



The Voice of  
Adult Learning

# Storytelling for Connecting Communities

## Handbook



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Agenda for Adult Learning



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# Acknowledgements

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Since 2014, AONTAS have been the national coordinator for NEAAL in Ireland. We were nominated to this role by the Department of Education and Skills, as it was known then.

The main objective of 'Building Stable Roots in a Sustainable Learning Ecosystem' is to grow an empowering adult learning ecosystem that helps learners and education providers, specifically in the community education sector in Ireland.

Through this two-year project, we will hold **and facilitate capacity-building workshops and events** for community education providers. We will also be raising awareness on **just green and digital transitions**, meaning how all members of our society can be well equipped to participate in and adapt to a **world shaped by technology and climate change**.

This handbook is part of AONTAS' initiative 'AONTAS on the Road' whereby team members will travel and deliver specialised training programs to community education practitioners in different provinces of Ireland.



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*'Instead of being mere representations, narratives have a performative character that is intertwined with practices of power. As interpretations of the world, narrative practices have real-world effects. This is precisely what their (per)formative and productive character means: they take part in constructing, shaping, and transforming human reality' (Meretoja, 2017)*

## Background and Context

This handbook is designed to equip adult and community educators with skills and knowledge to promote empathy and social cohesion in their local communities through storytelling. This storytelling training is built on research and evidence-based methodologies that demonstrate that the process of telling and sharing stories help us make sense of the world in a way that connects and resonates with others.

Recent acts of violence against people seeking refuge are stark representations of the growing polarisation within our society. These incidents highlight a profound disconnect from the 'other'—those who are different in race, culture, or nationality—and a tendency to demonise the unknown. The fear and hostility directed towards migrant communities are often rooted in deeply entrenched misconceptions and disinformation, which perpetuate negative stereotypes and unfounded fears.

Hate speech, both online and offline, serves as a catalyst for these violent acts, creating an environment where intolerance and aggression are normalised. This negative discourse is not just the product of individual prejudice but is often amplified by social media narratives that portray migrants as threats rather than fellow human beings seeking safety and opportunity.

Moreover, the situation is exacerbated by the lack of meaningful dialogue between different segments of society. There is a lack of safe spaces where people can come together to share their experiences, challenge their assumptions, and build connections across cultural divides. The absence of these opportunities for conversation and understanding contributes to the sense of alienation and othering that fuels hostility.

In addition, many working-class communities, where these tensions are most pronounced, suffer from inadequate resources and support. Economic hardships, coupled with the perception of competition for scarce resources, can lead to resentment towards newcomers.

As a result, migrant communities face unprecedented acts of racism, making individuals feel fearful, disempowered, vulnerable, unsafe and excluded. This makes it even more difficult for the individuals from migrant backgrounds, to integrate and participate in society.

These acts of violence and growing polarisation reveal the urgent need for interventions that address the misinformation and hate speech that fuel these behaviours. The adult and community education sector are uniquely positioned to play a pivotal role in this effort by creating and enabling spaces where safety, connection, and dialogue can flourish.

## Theory of Change

This section introduces the Theory of Change that underpins our approach, providing a detailed explanation of how each element contributes to achieving our overarching goals. Through this framework, we ensure that every action is strategically aligned with our mission, enhancing our ability to create meaningful and lasting change.

	Problems	Activities & Approach	Intended outcomes
<b>Learners</b>	<p>People from migrant communities often face racism and violence from anti-immigration groups or individuals, leading to feelings of fear, anxiety, and exclusion. Many individuals within these anti-immigration groups also feel marginalised and abandoned by the state, fearing a lack of resources for their basic needs. Joining far-right groups may make individuals experience feelings of in-group belonging, friendship and power/agency that are not available to them in their neighbourhood, society, or other forms of community.</p>	<p>Story circles</p> <p>Digital Storytelling</p>	<p>Empowerment and Agency</p> <p>Improved Communication and Dialog</p> <p>Building Empathy and Understanding</p> <p>Challenging Stereotypes and Misconceptions</p> <p>Inspiring Action and Solidarity</p>
<b>Society</b>	<p>Society has become more and more polarised in recent years, due to misinformation, disinformation, social injustices, and hatred is growingly dividing underserved communities, fuelling feelings of fear, hatred, and ‘othering’.</p>	<p>Ongoing support from AONTAS, including research and advocacy.</p> <p>Access to AONTAS’ Community Education Network</p> <p>Social Media support and promotion from AONTAS</p>	<p>Reduced Polarisation</p> <p>Increased Social Cohesion</p> <p>Policy Influence</p>

## Why Storytelling?

Storytelling is the oldest known human tool to help us make sense of our reality, create our identity, and connect with each other. It is a core element of many indigenous traditions, where individuals find expression of their invisible lived experiences in a sacred, healing and life-affirming way. Telling stories in community groups has also been a creative and cohesive force all human cultures. We share stories to create ourselves and they, in turn, create our world. It does so, by the power they hold to build trust amongst one another, to elicit empathy and connection, and affirm our lived experiences, as they carry within them universal human concepts, that cross cultural and geographical boundaries.

Storytelling is also rooted in social justice, as the act of telling one's story, in a world where the narratives are monopolised by those who are in power, is an act to reclaim agency and voice. For this reason, storytelling has been widely employed as a method of working with marginalised communities all over the world - including LGBTQI+ communities, immigrants, indigenous and working-class communities - to bring the silenced voices to the forefront (Cunsolo, 2013; Darcy, 2008; Gubrium, 2009; Meretoja, 2017; Prins, 2017)

For this reason, storytelling is a powerful tool for fostering antiracism in community education. It achieves this by enabling empathy and understanding, challenging stereotypes and misconceptions, improving communication and dialogue, fostering empowerment and agency, and inspiring action and solidarity.

### 1. Building Empathy and Understanding

Sharing stories of personal experiences allows individuals from different backgrounds to connect on an emotional level. Including stories from various social and cultural backgrounds fosters empathy by revealing the lived realities of people from different communities. Hearing first-hand accounts enables individuals to humanise abstract yet universal concepts like justice, love, identity, loss, faith, truth, and power, and to experience the emotions tied to these ideas.

### 2. Challenging Stereotypes and Misconceptions

Storytelling can present counter-narratives that challenge dominant stereotypes and biases. By highlighting the strengths, resilience, and positive contributions of marginalised groups, stories can dismantle harmful myths and prejudices. They can also prompt listeners to reflect on their own biases and assumptions.

### 3. Improving communication and dialogue

Storytelling improves communication and dialogue by making complex ideas more relatable and engaging. It captures emotions, which helps build connections and fosters a deeper

understanding between participants. By sharing personal experiences, storytelling creates trust and openness, encouraging active listening and genuine interaction.

#### 4. Fostering Empowerment and Agency

Storytelling fosters empowerment and agency by providing individuals with a platform to share their personal experiences and perspectives. When people tell their own stories, they reclaim control over their narratives, which validates their experiences and asserts their identities. This process enhances self-esteem and confidence, as individuals see their voices and contributions recognised.

#### 5. Inspiring Action and Solidarity

Storytelling can inspire action and solidarity by highlighting shared experiences and common struggles, which can mobilise people to work together towards common goals. When stories illustrate the challenges and triumphs of individuals or communities, they evoke empathy and a sense of urgency among listeners. This emotional connection can drive individuals to take meaningful actions, such as advocating for social justice, supporting causes, or participating in community initiatives.

## Storytelling In Practice

There are two primary methods of using storytelling in adult and community education: traditional **storytelling circles** and **digital storytelling** workshops. Both approaches have been thoroughly researched and tested in diverse settings around the world. In what follows, you will gain knowledge and tools to facilitate either method effectively.

### 1. Story Circles

#### What are story circles?

Story circles are a group activity where participants take turns sharing personal stories in a safe, non-judgmental environment. They can happen as a one-off event, or as part of a longer series, and are facilitated by a leader who helps guide the process, sets ground rules, and ensures that the environment remains respectful and focused.

#### What is and is not a story?

- A story is a narrative of events drawn from the teller's personal experience.
- A story can be fashioned from a memory, a dream, a reflection, a moment in time, and more.

- A story typically has a beginning, middle, and end, as well as characters and atmosphere.
- A story is not a lecture, an argument, a debate, or an intellectualisation, although these elements may be part of a story.

Source: © Roadside Theater 1999

## How to facilitate a story circle

### Set-up

Story circles work best with 6-10 participants and are led by a facilitator who guides the experience from beginning to end. Participants, along with the facilitator, sit in a circle to ensure that everyone can hear and see each other clearly.

### Facilitator's Notes

The person facilitating a story circle needs to be an experienced facilitator, who is able to hold complex spaces in a safe and trusting way, and who can connect with people and encourage vulnerability in an empowering way. The facilitation of the story circles can seem simple and minimal, but it requires a deep understanding human nature, the participants attending, and the importance of celebrating and valuing lived experiences.

The stories shared might come with emotional and trauma-charged baggage, and while the role of the session is not to provide therapy and counselling, the facilitator needs to be aware of how to hold the space in a safe way, as well as to be able to safely put an end to it when it is no longer safe for certain participants to share.

Holding a 'safe space' means creating an environment where all participants feel respected, heard, and free to express themselves without fear of judgment or harm. This requires facilitators to have high self-awareness, recognising their own biases, triggers, and emotional responses, especially when listening to difficult or sensitive experiences. It also involves understanding structural and institutional racism, being skilled in trauma-informed approaches, and regulating personal reactions to ensure the space remains supportive and inclusive for everyone.

Facilitators should be mindful of potential power imbalances in the group, such as those related to age, gender, or other social dynamics, which may hinder participation. While diversity generally enhances the impact of discussions, cultural barriers might prevent certain individuals, like young people, women, or others, from speaking freely when others with more societal power are present. Facilitators must recognize these barriers and adapt the structure of story circles accordingly, such as creating women-only or youth-only circles, depending on the context in which the story circle is implemented (e.g., a one-time event or part of a longer process).



Main points for facilitating:

#### Opening the Session:

- The facilitator should welcome participants and briefly introduce themselves.
- The facilitator explains that the session focuses on deep listening and authentic sharing.
- To set the tone, the facilitator shares their own story first, modelling openness and vulnerability.

#### Purpose and Prompt:

- It should be made clear that a story can be any personal, meaningful experience.
- The prompt for the session should be clearly stated (e.g., “Share a story about a moment that changed the way you see the world”).

#### Ground Rules:

- Participants will have five minutes each to tell their story.
- Participants are informed that there should be no talking, commenting, or interruptions during story sharing.
- The facilitator emphasises the importance of deep listening—focusing fully on the speaker without thinking about one’s own story, or about whether you have left the immersion on!
- Participants can choose to pass if they are not ready to share when their turn comes, and the facilitator will return to them at the end.
- It should be emphasised that everyone has a story to share, and participants are encouraged not to overthink their stories.

#### During the Story Circle:

- The facilitator monitors the time to ensure each story stays within the 5-minute limit.
- The facilitator maintains a respectful and attentive atmosphere throughout the session.

#### Closing the Session:

- The facilitator supports the group to undertake reflection and appreciation of the process.
- The facilitator thanks participants for their stories and their listening.
- The facilitator offers brief reflections or invite any closing thoughts.

Here's a proposed session structure:

<b>Opening Circle/ Gathering</b>	Check in with participants, i.e. 'Share your name and one thing you're passionate about.' or 'Tell us about a recent experience that made you smile'.
<b>Community Agreements</b>	Facilitator brainstorms Community Agreements with the group by asking them to say what they need from the group for this to be a safe process for them. The facilitator should add key agreements like "listening without judgement" if the group does not name them.
<b>Coming together exercise</b>	Any icebreaker or coming together exercise to make people become comfortable with each other, and foster connection and trust.
<b>Introducing the question</b>	Facilitator introduces rules (see above)  Facilitator introduces the theme (see 'Story Prompts' below)
<b>Story circle</b>	The facilitator leads the circle, keeps track of time if necessary, and thanks each participant after their story. The facilitator invites the group to use a gesture, like placing hands over the heart in silence, after each story to show appreciation and respect.
<b>Appreciation Ritual and/or Reflection</b>	At the end of the sharing circle, the facilitator leads a reflection/appreciation activity. Questions can be: Were there any recurring themes or patterns in the stories shared? What story resonated with you more and why? How did you feel sharing/ hearing all the stories? How did the stories challenge or change your perspective?
<b>Closing Circle</b>	Facilitator closes the session with a few remarks, and invites participants check out;  le: Share one word that articulates today's session for you; Share your main take away; Share one thing you look forward to next week

## Story Prompts

The facilitator introduces a prompt question for the story sharing session. Below is a list of examples of themes, however, this list is not exhaustive, and prompts can emerge from recent conversations or experiences, needs, and preoccupations identified collectively.

- ✗ Can you share a story about a time when you felt like you truly belonged? What made you feel that way?
- ✗ Describe a moment when you felt out of place or misunderstood. How did you navigate that experience?
- ✗ What aspects of your identity are most important to you, and how have they shaped your life journey?
- ✗ Share a story about a challenge you faced and how you overcame it. What strengths did you draw on?
- ✗ Describe a moment when you felt like giving up. What helped you keep going?
- ✗ Reflect on a significant change in your life. How did it affect you, and what did you learn from it?

- ✗ Can you recall a time when you were afraid to take a step forward? What gave you the courage to do so?
- ✗ What story from your life gives you hope for the future? Why is it meaningful to you?
- ✗ Can you describe a time when you or someone else created a vision for a better future? What steps were taken to achieve it?
- ✗ Share a moment when you witnessed or experienced an act of kindness or compassion that restored your faith in humanity.
- ✗ Can you tell a story about a tradition or cultural practice that is important to you? How has it shaped your identity?
- ✗ Share a memory of a cultural or family celebration that had a significant impact on you.
- ✗ How do you keep your cultural heritage alive in your daily life or pass it on to others?
- ✗ Can you share a story about a time when you felt deeply loved? What made that experience special?
- ✗ Can you share a memory of someone you've lost? What lessons or values did they leave with you?

Note that topics do not necessarily need to be about empathy or racism explicitly, the process of sharing stories itself connects and elicits empathy, and humans being connect and empathise across universal concepts like love, loss, identity, resilience, etc.

## 2. Digital Storytelling

Digital Storytelling, in its traditional way, is a community-based storytelling workshop that enables the participants to create a short 2–4-minute video of a personal life story. During this process, participants (re)create personal experiences in a safe and shared space.

The workshop consists of engaging participants in story circles and editing their story into a video using their narrating voice, recordings, and personal images. Participants get guidance, support, and feedback both from the facilitators and from their peers.

This tradition of working with digital stories is associated with Joe Lambert, who developed this method in his [Story Centre in Berkeley, California](#). The Story Centre has enabled the creation of over 20,000 stories in the past two decades and the website offers a wealth of resources, examples of stories, training, and publications to support facilitators in their work.

A digital storytelling workshop typically takes place over two days, although this can be extended to more days, depending on the purpose and resources of the providers. It can be typically completed with 6-10 participants.

Running a digital storytelling workshop requires a variety of resources to ensure that participants have the tools and support they need to create compelling stories. Here's a breakdown of the key resources facilitators need:

## 1. Technological Resources

- **Computers/Tablets:** for editing videos
- **Internet Access:** to have access to online resources, including software
- **Digital Cameras/Smartphones:** For capturing photos, videos and recording audio as required
- **Headphones:** For participants to edit audio without disturbing others.
- **Projector/Screen:** To display examples, tutorials, and showcase completed stories.
- **Charging Stations:** Enough power outlets or portable chargers to keep devices running.

## 2. Software/Applications

- **Video Editing Software:** Tools like [Adobe Premiere](#), [Final Cut Pro](#), or free options like [iMovie](#), [DaVinci Resolve](#), [Canva](#), [CapCut](#) or [OpenShot](#).
- **Audio Editing Software:** Programs such as [Audacity](#) or [GarageBand](#) for recording and editing sound, if needed
- **Cloud Storage:** Services like [Google Drive](#) or [Dropbox](#) for saving and sharing files.

## 3. Educational Materials

- **Instructional Guides:** Step-by-step guides on storytelling techniques, video editing, audio recording, etc.
- **Examples of Digital Stories:** To inspire participants and provide concrete examples of different storytelling styles.
- **Tutorials:** Video or written tutorials on how to use the necessary software and tools.
- **Handouts/Worksheets:** Story structure templates, storyboards.

## 4. Creative Materials

- **Notebooks/Paper:** For brainstorming, note-taking, and initial story drafts.
- **Art Supplies:** Pens, markers, and coloured pencils for storyboarding or creating visual elements.

## 5. Facilitator Support

- **Facilitator Training:** Knowledge in digital storytelling, familiarity with the software and hardware being used, and experience in guiding participants through creative processes.
- **Assistant Facilitators/Volunteers:** Especially useful in larger workshops to provide individual support.
- **Technical Support:** On-hand tech support to troubleshoot any software or hardware issues.
- **Time Management Tools:** Schedules, timers, or planning apps to keep the workshop on track.

## 6. Workshop Environment

- **Comfortable Workspace:** Enough room for participants to work individually or in groups.
- **Breakout Spaces:** Areas for participants to record audio or video without interruptions.
- **Refreshments:** Water, tea, coffee, and snacks to keep participants energised.

## 7. Evaluation Tools

- **Feedback Forms:** For participants to provide feedback on the workshop.

## Facilitator's Note

Facilitating a digital storytelling workshop is more complex than facilitating a story circle as it requires instructing and teaching on the usage of various software and technologies. The workshop is also longer, lasting more than a day, depending on the size of the group and the purpose and objectives of the workshop. It can be done anywhere from two weeks to twelve weeks. You can find an orienting structure for a two-day workshop below. **Please note that this structure does not include other important instructions like introducing the workshop, introducing the Seven Elements, or showing examples of digital stories to help participants understand the outcome and the process better, and reflection and debrief.**

There are many examples of digital stories that are [made available online at www.storycentre.org](http://www.storycentre.org). We highly recommend that you delve into the resources and training available on the website and you read the [Digital Storytelling Cookbook](#) for a thorough guideline to facilitating digital storytelling.

Joe Lambert's "Digital Storytelling Cookbook" (2010) outlines seven essential elements of digital storytelling. These elements serve as a guide for participants and facilitators to craft compelling narratives using digital media. Here's a brief explanation of each element to consider when working on a digital story, which should be outlined for workshop participants.

## The Seven Elements of a Digital Storytelling

### Point of View

What is the story's central message, and from whose perspective is it told?

### A Dramatic Question

What is the central question that grabs the audience's attention, and how is it resolved by the story's conclusion?

### Emotional Content

What emotions does the story evoke, and how can personal experiences be included to create a stronger connection with viewers?

### The Gift of Your Voice

How can you use your voice to narrate your story, personalising and making it more intimate?

### The Power of the Soundtrack

What music or sounds enhance and complement the narrative?

### Economy

Have you included just the right amount of detail to convey the story without overwhelming the audience?

### Pacing

What is the tempo of the story, and how does it determine how fast or slowly the narrative unfolds?

Orientating workshop structure:

### Day one

**Duration:** Approx 4-5 hours

This session focuses on finding, crafting, and assembling the story.

**Activity 1:** 1-2 hours

The facilitator leads a story circle as explained in the first part of the “Storytelling in Practice” section of this Handbook.

**Activity 2:** 1-2 hours

Participants then write or type their stories, aiming to craft them into concise yet impactful narratives of 200-400 words. This process involves careful editing and can be done in pairs, where peers support each other, or on a one-to-one basis with the facilitator and assistant facilitators providing guidance.

**Note:** If some participants face literacy barriers, the facilitator and assistants should assist in writing and editing their stories. If all participants need assistance, this step should be conducted on a one-to-one basis.

**Activity 3:** 1 hour

Participants record their voice narration, ensuring their unique voice enhances the story’s impact. They can also do this step at home, in a silent environment, on their phones. Make sure to instruct them properly on usage of recording and the pacing and clarity of the narration.

**Activity 4:** 1-2 hours

Participants then use a storyboard to divide their text and begin considering the images they want to include. They can use personal images from home and complement them with online images.

**Digital Storytelling Elements explored in this session: View; A Dramatic Question; Emotional Content**

**Day two**

**Duration:** Approx 4-5 hours

Day two is dedicated to assembling the video, including recording the voice narration, choosing images, and editing the video.

**Activity 1:** 1 hour

Participants select and arrange images that best complement their narrative, using personal photos or images found online. Working in pairs during this activity can be particularly beneficial. As participants share and discuss their photo choices with a partner, they may uncover deeper insights into their own stories. This collaborative approach allows for reflection, where each person's experiences are validated and affirmed.

**Activity 2:** 1-2 hours

Participants edit their videos, combining their voice narration and images into a cohesive digital story.

**Activity 3:** 1 hour

Finally, participants screen their videos, sharing their completed stories with the group. This screening is a pivotal moment in the process, where each storyteller's hard work and creativity come together in a shared experience. Presenting their digital stories to the group allows participants to not only showcase their narratives but also to witness the impact of their work on others.

The screening fosters a sense of community and mutual support, as participants celebrate each other's stories and the unique perspectives they bring. This moment can be deeply affirming, offering validation and recognition for the emotions and experiences shared. It also provides an opportunity for reflection and discussion, where the group can engage with the stories on a deeper level, offering feedback, sharing insights, and acknowledging the collective journey they've undertaken together.

**Digital Storytelling Elements explored in this session: The Gift of Your Voice; The Power of the Soundtrack; Economy; Pacing**



## Ethics

Engaging in storytelling is a profound process involving emotional and psychological work that requires a secure and safe environment. Sharing a deeply personal story carries risks of re-traumatisation and victimisation. Therefore, it is crucial that the facilitator is well-trained, experienced, and capable of managing and halting the storytelling process if necessary. The facilitator should encourage participants to share and create stories in an empowering way, without imposing external influences, and always remain mindful and respectful of the participants' agency over their own stories.

It is important to note that the facilitator is not, and should not act as, a psychologist or counsellor. However, if the workshops involve individuals who have experienced severe trauma or disempowering life events, facilitators should consider participants' readiness or capacity for taking part. The provider should also have systems in place and access to professionals who are equipped to handle any potential negative outcomes.

The risks of harmful outcomes are heightened in a digital storytelling process, where a story takes on a life of its own by being digitised and sometimes published or shared with various audiences. It is essential that the facilitator ensures participants understand the implications of sharing their stories widely, particularly on online platforms. Digital stories are highly personal and identifiable, as participants often use their own voices as narrators, as well as personal images. Facilitators should also be mindful of the safety concerns related to personal identification in these stories, if they are shared.

Importantly, people may grow out of their stories and might no longer identify with them over time. If their stories are public or owned by someone else (e.g., the provider or the facilitator), this could present challenges.

Digital storytelling should comply with GDPR regulations regarding ongoing consent and data protection. Providers should not retain stories unless participants are fully informed of the implications and have given their consent. Participants have the right to withdraw their stories from the provider at any time.

You can [find more information on safety and ethics on the Story Centre's website](#). Below is an extract from the Storyteller's Bill of Rights developed by the Story Centre, which we encourage to explain and distribute to each participant in your digital storytelling workshops.

### Storyteller's Bill of Rights

In relation to our Digital Storytelling workshop, you have ...

- The right to know from the outset why the workshop is being carried out.
- The right to assistance in deciding whether you are ready to share a story.
- The right to understand what is involved in the process of producing a story.
- The right to know who might view your finished story, after the workshop.
- The right to decide for yourself whether or not to participate in the workshop.
- The right to ask questions at any stage of the workshop, before, during, or after.
- The right to ask for teaching instructions to be repeated or clarified.
- The right to skilled emotional support, if your experience of making a story is emotionally challenging.
- The right to tell your story in the way you want, within the limits of the workshop.
- The right to decide whether or not to reveal private or personal information to fellow participants and instructors, at the workshop.
- The right to competent advice about whether revealing your identity or other personal details about your life, in your story, may place you at risk of harm.
- The right to leave information and/or photographs that identify you or others, out of your final story.
- The right to reject story feedback (about words and images) if it is not useful or offered in a spirit of respect and support.
- The right to decide what language to use in telling and creating your story.
- The right to be respected and supported by capable workshop facilitators.
- The right to a written consent form, if your story will be shared publicly, including a signed copy for your records.
- The right to know what contact and support you can expect after the workshop in relation to sharing your story after a workshop.
- The right to decide collaboratively with project partners how your story will be shared.
- The right to view and retain a copy of your story before it is shared publicly in any way.
- The right to know who is likely to screen your story and for what purposes.
- The right to know who is likely to watch or read your story and when (e.g. rough timeframe).
- The right to counsel on the potential sensitivities of sharing your story in public.
- The right to emotional support if you are present when your story is shown in public.
- The right to demand that no one should be able to sell your story for profit.
- The right to know if any funds will be generated as a result of your story being shared (e.g. to support similar projects with other storytellers).
- The right to withdraw your consent for the use of your story at any time.
- The right to information about the limits of withdrawing consent for your story to be shared, if it has already been circulated online or in other digital formats.

## Useful Resources and Further Reading

This handbook was developed using evidence-based methods to ensure that each component is grounded in proven strategies and best practices. For those interested in exploring the foundations of our approach, here are additional resources and further reading materials that provide deeper insights into the theories, research, and methodologies that inform our work.

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