



Funded by the  
Erasmus+ Programme  
of the European Union



# LET IT BE A STORYTELLING YEAR...

NEWSLETTER February 2018 No.2

## Welcome

### STORYTELLER PROJECT

A project dedicated to the very core of working with stories. Towards working with vulnerable communities within a professional curriculum.

### CURRENT DEVELOPMENTS

StoryTeller's 'Working with Stories' curriculum, teaching units, guidelines and methodology.

**THE STORYTELLER PROJECT  
TEAM**



Partnership consortium information available at: <http://learnstorytelling.eu/>



*This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



# A FRESH START IN 2018 – WITH FULL SPEED AHEAD ...

**Dear StoryTeller friends,**

We wish all a good start of the 2018 and let it be a storyteller year indeed.

Within this issue we would like to inform you about the recent activities and interesting points in development of professional curriculum for storytelling as well as the accompanying methodology.

It has been quite a journey so far, but we are happy to announce that our efforts have resulted in a fruitful cooperation and exchange of interesting educational materials and ideas that are sailing towards first drafts of the future educational programme in storytelling for helping professions.

*Your StoryTeller team*



# APPROACH TO QUALIFICATION

## FIRST STEP TOWARD A POTENTIAL NEW PROFESSION

**Are people born or made to be helpers?** When we look at the current situation, many individuals are in the bubble of their (social media) 'identity'. We are 'connected', but 'connection' might not always be compassion...

**Are educators born to educate?** Think of your own learning days and you'll be able to give examples of talented, good, mediocre, awful and "should-never-have-become-an- educator" examples.

**Are storytellers born to tell stories?** Should they only be allowed into the classroom with small children, or should storytelling be a compulsory part of adult education? By nature, children are fond of stories, having a genuine interest in listening to stories. But... can storytelling be an effective way to teach when factual data are uniquely seen as important? People are not numbers...

That was the challenge and inspiration to start creating a whole new (qualitative and qualifying) path to 'working with stories'. We have developed a 7-unit curriculum to get there, which we think is fit for facilitators / educators / tutors. They are:

- Unit 1 : Working with Stories
- Unit 2 : Building Group Dynamics
- Unit 3 : How Stories Work
- Unit 4 : Listening Competencies
- Unit 5 : Narrative Inquiry
- Unit 6 : Crafting New Stories
- Unit 7 : Cultural and Context

Our work for IO2 (the curriculum) now moves forward to ensure that the content of the units will be of use within diverse sectors (educational, therapeutic, community learning) and will benefit those who are deemed to be "at risk" of (learning) exclusion. Most importantly we want to ensure that educators, trainers, tutors and facilitators realise the possible limits of using storytelling properly as an educational tool. Be it as it may, it is exciting to be busy creating this qualified 'story worker' curriculum for European Learning Communities and to consider it being of use in the future!



# FUTURE STORYTELLING TRAINING

## WHAT ABOUT OBJECTIVES OF THE FUTURE STORYTELLING TRAINING

Along with designing learning units we have also started over the last few months to compile supporting guidelines for the training of future story workers. They are particularly written and edited for those who follow the STORYTELLER course curriculum 'Working with stories'. The curriculum content and the activities in the units are – together with the guidelines - meant to combine effectiveness, ease of facilitation and acceptability to participants and their (future) clients. Effectiveness refers to providing (narrative) experiences during the course that may help to enhance self-awareness and result in personal change. The theoretical background and practical activities (including helpful tips) we are developing have been selected for a broad spectrum of participants, from (experienced) volunteers to professionals who work with people at risk. The resources included in these guidelines refer to the most current literature by mainly practitioners in the field and are intended to inspire you to further deepening of knowledge and practices.

You can find an overview here  
[Infographics](#).

## FRUITFUL COOPERATION AND WIDENING THE EDUCATION POSSIBILITIES

- StoryTeller has engaged in cooperation with the SOG-TIM project, Social Growth on Trafficking and Immigration, aims to develop a training plan for future social entrepreneurs, including NGOs, to address challenges related to victims of human trafficking, immigrants and refugees.
- Using action learning and e-learning methodologies on co-creation and entrepreneurship skills it aims to provide them with the competences for the development of socially innovative social enterprise. Within the training programme, a module on Storytelling is included which aims to give the (future) social entrepreneurs the skills to tell the story of their enterprise and of their beneficiaries.
- This module builds upon the StoryTeller knowledge and experience, and is a perfect example of how synergies benefit all. For more information on SOG-TIM, visit the website:  
<http://ngo.socialgrowthhub.com/>.  
You can also contact EOLAS (eolas.manon@gmail.com).

Do not forget to follow our webpage  
for more news in the months to follow:  
<http://learnstorytelling.eu/>

Your StoryTeller team