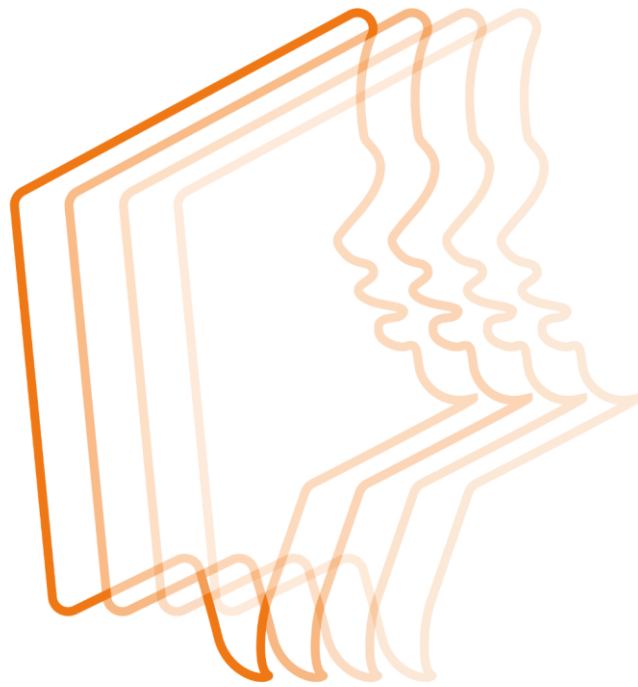


EVERYBODY HAS A STORY TO TELL

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mysty



Digital stories for inclusion

# My Story

Good stories do not need drama and exaggeration. Really good stories are often based on a small moment of understanding some little things in life. In this project, we will explore some important moments in our lives and narrate them in the form of **digital stories**. We will start by brainstorming and collecting ideas, then we will select the most interesting moments and plan how to organize and present them. ®

**A few general concerns:** Our stories will be part of the Erasmus + project “mysty” (My Story) and will be shared on the mysty website. ([www.mysty.eu](http://www.mysty.eu)) Your identity will not be disclosed, but the fact that your stories will be published might influence your choice of stories and pictures that you want to share. Choose something that you are comfortable with and ask your parents if they agree as well.

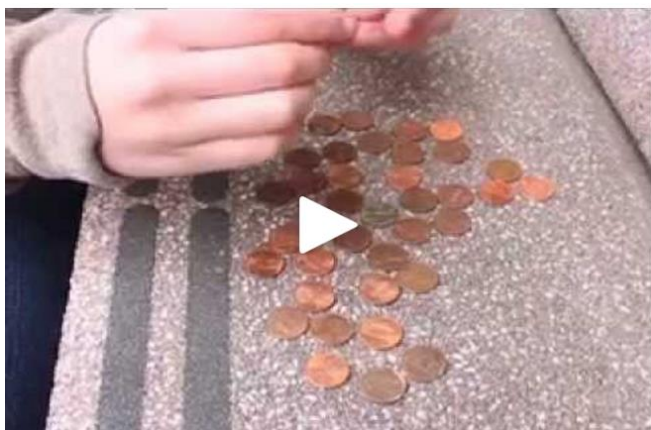
We will present our first round of stories to our international mysty partners on May 23rd, 2017 and share our experiences during this pilot phase.

After producing our digital stories, we will write a short USER GUIDE, explaining how we have produced our stories. -In these user guides, we will review the production process and the software that we have used and share any other tips for other students who might want to produce digital stories. Your user guides will also be published on the mysty website. If the project works well, we will also present our digital stories in Budapest next year.

## Technical issues:

We will produce our stories with some free video software such as Microsoft Moviemaker, Powerpoint Mix, Adobe Spark or I-movie (for those of you who own a Mac). If you would like to use any other software, please discuss this with your teacher(s).

To get a first idea of digital storytelling, watch a few sample stories on Moodle and read the story “The Ship” on the following page.



*Joseph Bruchac*

## The Ship

I was a small boy. We were on board a steamship on a resort lake. As we went by the shore the captain would announce to the passengers details about the cottages on the banks.

“This is the estate,” squawked the loudspeaker, “of the owner of the Algonquin Motor Lodge.” A hugely windowed mansion 5 with great pillars.

From the docks and the steps of boathouses people waved as we passed.

“This is the summer home of the President of the Albany Savings Bank.” 10

I lifted my small arm and waved back.

“This is the summer home of . . .”

“You notice they don’t tell where the poor people live,” said a man wearing a worn blue shirt to the woman and child behind him. I noticed the woman’s clothing was out of date and un- 15 comfortable looking. I noticed the woman’s hair was thinning and her face seemed to be worn thin like sandstone by wind. Then I noticed she was my mother.

I kept waving at the people on beaches and on floats, in 20 boats and in the water. Then a little girl went by in a huge power boat driven by a man whom I knew must be her father. I waved . . . but she didn’t wave back.

I looked up at my mother. “Little girl didn’t wave.”

“She didn’t see you.”

25 “But I wave to her. Why can’t she . . .” My mother interrupted my words with a weary wave of her hand.

“Look around you!” she said.

I looked. The boat was full of mothers and children. They leaned over rails and dangled through portholes. All around 30 were children my age, younger, older, in varying degrees of happiness and sorrow, good clothing and bad, clean faces and dirty. And each of them was waving, thinking the returned wave from the shore was for themselves alone.

(303 w)


1972/73

In: Reingard M. Nischik Ed. Short Short Stories, Schöninghbuch 4317, Paderborn, 1983

- What is this story about?
- What has the boy realized?
- What emotions are involved?

## Step 1: Brainstorming

Use this page to brainstorm and jot down any ideas that come to your mind. Do not filter, you will choose your favorite story later.

An ornate, gold-colored frame with intricate floral and scrollwork patterns. The frame is rectangular and surrounds the text.


Special family moments

An ornate, gold-colored frame with intricate floral and scrollwork patterns. The frame is rectangular and surrounds the text.

Special objects in my life

An ornate, gold-colored frame with intricate floral and scrollwork patterns. The frame is rectangular and surrounds the text.

Special people I have met

An ornate, gold-colored frame with intricate floral and scrollwork patterns. The frame is rectangular and surrounds the text.

Adventures and  
Accomplishments



Special places in my life

Celebrations in my life



How I discovered that...

Mental snapshots and  
images in my head

**Homework: Find some memory props:**

Look through your photo albums and look around your home to find any interesting pictures or objects that might trigger a good story. Bring them to class (or bring snapshots of the objects)

## **Step 2: Finding your stories**

Look at your ideas and find two or three possible stories that you might use in this project. Take two (or three) of the index cards from the teacher's desk and write down your stories as if you were telling them to a friend. Write quickly, without too much filtering. Remember, these are rough first drafts. For each of your stories fill the front and back of one index card.

## **Step 3: Choosing the best story**

Now you have two or three possible stories. Which one are you going to use? Think about each of the stories and answer the following questions. Use a separate sheet for each of the possible stories. After answering these questions decide which story is most interesting and share it with your teacher.

What do you think the story means? What is it really about?

What is the most important moment in the story? What is this moment about? Did anything change? Did you learn or realize anything new? Can you describe the moment in more detail?

What emotions are connected to this story?



## Recording and Editing:

Decide what kind of software you want to use in order to achieve the best results. For quick and easy digital stories use **Knovio, Present.me or PowerpointMix** (with soundrecording).

For more advanced, professional stories with more effects use **Audacity** to record your sound and **Shotcut** to edit the video. You may also use **Moviemaker, I-Movie** or any other program that you have used before. If you have some money to spend and want to produce a more professional video, use **Camtasia Studio**.

**Important tip for the sound recording:** Find a really quiet place for your recording. Work on your recordings in pairs – this will help you to sound natural as if you were talking to a friend, rather than rattling off your text as fast as possible. Speak slowly, pause at important moments and give your audience a chance to take in your message. Use your voice to show your emotions.

Listen to your recording critically and record it again if you are not 100% satisfied.

## Step 6: Writing a user guide

Our user-guides will consist of two parts. The first part will be about your personal experience in this project. We want to share our steps and what has helped or hindered you. You are writing your user guides for students who might want to try this project as well. Include all kinds of tips that might help others produce good digital stories.

The second part will include technical instructions for the different software that we have used. Only a few groups in our class will write this kind of guide. For the tech-guides take lots of screenshots of all the steps. Write clear step by step instructions for producing your story. Use the following format.

<b>Steps</b>	<b>Instructions:</b> including screenshots	<b>Materials you need</b>	<b>Personal comments: tips, warnings...</b>
Step 1			
Step 2			
...			