Storyology

Digital Storytelling By Immigrants and Refugees

Using technology to tell our stories, discover our collective power, and digitally document our journeys

A How-To Manual based on a program pioneered in Charlotte, NC in October 2010
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Participant /Student Manual

For the full student manual that we handed out to participants, please contact us at 336-854-0633, lkhamala@afsc.org.
Introduction

1) **Offer digital literacy skills to immigrants and refugees, and build capacity of those individuals to tell their stories**

2) **Build a community of many cultures within our class**

3) **Lift up immigrant voices to be heard by the broader community**

These were the central goals of the Storyology Digital Storytelling class in Charlotte, North Carolina organized by Kali Ferguson and Lori Fernald Khamala of the American Friends Service Committee Area Office of the Carolinas in October 2010.

That language might sound formal, but really, we just organized a bunch of folks from around the world to get together and share stories. Then we learned how to make a mini-movie of each story so we could share it with more people.

We give thanks to Trish Perkins, who inspired the idea for the program through the Movie-Making classes she initiated in Greensboro, NC. We are proud partners on that continuing venture. Trish has a background in film, and led a movie making class with immigrants and refugees as a VISTA Volunteer following a class she developed in High Point, NC.

We are also grateful to the Center for Digital Storytelling (CDS) for the amazing work they do and for inspiring us with their model. Reading the CDS’ *Cookbook* was critical to our understanding of the model, and we based our curriculum on the “Seven Steps to Digital Storytelling” outlined in the CDS Cookbook:

Step 1: Own Your Insights
Step 2: Own Your Emotions
Step 3: Find the Moment
Step 4: See Your Story
Step 5: Hear Your Story
Step 6: Assemble Your Story
Step 7: Share Your Story

Following the great success of the Storyology program that we developed, we are eager to share the model so that others can duplicate the project in their own communities.

In this manual, you will find everything we used for producing our class, as well as some ideas and materials for other ways to use the techniques outside of a classroom setting. In addition to this manual for organizers, we are making available our Student/Participant manual.

We authorize and encourage you to use these materials, but ask that you please credit American Friends Service Committee Area Office of the Carolinas.

Despite what we hope will be a very useful manual, we do believe that having skilled instructors lead the class—particularly those with a background in story development—will make for a better experience. We are happy to consult with you on this!!

Please check out the digital stories produced from our office at [www.youtube.com/afscnc](http://www.youtube.com/afscnc).

Good Luck!

Lori Fernald Khamala
Kali Ferguson
Report on Storyology Class, Charlotte, NC, October 2010

Whose stories are represented in films today? And who is telling those stories? Storytelling is possibly the world’s oldest art form, and today’s primary modern storytelling medium is film and video, yet the stories presented in most TV shows and movies are rarely the accounts of everyday people who happen to be immigrants, and the powerful stories they have to share. The American Friends Service Committee (AFSC)’s NC Immigrant Rights Program has as one of its main goals to lift up the voices of immigrants to the broader public. Through Storyology: Digital Storytelling by Immigrants and Refugees, AFSC empowered immigrants and refugees by imparting new digital literacy skills, lifted up immigrant stories to share with and educate the public, and also built a community of many cultures within the class. At the end of the class, each student produced a truly impressive work of art, in the form of a 2-4 minute digital story, with the student narrating her/his journey, with background music, and images chosen (and sometimes photographed) by the students themselves. All of the short films are now available at www.youtube.com/afscnc.

After months of preparation, in October 2010 the American Friends Service Committee Area Office of the Carolinas brought together a very diverse group of immigrant students, partner-volunteers, resource people and other helpers to produce a class on digital storytelling in Charlotte, North Carolina. The class, designed by AFSC-NC staff and an AFSC Youth Arts Fellow, occurred over two weekends and one additional evening at the Latin American Coalition in Charlotte, North Carolina. The class included writing and audio and video editing workshops, and also emphasized community building features like sharing of cultural objects and immigration journey maps.

We began with cultural sharing and an examination of the U.S.’s immigration policies through history. We mapped our own migration stories and shared those with the group, before diving head-first into story and writing workshops. Volunteer instructors were generous with their time and expertise. After just one day, students had a draft of their stories. We held a photography workshop with donated cameras, learned storyboarding, and practiced searching the internet for images and sounds that are licensed for re-use. After recording the story narrative, the students focused more fully on editing their (now) audio/visual stories on the computer during the second weekend. We held trainings on how to use Audacity audio editing software, and Windows Movie Maker software. We intentionally chose software that is accessible to most anyone with a computer: Windows Movie Maker is available free on every PC and Audacity is a free internet download. The students added subtitles to their movies to aid American audiences. After just a day and a half of editing, the students presented their films to a gathering of families, friends and supporters and received a certificate for their participation. See the attached class schedule for more details.

Our seven students came from Bhutan, Haiti, Kenya, Mexico, and Vietnam. Student ages ranged from 16 to around 40. We recruited students through every means we could find: ESL classes at local colleges and universities, international fairs, churches with large immigrant populations, the Muslim American Society, members of AFSC’s Immigrant Solidarity Committee, community centers serving immigrants of diverse backgrounds, and personal connections. Our ideal applicant to the class had basic computer skills, was proficient in English, could commit 33 hours of class plus outside practice time, was reliable, had an interesting story to tell, and hadn’t had access to a program like this
in the past. The significant time commitment required for the class was an obstacle for many potential students who were interested in the class, but as we heard from class evaluations, most students did not feel like they had enough time in the class, so reducing the time commitment for future classes is not feasible.

The class met for two full weekends (Friday evenings, all day Saturday and Sunday afternoons) and one evening in between. We structured the class so that every student was paired with a partner volunteer who had attended a volunteer training focused on class expectations, Windows Movie Maker and Audacity. Partner volunteers, who were primarily women and people of color, were identified through the Immigrant Solidarity Committee, the Public Library, Central Piedmont Community college, and personal networking. The level of commitment from both the students and partner volunteers was outstanding, and the few participants that had to miss a class were able to work with the class coordinators outside class to catch up. Every day during the class, we prioritized coming together as a group to check in and share with each other so that we could continually build on our group process.

Kali Ferguson (AFSC Youth Arts Fellow) and Lori Fernald Khamala (AFSC NC Immigrant Rights Program Director) developed the original program and curriculum for the class, but our ideas were based on the good work of many other organizations. AFSC had previously partnered with FaithAction International House in Greensboro, which took the lead on two “movie-making” classes for immigrants and refugees. Lori was heavily involved in both classes, and Kali was a key volunteer in the second class. This project inspired Lori and Kali to create their own class with immigrants and refugees in the Charlotte area. Lori and Kali also drew heavily on the model developed by the Center for Digital Storytelling when creating Storyology. In addition, we utilized activities from the National Network for Immigrant and Refugee Rights’ BRIDGE curriculum.

Class evaluations were excellent. Favorite parts of the class included editing, listening to other people’s stories, learning about other cultures, working with partner volunteers, sharing cultural objects, the camaraderie of the group, developing the stories, meeting and learning about all the participants and the creativity of the students. The main criticism of the class was that there was not enough time for editing, and in one case that the class ended at all! When we asked for suggestions, one student responded that the most important thing is to continue this process, and another replied, “It’s amazing; keep rocking!”

Next steps include a large public screening in Charlotte, seeking additional venues for sharing the stories (we have already had many requests!), exploring options for future classes with childcare, and possibly developing a manual for how to hold similar classes. We are grateful to all the donors and volunteers who made this transformative class a reality, and most of all to the students, for sharing their amazing stories and themselves.

See all the Storyology films at: http://www.youtube.com/afscnc#p/c/E085E2DF04ADFB63

Or just check out AFSC-NC’s youtube channel at www.youtube.com/afscnc.
Lessons Learned & Tips for Future Classes

- Skilled instructors are important. Without an effective person to facilitate story sharing, the class would not have been such a powerful experience.
- We really like the model of partner volunteers; students were each paired with one person who worked with them individually for the duration of the class.
- We intentionally sought out a very diverse group of immigrant students to represent the diversity of immigrants in our country. This made for a very rich community with lots of learning opportunities.
- Cultural sharing was a key component of our class. On day one having students share objects that represented their culture/community set the tone early on that sharing of yourself was important.
- It’s important to maintain a space for culture and story sharing and for feedback within the group.
- We really needed more time for editing. Three full weekends would have been ideal.
- It is very hard to get people who can make the full commitment. For this reason, we have utilized the techniques in other ways to try to share the stories of individuals who cannot participate (see the “Alternative Models” section of the manual).
- We decided not to use live action, and only use still images in our digital stories, because of the time it takes to edit live action. Also, we as class instructors did not have expertise in live-action film. Instead, we chose to hold a photography workshop. In retrospect, we decided we did not need the photography workshop.
- Be flexible. We are sharing our full planned schedules here, but we did continue to make last minute edits, even on the day-of. Often we had planned to do too much in one day and needed to adjust.
- On the first day, we decided to spend less time on the immigration timeline in order to maximize sharing.
- Computers should have Movie Maker and Audacity and LAME preloaded.
- Allow students to use their own laptops if they have them.
- Movie Maker is a very basic and very fickle program. Choose one computer for your project and stick to it. It will not work if you try to just transfer all your files.
- Similarly, it is critical that you emphasize that all files associated with the movie on Movie Maker be stored in one folder, or else the computer will not be able to locate the files and you will have problems.
- Small classes work best. We had 7 students and 7 partner volunteers in our class. More than that would have made group sharing go on too long.
- Starting with a strong story is critical, so don’t shortchange that part.
- Work with students to create SHORT stories... aim for 2-3 minutes and you might get over 4 minutes. Keep in mind that the longer it is, the longer it will take to edit and fewer people will take the time to watch it. Focus on making a big impact in a short amount of time. Remind folks that this is not the ONLY digital story they will make; it is just the first.
- A 2-3 minute story read aloud is about 1 to 1 1/2 pages double spaced typed.
- For future classes, we want to offer child care so that more mothers can participate. We also want to offer a full class in another language (though this will limit class diversity).
Storyology Class Checklist

What you need to hold a Storyology class / checklist:

✓ **A location** (accessible & comfortable for your students) with computers—one computer per student, ideally with sufficient space for 2 people at each computer and wall/screen space for teaching. The location should also have a space for community building/the group sharing activities and for eating.

✓ **Computers preloaded** with Windows Movie Maker, Audacity, and LAME for Audacity. Computers should also have internet access and be able to access Google images, Flickr, and other image and free music sites.

✓ **Flash drives** for each student with certain files pre-loaded for the teaching component (a few sample images, a few sample songs, a file for collecting photo & music credits).

✓ **Digital cameras and/or FLIP video** cameras for loan (plus memory cards and batteries).

✓ **Instructors/ Volunteers** capable of leading each component of the class.

A Word About Software

We used the same software programs that were used in the first Movie Making classes spearheaded by Trish Perkins in Greensboro/High Point. These programs were chosen based on their availability; this fits with the goal of making these techniques as accessible as possible.

We used **Windows Movie Maker** because it comes pre-loaded on every Windows PC. (On Windows 7, however, it is not standard, but you can download Windows Movie Maker 2.6. Don’t be confused by Windows LIVE Movie Maker. It is not the same and has extremely limited capabilities.)


Windows Movie Maker is not an ideal movie-editing software, but it is a good, simple program for people who are new to this. One of Movie Maker’s limitations is that you can only import one audio track. So, we had to use another program to edit and combine multiple audio files (narration, music, sound effects).

We used **Audacity** audio-editing software because it is free, easy to use, and you can pretty much do whatever you need to do with it.


You also need to download LAME for Audacity so that you can save your final product as a usable file for Movie Maker. Instructions are here:


Suggested Class Guidelines

- What is said in the group stays in the group (honor confidentiality)
- Respect each other (opinions, emotions, privacy etc.)
- Have confidence in yourself and your story
- Listen to each other
- Share of yourself
- Be open to new experiences and ideas
- Be patient with each other and the process
- Be flexible
- Step Up, Step Back (if you normally talk a lot, step back and practice listening more; if you are normally shy and reserved, practice sharing with the group)
- Take responsibility for your own learning; let the coordinators know if you need help
Sample Class Timeline

Here is a sample timeline for planning a class beginning in October. This timeline includes the organizers doing their own digital stories for practice, and seeking donations, which others may not need.

- June - Write up description/ invitation about the class
- June-contact XYZ Organization re computer lab
- July- Finalize student and volunteer application forms
- July- Go to see venues
- July—Start seeking digital camera donations
- July 15- Brainstorm potential supporting organizations
- **July 15- Flyer designed to distribute**
  - July-August- initial conversations with potential individual donors
  - July 15-August 15 Contact organizations with prospective students (& volunteers) (& teachers)
  - July 22- draft of sample story ready
  - July 29– photos for sample story compiled and scanned
- **August 2 –venue secured**
  - August 6 – curriculum /schedule draft completed
  - August 9 – all digital camera solicitations submitted
  - August 15—Grant drafted
- **August 15-finish soliciting restaurant donations**
  - August 19- draft of sample digital story ready
- **August 31- volunteer application deadline**
  - September- follow up with donors
  - September 1 – Submit grant
  - **September 3–Teachers secured; Volunteers secured**
  - September 1- student applications due
  - September 3- schedule/ curriculum completed
  - September 9- deadline for corporate camera promises
  - **Sept. 1- Sept. 15 –interview students**
  - Sept. 1- Sept. 15 —meet with teachers individually
  - **Mid September – Volunteer Training**
  - Mid September – All students finalized
  - Ongoing—seek funds
  - **Class begins October 1**
  - Oct 1-3 class
  - Oct 13 class
  - Oct 22-24 class
  - Oct 24 screening for families and friends
  - September 1
  - September 3
  - September 9
  - September 15
  - September 21
  - September 27
  - September 30
  - October 1
  - October 3
  - October 9
  - October 15
  - October 22
  - October 24
  - October 31
  - November 1
  - November 3
  - November 9
  - November 15
  - November 22
  - November 24
  - November 30
  - December 1
  - December 3
  - December 9
  - December 15
  - December 22
  - December 24
  - December 31
Class Schedule in Brief

This is the public schedule that we distributed in advance.

Friday, October 1 6:30-9pm
- Welcome, Agenda Review, Guidelines
- Show example digital stories
- Story sharing as a group with cultural objects
- Immigration timeline and stories

Goals for the end of today: Introduce the concept, build community

Homework: Think about what story you want to tell to a larger public, Look for more photos

Saturday, October 2 8:30-5pm
- Interview each other in pairs and develop immigration journey map; introduce each other to full group
- Story techniques, examples, discussion
- Developing your story: group Story Circle; individual reflection and writing; work in pairs
- Photography instruction and practice

Start Storyboarding lesson

Goals for the end of today: Decide on your story, complete first draft of story, learn photography techniques, learn about storyboarding

Homework: Take some photos, pick out one photo to share; locate other needed photos

Sunday, October 3 1pm-4pm
- Continue Storyboarding
- Organizing files

Internet searching for images and music

Goals for the end of today: Finish 1st draft of storyboard, identify what other photos you need, set up a time to check-in with partner, practice taking pictures, search for photos on internet

Homework: Practice reading your story, work on storyboard, meet with volunteer and partner, think about what music you want to use

Friday, October 15 6:30 – 9pm
- Record audio narrative
- Work on Storyboard
- Search internet for images and music
- Get feedback on photography
- Windows Movie Maker intro
- Possibly videotape participant interviews

Goals for the end of today: Record stories, videotape opinions, get feedback on photography

Homework: Complete Storyboard, check-in with volunteer partner, get all the photos needed, finalize music selection, type up story (partner)

Friday, October 22 6:30 – 9pm
- Share storyboards with group, get feedback
- Review Windows Movie Maker
- Import your photos and start editing

Goals for the end of today: Begin editing in Windows Movie Maker, share storyboards

Saturday, October 23 8:30 – 5pm
- Audacity audio editing training
- Edit, edit, edit (individually, in pairs, with some group check-ins)
- Possibly videotape participant interviews

Goals for the end of today: Complete 1st draft of movie, film evaluations of class

Sunday, October 23 1:00-4:00pm class
- Final edits, if necessary
- Final group check-in and sharing
- Celebrate with families and volunteers!

4pm-6pm Community Celebration
## Detailed Schedule for organizers: Fri. Oct 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Needed</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30:00</td>
<td>mingle, snack</td>
<td>snacks, name tags, tape, immigration timeline</td>
<td>full class agenda, overview of digital storytelling, website for the cookbook, permission forms for documenting class</td>
</tr>
<tr>
<td>6:45:00</td>
<td>Welcome, brief introductions (name, country, goal)</td>
<td>same</td>
<td>Permission forms for documenting class, flip chart with agenda, folders, packets, notebooks for everyone, flip chart w guidelines, markers</td>
</tr>
<tr>
<td>7:10:00</td>
<td>brainstorm ideas about what kinds of immigration stories you can tell - about a person, place, community, specific experience; then show example films (Mom not mom, Joyce's place)</td>
<td>Djenie sets up laptop, projector (?), speakers, the movies we are showing, the internet?</td>
<td>Permission forms for documenting class, set up timeline on the wall - Sara</td>
</tr>
<tr>
<td>7:30:00</td>
<td>Immigration Timeline tour</td>
<td>same</td>
<td>Same (?)</td>
</tr>
<tr>
<td>7:40-8:45</td>
<td>Immigration timeline sharing and personal stories</td>
<td>same</td>
<td>Same (?)</td>
</tr>
<tr>
<td>8:45:00</td>
<td>Summary of what we did; review homework</td>
<td>Community Building Room / whole group</td>
<td>Introduce the concept and frame ideas; build community</td>
</tr>
</tbody>
</table>

**Volunteers/ Roles:**
- Tasks: set up room (chairs in circle), set up timeline, pass out name tags and binders, post signs/people outside. Set up snacks. LaWana, Jessica, Fortune (All these people need to get there early)
- Volunteers: Sara, LaWana, Jessica Fortune
- Lead Person: Lori, Kali

**Where/ format:**
- Community Building Room / whole group

**HOMEWORK:**
- think about what story you want to tell to a larger public
- Look for more photos

**VOLUNTEER TASKS:**
- set up snacks, set up room, tech, set up timeline exercise
- call students before class

**Own your insights, own your emotions; find the moment (friday pm, sat am)**

**CLASS GOAL BY END OF TODAY:**
- Introduce the concept and frame ideas; build community
## Detailed Schedule for organizers: Sat. Oct 2 (pg 1)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Where/Format</th>
<th>Lead Person</th>
<th>Volunteer/roles</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30:00</td>
<td>snacks, mingle, morning welcome/review</td>
<td>Community Building Room/whole group</td>
<td>Lori, Kali</td>
<td>same</td>
<td>name tags, markers, sticky flipchart paper, tape, markers, question prompts, notebook paper, world map, one-two pager on story, Glenn’s 6-word story exercise</td>
</tr>
<tr>
<td>8:45:00</td>
<td>morning welcome/review</td>
<td>same</td>
<td>Lori, Kali</td>
<td>same</td>
<td>set up snacks, hand out name tags</td>
</tr>
<tr>
<td>9:00:00</td>
<td>work in pairs (w/ partner volunteers) on map of immigration journey &amp; interview questions ex: how did you change during this/these journey(s)?</td>
<td>Community Building Room/whole group</td>
<td>Kali, Glenn</td>
<td>same</td>
<td>hand out paper, markers</td>
</tr>
<tr>
<td>9:25:00</td>
<td>introduce partner, map &amp; answer the question about change</td>
<td>same</td>
<td>Lori</td>
<td>Kali</td>
<td>name tags, markers, one-two pager on story, Glenn’s 6-word story exercise</td>
</tr>
<tr>
<td>9:50:00</td>
<td>Story techniques; Glenn: what makes a good story??</td>
<td>Community Building Room/whole group</td>
<td>Kali, Joyce, Glenn</td>
<td>Kali, Joyce</td>
<td>laptop, projector, speaker, films, internet?</td>
</tr>
<tr>
<td>10:20:00</td>
<td>show example films and discuss??</td>
<td>Community Building Room/whole group</td>
<td>Kali</td>
<td>Joyce</td>
<td>Djenie, set up films</td>
</tr>
<tr>
<td>10:50:00</td>
<td>BREAK?</td>
<td>same</td>
<td>LaWana</td>
<td>Kali, Glenn</td>
<td>paper plates, cups, drinks, silverware, napkins, pitchers, FOOD</td>
</tr>
<tr>
<td>11:00:00</td>
<td>work on story in Story Circle</td>
<td>Community Building Room/whole group</td>
<td>Kali</td>
<td>Glenn</td>
<td>pick up lunch, set up lunch -- Roxana?</td>
</tr>
<tr>
<td>11:30:00</td>
<td>lunch (no tasks!)</td>
<td>same</td>
<td>LaWana</td>
<td>Kali, Glenn</td>
<td>energy drink (people to people OR numerical body parts, i.e. 5 knees, 12 fingers)</td>
</tr>
<tr>
<td>12:30:00</td>
<td>1:00:00 work on story</td>
<td>Community Building Room/whole group</td>
<td>Kali</td>
<td>Glenn</td>
<td>community building room/whole group</td>
</tr>
<tr>
<td>1:00:00</td>
<td>work on story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Where/format</td>
<td>Lead Person</td>
<td>Volunteer/roles</td>
<td>Materials Needed</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
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<td>---------------------------------------</td>
</tr>
<tr>
<td>2:00:00</td>
<td>Story Circle in big group. Share stories so far and group reflection on images that come to mind</td>
<td>community building room/whole group</td>
<td>Kali</td>
<td></td>
<td>sign out sheet</td>
</tr>
<tr>
<td>2:45:00</td>
<td>Story Circle break &amp; PASS OUT CAMERAS</td>
<td>community building room/whole group</td>
<td>Lori</td>
<td></td>
<td>sign out sheet</td>
</tr>
<tr>
<td>2:55:00</td>
<td>Photography: 10 minutes technical, 25 minutes photo composition, 25 minutes practice, 10 minute group reflection</td>
<td>need to include how to use cameras, computer lab???, Varanrat on technical aspects??, Partner with Catherine?</td>
<td>Varanrat</td>
<td>Kali, Lori</td>
<td>sign out sheet</td>
</tr>
<tr>
<td>4:05:00</td>
<td>Story Boarding</td>
<td>community building room</td>
<td>Kali</td>
<td></td>
<td>story handout from CDS momnot-mom</td>
</tr>
<tr>
<td>4:45:00</td>
<td>Summary of class, review homework, plans for tomorrow</td>
<td>community building room</td>
<td>Kali, Lori</td>
<td></td>
<td>story handout from CDS momnot-mom</td>
</tr>
</tbody>
</table>

**VOLUNTEER TASKS:**
- Take photos of family, locate any other photos you need, pick out 1 photo to share tomorrow
- Pick up lunch, set up lunch, sign out cameras, videoing & documenting process, TYPE UP STORY???

**7 STEPS PROGRESS GOALS:**
- Own your story, finish first draft of story, learn photograph techniques

**CLASS GOAL BY END OF TODAY:**
- Own your insights, own your emotions, find the moment (am), See your story (pm)
# Detailed Schedule for organizers: Sun. Oct 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Where/format</th>
<th>Materials Needed</th>
<th>Volunteer/roles</th>
<th>Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00:00</td>
<td>snacks and mingle</td>
<td>community room</td>
<td>nametags</td>
<td>set up room, set up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>agenda review of day, check-in</td>
<td>community building</td>
<td></td>
<td>volunteer/roles</td>
<td></td>
</tr>
<tr>
<td>1:15:00</td>
<td>work in pairs to finalize stories</td>
<td>community room</td>
<td>nametags</td>
<td>Kali, Joyce</td>
<td></td>
</tr>
<tr>
<td>2:00:00</td>
<td>Storyboarding</td>
<td>in pairs, throughout building</td>
<td></td>
<td>Kali, Victoria</td>
<td></td>
</tr>
<tr>
<td>2:45:00</td>
<td>to computer lab</td>
<td>computer lab</td>
<td></td>
<td>Lori</td>
<td></td>
</tr>
<tr>
<td>3:45:00</td>
<td>Wrap up, review class, homework</td>
<td>computer lab</td>
<td></td>
<td>Lori</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOMEWORK</td>
<td></td>
<td></td>
<td>Kali give tips on reading voice overs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOLUNTEER TASKS</td>
<td></td>
<td></td>
<td>practice reading your story, take pictures, work on storyboard, meet with volunteer and partner, think about what kind of music you want to use (moods, changes, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 STEPS PROGRESS GOALS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>See your story. Hear your story</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>CLASS GOAL BY END OF TODAY:</td>
<td></td>
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<tr>
<td></td>
<td>Finish 1st draft of storyboard, identify what other pictures you need, set up a time to check in with partners, learn places to get images on internet, practicing taking pictures</td>
<td></td>
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</tbody>
</table>
**Detailed Schedule for organizers: Fri. Oct 15**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Where/format</th>
<th>Volunteer/roles</th>
<th>Materials Needed</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30:00</td>
<td>snack, mingle</td>
<td>kitchen</td>
<td>Lori, Kali</td>
<td>mp3 recorder, lori’s computer, student’s flash drive</td>
<td>handout on good sites and on fair use</td>
</tr>
<tr>
<td>6:40:00</td>
<td>group sharing of story w/ optional appreciations</td>
<td>reception area or large computer lab - whole group</td>
<td>Kali, Sara (with help from Varanrat, James Ban; if needed)</td>
<td>video interview participants??</td>
<td></td>
</tr>
<tr>
<td>7:00:00</td>
<td>Start recording stories one by one</td>
<td>office behind reception area</td>
<td>Sara, possibly other volunteers</td>
<td>STILL NEED TO DECIDE WHERE TO STORE THESE?</td>
<td></td>
</tr>
<tr>
<td>7:10:00</td>
<td>Start recording stories one by one</td>
<td>large computer lab - whole group</td>
<td>Kali, Sara (w/ help from Varanrat, James Ban; if needed)</td>
<td>mp3 recorder, lorí’s computer, student’s flash drive</td>
<td></td>
</tr>
<tr>
<td>7:10:00</td>
<td>Start recording stories one by one</td>
<td>large computer lab - whole group</td>
<td>Kali, Sara (with help from Varanrat, James Ban; if needed)</td>
<td>mp3 recorder, lori’s computer, student’s flash drive</td>
<td></td>
</tr>
<tr>
<td>8:00:00</td>
<td>Windows Movie Maker lesson</td>
<td>computer lab</td>
<td>Lori</td>
<td>mp3 recorder, lori’s computer, student’s flash drive</td>
<td>movie maker tutorial??</td>
</tr>
<tr>
<td>8:45:00</td>
<td>Wrap up, review class, homework, next</td>
<td>computer lab</td>
<td>Kali, Lori</td>
<td>mp3 recorder, lori’s computer, student’s flash drive</td>
<td>audacity self tutorial??</td>
</tr>
</tbody>
</table>

**Volunteer Tasks:**
- Set out snacks
- Audio recording
- Photo scanning
- Video tape participant views
- Get audio narration on to our laptops/students’ computers
- Call students before class

**Home Work:**
- Complete Storyboard, check in with volunteer and partner, get all pictures needed, DECIDE on music, partner type up story
- Practice reading your story
- Upload the narration onto student’s computer
- Scan photos, feedback on photography
- Search internet for images & music
- Work on Storyboarding
- Videotape participant views of immigration in US??
- Need to locate good place in LAC
- Video interview participants??

**Volunteer Progress Goals:**
- Complete schedule, organize, get all necessary materials prepared
- Get all pictures needed
- Get audio narration on to our laptops/students’ computers
- Call students before class

**Goals by End of Day:**
- See your story
- Hear your story
- Record stories, videotape opinions, get feedback on photography
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</thead>
<tbody>
<tr>
<td>6:30:00</td>
<td>snack &amp; mingle</td>
<td>community room</td>
<td>Kali</td>
<td></td>
<td></td>
<td>set up chairs, set out snacks, name-tags</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6:40:00</td>
<td>Share storyboards briefly, pick out one image you really like</td>
<td>community room</td>
<td>Kali</td>
<td></td>
<td></td>
<td>Kali</td>
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<tr>
<td>7:00:00</td>
<td>Audacity Training</td>
<td>computer lab</td>
<td>James Bazan</td>
<td></td>
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<td>James Bazan</td>
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<td></td>
<td></td>
<td></td>
<td>Edit edit, import all photos, import music</td>
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<td>Wrap up, review class, homework,</td>
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<td></td>
<td></td>
<td>8:45:00 next class</td>
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</tr>
<tr>
<td>8:45:00</td>
<td>Wrap up, review class, homework,</td>
<td>computer lab</td>
<td>James Bazan</td>
<td></td>
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<td>James Bazan</td>
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<td></td>
<td>Call students before class</td>
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<td></td>
<td>Clean up</td>
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<td></td>
<td>Assemble Your Story</td>
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</tr>
</tbody>
</table>

**7 STEPS PROGRESS GOALS:**
- Assembly Your Story
- Begin editing in Windows Movie Maker, share storyboards

**CLASS GOAL BY END OF TODAY:**
- Begin editing in Windows Movie Maker, share storyboards
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Where/ format</th>
<th>Lead Person</th>
<th>Volunteer/ Roles</th>
<th>Materials Needed</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30:00</td>
<td>snack, mingle</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td>set up chairs, set out snacks, name tags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45:00</td>
<td>agenda review, ice-breaker, check in</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td>set up chairs, set out snacks, name tags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00:00</td>
<td>Edit edit. Once Audacity file is converted and imported, edit in MovieMaker. Possibly begin with some guidance on editing. Take breaks as needed, or check in on the computer lab.</td>
<td>computer lab</td>
<td>Lori/Iris/James/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:25:00</td>
<td>Continue editing; review in pairs; continue editing</td>
<td>computer lab</td>
<td>Iris</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30:00</td>
<td>Lunch (no tasks!)</td>
<td>community room</td>
<td>Iris/Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00:00</td>
<td>Continue editing</td>
<td>computer lab</td>
<td>Iris/Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30:00</td>
<td>Group sharing; each student share what they have so far (huddle around each computer) 2 min on movie.</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00:00</td>
<td>Group sharing; Summary of class, Group sharing, Summary of class, Group sharing, Summary of class</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:45:00</td>
<td>Group sharing, Summary of class, Group sharing, Summary of class, Group sharing, Summary of class</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOMEWORK</td>
<td>Videotape brief introductions to films and/or participants views on immigration;edit these if necessary.</td>
<td>computer lab</td>
<td>Lori/Kali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 STEPS PROGRESS GOALS:</td>
<td>Assembly Your Story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS GOAL BY END OF TODAY:</td>
<td>Windows Movie Maker basics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Detailed Schedule for organizers: Sun. Oct 24

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Where/Format</th>
<th>Materials Needed</th>
<th>Handouts</th>
<th>Volunteer/Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00:00</td>
<td>Set up celebration</td>
<td>community room</td>
<td>programs, thank yous, food, plates, cups, etc.</td>
<td></td>
<td>Sara, in charge of volunteers, set up room, set up chairs, post signs outside</td>
</tr>
<tr>
<td>2:00:00</td>
<td>Go right into final edits (maybe we shouldn't tell them in advance they have time for final edits today)</td>
<td>computer lab</td>
<td>subtitles?</td>
<td></td>
<td>volunteers, set up room, set up chairs, post signs outside</td>
</tr>
<tr>
<td>1:00:00</td>
<td>Check in as a group, review the process; what did you learn, etc.</td>
<td>computer lab</td>
<td>save/export final films</td>
<td></td>
<td>Iris</td>
</tr>
<tr>
<td>3:00:00</td>
<td>Celebration!!! During celebration; volunteer videolapse students - what did you learn, intro your movie, immigration views etc.</td>
<td>community building room</td>
<td>video participants, clean up, tech person to start the show, movies, greeters inside &amp; outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00:00</td>
<td>How they want the films used outside</td>
<td>community building room</td>
<td>question prompts for interviewers, programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00:00</td>
<td>Get final movies onto a drive for display, set up final celebration, make sure all additional movie info (participant interviews, etc.) are ready for display</td>
<td>community building room</td>
<td>certificates, food, chairs, screen, projector, laptops, tables, tripod</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOMEWORK:**
- Assembly your story, Share your story

**7 STEPS PROGRESS GOALS:**
- Finish!
Sample Flyer

Storyology: Digital Storytelling by Immigrants and Refugees
October 1-3, 13 & 22-24
Latin American Coalition
Charlotte, NC

A project of the American Friends Service Committee.
Seeking students! donors! teachers! volunteers!

Using technology to tell our stories, discover our collective power, and digitally document our journeys.

For more information, contact us at 336.854.0633 or lkhamala@afsc.org
Storyology: Digital Storytelling by Immigrants and Refugees

Using technology to tell our stories, discover our collective power, and digitally document our journeys

This fall, the American Friends Service Committee Area Office of the Carolinas is offering a Digital Storytelling class to a diverse group of immigrants and refugees living in the Charlotte area. The class will bring together six local immigrants for two weekends of participatory workshops on storytelling, audio and video editing, and community building. The students will become documentarians by working with trained volunteers who will assist them in recording their lives. These sessions will guide the participants in using 21st Century technology to share their experiences as world citizens, immigrants, and Charlotteans. Using interactive storytelling techniques, a computer lab, photographs, oral histories, digital cameras and music, the new documentarians will gain skills that last a lifetime. Participants will develop tools to inform the broader public and policy makers with their personal accounts of what it means to be an immigrant. We will foster trusting relationships and break down the barriers that keep us from understanding the human condition.

We are holding class at the Latin American Coalition for the two weekends of October 1-3, October 22-24, and one interim evening meeting on Wednesday, October 13, 2010. Class will meet Friday evening, all day on Saturday, and Sunday afternoon. We will have six slots available for a diverse group of immigrant students, and six slots for partner volunteers, plus a number of other volunteers to help out.

Our class is on a tight budget and we need your support to make it happen! We are currently seeking the following:

Volunteer Needs

- Help identifying potential students
- Help soliciting donations (see below)
- Partner volunteers willing to partner with a student, commit to all class sessions and be (or become) proficient in Windows Movie-Maker
- Volunteer “Teachers” with skills including photography, creative writing, oral history, storytelling, audio editing, video editing, Windows Movie-Maker, etc.

During the class: volunteers to help scan in photos, pick up the lunch, set up the snacks and the lunch, clean up, welcome/greet participants

Donations Needed

- Monetary donations to offset class expenses
- Snack donations for all class sessions (2 Friday nights, 2 Saturday mornings and afternoons, 2 Sunday afternoons)
- Meal donations for approx. 20 people (2 Saturday lunches)
- 2+ GB flash drives for each student
- Notebooks, pens, index cards, 3-ring binders for each student

If you can help identify volunteers, serve as a volunteer yourself, and/or help secure any of the donations needed, please contact Lori Fernald Khamala (lkhamala@afsc.org, 336-854-0633) or Kali Ferguson (kali_ferguson@yahoo.com, 919-451-1445).


All classes will take place at the Latin American Coalition, 4938 Central Avenue, Suite 101  Charlotte, NC 28205

Schedule:

First weekend
- Friday, October 1 6:30-9pm
- Saturday, October 2 8:30-5pm
- Sunday, October 3 1pm-4pm

Interim meeting on Friday, October 15  6:30-9pm

Second weekend
- Friday, October 22 6:30-9pm
- Saturday, October 23 8:30-5pm
- Sunday, October 24  Class 1-4; Celebration 4-6
Student Application

Storyology: Digital Storytelling for Immigrants and Refugees
Course Application, Fall 2010, Charlotte, NC

Name_________________________________________________________

Address______________________________ City________________  State ______   Zip____________

Phone number __________________________          Email ____________________________________

Country of origin __________________________  Amount of time in the US ______________________

Occupation __________________________________________________________________________

What other activities do you participate in?  (Clubs/Sports/Church/etc.)

Please mark which skills you have:

___ Storytelling      ___Writing     ___ Computer      ___ Video editing        ___ Audio editing      ___ Photography

Why are you interested in taking this course?

How did you hear about this class?

You must also complete the Computer Evaluation on the back of this sheet.

Notes: The course will be in English and will take place on the two weekends of October 1-3, October 22-24, and one interim evening meeting. Class will meet Friday evenings, all day on Saturdays, and Sunday afternoons. The final class session will include a celebration for family and friends. We will have six slots available for a diverse group of immigrant students, and six slots for partner volunteers, plus a number of other volunteers to help out.

Attendance is mandatory to ALL the class meetings.

___ I can commit to attending every session of this class.

_____________________________________________________          _________________________
Signature                                               Date

For more information, or to return completed application, contact:

_____________________________________________________________________________________________
(Student Application Continued)

Computer Evaluation

The Digital Storytelling class makes extensive use of a computer. If you are not familiar with basic computer skills, we can work with you in advance to help prepare you.

Identify the parts of a computer shown in the picture:

A. ___________________

B. ___________________

C. ___________________

D. ___________________

Do you have a computer?
Have you ever used a computer?

For how long have you used a computer? ______ Never _______ Three months or less _______ Six months - One Year _______ More than One year.

How often do you use a computer? ______ Every day ______ A few times each week ______ Once a week ______ Once every few weeks ______ Rarely

What have you done on a computer? (check all that apply)

______ Internet Access ______ Games

______ Email ______ Instant Messaging

______ Facebook ______ MySpace ______ Flickr

______ Google or other search ______ YouTube

______ Word Processing (Typing) ______ Other (please explain) ____________________________

Do you have an email address? ______ No _______ Yes (Please give) ____________________________
Sample Letter to Students Prior to First Class

Storyology: Digital Storytelling by Immigrants and Refugees

Using technology to tell our stories, discover our collective power, and digitally document our journeys

Hello and thank you for joining our class!

We are really looking forward to meeting you all and learning together. There are a few things you need to do to prepare for our first class on Friday, October 1. Please read over the enclosed material and note below the items you need to bring.

Location: The class will take place at the Latin American Coalition, 4938 Central Avenue, Suite 101 Charlotte, NC 28205. See below for the full schedule and class hours.

Food: Also, we will provide snacks for every day of the class and we will provide lunch on both Saturdays. We’ll have water to drink, but bring your own coffee if that is necessary for you!

Contact info: Please take down these cell phone numbers of the class coordinators and feel free to call us in case of questions, directions or other need: Class coordinator , (Phone number), Class coordinator , (Phone number).

FOR THE FIRST CLASS: FRIDAY, OCTOBER 1

• Bring something that represents you, your culture or your community. Examples could include a song, picture, memento, items from your home country, or an object from your cultural tradition. We will use this in our group sharing.

• Bring photos (still or digital) from your home country, of your family, or of anything that illustrates your immigration journey, if you have them.

• Read over the next page to get an idea about what elements make up an effective story.

• Think in advance of what story you would like to tell to a broader American public. Make notes if that helps you. You might want to consider the following questions to help you think about this:

  ⇒ What do you want Americans to know about immigrants in general and you specifically?
  ⇒ Why did you come to the United States? At what moment did you know you would have to leave your home country? How did that make you feel?
  ⇒ Describe your journey to the United States.

• What do you miss most about your home country? What do you like most about being in the United States? What are the biggest challenges living in the United States?

  ⇒ Is there a specific story that illustrates some of these points?

Reminder of Class Schedule:

Please try to be on time! We have a lot to cover and we don’t want you to miss anything!

First weekend: Friday, October 1, 6:30-9pm // Saturday, October 2, 8:30-5pm // Sunday, October 3 1-4pm

Interim meeting: Friday, October 15 6:30-9pm

Second weekend: Friday, October 22, 6:30-9pm // Saturday, October 23, 8:30-5pm // Sunday, October 24 Class 1-4; Celebration 4-6

Celebration and Movie Screenings: Sunday, October 24, 4-6pm. Invite your families!! Bring a dish to share if you can!
Class Exercise Instructions

Immigration Timeline Exercise Instructions
We used the National Network of Immigrant and Refugee Rights’ BRIDGE Curriculum Section 2 to frame our class within an immigration context. We selected and copied many of the graphics included in that curriculum illustrating the history of immigration to the United States and taped them around the room. Then we invited the class to walk around to examine the history. We did not have time to do the full exercise below in small groups, so we just discussed the questions in a large group.

15 min. Divide into 5 groups - each group gets 5 history pictures and questions to discuss
Choose writer and spokesperson
Questions for group:

Did you know about this part of U.S. Immigration History?

How do you think you would have been affected by this policy/event?

How is this similar or different from today’s immigration policies?

What was the most interesting or surprising thing about what you learned?

15 min. Give a report-back (3 min. per group)

Immigration Journey Map Exercise Instructions
This exercise was one of the most important and most valuable that did.

Break off participants into pairs.

In pairs, interview each other and each draw a map of your migration journey (including places most important in your life).

Interview questions

What is your name?

When did you/your family come to the U.S.?

Where did you/your family come from?

Why did you/your family move?

Who came with you and who did you leave behind?

Tell your partner the brief story of your migration experience.

Whole group: Introduce your partner to the rest of the group and explain the journey map.
6-Word Story Exercise

This is a very effective writing exercise created by Glenn Hutchinson, a writing instructor at Johnson C. Smith University in Charlotte. It illustrates how you don’t necessarily need a lot of time to tell a powerful story. To do the exercise, have participants break off into pairs and do numbers 1 & 2. Then have a few of the pairs share their opinions before the full group. Then, individually participants can do # 3 & 4, share with their partners and then those who want to can share before the full group.

1) Read the following 6 word stories:

"For sale: baby shoes, never worn.” - Ernest Hemingway


“Well, I thought it was funny.” —Stephen Colbert

“Revenge is living well, without you.” —Joyce Carol Oates

2) Choose one of the stories. Discuss it with your partner. What do you think happened?

3) Make a list of important moments in your life.

4) Choose one moment. Write down six words that tell that story.

__________________  __________________  __________________
1                      2                      3

__________________  __________________  __________________
4                      5                      6
Permission forms (1)

We passed out this form on the first day of class because we had a few people documenting our class.

STORYOLOGY: DIGITAL STORYTELLING WITH IMMIGRANTS & REFUGEES

Class Documentation Permission Form

I give my permission for the Storyology digital storytelling class to be documented via photographs, audio recording, video taping, interviewing, and written comments. I allow images of myself to be used for purposes related to the class by the American Friends Service Committee, which agrees to utilize images at its discretion in the best interest of the individual students, the class and the organization. Images of students and participant comments may appear in reports, newsletters, etc. to share class experiences. American Friends Service Committee agrees to keep confidential any information shared that the participants’ wish.

_____ I agree, and it is OKAY to use my name

_____ I agree, but prefer for my name NOT to be used

Printed Name ___________________________ Date ________________
Permission forms (2)

We passed out this form on the last day of class to ensure we had permission to show the stories to a broader audience and also gauge how participants would want their stories to be used.

STORYOLOGY: DIGITAL STORYTELLING WITH IMMIGRANTS & REFUGEES
Sharing Your Story: Release Form

How do you want your story to be used? (Check all that apply)

This will help us determine how to focus our follow-up efforts after the class.

_____ Shared at public and community events
_____ Presented to public officials
_____ Used in the media
_____ Included in national reports by immigrant rights groups
_____ Published
_____ Other ideas, please describe:

Permission

I, (Full name, please print name) _______________________________________, grant full permission to the American Friends Service Committee to use this story in the following ways:

_____ Sharing your story with public officials

_____ Public Campaigns, regional, statewide and national projects (Including but not limited production, advertisement, publication, art and theater projects, and distribution)

_____ Use of my movie in publications, printed documents, mass mail, electronic forms, or other publicity.

_____ Use of audio and video recording from my interview in publications, mass mail, electronic forms, or other publicity.

_____ For the use and reproduction in the media (Newspapers, TV, Radio, etc.)

_____ For the use and reproduction in the Web (youtube, facebook, AFSC website, etc)

_____ Other: ___________________

I release the participant agencies in the AFSC’s Storyology Digital Storytelling Project, AFSC employees, volunteers, representatives, and advocates of any liability caused by infringing my personal and proprietorship rights that I have in connection to such usage.

Name ____________________________________________________
Signature ______________________________________________________________ Date ________________
Evaluation forms (1): Pre-evaluation

We passed out this form on the first day of class.

Storyology PRE-Evaluation

Name _____________________________ Date ____________

What do you know about Digital Storytelling?

What do you hope to get out of this class?

Do you think Digital Storytelling a skill you can use outside this class? Do you have ideas for how you would like to use it?

Do you feel like your story has been adequately represented in the past (in the media, etc.)?

Do you feel that you have the tools and opportunity to share your story?

How much contact do you have with immigrants of various backgrounds?

Do you have regular opportunities to share your story with people from the US?
Evaluation forms (2): Storyology Post-evaluation

Name ____________________________________________ Date __________________

What do you know about Digital Storytelling?

What did you learn from this class? Were your expectations met? Why or why not?

What were your favorite parts of the class?

What were your least favorite parts?

How can we improve this class in the future? Comments on class schedule, topics, etc. all appreciated!

Do you think Digital Storytelling a skill you can use outside this class? Do you have ideas for how you would like to use it? How did this change through the class?

Do you feel like your story has been adequately represented in the past (in the media, etc.)?

Do you feel that you have the tools and opportunity to share your story?

Do you feel like this class has helped you gain knowledge/ access to other immigrant experiences, and a deeper understanding of immigration in the United States

How much contact do you have with immigrants of various backgrounds now?

Now, do you feel that you have opportunities to share your story with people from the US?

Would you like to continue the community relationships you built in this class somehow? Any ideas of how?
Windows Movie Maker Tutorial (Outline)

Show sample movies

1. STORY
   a) Think about the STORY you are telling.
      (If you are doing an example with a group, you can ask some questions, like:)
      a) What message are you trying to convey?
      b) What emotions will connect with your audience?
      c) Why is this important?

2. FILES
   Important to remember: Copy all your files you want to use into ONE FOLDER (photos, music, video clips, etc.)

3. WINDOWS MOVIE MAKER: ORIENTATION TO PANES
   a) Open Windows Movie Maker
   b) Task bar (import/effects/etc)
   c) Storyboard view vs. Timeline
   d) Zoom
   e) Collections
   f) Movie pane
   g) Timeline: Pics/audio area etc.
   h) Start New Project

4. IMPORT PHOTOS
   a) Chose pictures you will import (Hold down CTRL to select multiple) into Collections pane
   b) Drag into Timeline/Storyboard
   c) Change order
   d) Play back
   e) Move in timeline
   f) Make them longer/shorter – show time (seconds)
   g) SAVE OFTEN

5. IMPORT VIDEOS
   a) Import video
   b) Show how audio appears
   c) Show splitter

6. IMPORT AUDIO
   a) Audio limitations of Windows Movie Maker
   b) Show how to move sound around
   c) Split

7. EDITING
   a) Change timing of photos/synch with music or sound effects
   b) Add Video Effects
   c) Add Transitions
   d) Titles, Credits, Subtitles

8. Show final movie (Full Screen)
Use of Volunteers

During our class, we made extensive use of volunteers. Class coordinators consisted of one regular employee of American Friends Service Committee and one individual contracted as a “Youth Arts Fellow.” In addition, we utilized volunteers in the following ways:

- 7 partner volunteers to work one-on-one with each of 7 students
- Volunteer writing instructor
- Volunteer editing instructor
- 2 volunteer photography instructors
- Volunteer to teach Audacity audio editing software
- Volunteer to teach Windows Movie Maker software (we used a class coordinator for this)
- 1 “Resource Person” who did not have a specific role but who had knowledge and experience in digital storytelling and was available to help others
- 2 Documentarians who photographed the process and took video interviews of the students
- Volunteer to seek and pick up food donations from restaurants
- Volunteer to organize class celebration
- Volunteers each day of class to help with set up and clean up

Obviously, some of these roles can be combined and may not be needed, depending on the structure of your class.

Types of Volunteers

**Partner volunteers** willing to partner with a student, commit to all class sessions and be (or become) proficient in Windows MovieMaker. Expectations: Attend all class sessions, Attend volunteer training, Attend interim class meeting, Meet with/ be in touch with partner students in between weekend sessions. We need six partner volunteers who are good listeners!

**Volunteer “Teachers”** with skills including photography, creative writing, oral history, storytelling, audio editing, video editing, Windows Movie-Maker, etc. Teachers will commit to one (or more) 2-3 hour class session with the students about your focus area. Teachers are encouraged to utilize interactive methods of sharing information that are appropriate for people who may have limited English and limited computer skills.

**Volunteer helpers** during the class: volunteers to help scan in photos, pick up the lunch, set up the snacks and the lunch, clean up, welcome/greet participants, organize final celebration, etc.

The partner volunteer role entailed the most significant commitment. We held a Volunteer Orientation to prepare those individuals. (See following pages.) Besides being the role that had the most commitment, it also had the most meaningful rewards. We ended up with more people wanting to be partner volunteers than we had students!
VOLUNTEER Application
Storyology: Digital Storytelling Class for Immigrants and Refugees
Fall 2010, Charlotte, NC

Name______________________________________________________________________________
Address______________________________ City________________ State _______ Zip____________
Phone number __________________________ Alternate phone ___________________________
Email _______________________________________________________________________________
Current Employer _____________________________________________________________________

Please mark which skills and/or experience you have.
___ Computer ___ Film making ___ Video editing ___ Windows Movie Maker ___ Camcorder
___ Photography ___ Storytelling/Writing ___ Audio recording and/or editing ___ Teaching
___ Digital Storytelling ___ Event planning ___ Graphic design ___ Publicity/ media work
___ Working with immigrants/refugees ___ Other: _________________________________

Why are you interested in volunteering with this course?

What are your main strengths that you will offer the course?

What is your past experience working with immigrants and/or refugees?

-- TURN OVER -- YOU MUST COMPLETE BOTH SIDES --
VOLUNTEER Application continued

Prior volunteer experience:

Please give two Character References (name and contact information):

Class Details and Volunteer Needs

The course will be in English and will take place on the two weekends of October 1-3, October 22-24, and Wed. October 13, one interim evening meeting. Class will meet Friday evenings, all day on Saturdays, and Sunday afternoons. The final class session will include a celebration for family and friends. All volunteers should be willing to be flexible!

There are a number of needs for volunteers (read below). Please indicate which you are interested and/or willing to do. If you indicate teaching, please let us know what your area is.

_____________________________________________________________________________________
_____________________________________________________________________________________

**Partner volunteers** willing to partner with a student, commit to all class sessions and be (or become) proficient in Windows Movie-Maker. Expectations: Attend all class sessions, Attend volunteer training, Attend interim class meeting, Meet with/ be in touch with partner students in between weekend sessions. We need six partner volunteers who are good listeners!

**Volunteer “Teachers”** with skills including photography, creative writing, oral history, storytelling, audio editing, video editing, Windows Movie-Maker, etc. Teachers will commit to one (or more) 2-3 hour class session with the students about your focus area. Teachers are encouraged to utilize interactive methods of sharing information that are appropriate for people who may have limited English and limited computer skills.

**Volunteer helpers** during the class: volunteers to help scan in photos, pick up the lunch, set up the snacks and the lunch, clean up, welcome/greet participants, organize final celebration, etc.

If you are not available for all of the class sessions, which days/hours are you available?

_____________________________________________________________________________________
_____________________________________________________________________________________

For more information, or to return completed application, contact:
Volunteer Description Handout

STORYOLOGY PARTNER VOLUNTEERS

You have committed to partnering with one individual student for the entirety of the class! This is the volunteer job with the biggest commitment, but will surely be the most rewarding.

As a partner volunteer, you serve these functions (and more, no doubt!):

- Editor
- Coach
- Cheerleader
- Sounding board
- Listener
- Internet searcher
- Interpreter
- Facilitator
- Technology and computer guide

Reminder: We love you, but we are here for the STUDENTS’ stories, ideas, thoughts, dreams, and words. Your job is to help get THEIR ideas onto paper (not your own!). You can, however, edit in a gentle way that will honor the student stories and be effectively communicated to a mostly American audience with little background in immigrant issues.

The Cookbook: An excellent resource for digital storytelling is the Center for Digital Storytelling and their Digital Storytelling Cookbook (www.storycenter.org/cookbook). We highly recommend reading this excellent guide to digital storytelling to familiarize yourself with the model we are seeking to emulate.

Skills: We are hoping that you will be familiar with Windows Movie Maker and Audacity prior to the class beginning, or at least by the second weekend of the class, when we start the editing process. Please utilize the guides we have prepared to help you with this, and just play around with the programs.

First Class: Please bring an item/object that reflects your own cultural tradition for group sharing. Note that we will have snacks for all the classes and on Saturdays we will have lunch provided. Bring your own coffee!

Tips for being a good listener

DO share of yourself to establish rapport.

DO be patient and compassionate.

DO take notes when appropriate.

DO let the person speak freely; DO allow the person to complete her thoughts. When appropriate, DO ask follow up questions to get more details.

DO respect the person. Do not put the individual in an uncomfortable situation. Allow and welcome her/him to share the information she/he is comfortable sharing. If there is something that s/he doesn’t want to talk about, DO respect her/his wishes.

DO NOT interrupt your partner.

DO NOT rush the person (“I have another meeting in 10 minutes; I have to go!”).

DO NOT be condescending or judgmental, even if there is a decision you do not agree with.

DO NOT make them feel helpless and hopeless (“That’s just the way it is here. There is nothing we can really do to help, but thanks for sharing your story.”), but also DO NOT give them false hope (“Well, we are going to fix that! You can file a lawsuit against that officer!”)
Volunteer Orientation

Because the role of partner-volunteer was so critical, we wanted to make sure our partner-volunteers were as prepared as possible.

Partner volunteers were paired up with students to support them, facilitate their storytelling and offer technical help. Therefore, we wanted to make sure that our volunteers had some background in what we were doing.

We used the volunteer orientation to give a mini training in the software programs we were using in the class, Windows Movie-Maker and Audacity audio editing, so that the volunteers could familiarize themselves with them.

We also used the volunteer orientation to clearly spell out the role of the partner volunteers. We wanted to make it clear that the partners play a supportive role and serve as resources. We did not want the partners to insert their own views, dominate or monopolize the conversation with the students.

We also wanted to establish a clear commitment and expectation of the partner volunteers to attend every single class and be available for their partner outside class if necessary.

Volunteer Orientation Agenda

Sunday Afternoon 2-4pm

2:00 Arrivals, mingling, snacks

2:10 Welcome & Overview
   Introductions

2:15 Short icebreaker/ story exercise in pairs

2:25 Show sample video(s)

2:30 Volunteer expectations : Roles of volunteers/ teachers/ etc.; Being a good listener & facilitator

2:50 Using Windows Movie Maker

3:20 Using Audacity

3:40 Logistics

3:50 Questions

4:00 End
# Sample Class Budget

<table>
<thead>
<tr>
<th><strong>Draft budget for Digital Storytelling for 8 participants</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>8 digital cameras --donated / borrowed</td>
<td>—</td>
</tr>
<tr>
<td>8 flash drives @ $10 each</td>
<td>$80</td>
</tr>
<tr>
<td>headphone sets (16 sets at $7 each)</td>
<td>$112</td>
</tr>
<tr>
<td>headphone splitters (@7 each need 8)</td>
<td>$60</td>
</tr>
<tr>
<td>rechargeable batteries for cameras (AA, 2 per camera + chargers)</td>
<td>$40</td>
</tr>
<tr>
<td>SD camera cards (8 @ $15 each)</td>
<td>$120</td>
</tr>
<tr>
<td>1 scanner-- donated/ borrowed</td>
<td>—</td>
</tr>
<tr>
<td><strong>Space contribution (in kind or contribution)</strong></td>
<td>$100</td>
</tr>
<tr>
<td><strong>Snacks &amp; Meals (18 people)</strong></td>
<td></td>
</tr>
<tr>
<td>Snacks 4 days (morning, afternoon, evening)</td>
<td>$50</td>
</tr>
<tr>
<td>Full lunch 2 days (18 people x $7 x 2 = $250) OR seek donations or ask people to bring lunches</td>
<td>$250</td>
</tr>
<tr>
<td>Final celebration food</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
<td></td>
</tr>
<tr>
<td>6 instructors @ $15/hr x 3 hour slots (or ask for donated time)</td>
<td>$270</td>
</tr>
<tr>
<td><strong>Other class expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Transportation costs for students (8 students x 7 classes x 2 ways x $1.50 bus = $150)</td>
<td>$170</td>
</tr>
<tr>
<td>Printing Costs: Flyers, Manual and publicity etc.</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Staff Time</strong></td>
<td></td>
</tr>
<tr>
<td>AFSC Staff time (paid by organization funds)</td>
<td>—</td>
</tr>
<tr>
<td>Youth Arts Fellow Class preparation time (5 hours per week x 16 weeks x $20 per hour = $1600)</td>
<td>$1,600</td>
</tr>
<tr>
<td>Youth Arts Fellow Class time (35.5 hours x $20 per hour = $710)</td>
<td>$710</td>
</tr>
<tr>
<td><strong>Miscellaneous (office supplies, certificates, etc.)</strong></td>
<td>$50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,762</td>
</tr>
<tr>
<td>without staff time / instructor time:</td>
<td>$1,132</td>
</tr>
<tr>
<td>without staff time, camera accessories, lunches or transportation help</td>
<td>$552</td>
</tr>
</tbody>
</table>

*Note: For our Storyology 2010 class, we developed a “dream budget” and a “bare-bones budget”. Unfortunately, we didn’t raise all the funds we needed for our dream budget, so the instructors volunteered their time.*

<table>
<thead>
<tr>
<th><strong>Donors to Storyology Charlotte, 2010</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Buy (digital cameras)</td>
<td></td>
</tr>
<tr>
<td>Charlotte Friends Meeting (financial support)</td>
<td></td>
</tr>
<tr>
<td>Chipotle Mexican Grill (lunch)</td>
<td></td>
</tr>
<tr>
<td>Harris Teeter (food)</td>
<td></td>
</tr>
<tr>
<td>Individual donors (memory cards)</td>
<td></td>
</tr>
<tr>
<td>Latin American Coalition (space)</td>
<td></td>
</tr>
<tr>
<td>Lang Van Vietnamese Restaurant (lunch)</td>
<td></td>
</tr>
<tr>
<td>Pewter Rose Restaurant (food for celebration)</td>
<td></td>
</tr>
<tr>
<td>Presbytery of Charlotte (financial support)</td>
<td></td>
</tr>
<tr>
<td>Target (office supplies)</td>
<td></td>
</tr>
</tbody>
</table>
Sample Fundraising Letter

DATE

Dear YOUR Restaurant:

We are writing to invite your participation in an exciting project happening this fall. We are seeking the donation of two meals for twenty people during the upcoming Storyology program, which utilizes technology to empower local immigrants to document their stories.

In October, the American Friends Service Committee Area Office of the Carolinas is offering a Digital Storytelling class to a diverse group of immigrants and refugees living in Charlotte. The class will bring together local immigrants for two weekends of participatory workshops on story-telling, audio and video editing, and community building. The students will become documentarians by working with trained volunteers who will assist them in recording their lives. These sessions will guide the participants in using 21st Century technology to share their experiences as world citizens, immigrants, and North Carolinians.

Using interactive storytelling techniques, a computer lab, photographs, oral histories, digital cameras and music, the new documentarians will gain skills that last a lifetime. Participants will develop tools to inform the broader public and policy makers with their personal accounts of what it means to be an immigrant. We will foster trusting relationships and break down the barriers that keep us from understanding the human condition.

Our class is on a tight budget and we need your support to make it happen! Businesses and universities are donating their space, professional photographers, writers and videographers are donating their time and expertise. We are asking YOUR Restaurant to please consider donating one or two meals for 20 people on Saturday, October 2 and/or Saturday, October 23. We will be happy to mention YOUR Restaurant as a donor for this important program in our publicity materials.

AFSC is a 501(c)3 non-profit organization. Any donation you give can be considered a charitable contribution for tax purposes. Our federal tax-identification number is ___________.

Thank you very much for your consideration. Someone will contact you to follow up in the next week or two.

Sincerely,

_________________________________
Position
Contact info
Ideas for Sharing the Stories

Completing a digital story is only the beginning! The next step is to find ways to share it and lift up those voices to a broader audience.

Below are some ways that we shared the films that were created in the Storyology class. The key to many of these venues is the relationships you have with people in the community who know about the work you are doing and who may invite you to participate in projects they are working on. At all of the screenings, we have invited the film makers to be present, as well as the class volunteers.

PUBLIC SCREENINGS

- **Small Friends/Family Screening**
  Immediately following the class, we held a small community screening and the participants invited their friends and families.

- **Gala**
  About two weeks after the Greensboro movie-making classes are complete, we always throw a large Gala celebration at the Greensboro Historical Museum with good food, friends, family and members of the Greensboro community.

- **Large Community Screenings**
  Film screenings have been held at community organizations that deal with immigrant issues.

- **Film & Arts Festivals**
  The films have been included in college-wide and city-wide Arts and Film festivals. At one held at Central Piedmont Community College, we had a very rich discussion following the screening, where audience members—immigrants as well as non-immigrants—felt compelled to share deeply about their experiences as well.

- **Screenings at Meetings or Dinner Events**
  Individual films have been shared when appropriate at organizational meetings, including some dinner events. We have sometimes chosen one film to highlight for a meeting focused on a particular issue (i.e. educational access, refugee issues, immigration reform, youth, etc.).

- **Church Programs**
  Church groups who are examining the issue of immigration are often interested in programs, and a film screening can be a good fit. The Storyology films and the Greensboro Movies Without Borders films have been shown at numerous churches.

At many of our public screenings, we have invited the media, and several articles have been written in local newspapers about the project. (See the end of this manual for a Charlotte Observer article.)

ONLINE

- **www.youtube.com/afscnc**
  All of the films have been uploaded to our youtube account. This is clearly one of the easiest and most effective ways to distribute the films.

- **Facebook**
  From youtube, it is easy to post a video onto a facebook page. Many of our students have posted their videos directly on their facebook sites and those have garnered significant attention. In addition, AFSC –NC featured one video per week on our facebook page to highlight them.

- **Website**
  The films have been posted on our local AFSC-NC website, and some have been featured nationally.

**DVDs**

- **DVD distribution**
  We made DVDs of all the films for the class participants so that they could share the films with their own networks.

- **DVDs to Policymakers**
  We plan to meet with policymakers and hand-deliver a DVD of the films.
Alternative Digital Storytelling Models

Work and family obligations will prevent many interested individuals from being committing to the full 35-hour class experience. However, because the digital storytelling medium is so powerful, we have sought other ways to document the stories of immigrants in our community and lift up their stories. Below are a few examples of other models we have developed. Our office has been fortunate to have many college student interns who have been able to help us implement these models even when a Storyology class is not in session. These college students learn the basic elements of digital storytelling from us and then they are able to help implement these alternative ways of using the technique.

The Storyology program is unique partly because of its emphasis on facilitating immigrants telling their OWN stories in their OWN words and images in a supportive community. Even though the following models don’t necessarily achieve all of those goals, we believe there are many valuable ways to lift up these voices.

• **One-on-One**

When we meet an individual (let’s call her “Julia”) who has a compelling story we believe needs to be told, we assign an intern to work with Julia to produce a digital story. We first meet with Julia and explain the digital storytelling process. If she is interested, we set up a time for an interview, and we spend time listening to the Julia’s story. We take notes as we listen and then reflect back what we have heard, highlighting what sound like the most important parts for Julia. We ask additional questions, including “What do you want a broader American audience to know about you / your story?”

Then, we either write up what we have heard into a narrative and let Julia look over it and edit it, or if she feels comfortable, Julia herself will write up the narrative. Once Julia is satisfied with her narrative, we help her record it in her own voice in Audacity.

We have done this whole process in as little as 2 hours, or it could also be done over a period of time. However, someone who has limited time may not be able to easily return to record their story; that’s why we try to get it all done at once.

Once her narrative is recorded, the student intern works to edit the audio, develop a storyboard, find photos (with Julia’s help and suggestions), and edit the full story together.

Ideally, there is constant back and forth consulting so that the final product reflects the Julia’s vision, but this also depends on how much time and access to phone and internet Julia has.

• **“Students & Stories”**

In Spring 2011, we worked with a group of four students from Guilford College. We worked with the students for 3 hours per week for 10 weeks. We trained them in digital storytelling techniques, and then assigned them the task of seeking out individuals, friends and/ or family members who were immigrants to interview for a digital story that the students would create.

The students developed interview questions to ask of the individuals they chose, worked with the individuals to obtain photos, and then put together the full digital story themselves.

In the following pages, you can see some of the materials we developed for this class. We also used the Storyology Student Manual.
Students & Stories Draft Calendar

Students will be interviewing immigrant peers and family members and with those interviews we will make Digital Short Stories to share with the Guilford College and Greensboro North Carolina community.

Goals

- Build capacity of students through teaching digital storytelling skills
- Get immigrant stories out to community
- Change hearts and minds
- Build community in class
- Educate ourselves about the situation for immigrants and about U.S. immigration policies
- Help build relationships with students and partners through interview and constant checking in

Week One
Orientation
- AFSC history
- Guidelines
- Storyology Videos
- Goals
Homework: Start thinking of people to interview
Do you have a laptop?

Week Two
Why do we share these stories?
- history of immigration in U.S.
- Cultural Sharing
- Tell a story (1-2 minutes)

Week Three
Preparing for interviews
- Journey maps
- Asking for permission
- Interview tips
- How to approach a person
- Expectations of relationship
- Media options
- Ask a partner for permission

Homework:
1. Figure out best way to do interview (video, recorder, camera, email) and ask partners permission
2. Ask your partner (sign sheet)
3. Set a date for interview
4. Tell partner to bring photos or items that help tell their story or share their culture
5. Share http://www.youtube.com/user/afscnc with partner

Week Four
Short stories
- story technique
- writing workshop
write story
Homework: Check in with partner; Complete a draft of your story

Week Five
Storyboard
Homework: Complete your storyboard; Check in with partner

Week Six
- Organizing files
- Internet searching /Fair Use
Windows Movie Maker
Homework: Continue searching for image, Check in with partner

Week Seven
- Record Story
- Audacity Tutorial
Homework: Check in with partner

Week Eight
Editing

Week Nine
Editing

Week Ten
Editing

Final Presentation
Date to be determined partners invited!
Students & Stories Handout

This was given to the individuals that the students chose to interview and create their digital story about.

Students & Stories: Digital Storytelling with Guilford College Students

The American Friends Service Committee (AFSC) is a 94-year-old human rights organization that works for peace, justice and humanitarian assistance across the world. The North Carolina office is based in Greensboro and works on issues of peace making, economic justice and immigrant rights. The Students & Stories project works with Guilford College students to document the amazing and diverse stories of immigrants who are part of our community and lift up these voices to the broader public. We will do this through “digital stories,” short (3-4 minute) videos made up of your story, with narration, pictures, and background music. To see an example of some previous AFSC digital stories, please visit on the internet: www.youtube.com/afscnc.

Everyone has an important story to share. In a modern world, many people think the only stories that matter are the ones we see on TV in the movies. But our lives and the meaning we make of them should be shared for our own sake, and for others. We believe that the experiences of immigrants are a key part of this nation’s bigger story. After all, we are a “nation of immigrants.” Immigrant stories are especially important to lift up today, because of the pervasive hostility towards immigrants. It is our hope that the stories told in this class will be shared with the wider American public to share your challenges, hopes, dreams, and journeys. By telling your stories with the help of technology, you will touch your viewers’ hearts and remind us that despite our diverse backgrounds, we are all human.

The goals of this project are to:

- Build capacity of students through teaching digital storytelling skills
- Get immigrant stories out to community
- Change hearts and minds towards a more inclusive society
- Build community among the students
- Educate ourselves about the situation for immigrants and about U.S. immigration policies
- Help build relationships with students and partners through interview and constant checking in

What do you (the interviewee) have to do?

- Participate in an interview with one of the students. Share as much as you feel comfortable with.
- Share any photos that you have, or ideas for images.
- Check-in with your partner student to ensure that the project authentically represents YOUR story.
- Let the student know how you want your story used (on the web? For public presentations? No public use at all?) We will respect your wishes.
- Join us for a final celebration and screening of the digital stories, if you would like and are able!

The students who are conducting the interviews and producing the digital stories will strive to work with you as a partner in this endeavor. This means that the students will first conduct an interview with you, use any images that you offer, and then they will continue checking back in with you at each stage of the process: when they have written a narrative, assembled the story and when they have a completed draft. At the end, we will have a celebration in which we can view all the digital stories that are made.

You may be asking yourself, what will we do with the stories? That all depends on what you give us permission for. However, we hope that we will be able to put these stories on our website, share them in presentations on Guilford’s campus and AFSC workshops, and other opportunities that arise to share about who immigrants are in our community.
Suggested questions for interviews with immigrants

The students reviewed these suggested questions and then chose certain questions which they thought would most draw a story out of their partner. The students arranged a time for a one-two hour interview with their partners, as well as follow up times.

- What was it like living in your country of origin before you came to the United States?
- What were the circumstances that prompted your decision to immigrate to the United States?
- What was the trip to the United States like?
- What were your first impressions of this country?
- What kind of work did you engage in after arriving in the United States?
- Do you feel that you were treated fairly as an immigrant worker?
- What experiences come to mind?
- How did you feel about the English language when you first came to the United States?
- What kind of difficulties did you experience because you did not know English?
- How would you describe your initial living arrangements?
- How was the immigration experience for your children?
- What do you think about the education your children received in this country?
- How did you arrange for medical care for you and your family?
- What aspects of life in the United States have made the best impression on you?
- If you were discriminated against because you were an immigrant or because you spoke a different language, can you tell me about that experience?
- If older members of your family had any particular difficulties adjusting to life in this country, can you tell me more about that?
- What efforts have you made to maintain your cultural traditions in this country?
- In what ways is raising children more difficult or easier in this country than in your home country?
- What does citizenship mean to you?
- What kind of relationship do you maintain with friends and family members in your home country?
- If you belong to political, social or cultural organizations in this country, what impact do they have on your life and the lives of your family members?
- Can you talk about the greatest challenge that you have faced living in this country?
- Can you tell me about your greatest achievement in this country?
- What kinds of relationships do you maintain with people from other racial or ethnic groups in the United States?
Resources

Center for Digital Storytelling

Digital Storytelling Cookbook
($10 digital version/ $20 hard copy)

AFSC –NC You Tube account
View all the Storyology films, the Greensboro Movies without Borders films, the Students & Stories films and the individual films that our office has produced

Denver Immigrant Stories
Digital stories from Denver, CO about immigration produced with support from AFSC and the Center for Digital Storytelling

Baltimore Stories from Somali-Bantu Refugees
Digital stories from AFSC’s Baltimore office, produced through a class with the Center for Digital Storytelling

www.storycenter.org

http://www.storycenter.org/cookbook.html

www.youtube.com/afscnc

http://afsc.org/video/immigration-stories

http://afsc.org/video/somali-bantu-stories
Building confidence and community

Immigrants in Charlotte tell their experiences in Storyology.

By Michael J. Solender
Special Correspondent
Posted: Sunday, Apr. 10, 2011

Kali Ferguson. left, and Lori Fernald Khamala will share their experiences in Storyology.

COURTESY AFSC -

Whether a folktale or a personal account of a life-changing journey, stories are how we know what it means to be human, says Charlotte resident, cultural educator and teaching artist Kali Ferguson.

Ferguson recently served as a facilitator for Storyology, a digital storytelling project for area immigrants sponsored by the American Friends Service Committee.

AFSC is an international nonprofit organization committed to social justice, peace and humanitarian service.

Together with AFSC's Area Office of the Carolinas, Ferguson worked with N.C. Immigrant Rights Program Director Lori Fernald Khamala to develop a pilot program for Charlotte-area immigrants.

Through Storyology: Digital Storytelling by Immigrants and Refugees, AFSC taught digital literacy skills to the participants, making immigrant stories available for the public. The organization also built a community of many cultures within the program.

Each participant produced a two- to four-minute digital story. They narrated their journey and added background music and images (sometimes photographs taken themselves).

Ferguson, Khamala and other program participants will share their experience Thursday at Sensoria, the arts and literary festival at Central Piedmont Community College.
Ferguson and Khamala are childhood friends, each following a professional path that included sharing the voices of others who often are not well represented or easily heard.

Ferguson is bilingual and has a background in Spanish education. She has taught in Charlotte-Mecklenburg Schools and also served as a teaching artist with Wolf Trap Education and the Blumenthal Education Institute.

She has a storytelling-based business, CommuniCulture, where she incorporates songs, stories, poetry and dance in Spanish and English, targeting children and youngsters.

"So much of the modern mythology of minority voices are informed by the media or popular culture and don't accurately represent those who are from different backgrounds we may encounter in our day-to-day lives," said Ferguson. "I work to share the stories and better reflect the humanity of real people who are our neighbors."

Khamala has a background in immigrant rights and advocacy. She said the overarching goal of Storyology is to lift the voices of immigrants in the community and help change the dynamic of the rhetoric that she sees shaped mostly by others.

"It is vital that people recognize that often we don't hear from the immigrants themselves in the debate surrounding their status," said Khamala.

"Through vehicles like this program, the public can see the dignity of these new members of our community and the rich diversity they bring to the fabric of our neighborhoods."

The program brought together a diverse group of immigrant students, each with their own partner-volunteer, resource personnel and other helpers to produce a class on digital storytelling.

The class occurred over two weekends and one additional evening at the Latin American Coalition. The class included writing and audio- and video-editing workshops and emphasized community-building features like sharing of cultural objects and immigration journey maps.

After completing an application process and being vetted by AFSC, seven Charlotte-area immigrants were selected for the inaugural program.

The countries represented included: Bhutan, Haiti, Kenya, Mexico and Vietnam.

Participant ages ranged from 16 to about 40.

According to Ferguson, the program has three distinct objectives.

"Our first objective is building community," she said. "Each immigrant is paired with a volunteer and member of our community, and in our initial get-together we focus on cultural sharing and hear everyone's experience in entering a new community. Participants were asked to bring an object from
their culture and talk about it.

"Through this cross-cultural sharing, some strong bonds began to be established. The participants also learned that they are not alone in their journey and there are others who have shared experience and can be resources for them."

The second objective of the program is skill-building, Ferguson said.

"Through the process of making their individual films, each participant learned valuable computer skills, audio/visual editing, and writing, storytelling and communication skills. It is a great confidence-booster for our participants."

The third objective of the program is to create and share actual stories with community leaders, policymakers and the public about the very real and personal journeys that immigrants have.

"We want to have participants show the diversity of the immigrant experience and have people connect with others in the community who might not otherwise understand the challenges they face," said Ferguson.

Sabine Guerrier is originally from Haiti. She relocated to Charlotte in 2003 after first coming to the United States many years earlier and settling in New York.

"After visiting my sister here in the Charlotte, I simply fell in love with the city," said Guerrier, founder of Charlotte's nonprofit Haitian Heritage and Friends of Haiti support organization. She estimates Charlotte's Haitian population is more than 2,000 people.

Guerrier is a longtime advocate for Haitian immigrants and has been particularly active since the devastating earthquake of 2010 hit the region.

"I am always looking for ways to help my people and help tell their stories, said Guerrier. She discovered the Storyology program through Ferguson and was excited to participate.

Ferguson said she gained much from the program, too.

"It was incredibly empowering," said Ferguson, "to watch people who initially thought their stories didn't matter and then see them blossom as their creations connected deeply with their peers and others. It was an amazing alchemy.

"Sharing stories is how we order our minds, hearts and lives. We must be conscious of the stories we believe, listen to and tell."

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