

## Learning Application: Collaborative Curriculum Introductory Lesson Plan

### WEEK 1 Introduction—Laying the Groundwork

**SNAPSHOT** Students get an overview of the project, including the types of activities in which they will engage and project outcomes; students become familiar with participant organizations and project staff. This session may be used as a “pitch” to engage or recruit students, as well as an intro to the project.

**OBJECTIVES / INTENDED LEARNING OUTCOMES** Students will ...

- Practice telling their own stories
- Practice and reflect on the art of listening and telling the story of another
- Begin to explore audio and radio as a medium for digital storytelling

#### ESSENTIAL QUESTIONS

- How do I tell my own story? How does it feel to share my story with someone else?
- What makes for effective listening? How do I tell someone else’s story?
- What are the ingredients of an effective audio story? What details bring a story to life?

#### TIMEFRAME

1.5 hours (includes a 10-minute break between the Two-Minute Life Story & Listening Exercises)

#### PREPARATION-MATERIALS

1. Laptop or other device and speakers for playing audio
2. Timer for story-sharing exercises

#### Between Two Worlds Resources

1. “Fatherhood” by Andrew Mata: <https://beta.prx.org/stories/92007>
2. “Stand My Ground” by Tara Trudell: <https://beta.prx.org/stories/103786>

#### Vocabulary

1. Folk & traditional arts
2. Digital storytelling
3. The art of listening

#### INTRODUCTION & ICE BREAKER

- Facilitators share a brief anecdote about how they got into their line of work (10 minutes)
- Introduction to participating organizations; this can include film, PowerPoint, etc. (20 minutes)
- Two-Minute Life Story Exercise: see instructions below.

#### INSTRUCTIONAL ACTIVITIES

1. **Two-Minute Life Story** (5 minutes) In pairs, students give life story to one another in two minutes; the listener takes no notes, asks no questions during the partner’s life story. Instruct the speaker: tell who you are. The story can be presented any way the teller wants—whole life, particular incident or event, all the places you’ve been, etc. This exercise offers practice in the art of listening. What goes into listening? What’s important to do while you’re listening? Elicit responses; can include: eye contact, focus, actively listening to another. Switch roles and repeat after two minutes.
2. After students have shared their stories, they reconvene back into the whole group. Each student has one minute to share his/her partner’s story with the whole group.
3. **Debrief on Two-Minute Life-Story Exercise** (10 minutes) facilitators ask group: how did that feel? What was hard or challenging about this exercise? How did it feel to have someone else tell your story? How did it feel to listen without taking notes or asking questions? What was easy? What was hard or easy to remember about the other person’s story? (details, dates, places . . . make it interesting.) Have students explain their answers to these questions. This *Between Two Worlds* program is a chance to help you tell your story.
4. **Listening Exercises** (20 minutes) As a group, students listen to “Fatherhood” audio piece (7 minutes) and “Stand My Ground” (2:25 minutes). After listening to each piece, facilitate separate discussions about each piece: What did you think about this piece? What stood out to you? Discuss radio or audio as a medium to relate visual details, imagery, as elements of a good story. How can you create imagery through audio? (Create pictures with words.)
5. **Looking ahead** (5 minutes) What we’ll be doing in the coming weeks. Visiting a museum or looking at folk art. Creative writing. Learning to use recording equipment. Interviewing folk artists and creating our own audio pieces, which will be included in a radio broadcast.
6. **Questions** (10 minutes) Invite questions about the program from students.