



HOPE RAISERS INITIATIVE

DIGITAL STORYTELLING TOOLKIT



DIGITAL STORYTELLING FOR CLIMATE ADAPTATION

This is a toolkit that can be used as a participatory tool for community engagement and public participation processes on climate change and climate adaptation. The toolkit highlights the importance of storytelling and digital storytelling in collecting, analyzing and archiving community perspectives on issues that are important, such as climate change.

Digital storytelling entails the process of documenting life experience, ideas, or feelings through the use of story and digital media.

It is an effective tool to create awareness and mainstream information, both about climate change and adaptation, and about how you can get involved and together make a change in the community.

The methodology helps to create mutual understanding between the policy makers and the citizens in communities. It also helps to balance out the power structures, as the residents' voices are being heard, and the public can easily relate to the issues.

Through digital storytelling, policymakers gain understanding of the issues that communities face in real life. They are also provided with suggestions on implementations that would work and be effective in the area.

The participants of the digital storytelling workshop are engaged emotionally, and there is a larger chance that they will be involved in the implementation.

Digital storytelling also serves as a great opportunity to spread information and raise awareness on climate change and climate adaptation among the citizens of a community. This guide includes the different steps that are necessary to carry out a powerful digital storytelling process. The steps are divided into three different stages:

- Planning
- The Digital Storytelling Workshop
- Next Steps



PLANNING CHECKLIST

IDENTIFY PARTICIPANTS

- Identify a key person or organization with connections to the community.
- Identify community leaders that represent different groups of the community, who will participate in the digital storytelling workshop.

UNDERSTANDING THE LANGUAGE

- Perform a baseline survey to get an understanding of how the community members understand climate change and climate adaptation.
- Identify a common language that will be used during the process.

RECRUIT FACILITATORS

- Identify people who will facilitate the workshop, preferably local people that understand and can connect with the community.
- Train facilitators in digital storytelling prior to the workshop (for example, emphasize that the facilitators have an important role in guiding the participants without influencing them).

MAKE A PROJECT PLAN

- Use the template on the next page.
- Identify a time for the workshops that fits the participants (for example, a weekend if the participants have full-time jobs on weekdays).
- Consider reimbursement if the participants lose work days.
- Identify a location for the workshop, preferably a neutral place where all participants will be comfortable.

ENSURE NECESSARY EQUIPMENT

- Identify what technology and software is needed for the digital storytelling workshop (for example, tablets and a video editing program).

CREATE A STRATEGY ON HOW TO APPROACH DECISION MAKERS

- Identify what you are expecting from the policy makers.
- Identify a key person with connections to the local government who can be a link between the community and the policy makers during the project.
- Identify how you want the local government to interact and respond.
Example: Representatives from the local government can participate in the workshop and make a story on their own work.
Example: The local government can make a story afterwards on how they understand the community's stories and how they will work on the issues.

PROJECT PLAN

Name of implementing organisation and project leader:

Key community informant:

Main reason for performing the Digital Storytelling Workshop:

Location in Kenya:

Policy makers important to involve:

ACTIVITY

Identify and invite participants

Approach policy makers

Preparatory workshop

Digital storytelling workshop

Exhibition

Next steps:

- 1.
- 2.
- 3.
- 4.

WHEN AND WHERE



PREPARATORY WORKSHOP

THIS IS TO GAIN UNDERSTANDING OF HOW THE COMMUNITY UNDERSTANDS CLIMATE CHANGE AND CLIMATE ADAPTATION AND TO IDENTIFY AND INFORM THE LANGUAGE AND TERMINOLOGY THE DIGITAL STORYTELLING WILL ENTAIL.

WHAT: A 2-hour workshop to prepare for the Digital Storytelling sessions, organized together with the community where the understanding on how the community relates to the concepts is identified. In the workshop, the four elements (fire, air, water, and soil) and photos connected to them are used to make it easier for the participants to connect to the climate and climate change.

WHY: The workshop is organized to gain knowledge on how the community understands the concept of climate change and climate adaptation and to guide and inspire how facilitators will discuss them. It is also a good way to start the process and create interest among the residents.

WHO: 10-20 community representatives of various ages and of equal gender division. Minimum of 1 facilitator to guide the session, as well as the facilitators that will take part in the story circle later in the process. 1 facilitator that takes notes.

HOW:

1. The facilitator prepares 3 flip charts, each with one of the following: 1) “Climate Change”, 2) “Climate Adaptation”, 3) “Climate Change in my Community”.

2. Mind mapping - The workshop starts by brainstorming around each of the concepts, one by one. The facilitator writes words that the community connects to the concepts on the flip chart.

3. The four elements - After the brainstorming, the facilitator brings forward the picture cards and spread them out on the floor. Each participant is asked to pick four pictures that they relate to each of the four elements: Earth, wind, fire, soil. The participants select pictures that they themselves associate with the elements, it can for example be a childhood memory.

4. A join discussion is held in connection to the pictures and each participant explain why they picked that card. One facilitator takes notes from the discussion. The pictures are sorted according to the element they were related to and are documented together through pictures. Personal stories and experience based on the picture, element and themes presented are documented.



MATERIALS AND INSPIRATION

Materials: Flip charts, filter pens, picture collection representing the 4 elements.

Images to use: <https://www.hoperaisersinitiative.com/digital-storytelling-tools>

Baseline Report presentation Future Yetu Korogochi: <https://www.hoperaisersinitiative.com/digital-storytelling-preparatory-ws>



DIGITAL STORYTELLING WORKSHOP

The digital storytelling process follows the model developed by Joe Lambert and his team at [Storycenter](#) but can be adapted to the specific context.

See Antonia Liguori, lecturer in digital storytelling at Loughborough University, explain steps of the digital storytelling process [here](#).

THE FIVE STEPS OF THE DIGITAL STORYTELLING PROCESS:

1. STORY CIRCLE
2. PLOTTING THE STORY
3. VOICE RECORDING
4. VIDEO EDITING
5. SCREENING

Each step will be explained below, with links to material such as images and templates that can be used in the different steps.



STEP 1

STORYCIRCLE

The digital storytelling process starts with a story circle, where the participants sit in a circle and get to discuss the theme and ideas.

WHAT: The story circle will guide the participants into the storytelling mode. It is organized in smaller groups and facilitated by the project lead based on the stories and key words identified during the preparatory workshop.

WHY: The story circle is one of the most important parts of the process, as it is where the brainstorming of ideas takes place and where the participants' storytelling and creativity begins. This is where the participants are introduced to the subject and will find the story that they later will create.

WHO: 10-20 community members, minimum 2 facilitators per group, representatives from the local government.

HOW: 1–1,5-hour session

In the story circle, the participants are divided into groups of 5-10 people, with a minimum of 2 facilitators. Each group sits in a circle to encourage participation and idea making. The picture cards are spread out on the floor in the middle.

After a presentation round, the facilitator asks the participants to pick 2-3 cards each that they find interesting and connect them to an element: wind, fire, air, soil. They will then have the opportunity to tell a story about them and share their perspective while the rest listen and have a chance to connect to the stories. It can be a real story from the past or an imaginative story of the future.

The participants are asked to present their picture and why they picked it. They can also tell a story around that element or a change in connection to the element that they have experienced or thought of.

It is an open session to prepare and prompt the participants to the next session, hence it is important for participants to share their stories and listen to others stories.

If time allows, the participants can continue to tell stories around the cards or around climate change.

Tools: Picture cards, pens, paper, etc.

GUIDELINES FOR FACILITATORS:

- There are no wrong stories.
- Every story should be respected.
- The story can be personal, but it does not have to be private.
- The facilitators can here use different tools to prompt ideas, for example, asking key questions or using photos or key words inspired by the preparatory workshop.
- Keep in mind that the participants should just be guided and not influenced by the facilitators.
- Make sure that you come well prepared to refresh the stories, key points and key words that was discussed during the preparatory session etc.



MATERIALS

Link to the pictures for printing: <https://www.hoperaisersinitiative.com/digital-storytelling-tools>



STEP 2

PLOTTING THE STORY

WHAT: In this step, the participants are asked to write a script of a maximum of 250 words. This step can be adapted if necessary. For example, a storyboard can be used.

WHY: During the script writing, the participants choose the story they want to tell and get help to form and structure it.

WHO: 10-20 community members, representatives from the local government.

HOW: 1–1,5-hour session. The script writing can be done individually or in groups of 2-3 people. A template can be used to help the participants to structure the story that they want to tell.

1. The title – The participant writes down the title of the story.
2. The context – The participant describes the context: Who is the story about? Where does it take place? Is the story something that happened in the past or is it something in the future?
3. The activity – What is the main character doing in the story or what is the main activity that is taking place?
4. A change/climax – Describe the change or climax in the story. Is it something that interrupted the activity or an unexpected change or step?
5. Solution/conclusion – What happened after? How was the situation resolved? What was the conclusion or recommendation of the story? It is about personalizing the problem and also personalizing the solution. Provide the participants to contribute personal solutions to the challenges they experience and to be involved in the process.

STORYBOARD

A storyboard is a sheet with squares that can be drawn in, with lines under them to write in.

MATERIALS

Storyboard template: <https://www.hoperaisersinitiative.com/digital-storytelling-tools>



STEP 3

VOICE RECORDING

WHAT: In this step, the voiceover is recorded.

WHY: The recording will be the base for the digital story and will later be combined with images or film clips.

WHO: 10-20 community members, representatives from the local government.

HOW: 1-hour session. Each story group/individual receives a voice recording device on which they will read their story. Each story should be around 2 minutes long. The facilitator will help the participants to record and will make sure that the quality is good. A recording room can also be set up where the participants can come and read their story while the facilitator assists with the recording.

Voice recording devices:

Mobile phones or tablets with recording applications

Voice recorders

Laptops or computers



STEP 4

VIDEO EDITING

WHAT: In this step the voiceover will be combined with the images and music, and then edited and exported. This creates the digital story and makes it easy and effective to the viewer.

WHY: To add images and music to the voiceover helps to describe the story and the emotions connected to it.

WHO: The participants.

HOW: 2–4-hour session, depending on the knowledge of the software and the technical gadgets among the participants. The facilitators need to practice on the device and the software prior to the workshop to have expertise and assist the participants in creating their digital story. It is advisable for the facilitators to spend time with each participant to help them connect a particular picture with the voice recording and inspire them on ways to add digital media to their story. The participants can bring their own pictures and films, use already prepared pictures and films, record or use role play during the sessions etc. It is up to the participant to choose how to showcase the story.

FACILITATOR

Here, guidance from the facilitators is needed. It is important that the facilitators are flexible, depending on the participants' technical experience.

SOFTWARE

A cloud-based software is advantageous, as the videos can be accessed and edited from anywhere, and you can use stock images. The administrator can oversee the editing and support from where she/he is.

It is important to keep in mind that cloud-based software requires good internet connection to work, and another solution may need to be considered.



STEP 5

SCREENING

The final step is the screening of the videos, followed by a time for the participants to get to reflect on the creative process and discuss it together.

WHAT: A screening to the participants, combined with a joint discussion and debate.

WHY: This gives all participants a chance to show their story to the group, as well as invite the audience to discuss it. Here, key issues of disagreement as well as well as agreement are analyzed, which places the story within the bigger picture.

WHO: The participants, and perhaps invited audience members from the local government or other stakeholders.

HOW: 1–2- hour session. The stories are screened to the audience, followed by a short discussion and reflection. Here, the facilitators are able to ask questions in regard to the story, as well as find common ideas and goals that can be used for climate adaptation.



NEXT STEPS

SCREEN TO THE PUBLIC

- Make the stories available to the public by screening them in public places, for example, through an exhibition in the community halls, community cinema halls, public transport (matatu, Nairobi context).
- Let the public give their feedback and opinions on the stories; this can be done simply through questionnaires developed prior to and distributed before the screenings.
- Can also be screened in schools for school going children.

COMPILE

- Summarize what the stories tell and the feedback from the public into a report, tangible community call for actions through advocating for policy change, manifesto or similar document that tells of what the community experiences and needs, in order to make their voices heard.

A VISIBLE RESULT (OPTIONAL)

- The results from the stories and the feedback can be translated into something visible (for example, a small park).
- The participants should be involved as much as possible in the decision on what to do, as well as the planning and the implementation of it.
- This can be excluded if there are time and budget limitations. But it can be a good way to show the participants that their stories can lead to something real.

COMMUNICATE WITH THE LOCAL GOVERNMENT

- Start a dialogue with the local government.

IMPLEMENTATION

- Follow up the implementation and let the residents be as involved as possible.
- Spread information about actions that are taken and how the residents can contribute to change their community in the right direction.

MOVING FORWARD

- Exchange knowledge and experience with residents in other communities that have a similar environment and issues.
- Adopt the digital storytelling method at a larger level.
- Encourage continuous engagements with the community and policy makers through created linkages.



This toolkit is developed as part of the Future Yetu, a project that seeks to create dialogue on climate change and climate adaptation between communities in Nairobi and the city policy makers.

The project Future Yetu was implemented as a collaboration between Hope Raisers Initiative (main implementer), Safer Nairobi Initiative through Nairobi Metropolitan Services, Loughborough University, Landskapslaget through support from Cities Alliance.

This toolkit is compiled by Elin Elfström, in collaboration with Pia Jonsson and Daniel Onyango, as part of her final thesis at KTH Royal Institute of Technology.