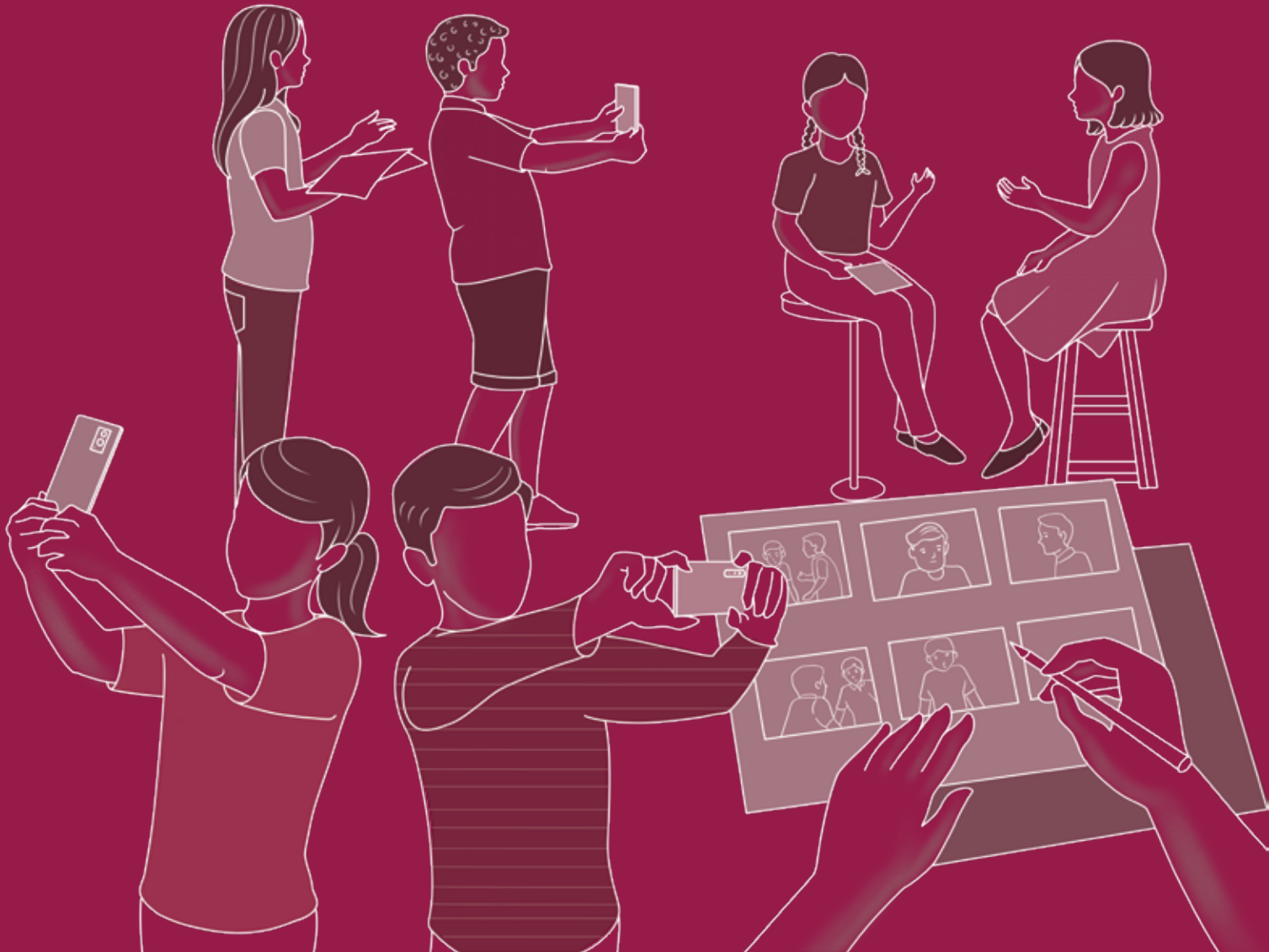


Digital Storytelling

An approach to strengthen Child Participation
in the Digital Space

Facilitator Guide for Children



'You're never going to kill storytelling,
Because it's built into the human plan.
We come with it.'

- Margaret Atwood, Author of the Handmaid's Tale -

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Sources

Digital storytelling : Tips and recommendation on how to plan and create digital story (Sevilla Pavon, A. M., 2024)

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Integrating storytelling in Early Childhood Curriculum for Enhanced Learning (Parent App., 2024)

Ten Smart and Safe Tips for Using Digital Media Platforms (Internet of Good Things, UNICEF South Asia)

The Power of Storytelling in Enhancing Literacy and Creativity (Banyan Tree School., 2025)

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The 8 steps to creating a digital story (Magalhães, M., 2023)

What to expect from this guideline and how to use it

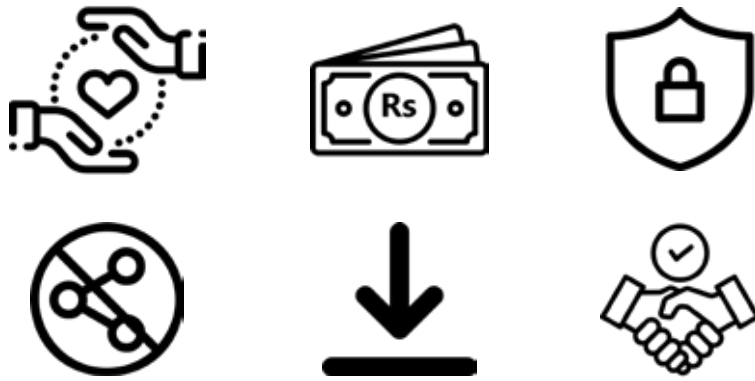
The Department of Probation and Child Care Services (DPCCS), with the support of the United Nations Children's Fund (UNICEF) and Sri Lanka Development Journalist Forum (SDJF), trained around 300 children on Digital Storytelling, covering all the districts, ethnicities, and genders, through a Training of Trainers (ToT) series. At the end of the ToTs, participants are expected to transform the knowledge, skills and experience they gained in the ToTs to their peers attached to the Children's Clubs in their respective divisions/districts.

This facilitator's guide is designed to provide comprehensive support in navigating the strategic planning stage of a digital storytelling approach. It provides specific guidelines and methodologies for the respective trainers (i.e., children trained through the ToTs) to train the audience (i.e., children aged 13 and above in the Children's Clubs) in creating compelling digital stories. Furthermore, this guideline will offer practical assistance in utilizing a diverse range of multimedia tools. Following the steps in this guidebook, the trainer would be well-informed about leading a digital storytelling approach in their respective communities. The trainers themselves could gain inspiration and be empowered to embark on a content creation journey.

The facilitator's guide is divided into eight important steps in producing a digital story. Each step includes sessions along with an introduction, learning objective, required materials, methodology, instruction for the child trainer and special tips. The sessions are designed to conduct using presentation slides, and these support resources are provided separately.

Note

It is recommended to engage interested children aged 13 years and above as the training participants. The trainers should read and familiarize themselves with the theoretical content of each step before conducting the training.



Ten Smart and Safe Tips for Using Digital Media Platforms

- #1** Respect what other people are saying on social media, even if you do not agree with them.
- #2** Don't share personal information like your address, phone number or bank details.
- #3** Be careful when buying something online – only buy from trustworthy websites.
- #4** Be careful of anything that is free online – this could be a scam. Only download from websites that are trustworthy.
- #5** Remember even free downloads can cost you money because they use data/airtime.
- #6** You can change the privacy settings on your social media platforms to help you control who sees your information and photos.
- #7** Don't believe everything you read online the first time – search for other trustworthy articles, websites or people to see what they are saying.
- #8** You have the right to privacy – and so do others. It is not okay to log into other people's accounts or to use their phones or profiles without their permission.
- #9** Don't spread rumours or post/share hurtful or embarrassing stories or photos. Things that may seem funny can hurt someone.
- #10** Think twice before you click 'send' – especially if you're upset or angry. Once you share a photo or a video it is hard to control what happens to it and who sees it.

Source: Internet of Good Things – UNICEF South Asia

Introduction to Digital Storytelling



Digital Storytelling refers to the practice of using digital tools to tell stories or present ideas. It first begins with the traditional process of selecting a topic, conducting research, writing a script, and developing an interesting story. This material is combined with various multimedia types, including still images, recorded audio, video, artificial intelligence-generated text, video clips, and music. The narratives can either be fictitious or nonfictional and are often both.

Digital Storytelling combines the best of two worlds which are digitized video, photography, images (Technology) and the traditional world of telling stories (Art). Therefore, it adds to regular storytelling by allowing children to include images, pictures, videos and music in their story, which can create new worlds and experiences for the viewer/ listener. Essentially, it is a journey of content creation with the purpose of creating a space for meaningful listening and observing.

The Significance of Digital Storytelling

Storytelling is a known tool which increases people's encounters with life. Stories engage people by making a topic relatable, and the way in which a story is conveyed can create an emotional connection to the topic. A compelling story can engage an audience and keep them interested. We tell stories to share our ideas, thoughts, problems, ambitions, and hopes. We rely on stories, and the relationships we establish through them, keep us grounded in times of hardships.

Storytelling can evoke emotions and create new worlds and experiences for the viewer/listener, sometimes with just words and sometimes with visuals, dramatics, and improvisation. Stories from around the island would be useful in increasing awareness about the ground realities. Digital stories should be accessible to all regardless of ethnicity, gender, colour, religion, or age. Through this approach children can be encouraged to stand up for their rights and work towards the change they want to see in their own community and society at large.

This guide is intended to emphasize the natural ability of storytelling to reach a larger audience by using digital platforms to convey meaningful messages and increase community awareness about this method of storytelling.



Benefits of Digital Storytelling for the children

Enabling creative imagination

The opportunity to communicate one's personal experiences meaningfully would empower children to share their stories, help improve their technical skills, and contribute towards unique ideas. It would enable children to act independently and make their own choices.

Promoting social change

Sharing lived experiences can raise awareness on important issues and encourage people to take action. This can significantly contribute towards an increase in prosocial behaviours.

Encouraging innovation and creativity

It allows children to explore new ways of thinking or acting differently. Children are able to visualize the scenes, actions and characters when listening to stories. Moreover, the creativity that is instilled through digital storytelling could have a positive effect on cognitive development.



Improving communication skills

Improvement in communication among children to effectively exchange ideas and aid in learning language because of the interplay between writing, speaking, and listening; empowers students to be confident communicators and creators of media. They gain 21st century literacy skills and a deeper understanding of new digital technology.

Fostering emotional and social intelligence

Storytelling can help children successfully communicate their emotions because social stories can act as an important tool in stimulating children to talk about their feelings. When information is digested in a meaningful way, it also helps understand others and increases empathy.

Introduction to Storytelling and Digital Storytelling

Introduction

The purpose of this session is to introduce the concept of storytelling to the participants and identify story elements within the story.

Learning objectives

At the end of the session participants are able to identify and list story elements in a story such as Character, Setting and Story Arc (Start, mid, end); and to draft a story using a Story Arc.

Materials needed

Picture identified for the group activity and printed copies of the story writing sheet (included below and in the resource pack), Projector with screen/ LCD TV screen, flip chart papers, marker pens.

Methodology

Group work, reflective discussion, and delivery by the trainer.



Activity 1 [20 mins]

1. Divide the participants into groups of maximum 5 members.
2. Share the printed image with the groups or project the picture identified for the group activity on the screen.
3. Ask participants to look at the pictures carefully and create a story out of them. (Encourage them to be creative when creating the story).
4. Once they develop a story, then ask each group to write it down on the sheet provided to each group.
5. Ask one of the participants from each group to tell the story to the plenary.

Activity 2 [30 mins]

- Provide an overview about storytelling, digital storytelling and its benefits.
- Ask the audience the following questions and write down their responses on a flip chart.
 - ✓ You have seen the same pictures. However, the stories that each of the groups presented were different. How is this possible?
 - ✓ So, what is the correct story? Why?
 - ✓ Can you see some similarities in all your stories? What are those? Without these similarities, can you tell these stories?
 - ✓ Who are the characters in your stories?
 - ✓ What is the location looking like?
 - ✓ How was your story presented?
 - ✓ Now, can you list the elements of your story?

Conclusion [10 mins]

This part of the session can be delivered by the trainer by engaging the audience as appropriate.

- There is no correct or wrong storytelling method. Anyone can tell stories according to their experience, education, and perception.
- Storytelling is an Art. However, without story elements, you cannot tell any story.

- The story elements are,

- Characters
- Setting/ Plot/ Location

Story Arc

- Start** - Introduction of characters, their behaviors, qualities, location, plot, situation, etc.
- Mid** - Conflict, climax events, issues, problems,
- End** - Solutions, proposals, and appeals to resolve the conflict/ problem/ issue.

- Discuss the importance of ensuring our safety and engaging ethically in the digital space as Digital Storytellers. Refer the content listed under the 'Ten Smart and Safe Tips for Using Digital Media Platforms' to guide your discussion. (Page 02)

Tips for the facilitator

- Before starting the group activity, introduce yourself and create a welcoming atmosphere. Conduct an icebreaker activity to help participants get to know each other.
- Be active and encourage participants to be interactive during the session.

Resources



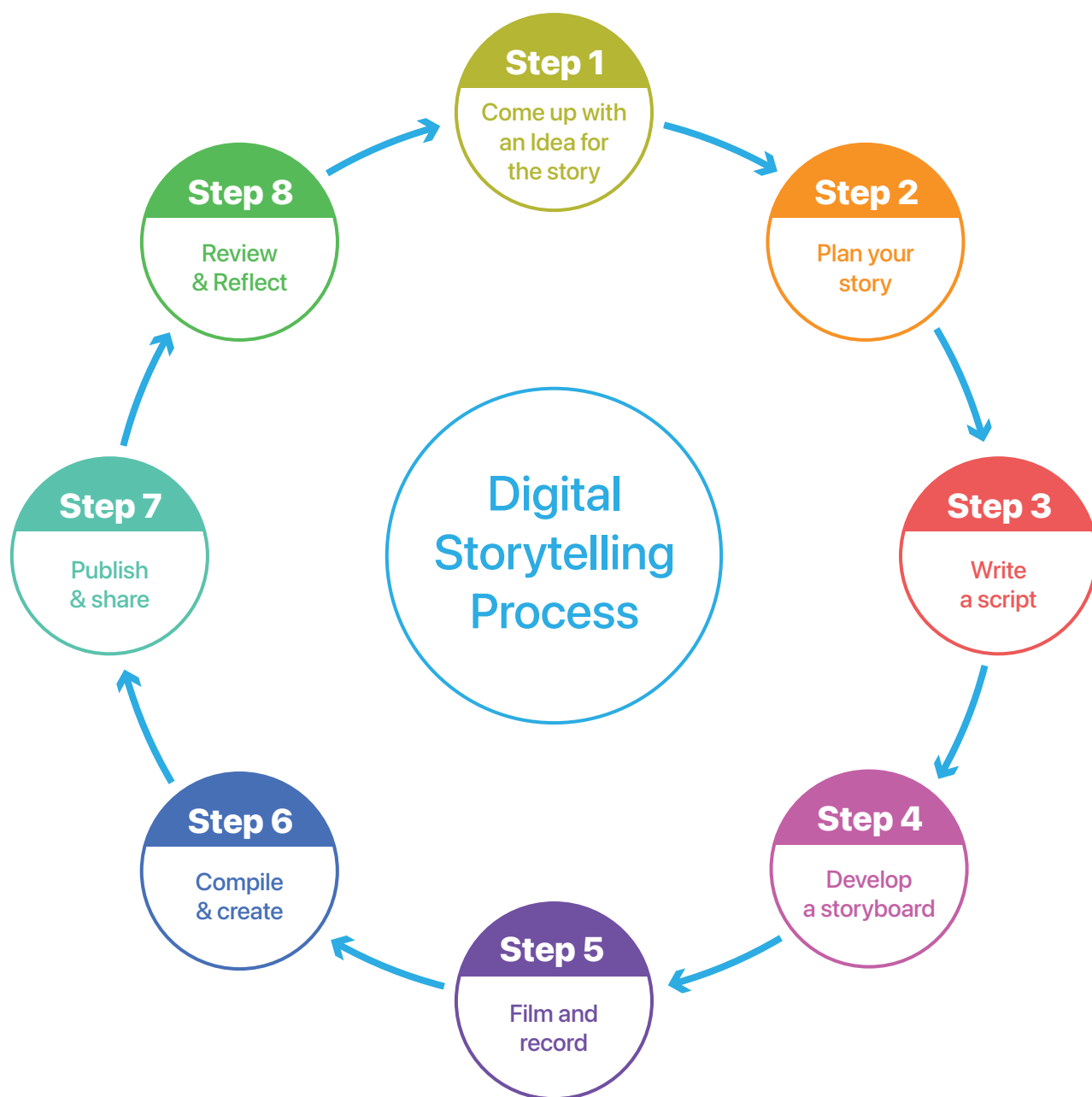
Find answers to the below question in your group.

1. Who are the characters in your story?
2. What kind of atmosphere /environment is in your story?
3. What is happening with your characters?
4. What is your key message through this story?

5. Write your story here:



Steps to creating a digital story



Step 1

Come up with an idea for the story

Introduction

The first step involves brainstorming ideas for the story that one would like to tell.

A story is not the same as a topic. A story highlights what happens and why it matters or what it means. A story has emotional value. Therefore, finding a story often takes longer than producing a story. For this purpose, the storyteller should be familiar with story hunting techniques to find a compelling story to tell.

Story hunting is all about actively seeking attention-grabbing stories that can captivate an audience. In order to do this, a storyteller can reflect on one's own personal experiences, use multiple sources such as news websites, movies, newspapers, photos, research and etc. Furthermore, one can engage with their own community, reach out to family and friends to draw inspiration from, and develop one's ideas. Follow trends and current events, utilize data and analytics, and let the numbers guide the story.

Once the idea has been identified, the storyteller must consider the underlying motivations and ask oneself if they can relate to the topic and/or if the story will be captivating and educational to an audience.

Important

When collecting information from other people, it is of utmost importance to obtain informed consent from the respective individuals as well as copyright approval, if necessary, when using available materials such as photos, data, videos, artwork, and etc. Prior to collecting information from children, consent should be obtained from a parent/caregiver.

Informed consent is when a person agrees to participate in an activity or have their information used, knowing all the details and risks involved. This means they understand what will happen, how their data will be used, and they agree to it voluntarily.

Copyright approval is the permission given by the creator of a work (like a photo, video, or text) to use their work in your project. This ensures that the original creator's rights are respected, and you have legal permission to use their content.

It could help the storytellers to further support their ideas by considering the following questions.

- Do you relate to the topic? And if so, what is your connection to the topic(s)?
- Is there material to support the story, such as data, videos, and photos, that can be used during the next step to strengthen the story?
- Will the story be motivating to an audience?
- Does your community have any unique ways of storytelling/ storytelling customs? If yes, what are they?
- What are the untold stories that you can highlight at this time? (Analysis of gap)
- What narratives are currently being conveyed that might not accurately reflect the truth in your community, and how can you assist in reclaiming those stories?
- What e-communication channels or social media platforms are popular with the audience? (WhatsApp, Facebook, Twitter, Instagram, TikTok, etc)
- Does the target audience have access to the internet or devices? If not, what other ways are there to reach them/share your digital story with them?

To be an effective digital storyteller, expensive equipment is not needed. Therefore, utilize your equipment and what would work best for the story. These are the areas that you need to consider.

- Do you have a mobile phone?
- What is the internet speed?
- How good is the quality of your phone camera?
- Is there a video function?
- Do you have any apps on your phone for audio recording, shooting videos or editing?
- Do you have access to an audio recorder or a microphone?
- Do you have a camera? Can it also shoot videos?
- Do you have access to a computer to download the photos/videos/audio?
- Do you have access to any editing software? Do you know how to use it?

Tips for the facilitator

Please be mindful of the available time, capacity, and one's own limitations. If the individual is new to storytelling and has limited time, keep it simple and plan how it can be done efficiently. For example, a single photo and quote. If the storyteller has more time and capacity, more elaborate stories can be done.

Session 1

Come up with an idea for the story

Session Duration - 60 mins

Overview/Introduction The first step in making a digital story is figuring out an idea for the story you'd like to tell.

Learning objectives At the end of this session, participants are able to come up with their own story idea to create a digital story.

Materials needed Marker pens, flip chart papers, A4 sheets, pastel, printed **template 1**.

Methodology Delivery by the trainer, brainstorming, and group activity.

Activity 1 [20 mins]

This part of the session can be a delivery conducted by the trainer by engaging the audience as appropriate.

1. Discuss the importance of adequately focusing to come up with a story idea.
2. Discuss the different ways that participants can follow to identify an idea for their story and areas that they need to be mindful.
3. Take them through the technical requirements (regarding devices, internet connection, applications etc.) that they need to consider during the digital story development process.

Activity 2 [40 mins]

- Divide the participants into groups based on their village (it is better to keep 5-6 persons in a group).
- Then, ask them to draw an issue they think is very important to resolve in their village/division using 5 different pictures/art (Highlighting what the issue is, who is affected, where it is happening, who is involved, etc) (As observed in the previous session).
- Ask them to present their problem to the larger group, highlighting what the problem is, who is affected, who is responsible for it, and what are their desired solutions?
- Then, ask them to use the template to transfer their art presentation into text.

Tips for the facilitator

If a group finds it difficult to identify an issue, they can consider reflecting on their own personal experiences, and use multiple sources such as news websites, movies, newspapers, photos, research and etc.

Resources

Template 1

- What is the issue you would like to focus on for this story?
- What is your connection to this issue?
- Is this issue motivating to an audience?
- Is this issue relatable to the audience?
- Can I tell my story in just a few minutes?
- What sort of work do I need to do to be able to tell this story? (e.g., Do I need to do background research or gather details from other people?)
- Is there supporting material (e.g., photos, data, video) that I can use to help tell my story?
- What is your story topic?



Step 2 PLAN YOUR STORY

Introduction

Once there is an idea about the issue around which story needs to be created, a plan must be developed to help organize their thoughts and resources. The children should plan how they would like to tell the story, who their audience would be, and the goals they hope to achieve through the story.

A few questions to be considered at this stage would be as follows:

- What is the impact you hope through the story?
- Who will be the target audience you are trying to reach? For example, is it a particular age group, or a certain community?
- What is the objective of the story? Are you trying to keep the audience more informed; question their current beliefs, attitudes, and knowledge; attempt to convince the audience etc.?
- Who is going to be involved in this story development? Will the story be done independently or collaboratively? If done collaboratively, who are you planning to include?

If the story is done collaboratively, are there any cultural customs that you must follow before,

- during, or after the interviews? Are there any age or gender sensitivities that you need to be mindful of?

Are there any concerns regarding the community's response and beyond, towards the stories

- being shared?

Are there any safety, privacy, or confidentiality concerns for you or any engaged parties?

-

Personal Storytelling vs Community Storytelling

There are two distinct approaches to storytelling, and it is up to the storytellers to make a strategic decision beforehand on which approach they intend to use. The choice lies between conducting interviews, collecting data, and composing the story independently, or opting for a community approach involving friends, local communities, or a larger group of participants. The course of action to be taken will depend on the choice the storyteller makes in this regard.

Personal Storytelling	Community Storytelling
• You are the main storyteller	• A group of people contribute
• More control over the content	• Control lies more within a group of people
• Easy to produce	• Might not be so easy because many perspectives need to be considered
• Less time consuming	• Might be time-consuming as many actors are involved
• Quick decision making	• Might be difficult to take a decision as many opinions may need to be considered
• Only your perspective	• Diverse perspectives

If the storyteller decides on a community approach, such as conducting an interview with an individual who is willing to share their personal story, it is important to establish a strong rapport and trust with the communities and individuals with whom the storyteller collaborates. Equally crucial is a commitment to transparency. It is strongly recommended that the storyteller be transparent with their intentions and plans regarding the stories while diligently avoiding any commitments that cannot be fulfilled.

Tips

- #1** When talking to someone for the first time, provide a brief introduction and purpose of the interview so that the interviewee is fully informed before diving into the questions. Then, get to know the individual briefly and build a rapport.
 - #2** Ask them questions and allow them to answer freely. Do not force or rush their responses if they seem hesitant at first.
 - #3** Actively listen to what the interviewee is sharing instead of what you want to hear. Active listening is key to understanding and building trust.
 - #4** Respect their personal space and yours too. You may not need to use your camera at all. Instead, use a notepad to write down points - or if your interviewee agrees, use an audio recorder or audio recording app.
- Maintain confidentiality. Confidentiality refers to keeping someone's personal information private and not
- #5** share it with others without their permission. This means protecting details shared during the storytelling process so that they are not disclosed to anyone outside the project.

Session 2

Plan your story

Session Duration - 60 mins

Introduction

Once you have an idea for a story, you can develop a plan to help organize your thoughts and resources. Think about how you would like to tell your story and the people who would benefit most from it. Set goals that connect with your storytelling process but remember – the main goal is to share your experience. Some helpful first steps might be setting a timeline for each step of the digital storytelling process, creating check-in days to track your progress, and recording your progress.

Learning objectives

At the end of this session, participants develop planning skills and identify resources for making their first digital story.

Materials needed

Marker pens, flip chart papers, A4 sheets, pastel, printed **template 2**.

Methodology

Delivery by the trainer, Group Activity

Activity 1 [20 mins]

1. Discuss with the participants about how they should plan the development of their digital story.
2. Introduce the concepts of personal storytelling vs community storytelling.
3. Explore the areas that participants must consider when developing digital stories and engaging with the community.

Activity 2 [40 mins]

- Ask the participants to work in the same group from the previous session.
- Encourage them to gather further information about the issue/ situation/ solution that they are focusing on for the story. They can gather this information by sharing their experiences, reaching out to their networks, referring to the resources (printed and digital), etc.
- Then, provide Template 2 to each team and ask them to complete it as a group activity.
- Invite them to present the summary of their template to the plenary.

Resources

Template 2

- Why are you telling this story? What is your personal motivation?
- What additional information did you find about the issue, situation or proposed solution?
- Goals: What do you want to achieve by telling this story?
- Audience: Who are the audience of your story? What kind of change do you expect in the audience through this story?
- Benefits: What sort of benefits do you or your community get by telling this story?
- Stakeholders: Who will be involved in the development of this story?
- Resources: What sort of resources do you need to complete your story?
- Challenges: What challenges and drawbacks will you face (E.g., safety, privacy, community involvement etc.)?
- Activity Timeline: When do you want to complete making this story? Mention the activities and develop the timeline.



Step 3 Write a Script

Introduction

The script includes writing exercises, which can be done alone or in small or large groups. The storyteller should outline a plan of what they would like to say/do and how this would be done. A storyteller may, for instance, take down notes on a piece of paper of all the parts that will make up the digital story, such as the videos, photographs, text, and music, and arrange them in the order that they will appear in the recording. The story should reflect the storyteller's personality, as a story is more likely to be powerful if they are honest and real.

A script is a great way to help organize what the audience is seeing/hearing. Even if the storyteller is unsure of what exact images or sounds will be used, writing a script by predicting what the storyteller wants in their final digital story is a great way to plan a better delivery. If the storyteller plans to use an interview method, develop the script with the interviewer and interviewee (where possible and appropriate) to ensure that all those involved in the story are comfortable with the script.

Tips for making successful digital stories

- #1** As digital storytelling is based on creative reflection, it is more effective to engage viewers with stories that encourage curiosity, hope or a 'call-to-action' when they are accompanied by music and images.
- #2** Start the story with an 'attention grabber' such as a catchy title, phrase, image, memory, or emotion, which would draw people in and make it more likely they would be engaged in the story.
- #3** The storyteller may link something commonly shared by the community or by the viewers to a personal experience, which could instigate the feeling of 'you are not alone' for instance, and highlight how something can be accomplished if everyone comes together.
- #4** Keep it short. The storyteller should try to include details that are most important to communicate their message while making sure the stories capture and hold their audience's attention. Viewers should be able to easily watch/listen to digital stories and feel empowered to act as a result.
- #5** The storyteller should review the story alone and/or with others, which could help the storyteller to identify some areas that might need to be improved.

Session 3

Write a Script

Session Duration - 40 mins

Introduction

The script for a digital story is a key part of the process. Having a well-thought-out, written script helps reach goals related to time and purpose. If you plan to use an interviewer, develop the outline together so that you and the interviewer are comfortable with the script and can create a great product. Storytellers often appear more honest when they speak spontaneously from an outline rather than reading word-for-word from notes.

Learning objectives

At the end of the session, participants develop a skill to write a story script for any digital story.

Materials needed

A4 papers, pens, flip charts, Projector with screen/ LCD TV screen, printed template 3

Methodology

Delivery by the trainer, Group Activity

Activity [40 mins]

- Ask participants to work in the same groups that they had for the previous session. Before they engage in the group activity, show a sample story script, and explain the components of a story script.
- Ask them to use 'Template 3' with their answers to write a script for their story. Ask them to find answers on how they would tell their story effectively using a script.
- Then, ask them to work in a group and develop their story script.
- Once developed, ask them to present the script with the trainer.



Resources

Template 3 - Sample of a digital story script

Name of digital story

Silent struggles, shared strength.

Characters

Kasun

Meena

Classmates

Location

School Classroom

School playground

Property (includes objects, materials, equipment and other properties necessary for the scene.)

Pencil, school bell, school bags, bench, notice board, poster about mental health

In a classroom filled with chatter, 14-year-old Kasun stares blankly at his notebook. Kasun looks lost and distracted, while the noise of conversations fills the room.

Meena, sitting next to Kasun, taps her pencil quietly. Kasun sighs and lowers his head. Kasun feels overwhelmed by schoolwork and sports but hasn't told anyone. Meena, pressured by her parents, lies awake at night, unable to sleep. The school bell rings, and students grab their bags. Kasun and Meena exchange glances but remain silent. Both friends carry their silent struggles as they head to their next class.

Kasun and Meena sit on a bench at the school playground during lunch break. Meena turns to Kasun and says "You have been really quiet today, Kasun. Is everything okay?" Kasun: (hesitates) and says "I feel... tired all the time. It's like I can't catch up with anything." Meena looks surprised and then nods in understanding and says: "I feel the same way. I've been so stressed, but I didn't know how to say it either".

They notice a brightly colored poster on the school notice board about mental health support services. For the first time, Kasun and Meena realize they are not alone in their struggles.

Dialogues

Meena: "You have been really quiet today, Kasun. Is everything okay?"

Kasun: (hesitates) "I feel... tired all the time. It's like I can't catch up with anything."

Meena: "I feel the same way. I've been so stressed, but I didn't know how to say it either."

Name of digital story		
Characters	Location	Property
Dialogues		



Step 4 Develop a Storyboard

Introduction

This refers to a way of planning all the elements that will appear in the digital story in a visual format using sketches.

Please note that storyboards and scripts may often be used interchangeably, however a storyboard is a visual representation of a story or idea, in the form of a simple sketch, whereas a script is a written document that outlines the dialogue, actions and settings of a story. A storyboard is useful because it could provide an opportunity for new ideas, identify gaps, and help improve the overall digital story.

Session 4 Develop a Storyboard

Session Duration - 40 mins

Introduction

Storyboard helps to plan all the elements that will appear in the digital story in a visual format using sketches.

Learning objectives

At the end of the session, participants develop a skill to develop a storyboard for any digital story.

Materials needed

A4 paper, pens, flip chart, Projector with screen/ LCD TV screen, printed template 4

Methodology

Delivery by the trainer, Group Activity

Activity [40 mins]

- Ask participants to work in the same groups that they had for the last session. Before they engage in the group activity, show a sample storyboard and explain the components of a storyboard.
- Ask them to divide the script that they developed in the last session as follows; start, mid and end.
- Ask them to use the script of their story and develop the storyboard using **template 4**.

Resources

Template 4

Name of the digital story :

Description of the Scene

Scene name

Audio

Scene name

Audio

Scene name

Audio

Scene name

Audio

Scene name

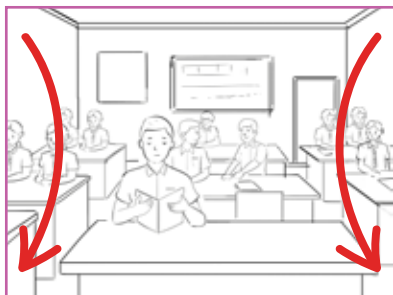
Audio

Scene name

Audio

Sample storyboard

Scene 1: The Classroom



Audio: Background noise of students chatting (voices not clearly heard)

TILT (THE CAMERA GOES UP OR DOWN, MAKING THE SUBJECT LOOK BIG OR SMALL). In this scene, the camera movement from up to down is shown.

Scene 2: Silent Struggles



Audio: A sad instrumental music plays in the background

Scene 3: The Bell Rings



Audio: Noise of the school bell

Scene 4: The Playground Conversation

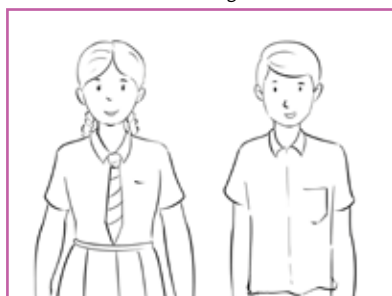


Audio: Meena: "You've been really quiet today, Kasun. Is everything okay?"

Kasun: "I feel... tired all the time. It's like I can't catch up with anything."

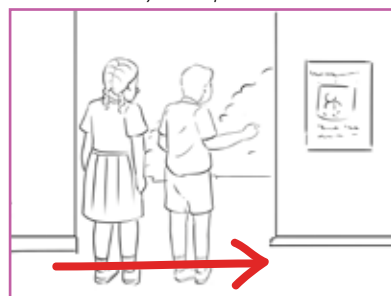
DOLLY (A NEAT WAY TO ZOOM IN OR OUT by moving the camera toward or away from the object). In this scene, zooming in by moving the camera towards the object is shown.)

Scene 5: Shared Feelings



Audio: Meena: "I feel the same way. I've been so stressed, but I didn't know how to say it either."

Scene 6: A Ray of Hope



Audio: A hopeful instrumental music plays in the background.

PAN (THE CAMERA MOVES HORIZONTALLY). In this scene, moving the camera from left to right is shown.



Step 5 Film and Record

Introduction

Digital Stories can be recorded in different ways which can include either visual and/or audio parts. If the storyteller includes photos, music, or videos from the internet, it is important to be aware of copyright rules if there are any.

Photography



A powerful tool in storytelling can be the use of photos, which capture attention and draw the audience into the story. Photos capture a moment in time and create a sense of emotion. If the storyteller opts for a photo-based narrative, below are some considerations and recommendations:

Immediate Impact

When sharing a photo online, it's crucial to recognize that you have just a fleeting moment to capture someone's attention. To succeed, it is imperative to contemplate how to encompass a diverse range of elements within a single image.

Portraiture

This refers to the category of art that can capture a particular moment in time of a person or group of people through photography. In the realm of portraiture, it is essential to convey not only the physical appearance of the subject but also capture an idea of the subject. Portraits can highlight how a person wants to be seen, while reflecting the overarching themes of the narrative project.

Build Relationships

Photos can have a significant impact on how the storyteller is perceived by others. It may give the storyteller a way to relive memories and by sharing them with the audience, it can help strengthen relationships and connect with the audience on a deeper level. Furthermore, a person's trust in your work often becomes evident in the resulting image.

If you are capturing and using photos of others, the storyteller must obtain explicit consent from individuals and communities to capture and disseminate their photographs. As a general practice, it is advisable to include captions alongside photos. These captions can feature a substantial excerpt from the subject's interview, supplemented with details about the picture's context, such as the location and the time of its acquisition. While creating images with overlaid text is an option, it is worth noting that this process can be intricate and demands precision to execute effectively.

To capture the most favorable angle, it is essential to be adaptable in your positioning, enabling you to view your subject from multiple perspectives. Human perception is inherently tied to our eye level, and thus, it is beneficial to experiment with angles—lean to the left or right, or even bend if necessary. Diversify your approach by obtaining images from various vantage points, ensuring you capture both full-body and close-up shots. In portrait photography, it is advisable to explore multiple angles to enrich the visual narrative.

Moreover, it is vital to be attentive to the inherent lines (statically existing lines like door frames, walls) within your composition. Our gaze instinctively follows lines that guide our visual journey. Therefore, scrutinize your frame for any lines that can subtly direct the viewer's attention towards your narrative's core themes and content.

Audio



Oral storytelling boasts a rich historical tradition across numerous cultures, rendering audio as a valuable medium for conveying narratives. The utilization of audio offers several advantages, including the comfort many individuals find in speaking into a microphone rather than appearing on camera, which can often create anxiety. Additionally, audio provides the opportunity to delve into topics with greater detail. It is an excellent means of reaching

audiences with limited or slow internet connectivity, as audio files require less internet data. Moreover, the widespread availability of audio recording applications on most smartphones renders it an accessible choice. Audio content can also seamlessly be integrated into videos, blog posts or articles to provide supplementary background information.

However, employing audio does present certain challenges. Proficiency in audio editing and the ability to segment content into smaller parts can be advantageous but may require considerable time. Notably, video content has a higher propensity for viral dissemination than audio content, and the absence of facial expressions in audio materials may be considered a limitation in conveying nuanced emotional cues.

Tips for creating high-quality audio recordings

- #1** Try to record in a calm environment. Make every effort to minimize external noise. The storyteller must make sure to have headphones on so they can listen to the recording as it's being made.
- #2** If the story involves interviewing another person, limit distractions, such as noise, while the interviewee answers questions.
- #3** Avoid creating noise while someone is answering your question during an interview. Be sure to maintain clarity and coherence in your conversation by refraining from using unnecessary verbal pauses or colloquial interjections such as 'ummm' and 'yeah'. Aim to record audio at about 12 decibels if your recorder has a monitor. Give the interviewee some space before asking a follow-up question. This will give them time to reflect and provide insightful answers. Record one minute of ambient sound (the background sounds you hear) if you wish to edit your audio together. This will help you to link your recordings together.

Video



In the ever-evolving landscape of videography and multimedia, there are more opportunities than ever to captivate audiences and share updates and narratives. Using videos offers a range of advantages, which include:

Compelling Storytelling

Videos represent one of the most powerful and compelling methods to convey a story. For instance, when the audience views children highlighting a common concern in their respective community through a video, the authenticity and impact are significantly heightened compared to reading an article or blog post.

Effective for Local Stories

Videos are an effective method for sharing stories, enabling a more personal and immediate connection with the audience.

Dramatic and Impactful

Videos can be extremely dramatic often making it an ideal medium for delivering impactful messages.

Social Media Prioritization

Social media platforms often prioritize video content, increasing their reach and visibility.

Energizing and Personal

Videos have the unique ability to capture the energy, vitality, and individuality of people, making them an engaging and relatable form of communication.

Nonetheless, using video content does come with its challenges. Collaborating with a skilled editor to enhance its effectiveness can be a worthwhile investment. However, it's important to acknowledge that producing high-quality videos may entail a higher cost and a longer production timeline.

More Video Options

Live video broadcasting

This is a dynamic feature, with many individuals utilizing different mobile applications and social media to engage in real-time content creation and sharing. When delving into live streaming, it is important to focus on capturing the key moments of the issue/topic being documented. Additionally, incorporating interviews with local participants and providing viewers with live commentary can enhance the storytelling experience.

A key consideration in live streaming is to ensure that the broadcast does not exceed a duration of ten to fifteen minutes to maintain the audience's engagement and interest. In conjunction with live streaming, it is advisable to create concise video clips, typically ranging from 1 to 4 minutes, which capture interviews or highlights. These unedited, raw video segments often give genuineness and authenticity that resonate strongly with online audiences. However, the timing and context of sharing these videos play a vital role in touching viewers' hearts and encouraging them to share the content. For concise video updates, certain social media platforms offer an

effective means of engagement and provide a continuous glimpse into ongoing event activities.

VLOG

Another engaging approach is crafting a narrative from the perspective of an individual, essentially a VLOG, which is a set of videos that an individual posts regularly on the internet through which the storyteller records their thoughts or experiences. For instance, offering a "day in the life" from the storyteller's viewpoint. This approach fosters a genuine exchange of viewpoints.

It is essential to acknowledge that social media videos continue to hold significant value. The initial five seconds of a video are pivotal in determining whether it will garner views or not, emphasizing the importance of skillful editing. Commence your video with attention-grabbing audio, text, graphics, etc. and accompany music to attract viewers to watch and, ideally share it. Notably, many social media viewers watch videos inaudibly, making it advisable to incorporate subtitles to ensure accessibility and engagement.

Text and other forms of storytelling

Crafting articles or blog entries

This is a highly effective method for sharing narratives with a broad and diverse audience. When embarking on this endeavor, it is important to consider your audience's composition and familiarity with the topic at hand. If your objective is to engage a global readership, you may need to provide local context, ensuring that the content remains accessible to all. Strive to enhance the comprehensibility of your material for a wider audience.

In the process of shaping your narrative, it is essential to specify the story's arc, outlining the progression of the plot from its inception to its resolution. A key starting point is to employ an attention-grabbing hook, which could be an intriguing fact or anecdote or a question designed to captivate readers' interest right from the outset. The opening paragraph warrants scrutiny as it sets the tone for the entire piece.

Moreover, including images and other visual aids can significantly enhance the reader's experience. These elements make the content more visually appealing and facilitate comprehension and motivate readers to continue delving into the narrative. You can integrate a variety of multimedia elements such as audio files, social network messages, videos, and quotations to attribute and enhance the content. Popular blog platforms or your own blog can serve as effective mediums for sharing your content.

Furthermore, certain platforms offer the option to create a "publication," allowing numerous contributors to share their stories within an online hub, fostering a collaborative approach to storytelling.

It is essential to note that leveraging people's faces, emotions, and voices is not the sole avenue to sharing stories. Additionally, you can engage with individuals through SMS, providing a valuable means of communication that is accessible even to communities with less advanced mobile phone technology. Collaborating with these communities, you can deliver concise updates and narratives via SMS, addressing topics that can evoke behaviour change.

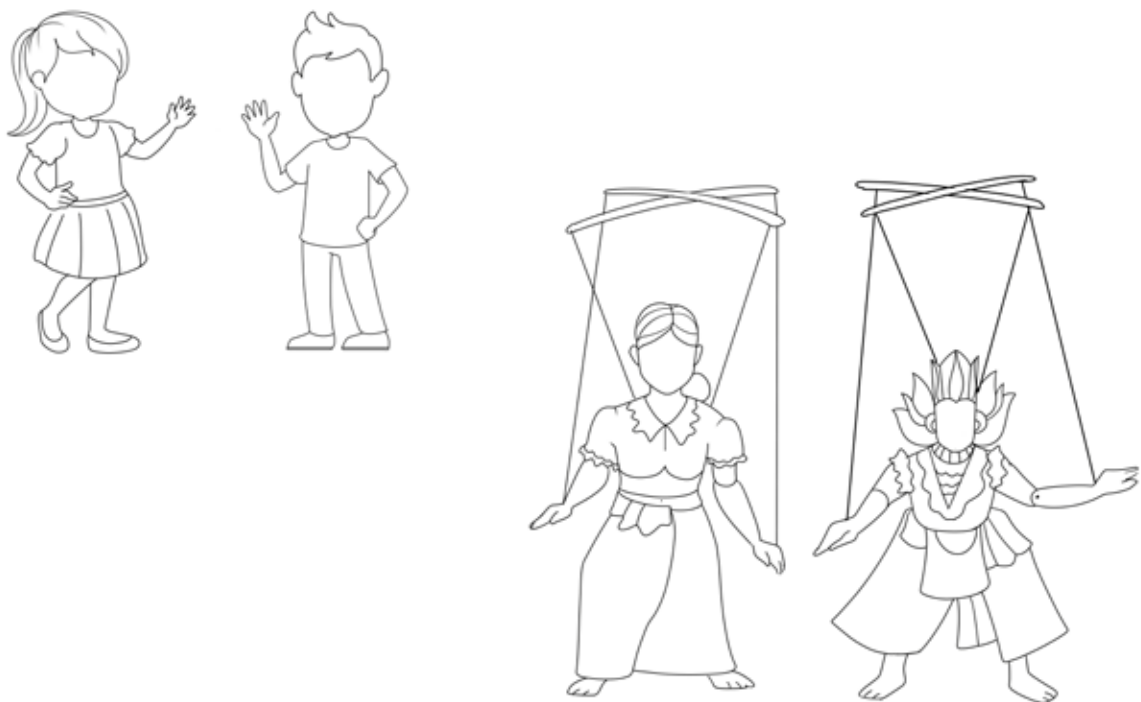
Animations or Puppetry

The stories you collect from various sources can be skillfully adapted into visually engaging animations or lively puppet performances. Furthermore, stories and oral histories can be transformed into theatrical plays and live performances, providing a captivating form of public engagement and identity preservation. If desired, you can record these performances and share them online, extending the reach and impact of the narratives.

Important!

It is of utmost importance to obtain informed consent from communities and individuals who are part of contributing to your narrative/story. If a child is involved, consent should be obtained from a parent/caregiver. A consent form is included as an annex in this booklet which can be used by the participants.

In situations where disclosing someone's identity or telling their story poses any form of threat, it is considered as a risk. You must take adequate measure to mitigate these risks. It is important to remember that you have a responsibility towards the community and individuals who are part of your digital stories. Avoid presenting individuals in an unfavorable light, and painting people as victims when they do not identify as such.



Session 5.1

Get to know your mobile phone

Session Duration - 30 mins

Introduction

Before you film and record, it is important to understand the features of your mobile phone.

Learning objectives

At the end of the session, participants are able to examine the features on their phone, such as Operating System (OS) version, RAM capacity, storage, battery life, etc.

Materials needed

Mobile phones, projector with screen/ LCD TV screen, speakers

Methodology

Interactive discussion, demonstration, practical exercise, and delivery by the trainer.

Activity [30 mins]

- Ask the participants to choose the "Setting" icon in their phone.
- Ask them to choose "About Phone" from the menu displayed. Go through the specifications of the phone that are displayed.
- Ask them to write down their mobile brand and model number in their handbook.
- Then, ask them to return from the 'Setting', and open the web browser.
- Ask them to type their mobile phone "model number" in browser and get their phone specifications.

Then ask participants to open in-build camera in their phone and instruct to setup their Camera for

- storytelling. (This may defer depending on the camera model and version of the OS (Operating System)).

→ Open camera --> Go to setting --> ✓ Enable Auto HDR

✓ Enable grid lines

✓ Change ratio to 3:4

✓ Change video size 9:16

✓ Frame rate HD (1280 X720)

Minimum specification for storytelling

It is suggested to have the following minimum specifications to use your smart phone for digital storytelling purposes.

- Operating System - Android 9 and above
- Minimum RAM - 64 GB
- Minimum ROM - 4 GB
- Camera pixels - 48 MP
- Battery - 4000 mAh

Resources

Refer the materials included in the resource package for additional information.



Session 5.2

Rule of Third

Session Duration - 30 mins

Introduction

It is important to understand composition guidelines like 'Rule of Third' to capture compelling story elements.

Learning objectives

At the end of the session, participants are able to understand the importance of frame composition when using a camera for photography and video, and to develop the skills to use the Rule of Third in frame composition.

Materials needed

Mobile phones, projector with screen/ LCD TV screen, speakers

Methodology

Interactive discussion, demonstration, practical exercise, and delivery by the trainer.

Activity [30 mins]

- Write the word "Rule of Third" on the board and ask participants to share what they understand about this.
- Then explain the definition of "Rule of Third" to the participants along with the materials included in the resource package.
- Explain the purpose of the lines and points and explain how to capture a balanced picture or video using the "Rule of Third".
- Ask the participants to switch on "Grid lines" on their phone camera.
- Ask them to take a picture using the "Rule of Third" and a 10 second video. Thereafter, display selected pictures and videos captured by the training participants and discuss the positives and areas that need to be improved.

Resources

Refer the materials included in the resource package for additional information.

Session 5.3

Camera basic shot types

Session Duration - 60 mins

Introduction

In this session, participants will learn the basics of visual language. The camera basic shots are those that refer to the indication of subject size within a frame.

Learning objectives

At the end of the session, participants are able to understand and develop skills to shoot the different shot types.

Materials needed

Mobile phones, sample shots included below, projector with screen/ LCD TV screen.

Methodology

Interactive discussion, demonstration, practical exercise, and delivery by the trainer.

Activity [60 mins]

- Explain that we are going to learn the visual language of cameras. Our language is constructed by using letters/ alphabet, which are used to form words and then sentences and paragraphs. Similarly, basic shots are equal to letters /alphabet in the visual language.
- Tell the participants that we are going to learn the basic shots one by one.
- Show the sample shots given below, and explain the different type of shots.
- Ask the participants to go out of the training hall and shoot at least one image for each shot type. Once the participants return to the training hall, project some selected shots and encourage participants to identify shot types.

Tips for the facilitator

- Show the sample shots according to the given order to facilitate effective learning.

Resources

Refer the materials included in the resource package for additional information.

Shot types



Extreme wide shot



Wide shot



Long shot



Medium Long shot



Medium shot



Medium Close-up shot



Close-up shot



Extreme Close-up shot



Over the shoulder shot



Point of view shot

Session 5.4

Video Sequence

Session Duration - 45 mins

Introduction

A sequence in video editing refers to a series of clips or segments that are arranged in a specific order to convey a particular narrative or idea. It is a fundamental concept in film and video production, where individual shots are combined to create a coherent storyline or visual theme.

Learning objectives

At the end of the session, participants are able to understand what video sequence is, and to develop their skills to shoot a video sequence.

Materials needed

Mobile phones, projector with screen/ LCD TV screen

Methodology

Demonstration, Interactive discussion.

Activity [45 mins]

- Before starting the session, ask what they understand by the word “Sequence”, note down the answers on the board, and then explain that sequence refers to the arrangement of something in order.
- Tell the audience that when shooting a sequence, we must find answers to the following questions.
 - ✓ Who is being captured?
 - ✓ What is being done?
- Then, show below sample images and ask the participants to find the answers to the above questions. Similarly, discuss and show more examples to understand the concept of sequence.
- Then, demonstrate to the participants how to shoot a sequence.
- Ask the participants to shoot a sequence inside the training hall (For example; Someone entering the training hall, reading a book, etc...)
- Once the participants have captured it, project some selected sequences, and encourage participants to identify positives and areas that need to be improved.

Resources

Refer the materials included in the resource package for additional information.

Sample Sequence



Session 5.5

Basic Interview Techniques

Session Duration - 60 mins

Introduction

In order to capture a professional interview using a mobile phone, participants require prior preparation.

Learning objectives

At the end of the session, participants are able to understand the important techniques in capturing an interview, and develop their skills to capture a quality interview using their mobile phone.

Materials needed

Mobile phones, tripod

Methodology

Interactive discussion, demonstration, pair exercise, delivery by the trainer.

Activity [60 mins]

- Set up the mobile phone using a tripod. Request two volunteers to come forward for a demonstration. Ask one volunteer to sit in a chair and another volunteer to stand closer to the camera and tripod.

Then ask the second volunteer to compose the frame for the interview. Once the volunteer is done, get
- feedback from the other participants about the frame. Record their suggestions/ comments/ possible improvements on the board.
- Continue this exercise until the volunteer composes an appropriate frame for the interview.
- Explain the basic interview tips below to the participants.
 - ✓ Eye Level/Eye Line : Placing the camera lens to the eye level of the object
 - ✓ Off camera : Looking outside of the camera lens and speaking
 - ✓ Lead room + Head room : Keeping space between the top edge of the frame and head; and Keeping space in the direction they are facing/looking
 - ✓ Rule of thirds : Place the object using rule of third using the gridlines option in the camera setting
 - ✓ Background : Choose a suitable background for your story
 - ✓ Use your headset or professional mic to record a quality audio
 - ✓ Medium Close up shot : Always use Medium Close up shot for the interview

✓ Ready with Questions : You should be ready with the questions you are going to ask the participant upfront

✓ Flight mode : Turn on flight mode to avoid unnecessary calls and disturbances during the interview and do not forget to turn off the flight mode soon after the interview.

- Ask the participants to select another participant and shoot a two-minute interview, also considering the above tips.

Tips

#1 When talking to someone for the first time, get to know them and build a rapport. Ask them questions and allow them to answer freely, even if they seem hesitant at first. Actively listen to what they're sharing instead of what you want to hear. Listening is key to understanding and building trust.

Don't shove your camera in the person's face. Respect their personal space and yours too. If needed don't

#2 use the camera at all, instead use a notepad to write down points - or if the interviewee agrees, use an audio recorder or app.





Step 6 Compile & Create

Introduction

This is the stage where the storyteller combines the visual and audio parts to create a final product, which is the editing phase.

Storytellers do not have to use professional tools for editing, and it is not limited to any particular technology. A smartphone may be sufficient to meet the needs. Many free software or apps might match the skills of the storyteller, the resources available, the purpose of the project and the needs of the target audience. If the storyteller is still learning to use such tools, they would be able to master them in a short period of time with regular practice. There are many tools for digital storytelling that provide basic features.

Session 6 Compile and Create

Session Duration - 60 mins

Introduction

In this activity, participants will learn the basics of video editing using free mobile apps. Video editing is an essential skill for creating engaging content for social media, educational videos, or any other purpose. By the end of this session, participants will be able to confidently use their mobile devices to edit videos, add text and audio, apply transitions, and export their final product.

Learning objectives At the end of the session, participants are able to develop their skills to use free mobile apps to compile and create their own story.

Materials needed Mobile phones, free mobile editing apps

Methodology Demonstration, pair exercise, delivery by the trainer.

Activity [60 mins]

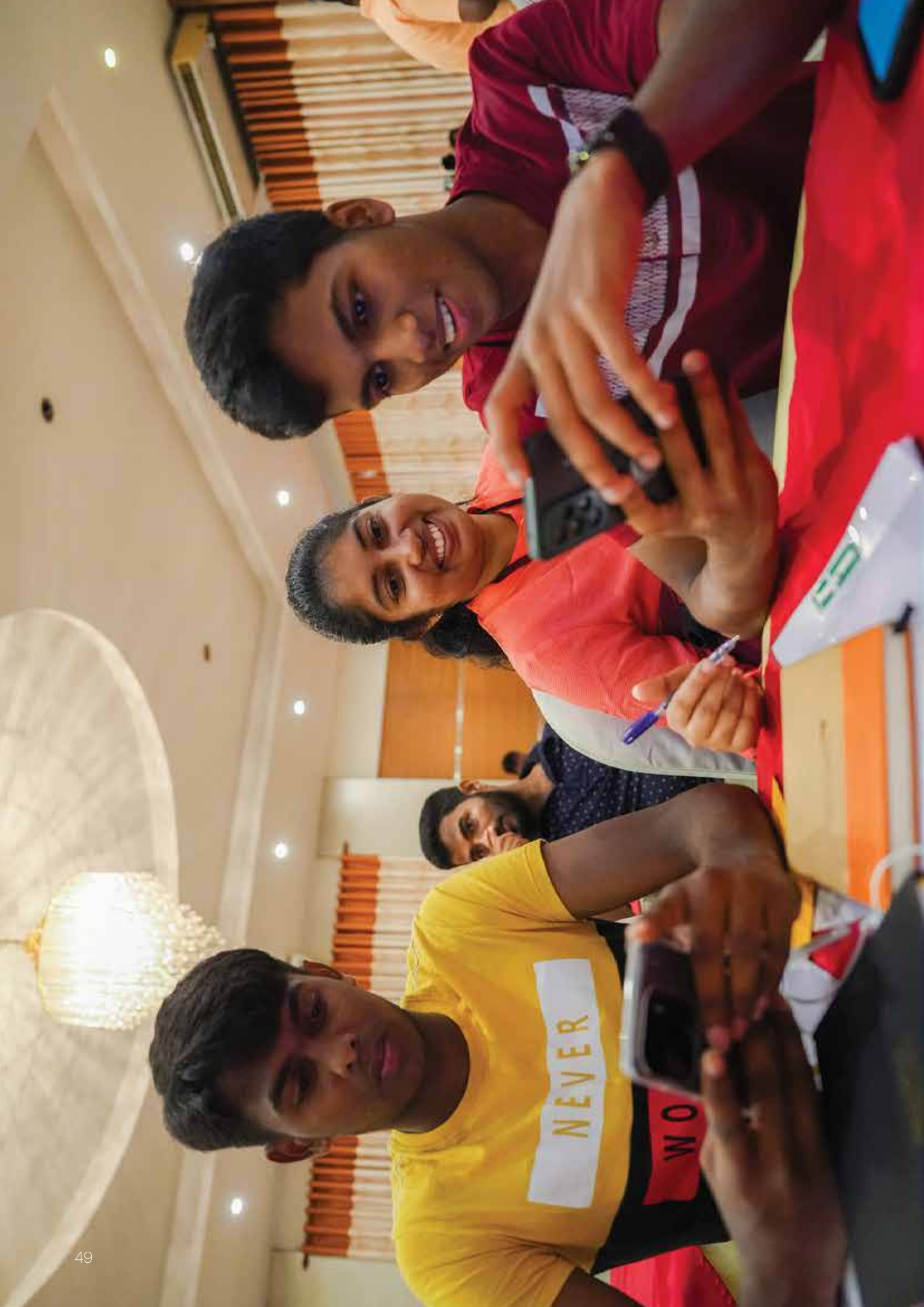
- Ask the participants to choose a recommended mobile video editing app from the Play Store or App Store and install it.
- Then, the trainer also installs the same editing app and explains the function and interface of the mobile app.
- Trainer will show how to import their video from the raw footage to the timeline of the editing app and ask the participants to repeat the same.
- Then, the trainer will demonstrate how to “trim the video” using the tools available in the mobile app and ask participants to repeat it.
- The trainer will then demonstrate how to add “text” to the video as layers and how to do the formatting to the text such as change color, add background, animation, font style, etc. Then ask the participants to repeat the same.
- Then, the trainer will demonstrate how to “add audio file” to the video and “trim the audio” and ask the participants to do it along with the trainer.
- Later, the trainer will demonstrate to add “transition” between scenes using the tools available within the app and ask the participants to repeat it.
- Finally, the trainer will demonstrate how to download the compiled video as MP4 file and request the participants to do so.

Resources

Refer the materials included in the resource package for additional information.

Note

The features and tools available for editing video will differ from software to software, so the trainer should be familiar with existing software and apps.



Step 7 Publish and Share

Introduction

Once the storyteller has edited and compiled the content, it is important to deliberate upon the diverse possibilities for its dissemination. It is crucial to consider how each digital platform, be it websites, blogs, social media can uniquely contribute to the narrative, rather than opting for a single platform. Various digital platforms should be considered.

In certain social media platforms carousels work better, which are multiple images within a single feed post. Whereas, in certain social media platforms the most engaging type of content is videos, followed by photos/images. However, it is possible that social media posts that include videos may receive more engagement (likes, comments, shares) compared to text based posts.

The incorporation of a relevant hashtags (#) to mark keywords or topics and categorize posts is advisable, encouraging participants to utilize it when disseminating their narratives on their respective social media outlets. The storyteller can use several existing hashtags or create one of their own. For example; #communityawareness #mentalhealth #climatechange. Participants can identify the software applications that can be effectively employed to monitor the aforementioned hashtags. This approach yields the distinct advantage of extending the reach of each storytelling participant across their entire social network, fostering the opportunity to connect with a broader audience. This is because of reasons such as

- Categorizing Content: Hashtags help categorize your content, making it discoverable to users who are interested in specific topics or trends.
- Expanding Audience: When you use relevant and popular hashtags, your posts can be seen by people who follow or search those hashtags, extending beyond your immediate followers.
- Tracking Trends: Using trending hashtags can increase visibility as users explore trending topics, making your content part of the current popular discussions.

Think about identifying and working with influencers, journalists, communities, non-profit organizations, and any relevant media outlets you may know that would share/promote the digital story. These are examples of strategic partners and allies. Create a thorough promotional plan to let your partners and followers know about your stories. Promotional plan should include a step-by-step element that includes generating excitement, launching, sharing regularly, creating a conversation, and following up to maintain engagement.

The storyteller should set clear goals or objectives in order to succeed in storytelling. The digital stories should be seen by the right people, who could be decision makers, communities the storyteller wants to engage with, companies, legislators, or better yet, one's own circle of friends. Continuously explore innovative approaches, and if

a particular strategy appears ineffective in achieving the desired outreach, be open to adapting and implementing new strategies to achieve project goals and objectives.

It is important to note a crucial element of digital storytelling is that a sense of ownership and agency should be cultivated in those involved throughout the process. If community organizations and interview subjects are involved in the digital story, they must remain well-informed about the impending release of the digital story. It is important to maintain open lines of communication with them, including follow-up interactions to confirm their continued comfort in being involved in the story. Mutual ownership is a key component of a successful storytelling project. It is vital to recognize that, unless the narrative is one's own, even when in possession of the recordings, a profound respect for the ones involved with the content should always be upheld and demonstrated.

Please note, before publishing the digital story, the storyteller may consider any potential risk to themselves or others involved in their digital story, including communities, based on the content shared. It is important to be mindful of any sensitive information/topics shared respective to one's own and other cultures, religion, ethnicities, disabilities, etc. If there are any identified risks, storyteller should always take necessary steps to mitigate them.

Session 7

Publish and Share

Session Duration - 30 mins

Introduction

In this activity, participants will learn how to download their edited video or digital story and share it on social media platforms. They will also explore the importance of creating engaging captions and interacting with their audience to foster meaningful dialogue on the topics they have chosen.

Learning objectives At the end of the session, participants are able to develop their skills to use their social media to publish and share their stories.

Materials needed Demonstration, pair exercise, delivery by the trainer

Methodology Mobile phones, free mobile editing apps

Activity [30 mins]

- Ask the participants to share their stories using “share” option in the editing apps to the social media platforms they are familiar with.
- Ask the participants to write a suitable caption for their story which can attract the audience.
- Then ask the participants to engage with the audience and create a dialogue on the topic they have chosen.



Step 8 Review & Reflect

Introduction

There are steps the storyteller could take to see if their digital story resulted in what they hoped for, or rather to measure how well the storyteller met the goals and objectives. Although there is no single method to measure the impact, a digital storyteller can use a variety of strategies to review, reflect on, and measure the success of their content.

Here are some general tips and points of consideration:

Use Metrics to Measure Impact

Social media analytics

Track key metrics such as reach, impressions, engagement (likes, comments, shares), and follower growth to understand how your story is performing.

Audience feedback

Look at the quality of comments and interactions. Are people asking questions or sharing their personal stories in response to your content?

Call-to-action (CTA) effectiveness

If your digital story included a CTA (e.g., sharing the post, signing a petition, attending an event, signing up for a newsletter, donating to a cause), measure the number of actions taken.

Audience demographics

Analyze who is engaging with your content. Are you reaching your target audience in terms of age, location, or interests?



Reflect on Emotional Impact

Story resonance

Reflect on whether the story created the emotional impact you intended. Did the audience connect with the characters or message in the way you hoped?

Audience empathy

Look for signs that your story created empathy or inspired action. This can be seen through personal comments, shared experiences, or people taking specific steps based on your message.

Gather Direct Feedback

Surveys and polls

After sharing your story, use surveys or polls to ask your audience for feedback. This can help you understand what worked and what didn't.

Focus groups

If feasible, organize a small focus group to review your digital story and to receive in-depth feedback on its impact, tone, and message clarity.

Track Long-Term Impact

Sustained engagement

Assess whether your story has a lasting impact by tracking continued engagement over time. Do people return to your content? Is it still being shared?

Story amplification

Pay attention to how your digital story spreads across platforms. Are others retelling or adapting your story in their own words?

Adjust for future content

Use these reflections to adjust future storytelling strategies, building on what worked and learning from what didn't.

Session 8

Review and Reflect

Session Duration - 45 mins

Introduction

In this activity participants will learn to assess the impact of digital stories. The participants will learn to apply techniques such as social media analytics, audience feedback, and empathy evaluation to measure the story's impact.

Learning objectives

At the end of the session, participants will be able to assess the effectiveness of a digital story using key performance indicators, identify areas for improvement based on audience feedback and engagement data and develop actionable insights for enhancing future storytelling efforts.

Materials needed

The script/story of Kasun and Meena, Example metrics for social media analytics (e.g., reach, impressions, engagement rates), sample audience feedback (comments, survey responses, or focus group notes), flip charts, markers, pens

Methodology

Group discussion, role-playing, and hands-on analysis of the sample script provided in Step 3 (Template 3).

Activity [45 mins]

- Ask the participants to review the script of Kasun and Meena.
- The trainer must present hypothetical data from their story's digital campaign:
 - ✓ Social media metrics (e.g., reach: 10,000; engagement rate: 5%).
 - ✓ Audience Feedback ("This story reminds me of my school days" or "It's great to see mental health being addressed."
 - ✓ Number of CTA actions taken (e.g., clicks on a link to mental health resources: 200).
- Divide participants into small groups and assign them tasks:
 - Group A: Analyze social media analytics (e.g., reach, impressions, engagement).
 - Group B: Review audience feedback for signs of empathy and resonance.
 - Group C: Evaluate the effectiveness of the CTA (e.g., clicks or actions taken).
 - Group D: Discuss sustained engagement and story amplification possibilities.

- Ask each group to identify strengths and weaknesses in the story and suggest improvements.
- Thereafter, each group will present their findings, including:
 - ✓ How well the story met its goals (e.g., creating empathy, inspiring action).
 - ✓ Recommendations for improvement.
 - ✓ The facilitator can highlight key insights from group presentations.

Agenda

Day 1

Time	Session
9.00 - 9.30am	Start of programme
9.30 – 10.30 am	The significance of digital storytelling
10.30- 10.45 am	Tea Break
10.45 - 11.00 am	Steps to creating a digital story
11.00 – 12.00 Pm	Session 1- Come up with an idea for the story
12.00 – 1.00 Pm	Session 2- Plan your story
1.00 – 2.00 pm	Lunch
2.00 – 2.40 pm	Session 3- Write a script
2.40 – 3.20 pm	Session 4- Develop a storyboard
3.20 – 4.00 pm	Summary of Day 1, Additional clarifications, and Closure

Day 2

Time	Session
9.00 - 9.30am	Re-cap of day 1
9.30 – 10.00 am	Session 5.1 - Get to know your mobile phone
10.00 – 10.30	Session 5.2 - Rule of Third
10.30 – 10.45 am	Tea Break
10.45 – 11.45 am	Session 5.3 - Camera basic shot types
11.45- 12.30 pm	Session 5.4 - Video sequence
12.30 – 1.15 pm	Lunch
1.15 – 2.15 pm	Session 5.5 - Basic interview techniques
2.15- 3.15 pm	Session 6 - Compile and create
3.15 – 3.45 pm	Session 7 - Publish and share
3.45 – 4.30 pm	Session 8 - Review and Reflect

Written informed consent to use photos, videos, audio.

By signing this form, I give my permission to be photographed/recorded for the digital stories produced by the _____ [Name of the Digital Storyteller]

These photos and/or videos are taken on [date] _____ in
[town/country] _____
by [name of person] _____

I understand and agree that the digital storyteller may use these photos and/or recordings of me to:

[Objectives of using the photos/and or recordings]

I understand and agree that the digital storyteller may:

- Publish the photos and/or videos of me in reports, websites, social media channels etc.
- Use these photos and/or videos of me to promote the digital story in printed material, billboards, websites, and on social media channels, etc.
- Give permission to publish these photos and/or videos of me in magazines, newspapers, online news sources, social media channels belonging to media organisations.
- Use these photos and/or videos of me forever, locally and internationally, and also in my own community.

I understand and agree that:

- I won't be able to approve the finished photos and/or videos of me.
- I won't be paid now or in the future for the use of these photos and/or videos of me.
- It is better to ask questions or tell the digital storyteller about any worries now.
- The digital storyteller that took or arranged these photos and/or videos of me will keep this form with my full name for as long as the digital storyteller keeps the photos and/or videos of me.
- I can ask for a copy of this form and the photo/video by writing to the writing to the Digital Storyteller

- I have the right to withdraw this permission, partially or totally, at any moment in time, including requesting the removal of the photos and videos showing me.
- If requested in writing, the digital storyteller will remove all copies of the photos and/or videos showing me that the storyteller has control over.

I can contact the digital storyteller by email/phone at

or by post at

- ☐ I will tick this box, if I am happy to store my full name with the photos and/or videos of me in the digital storyteller's photo and video archive.
- ☐ I will tick this box, if I want to store only my first name with the photos and/or videos of me in the digital storyteller's photo and video archive. I understand that this will make it difficult or impossible to find the original photos / videos to remove them from further use should I change my mind in the future.

I grant permission for the use and agreement to use the photo/ video

Name _____ Age _____

Signature

Date

To be signed by if the person in the photo/video is under 18 years of age:

Name _____

Relationship to child _____

Signature

Date

CHECKLIST for verbal and written informed consent.

As the digital storyteller, please ensure that the following has been communicated and understood by the person consenting to be in the multimedia coverage.

On process

- Has a note been made of how the participant was found, as well as a record of their verbal or written consent?
 - Did you discuss and agree on the best way feasible for the participant to retract their consent if the need arises?
 - Did you let them know how to contact you as the digital storyteller should they have any concerns?
- If a child is consenting to be in the multimedia coverage, did you make it clear that the child has the
- right to say no even if the adult/parent/guardian is inclined to say yes?
- Did you ensure that they felt safe, and that they could request a copy of the consent form?
- Did you check with relevant others if the participant could be at risk of negative backlash if their image and/or story was published (e.g. potential sensitive issues made public)?

On Participant

- Does the participant feel safe and secure in telling their story?
- Did you show the participant the photos and videos that you took of them to see if they were comfortable with them being used?

On production

- Did you feel that the participant had any discomfort throughout the process? If so, consider if the participant felt obligated or pressured to participate, and review distribution decisions.
- Did you walk the participant through what parts of their story you will tell and how?
- Did the participant mention any parts of their story that they explicitly don't want to share? If so, omit those parts from your storytelling and narrative.

On Distribution/Use

- Did you show examples of how their photos and videos may be used e.g. via pictures, mobile phone to show landing pages, social media posts?
- Did you express how their photos and videos can be potentially seen by thousands to millions of people once it goes digital - including their neighbours, community, fellow nationals and that these images may be used by national/global media as well as other partners?
- Did you express the objectives of developing this digital story- and how this does not have direct impact in their personal financial situation?
- Have you photographed or filmed original media created by the participant such as drawings, photographs, audio recordings, videos, writings (including their translation into any language) or other media? If so, please secure a signed copyright release form seen on the next page.

ORIGINAL MEDIA COPYRIGHT RELEASE FORM

Explanation: As a Digital Storyteller, I [Name: _____] promotes the voices, opinions, and experiences of the communities to create a positive impact. So, this expression is not misrepresented and so the rights of subjects in these works are also respected. This includes supporting individual's rights to own their media creations and to understand how to share the copyright to their reproduction responsibly.

To publicize these works in the interests of promoting the voices, opinions and experiences of the communities to create positive impact, I require permission to reproduce this work in varied media throughout the world.

Individual Release:

This form hereby grants the above-mentioned Digital Storyteller the non-exclusive** copyright to reproduce, display and disseminate worldwide and forever, in any traditional or electronic media format or platform, the original work or works described here and created by me, whether drawings, photographs, audio recordings, videos, writings (including their translation into any language) or other media. I affirm my permission to grant these rights to the above-mentioned Digital Storyteller with my signature here:

Name of creator _____

Name of copyright holder _____

Age(if under the age of 18 years) _____

Signature

Date

Description of Work or Work Project & Media _____

Year Created _____

City, Country _____

If creator/copyright holder is a child – under age 18 years – this release must also be signed by the child's legal guardian:

I affirm that I am the legal guardian of the child named above and therefore also grant permission for this copyright use:

Name of Legal Guardian _____

Relationship to Child _____

Signature of Guardian

Date

Name of Witness _____

Organization Affiliation _____

Witness Signature

Date

*[** A grant of 'non-exclusive' rights means that the copyright owner also keeps the rights to continue to reproduce her/his own work as she/he wishes.]*