

## STORYTELLING

### Tips

- Here's how my students tell their stories: [Affirming Individuality and Identity Through Picture Books and Storytelling](#) (Emily Francis)
- I have my adult students write personal testimonies on their heritage and families. Then we incorporate them into a book with photos and share them with teach others....
- Another idea..also could be by sharing a food from your own country and the story behind it
- We always celebrate holidays and birthdays and share international foods they prepare from their countries. It's awesome and delicious too!!!
- I teach Adult ESL learners. I can use this by discussing historical facts and findings and success stories that promote positive learning experiences.
- For middle schoolers, I plan to have students share their stories using [this interview activity](#) then allowing students to create a My Story poster to display for the entire school community if they are comfortable.
- Have them create a play for school theatre
- We did a project with the local Historical Society, where we created a "pop-up" exhibit. Our adult students interviewed each other about their immigrant experience, then a college intern put answers into 5 categories and created large-sized, "thought-bubble shaped" panels with those answers and a small picture of the flag of their native country on each panel. We have displayed this "portable exhibit" in several schools and other places throughout our town.
- This summer we had students share ways they could show acts of kindness using TikTok and they loved filming and sharing their videos. Get students comfortable sharing other things or other people's story.
- Absolutely respect your students' boundaries about their stories. But sometimes if students hear other kids and teachers taking the risk, it encourages them to open up a little.
- I also allow my students to tell their own story in their own words and from where they perceive themselves in relation to their own story, of course in their own time
- We have noticed students are more comfortable sharing their stories once they establish a rapport with the teacher & other students. We started a "lunch bunch" for our students....they have a sense of trust once they are comfortable.
- It's key for those who work in social work, education, or film making that we position ourselves first, we reflect on what we are getting out of the misery of the minoritized communities.
- YES! Stories need to be heard from their perspective and with permission. Our society needs to see, hear and read the stories. I keep hearing from my students of how welcomed and tthey are to be in the United States.
- I think we need to empower our students to share their OWN voices

- They need to know that their voices matter and no one can tell their stories from their VALID perspective like they can
- I have taught many shy students and it takes time encouragement and most importantly mindfulness along with inclusion
- I teach heritage language education and we journal every week ... I am the only person who reads students' journals and answers to them with my own experiences. No grades. No assessments. Just a space to write and getting to know each other. Variety of topics.
- I want to second Emily's point about honoring the home language
- I usually make my lower level students formulate their stories in their home language then a tutor partner will help translate.
- We made a story quilt in our adult class. Every student made a square with a part of their story
- I have seen great things in the classroom when a current EL student is paired with a student who has exited the program or a student who has lived internationally for partner work.
- Just want to be very sensitive, I've noticed those with privilege want to build understanding, cultural exchange and sometimes the people we work with also want to improve the fundamental conditions of their lives, because they face tremendous economic struggle, exclusion, undocumented status, etc too — so we combine storytelling with advocating for system changes.
- Teachers must be sensitive to the trauma that students have experienced. Students must be made to feel safe to tell their story, so please remember to start small. Sharing can be very emotional and should be respected and built on trust.
- I think it would be enlightening to the students when they know how important their stories are important when their teachers list the benefits of their stories and project it on the whiteboard - positive and constructive thinking.
- My training with working with a refugee family has been that we should never ask about details of their refugee experience and wait til they share over time. Over 2 years they have shared a lot, and I continue to hear bits and pieces.
- I'm thinking I could offer my adult students a time to meet with me later in summer before we "return" to class... and show them HOW they could use pictures and music and videos in a PowerPoint to show a movie of their story! I'd just made a PP showing our end of class review certificates I made showing their total hours and level increases, pics from the year (activities and celebrations). I didn't get to add music and videos, but I did speak and set each screen to make a movie.

## Resources

- [Dr. Jose Medina](#) has a lot of resources on identity, culture, and sharing your story.
- [Alma Flor Ada](#) and [F. Isabel Campoy](#) did a lot of this work in the 80s. [Authors in the Classroom, A Transformative Education Process](#)
- Agree with Amy, perspective is important and avoiding stereotypes. Chimamanda Ngozi's TED Talk "[The Danger of a Single Story](#)" is a great resource for teachers and students to explore stereotypes. Many African middle-class students who move to USA to study have never felt their skin colour in the same way as other POC, simply because they were a majority back home. It is obvious that they do not identify with the same struggles that black Americans face and yet a lot of people perceive them all in the same group and expect them to fight for the same struggles.

- Good for educators to also consider what would be a single story someone might think about them
- Picture writing. We had the training from [Beth Olshansky UNH](#)
- Our institute (IINE) uses the [Suitcase stories](#). The clients tell their stories to sponsors and people in the community. It is such a great way of sharing the individual journeys.
- Lots of great immigration stories here - <https://madeintoamerica.org/>
- Check out [The Moth Teacher Institute](#) in NYC - good stuff for incorporating storytelling into the classroom
- In Broward we have been doing "We Learn America - The Project" and you can visit and see how our students express about their own experiences and stories...
- [I Learn America Community Conversations](#)
- We have used resources from [StoryCenter](#) and [Global Oneness Project](#) to guide digital storytelling projects with secondary students
- [Green Card Voices](#) honors students' stories, just like Emily's!
  - Recommend Green Card [Youth Voices](#) and [Storystitch](#)
- Unlike Emily, some of my students do not desire to live in U.S. for all of theirs. Eventually, they want to go back to their country. But in class, my students write their stories for [Florida Adult Learners Essays](#) book. They are invited to share their story at the Florida Literacy Convention.
- [Literacy Connects' Stories that Soar!](#)
- It seems like the [Learning Experience Approach](#) would be a wonderful tool here

#### Storytelling tools

- [Writereader](#)
  - I started using WriteReader at elementary level because you recommended it and they all love it!
  - Yes, adults can use WriteReader (Emily Francis)
- [FlipGrid](#)
- [Seesaw](#) is also great for sharing videos, projects, writing, etc.
- [Bookcreator](#)
- [Storybird](#)
- Greencard Voices [Storystitch](#)
  - Awesome deck of cards for story sharing
- [Storyjumper](#)