



Story Line

LESSON

LEARNING & DEVELOPMENT OUTCOME

Participants will act responsibly with the interests of the larger community in mind by creating a group story.

MATERIALS

Item print outs

AGE ADJUSTMENTS

This lesson exercises participants' abilities to think on the spot and make connections to what was said before them. These are skills that can continually be developed at any age. To make it appropriate for your group, choose items that make sense and will engage the age you are working with.

Lesson Plan

Introducing the Lesson

- Instruct participants to sit in a circle. If you have a large group of participants, consider breaking up into different circles to have them create the stories.
- Explain that they will be creating a story together, where each participant will add to the storyline that was created before them.
- Each person will be handed a paper with an item on it. Participants should not share with others what their item is.
 - When it is their turn, participants must include their item in their part of the story. They can use the exact name of the item, but still should not reveal what is on their paper. For example, *if I have an eraser I can say, "The eraser came alive and began erasing all the pictures on my wall!"* If participants do not reveal what they have, the group won't know if the item was an eraser, pictures, or the wall.

Experiencing the Lesson

- Choose or ask for a volunteer to start the story.
- Continue clockwise around the circle until each participant has had a chance to speak.
- The facilitator can be last and close the storyline or give a time warning for groups to end their story on their own.

Closing the Lesson

- Ask participants share their favorite part of the story.

After the Lesson

- Collect the item handouts and save to use another day!



How much time should people get?

"This is a great facilitator question! You want to provide participants enough time to be able to think about what to say, but also keep the story moving along. Remind participants that the story doesn't need to make sense and that it can be fun and silly!"



Further Exploration



- Explore how this lesson can help participants better understand teamwork and their role in it. Here are some additional questions to ask participants:
 - How did it feel to have a small part in creating the larger story?
 - Were you surprised by what others added to the story?
 - How this activity is related to teamwork?
 - Why is teamwork important?
- If you want to repeat the story activity again before having a discussion, have the participants switch items with others.

Get Creative

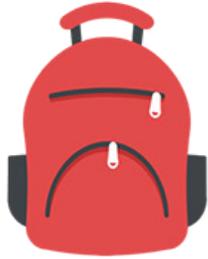
- Another option to get creative is that participants must use their item in the story, but cannot say the actual name of it. As an example, if the item is "water bottle", the participant can say "On my journey, I saw a giraffe drinking out of the thing that people use to hold beverages in."
- After the story is complete, allow participants to engage in conversation to guess what items other people had.

Online

- Instead of handing a paper to each participant with an item on it, the facilitator will direct message participants an emoji to represent the item (or type the word in) they must incorporate into the story.
- Once everyone has their item, put a list in the chat of the order in which participants will add to the story.



Print and cut out these items to pass out to participants



Resource for: Story Line