



With the support of the  
Erasmus+ Programme  
of the European Union

# Solis

Developing wellbeing and social inclusion: achieving success through understanding of cultural diversity

SOLIS project (funded by the Erasmus+ KA2 Program) is a whole school approach, to develop an e-learning platform and web portal addressing core challenges within cultural diversity and discrimination, through interactive and collaborative activities such as digital storytelling.

# About Solis Project's Digital Storytelling Handbook

This handbook is dedicated to the use of **digital storytelling** in classrooms. It has been designed to be used by teachers and students alike, with help and guidance on making and sharing your own stories.

We hope you have a great time working with this Handbook.

If you would like any help or guidance, our **contact info** is at end.

**Thank you!**



# At the end of this handbook you will...

- Learn more about the Solis project
- Learn more about including students in activities
- Understand student-led initiatives and examples
- Acquire skills in Digital Storytelling and all its parts
- Produce, create and share stories



# Important information before we begin

Research (and personal experience) proves that knowledge and understanding of fellow classmates doesn't always develop naturally, but as educators, we need to make sure we consider the diversity of our pupils when performing activities to address this – even when students don't outwardly show evidence of a 'need'. This is particularly important for any of the activities reflected in our handbook.



# Including Digital Storytelling into your classroom can promote many positive values in students

Do you want to learn more about the Solis Project?  
Click here!

Want to learn more about Diversity as a positive?  
Including examples of student-led approaches?  
Click here!

Need more information about Digital Stories and how to apply them in the classrooms?  
Click here!

If you are interested in everything, just keep scrolling!

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# SOLIS

Project  
Objective



**Address core challenges within cultural diversity and discrimination through interactive and collaborative activities such as Digital Storytelling**

# 8 partner countries



*United Kingdom*



*Greece*



*Norway*



*Lithuania*



*Spain*



*Italy*

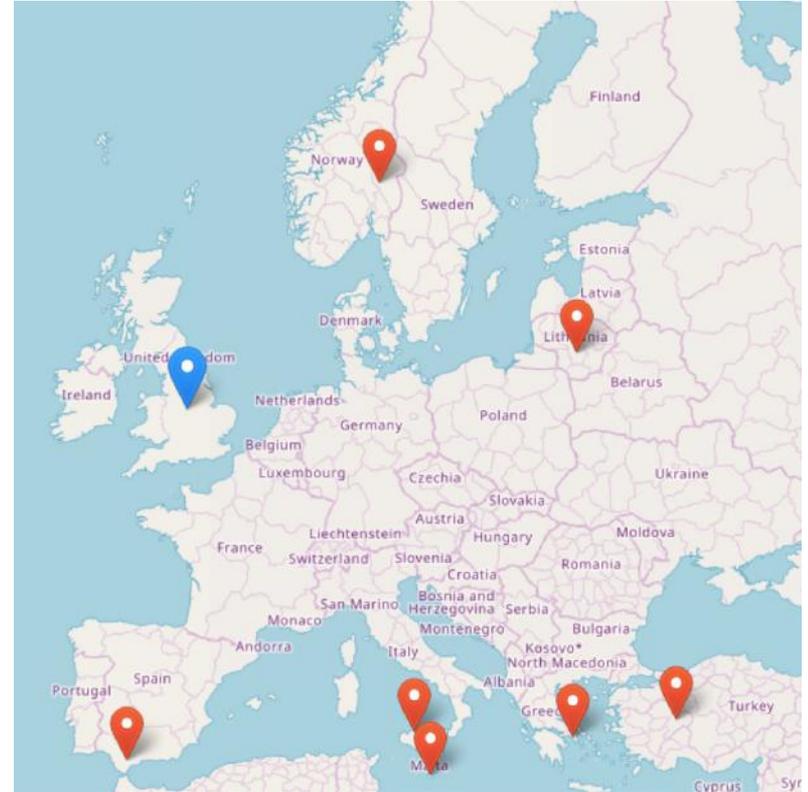


*Malta*



*Türkiye*

AFYONKARAHISAR  
İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ



*\*Click on the logos to go to their website*

# Resources Created



## E-learning platform

Modules addressing core challenges within cultural diversity and discrimination.



## Digital Stories & Teacher Interviews

VIEW: Digital Storytelling Workshop March 2021 & Teacher Interviews exploring diversity and inclusion



## Teacher Web Portal

Case studies, training and resources to help facilitate SOLIS learning.

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Learn more about the Solis project



**Learn more about including students in activities**



Understand student-led initiatives and examples



Acquire skills in Digital Storytelling and all its parts



Produce, create and share stories



# Diversity as a Positive



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# Tips on how to include students in the activities

- ✓ Start with a warm-up/ice-breaker ([see examples](#))
- ✓ Brainstorm with them to make them feel included
- ✓ Allow for mistakes and create a safe space for them
- ✓ Use technology as a tool – allow them to use it when possible
- ✓ Actively listen to their stories + their feedback
- ✓ It's important to note that you must gauge your students in order to implement activities adequately



# Some fun& simple ice-breakers to use in class

## 1. Two truths One lie

Students write down or say three things about themselves – one of them is a lie. The other students have to guess which one is the lie.

## 2. Guessing game

Each student writes a fact about themselves and adds it to a tub. The teacher draws these out one at a time and students guess who the fact relates to. The teacher should ensure all students get a turn at guessing, or else every pupil could write their guess on a wipeable board and hold it up for the teacher to see.

## 3. Object game (This one requires previous prep from students)

Ask students to bring 1 object from home, they can be as personal as they want. You can do this game two ways – the first way is a simple way where each student tells the class the reason why they brought the object and what it means to them/how it represents them. The second way each student chooses the object of another student and they try to guess why this object is relevant/the story behind it.

# Some fun& simple ice-breakers to use in class

## 4. Ice-breaker Bingo

A sheet with a grid filled with statements such as 'has broken a bone', 'likes anime', 'has more than 2 siblings', which students take around the room, talking to each other and crossing off each statement when they find someone it applies to. This is a speedy way to get people chatting about topics that don't come up in general conversation and gain a deeper understanding of each other. Statements can also be tailored to promote diversity – 'speaks more than 2 languages', 'was born in another country' – and challenge negative first impressions and stereotypes.

## 5. A Spider web of me

Students are given a blank spider diagram to fill in about themselves, either with drawings, bullet points or short sentences, and choose whatever 'fields' they wish to include - their families and experiences, hobbies, things they like/dislike etc. In this way they control the level of information they wish to share. I've found this activity works particularly well if they're shown a model of a completed spider gram first and see the kind of information it's 'okay' to share on it. They can share the spider diagrams in pairs or they can be displayed for all to go and look at.

## 6. The paper quilt

In a similar activity, students make drawings on a particular topic - 'my family', 'our faiths', etc – on equal-sized pieces of paper. These are joined together as a 'paper quilt' and displayed, with pupils given opportunities to go and look at them – alone or with a partner, however they prefer. They could be given specific questions to answer about their thoughts on the quilt, to encourage an in-depth look at it.

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# What are

# Student-led initiatives?

→ These are activities where the students take main role of leader and help each other achieve objectives.



# 1. Brainstorming solutions in groups.

## Materials needed:

Paper + writing material

## Objective of the game:

To work as a team to figure out solutions to problems given by the teacher.

## Time needed:

Varies depending on the amount of problems given. Minimum **30 minutes**

## Method to use:

- (1) Divide class into groups of maximum 4, if you have a small class it is not necessary to divide. Have them choose a group leader
- (2) Write a problem on the board or explain the problem.

E.g: *There is a new student in class who doesn't speak the language. What problems might they face and how can the class help them?*

- (3) Give 20 minutes



## 2. Teacher for the day

### Materials needed:

No material needed

### Objective of the game:

To increase the student's public speaking skills as well as give them the autonomy to lead a class.

### Time needed:

**1 hour** (more depending on the amount of students or if they prepare the presentation in class)

### Method to use:

(1) Each student (if you have a larger class divide them in small groups) receives a topic that they have to practice how to explain to other students and create a short presentation, remind them they can include short games or activities.

*Topics can include:* What is Digital storytelling?, Scriptwriting, Video editing, etc. You can even get your students to lead a story circle!

(2) You can let the students prepare their 5-10 minute presentation in class or assign it as homework. Each student presents their lesson.



# 3. Researching a topic

## Materials needed:

Computers or paper/writing materials

## Objective of the game:

Make students aware of research and how questionnaire's work

## Time needed:

**1 hour** minimum

## Method to use:

- (1) Divide class in groups
- (2) Each group gets a topic: e.g: Technology as a source of inclusion, Bullying, Multiculturalism, etc.
- (3) The groups create a set of questions to investigate about the topic, having as target audience other students (they are the ones who will answer the questions)
- (4) After the teacher has made sure the questionnaire/questions are okay, they can start asking other students if there is time (alternatively they can do this after class)



# 4. Wall of Appreciation

## Materials needed:

Paper or blank piece of poster paper and writing materials

## Objective of the game:

This exercise is designed to show the individuals in your group the great qualities others see in them that they may have undervalued or not even noticed in themselves, all with a goal to foster a more balanced perspective,

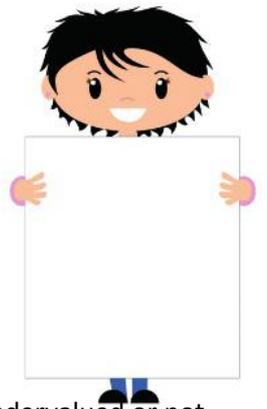
## Time needed:

**1 hour**

## Method to use:

- (1) Distribute a marker and a large, blank piece of poster paper to each participant and have them write their name at the top in large letters
- (2) Have them post their poster papers on the walls of the room.
- (3) Instruct the group to visit each person's poster and write down one positive trait about that person. (Encourage them to read previous entries first before adding their own, to cut down on duplicates.)
- (4) After everyone has visited each poster, they should return to their own to see what was written about them. They can take their poster home with them at the end, as a reminder of their unique strengths and what their peers appreciate about them, to revisit during tough times

Important: In order to avoid any issues that might arise, adapt this activity to your class. For example: Give your students a list of words to use for each other



# 5. Superhero for a day

## Materials needed:

No materials needed

## Objective of the game:

Learn the ability and importance of caring for each other without expecting anything in return

## Time needed:

No specific time

## Method to use:

Each day, a superhero disguised as a student will take care of another classmate or classmates without being noticed, and only at the end of school activities, they'll reveal their true identity. Thanks to this game, students will understand the importance of small attentions to each other by doing kindness exercises



At the end of each activity make sure to:



Call for student's reflection



Ask for constructive feedback: What did they enjoy?  
What would they improve?

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# So what is Digital Storytelling?



# Digital Storytelling is ...

A **simple** and **creative** tool through which people can share their experience and stories with little or no experience. It is a useful tool for promoting inclusivity in classrooms – including younger learners!

It mainly uses voiceover and still images to create a short (1-2 minutes) and educational story.

These films can then be streamed online or played on various devices.



It was designed by artists in California in the 1990s to empower lay practitioners and everyday people to share their personal stories using technologies.

Most Digital Stories contain the following elements:



In this Guide, we will follow 5 steps to create a Digital Story:



# At the end of this handbook you will...

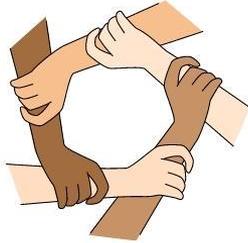
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# ① Story Circle



[Back to DST steps](#)



# Story Circle

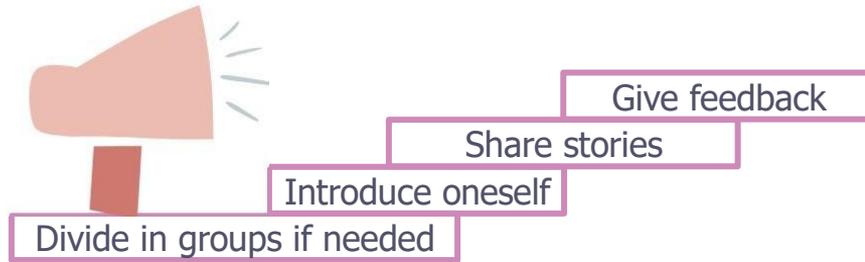
Participants share the story verbally. This is the first step and a really important one, without a story there is no Digital Storytelling!

Once everyone has shared their story, you can follow the next steps.



You must plan to have enough time to share ideas and encourage students until each individual is clear on their story. The time will vary depending on the size of the group and their desire to share.

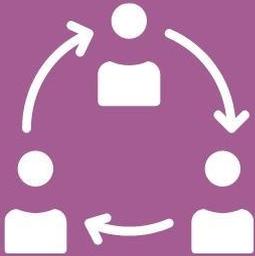
# How to run a story circle



To make the most out of it make sure to bring:

- ✓ Your notes
- ✓ Personal object
- ✓ First draft of a script
- ✓ Photos on a USB drive or online
- ✓ A USB stick (2 GB or larger)
- ✓ Headphones to listen to your soundtrack whilst editing
- ✓ A laptop (if you can, but it is not necessary)

As the facilitator you should...  
guide the storytellers,  
encourage them to go deep on  
their draft of stories, others  
comments/reflect



# Key Points for Story Circle



Keep the session **fun, collaborative and informal.**

Each participant should have around **5 minutes** to speak about their story.

Leave enough time for **discussions, feedback and comments**

**Reassure** the storyteller's fears about what lies ahead

Open the floor to any **questions** about how to proceed and any doubts they have





# Suggestions for a story circle



Confidentiality. Nothing that is said within the circle leaves the room!



Encourage everyone to participate and get involved (this includes trainers, observers, etc.)



This is a safe space for mistakes. There is no need to apologize for lack of understanding, ability or confidence.

# Prompts to encourage stories



Talk about a life change you had. What happened?  
(Change of school, country, new hobby)

Did you ever go into a situation where everything was new to you? What did you do?

When you think of 'inclusion' what comes to your mind?

There's a new student in class. How do you make them feel part of the class?

What are the problems a multicultural class can face?

What benefits comes from being in a multicultural environment?

Talk about what experiences may be difficult when adapting to a new country.

Tell us about a situation that you think would benefit from inclusivity

# At the end of Story Circle, the participants will...



Have had a chance to share their stories

Given feedback on other's stories

Received feedback on their stories

Identify weaknesses and fears about sharing with people

Have sufficient encouragement and feedback to continue the digital story process

## ② Script Writing



[Back to DST steps](#)

# Creating a 250-word script of your story



- After the story circle, all participants will have the idea for the story
- During the writing phase, storytellers will write a first draft of their story
- Aim for the session to be 2-3 hours long if they are writing in class.
- To facilitate this step, you can ask participants to write the first draft of their story at home.

# Alternatives for the **scriptwriting** session

Anonymous read-aloud  
for anxious storytellers



Use website that provides  
a text-to-speech feature



Producing an interview-generated  
narrative



**The scripts can have many formats.  
Here are a few of them:**



# At the end of Script writing session, the participants will...



Finish a 250-word script



Have read their script out loud



All participants receive feedback



No judgements are made



Have practiced how to articulate their story into writing

## ③ Storyboarding



[Back to DST steps](#)

# Story boarding is...

The blueprint of your Digital Story.



It is a detailed plan for your participants to see/imagine how their story will look like.



A storyboard should be clear to themselves, but also to the viewer. (this does not mean professional drawings are needed)



Plan approximately 1.5–2 hours for your group depending on their needs

# Planning what the story will look like

Scene number: \_\_\_\_\_

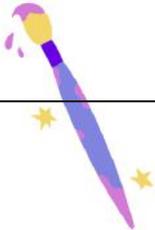
What is happening:

\_\_\_\_\_

Dialogue:

\_\_\_\_\_

Draw the scene - what does it have?  
Where is it? What is it doing?



Music:

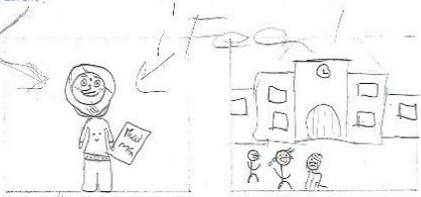
\_\_\_\_\_

Length of time:

\_\_\_\_\_

# Examples of storyboard:

Ariadna, Almo, Irene.



This is the story of a girl, her name is Kazisma.

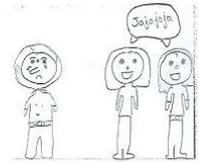


The girl goes to a new school. In the new school, people make fun of her.

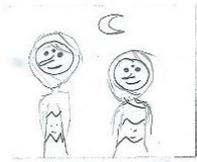


Because she is very short and she is Kazisman. People make fun of her because of her religion.

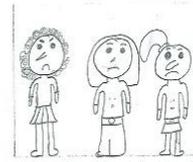
Ariadna



She is excluded from projects, sports...



She talks to her mother. The mother talks to the teachers.



The teachers talk to the parents of the students. And expect of them the school. And expect of the students.



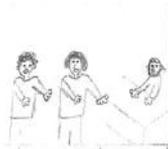
One day there was a girl and she was bullied.



The girl was bullied because she was in a wheelchair.



She talked to her parents.



Her parents talked to the director.

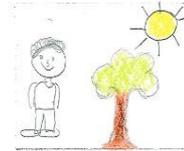


The director expelled the bullies.

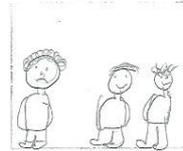


The bullies didn't bully her any more.

Maná and Maza



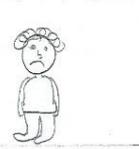
There was a black boy in a school in Spain.



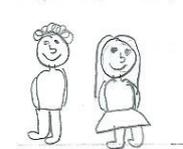
Some children from his class were excluding him because of his skin color.



For example, his classmates teams they didn't choose him. DURING GYM CLASS.



The boy was very sad and he didn't want to go to school.



One day, a new girl arrived to the class and they became friends.



The girl had many friends and he joined the group.

# At the end of Storyboarding, the participants will:



Have a storyboard of their story, ready to be made into video



Have and give feedback

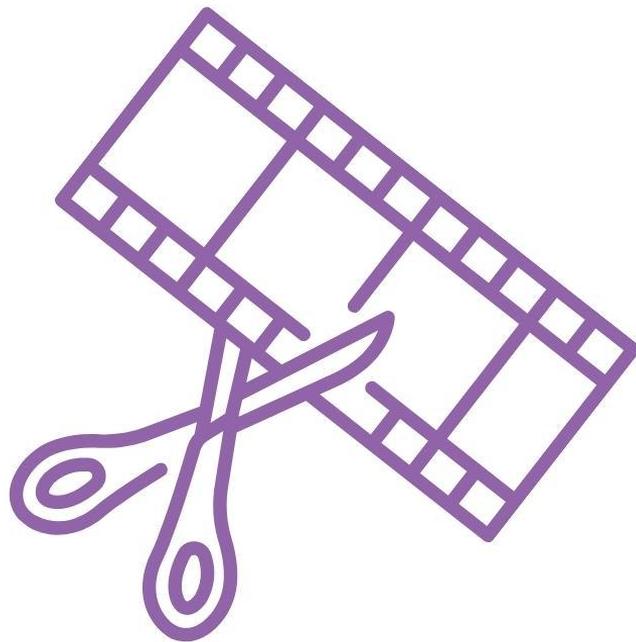


Learned about constructing a story within a timeframe



Know how to use storyboards

## ④ Editing



[Back to DST steps](#)

# Finding, editing and recording audio-visual materials

Prep work is done - this is where the creation of the Digital Storytelling begins!

Before the story is put together, TWO important steps have to be taken. They are:



## 1) Gathering images

- a) Photos
- b) Videos



## 2) Gathering sound

- a) Voice Recording
- b) Gathering music

# Remember that:

- the recorded voiceover track needs to be gapped and mistakes removed



- photographs need to be edited, especially if they have been scanned

**Remember: any picture taken from the internet should be copyright free**



# Finding, editing and recording audio and visual materials

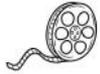
Refer back to the storyboard to plan how long each section is and edit accordingly.

The edited soundtrack, edited photos and titles are combined to create an edit of the Digital Story.



# Editing software

There are many options to edit Digital Stories like:



iMovie



Windows Movie Maker



WeVideo



Final Cut Pro



Movie Maker Online



In this handbook we will focus on WeVideo (click [here](#) or go to next slide)

# WeVideo - video editing platform

WeVideo is an online, cloud-based video editing platform that works in web browsers and on mobile devices (Android and iOS).

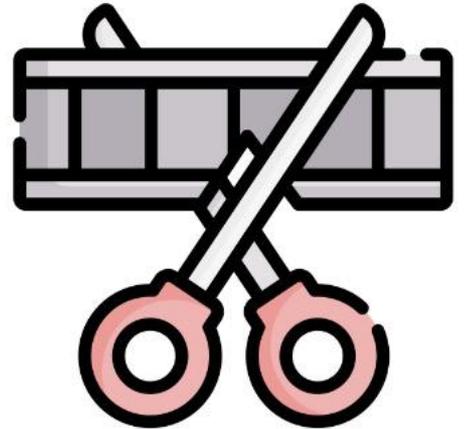
Add features like green screen for a big-budget look without the cost or difficulty. Edit videos with zero upload wait time. Choose from multiple formats to stand out on social media, web and mobile displays.

Follow this link to get started with the WeVideo program! <https://www.wevideo.com>



# Key points to remember in Editing

- Don't underestimate the amount of work that goes into editing
- It's predominantly a technical process
- Creativity is crucial
- During editing, everything comes together and tiny changes can make big improvements in the story
- Once finished, the DS is exported as a completed movie file for sharing.



# At the end of Editing, the participants will:



Have had the means to capture/gather voice and images



Be able to crop and edit the raw materials for editing



Have made an edited version of their stories



Have exported their videos into watchable format

## ⑤ Watching/Feedback



Back to DST steps

# Sharing your story with the rest of the group

📎 A great way to learn more about each other

📎 Explore topical issues

📎 See how stories can help us to recognise ourselves in others.

📎 It is also a great tool to help improve the stories



# How to hold a feedback session

1. Set up a comfortable space
2. Ask each storyteller to introduce their video
3. Watch each one in turn
4. Listen closely



# To facilitate the discussion during the screening make your students reflect on:



What was shown?



What was the effect?



Why did the storyteller share this?



How did this process change your vision on diversity?



How did the story make you feel?



Did the storytelling process improve your wellbeing?



What do you think you have gained by watching this story?

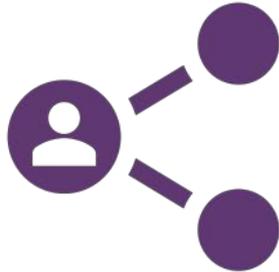


How did the story reflect on inclusivity?

# Sharing your story with the rest of the group

Tips for the **teachers/facilitator:**

If necessary, watch each story more than once to make sure you get active engagement for each story from the group. It is important that everyone is respected when they share. Give everyone a round of applause and time to reflect on their own story.



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# If you need more information here are our contacts:

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