Collage
- Video narration / Video interview technique
- Wind of Change: Creative Writing
- We are all Pedro: Creating a fictional collective identity based on participants' personal stories
- Community Theatre
- Memory and Theatre
- Exchange of personally stories through personal objects

3. Organization of the 6 local workshops, using the methodologies learned in training in Arezzo.

The youth leaders organize the workshop in the Association, in the São Pedro da Cova Highschool and in the Gondomar Community.

4. Publication of workshop outputs on the project's StoryAp.

5. Multiplier events will be organized to publicize the project's results and tools. The results of the project will also be shared with our Portuguese stakeholders and partners.



ARCSS Workshops

Workshop 2 – Our stories in a line

Using “Pedro Methodology” to create a life story line together, 10 Young people from different backgrounds were invited to participate in this activity.

We started with an ice breaking activity, where each person introduced themselves and spoke about one of their characteristics.

Based on common interests, translated into key words, the participants' stories or moments of life were shared.

Following each person's life stories, a common story line was created, telling the life of an imaginary person – Beatriz. Then a lifeline was created in the CANVA program, with links to each person's personal stories. During the activity, moments and life stories were shared with a lot of emotion and meaning.

https://www.canva.com/design/DAFom5fLdfU/9dtpSCUnJFgBWWjLmQz6aw/edit?utm_content=DAFom5fLdfU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



ARCSS Workshops

Workshop 5 – Seaside Stories

Based on environmental concerns and climate change and included in the international #EUBeachCleanUp movement, it was promoted a Garbage collection on the Douro River beaches. 28 young people from the Porto district joined this activity.

Then we used two different methodologies: construction of posters/collages using the "Winds of Change" methodology and video interview methodology. With the Winds of Change Methodology, two posters were created with trash collected on the beach, with the image of two animals linked to Memory, reinforcing the idea of not forgetting the past and the present to build the future we want. With video interviews, the memories of people passing by, linked to the river, were recorded, highlighting the importance of the river for the community and environmental preservation.

<https://www.storyap.eu/it/river-stories/>

<https://www.youtube.com/watch?v=Maf-yz7nUMo&t=3s>



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ARCSS Workshops

Workshop 1 - My story

Video Storytelling

Young people with disabilities or mental illness from Associação Social de Silveirinhos will be invited to tell their story, using a video interview.

<https://www.youtube.com/watch?v=kVankoHcly8&t=39s>
<https://www.storyap.eu/video-interview-my-story/>

Workshop 3 - Digital Paper Theater

Digital Paper Storytelling

Young people attending vocational education create an autobiographical stories with the methodology of Digital Paper Theater.

<https://www.facebook.com/associacaosocialdesilveirinhos/posts/pfbid0AqNHfgRHQUAMHt1dNnspxgPuLsg1MSZ8HccCRwqPyBeauCpX75Tm6md8B1CKK6kml>

Workshop 4 - A photo, A narrative

Telling the story of young people with disabilities and mental illness through photos.

There is a possibility to do a final exhibition

Workshop 6 - Digital Paper Theater

Digital Paper Storytelling

Young people attending vocational education create an autobiographical stories with the methodology of Digital Paper Theater.

<https://www.facebook.com/associacaosocialdesilveirinhos/posts/pfbid02AH9eGfsc71NZoqL21cqDjC4uFCCYv7Dc6LSSMYS5F1X2HGeKYzyey7ft4Lw6FqxEl>





Learning Path / Logbook of ARCI Valdarno

ARCI VALDARNO is a territorial committee of national ARCI association (Associazione Ricreativa e Culturale Italiana), based in the Middle of Tuscany, area named Valdarno Superiore. An important resource of the association is its capillary presence on the territory guaranteed by the numerous membership bases, where people meet every day, share ideas and passions: our clubs represent centers of encounter, socialization, aggregation, recreation as well as development of solidarity, culture and integration projects.

Regarding projects that interest children and young people, the association has been developing projects for years in collaboration with a theater company and cultural association called Diesis Teatrango.

DIESIS TEATRANGO is a theater company that has been involved since 1992 in artistic creation, dramaturgy and pedagogy of social and educational theater aimed at schools, places of psycho-physical distress, and the territory. It uses a team composed of artists, educators and psycho-therapists capable of contaminating educational process and aesthetic research producing inclusive dramaturgies and integrated theater creations that circulate on the national and international scene. It is Artistic Residency in the Tuscan Regional System of Live Performance, at the Municipal Theater of Bucine (AR), for which it curates artistic direction and activity projects.

During the implementation of the ACTMEM project in particular the path was shared right from the selection of young people interested in training on storytelling methodologies.

1. Through the relationship between ARCI and DIESIS TEATRANGO, already established through participation in various projects in which the goals were increasingly visibly common, interested young people were identified. At first within the ranks of the associations, such as Ettore Donzellini and Lorenzo Bonatti, who were already doing workshops and activities in the area with both ARCI and DIESIS TEATRANGO.



Learning Path / Logbook of ARCI Valdarno

2. Through participation in the workshop held in Arezzo, the associations enabled people to learn about and be able to practice the characteristic methodologies. They were able to experience and learn how to communicate the various stages of each methodology so as to become new bearers of it.

3. In the following months, starting in June and ending in October, more workshops regarding storytelling were held where each young leader from Italy who participated in Arezzo brought his experience to another group of people, both children and adults.

The workshops were:

"SOTTO LO STESSO CIELO MA CON OCCHI DIVERSI"

"GUERRE LUNARI (MOON WARS)"

"LABORATORIO DI STORYTELLING PER COSTRUIRE UN RACCONTO CONDIVISO DEL PARCO FLUVIALE"

"LABORATORIO DI TEATRO"

"IL DIRE E IL FARE COMUNITA'"

4. Collaborating with other young leaders created moments of sharing and studying, planning and carrying out activities, such as in the SOTTO LO STESSO CIELO workshop where multiple methodologies met, making this relationship a new engine for storytelling activities. The comparison, relationship and synergy between the various methodologies through the meeting of the various young leaders was a very important point of growth.

5. The growth of young leaders is continuing with projects still active, for example Lorenzo Bonatti is developing the methodology of Diesis Teatrango, following a laboratory but also actively working with others, a path started with the summer centers of the theater of Bucine and that continues today.

The workshops were held on the topics of memory, discrimination, social inclusion, environment pollution and climate-changing, community responsibility, identity, collective memory, volunteering and active youth participation.



ARCI Workshops

Workshop 1: “Sotto lo stesso cielo ma con occhi diversi” Vite in viaggio che necessitano di essere narrate (**“Under the same sky but with different eyes”** Traveling lives that need to be told)
Methodology: Digital Paper Storytelling



Theme: DISCRIMINATION INTEGRATION

Date: JULY 2023, Participants: 25

Trainer: Ettore Donzellini, Filippo Mugnai
Vittoria Moglia, Jessica Eterno, Nhel Castagnetta



A Two days workshop - In collaboration with ARCI Valdarno and Train of Memory (Treno della Memoria) at Cecina MIA Antiracist Festival (Toscana)

The group told their personal memories, through autobiographical writing, and then constructed a collective story and performance through theatre. The participants were mainly under 30, many of them social workers in migration and refugee contexts.

Summary: Narration and storytelling are tools for knowing and knowing each other: what if we really tried to tell ourselves stories of possible and probable journeys to activate a dialogue between those who live in a place, an intercultural and intergenerational dialogue.

Objective: To make the workshop participants aware of which techniques and methodologies of storytelling and storytelling can be developed through one's own memory and that of others, in a context of sharing and how these methodologies can create a unique tale of limitless union.
<https://youtu.be/NCp82FYgK3Q?si=bOoGVg7xFohNREfA>



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ARCI Workshops

Workshop 2: GUERRE LUNARI (MOON WARS)

Methodology: Video Storytelling

Theme: ENVIRONMENT POLLUTION, CREATIVE SOLUTION

Date: June 2023

Trainer: FILIPPO MUGNAI PIERO
CHERICI MARZIA FRANCI MICHELA FRANCI
ETTORE DONZELLINI

Context: Summer Camp Participants: 30

Summary: What if we imagined ourselves living on a new planet? What possibilities? What frames of reference? Within the summer proposals with the participants, through the shared construction of a fantastic story, we tried to reflect on contingent environmental issues.

The participants, boys and girls of the Summer Camp held in the theater in the town of Bucine, collected stories from the inhabitants and reworked them through group work on storyboards. Guided by the trainer, a single storyboard was created cooperatively from which the screenplay for the video "Moon Wars" was taken.

Objective: Use imagination to find creative solutions to environmental problems.

https://youtu.be/Ar_GbeLcZFc?si=iW3FdDleh4jtHyD3



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ARCI Workshops

Workshop 3: LABORATORIO DI STORYTELLING PER COSTRUIRE UN RACCONTO CONDIVISO DEL PARCO FLUVIALE (STORYTELLING LABORATORY TO BUILD A SHARED STORY OF THE RIVER PARK)

Methodology: Community Theatre

Date: 25 JUNE 2023

Trainer: ETTORE DONZELLINI and FILIPPO MUGNAI

Summary: Everyone brings their own story, and each story tells us about a world. Through the meeting these worlds intertwine, merge, sometimes match. The discovery of the other in a situation outside of the daily condition leads to the birth of a principle of union through which to think about difficulties, moving towards the creation of a community.

Theme: Climate Changing- Community Responsibility

Context: PALCO FLUVIALE FESTIVAL

Participants: 30

Objective: Happening through which we discover the power of meeting others, which creates suggestions, new memories and close relationships. By telling each other stories, we come to share a community space where we don't need to come from the same place, or speak the same language, but we welcome each other.

https://youtu.be/Ar_GbeLcZFc?si=iW3FdDleh4jtHyD3



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ARCI Workshops

Workshop 4: LABORATORIO DI TEATRO (THEATER WORKSHOP)

Methodology: digital Paper Storytelling April/May 2023 & Sept./October 2023

Trainer -LORENZO BONATTI -FILIPPO MUGNAI -PIERO CHERICI

Theme: Odyssey/"Under the Same Sky"

Context Theatre workshop/Summer Camp. Participants: 20/15

Summary: From the story of the Odyssey and the theme "Under the same sky" each participant brought a significant story, which then came to life through newspaper clippings, drawings and prints made by the authors of the stories themselves. The story takes on a symbolic meaning, as do the paper figures that are moved with the hands to animate the story, which is then recorded and edited together with the audio recording.

Objectives: Introduce the participants into the mechanism of the narrative, gain awareness and control over the story being told, being able to act directly on the events and the "actors" on stage. In the case of personal stories (even symbolically speaking) one of the objectives was also to be able to rework the story, better understand the events and gain awareness.

Workshop 5: il dire e il fare Comunità (saying and doing Community)

Methodology: Community theater Date: 3 December 2023

Trainer: LORENZO BONATTI, FILIPPO MUGNAI, PIERO CHERICI

Theme: SOCIAL INCLUSION

Context Evento cittadino di coinvolgimento della comunità in processi di rigenerazione Participants: 40

Summary: During the meetings scheduled with the community of Santa Barbara, dedicated to the educating community, the young leaders will conduct a workshop in the city square to involve all citizens in a moment of reflection on the issues of inclusion

Objective: Activate the community in a process of reflection on the meaning of welcome.



ONS open narrative space

The Remote Open Narrating Space (ONS) is an activity inspired by the open space technology. It aims at sharing experiences and reflections in a working group to get new ideas, to propose solutions or improvements.

EXPERIENCE → **REFLECTION** → **ACTION**

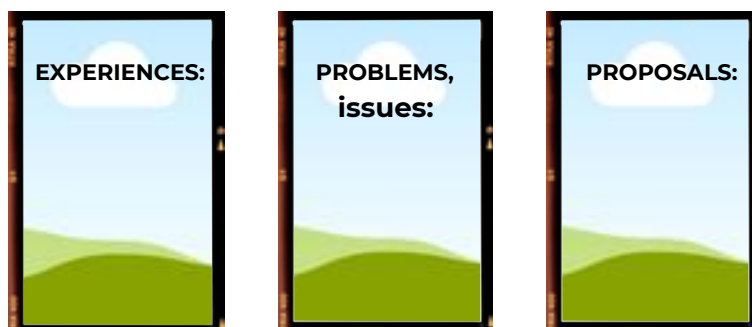
What is special about ONS?

- **“Law of Two Feet”**: Several working groups are created and each group has different topic to discuss. If the topic is not interesting, participants can get up on their “foot” and move by “foot” in another group.
- **Writing**: It plays an important role to support reflection and synthesis and to share them.

What do you need?

- Web platform for the meeting with the possibility of several rooms
E.g. Zoom enables participants to change rooms freely.
- Web platform for sharing experiences and reflections

E.g. Padlet functions as a virtual board.



Which steps do you need before the ONS-Event?

- Define topics to discuss and make key questions!
- Create working groups based on the topics and key questions!
- Decide facilitator(s) for each group!

LET'S GET STARTED!



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ONS open narrative space

PHASE I

- Illustrating issues briefly by the experts-facilitators for providing inputs for reflection

PHASE II

- Collecting and sharing of the contributions of the participants.

Participants can intervene at any time in each group (the famous "law of two feet").

They are asked to follow as much as possible a well defined procedure of intervention.

These are the exact steps!

1. Let's read what has been written and attached to the banner, and pay attention to the discussion going on
2. Let's reflect and write contributions for each question!

My experience related to the theme

General issues which you realized through your experiences

Your proposal and ideas for a change
3. Let's explain your contribution!



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PHASE III

- Putting together the inputs; the facilitator leads the group discussion through the following way:
 - Presenting in the group what has been written
 - Assorting the findings according to categories and combining similar contributions to make all differences represented
 - Creating a poster of synthesis or connect map, which lists categories to share in plenary

PHASE IV

- Coming back to the plenary
- Presenting the discussion in each group (The materials are collected through documentation material, photos and videos (if available) to draw up the final report)



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