



## PROGRAMME

# Community Storytelling and Place-based Education: Learning with Memory Workshop

28 November to 1 December 2023  
RCSD, Chiang Mai University

Timetable : 8.30am - 4.30pm, with lunch break (1h) and session breaks (0.5h in total).

- Breakfast : 8.30–9.00
- Session A: 9.00–11.00;
- Break: 11.00–11.15
- Session B: 11.15–12.45;
- Lunch break: 12.45–1.45;
- Session C: 1.45–3.45
- Tea break: 3.45–4:00
- Session D: 4.00–4.30

Facilitators: Dr. Yi Li, Dr. Jyothi Thirivikraman, Prof. Surajit Sarkar, and Dr. Tharaphi Than

Language: English and Burmese (with help of interpreters and AI translation tools)

### Preparation Materials :

- Digital Version: WHAT IS PLACE-BASED EDUCATION AND WHY DOES IT MATTER? [translated into Burmese].

## Daily Schedule

### Day 1. 28th November (RCSD): Introduce storytelling as process and place-based learning as a source of stories

#### *Session A1*

Ice-Breaking Exercise - 45': The story of your preferred name  
Every one tells the story of your preferred name, max. 1 min.

Overview of the training - 15': Overview of workshops, tutorial groups and workshop assignments (your week in Chiang Mai)

Full class Exercise - 60': Use one 'name' story from the Ice-Breaking exercise to explain the arc of storytelling (beginning, middle and end) and the types of stories (place, person, event, etc)

- 2-3 volunteers to repeat the 'name' story
- In each round, explain the arc of your story.



### *Session B1:*

Mapping combined with a photo.

Group Activity-30': Talk a walk around RCSD and each person draws a map of your walk.

Along the way, **take at least one photo** that highlights something you want to tell about your walking story and mark it on the map. Things to note during your walk: sights, sounds, smells and where people and things gather

Group Activity-60':

15 mins - After you come back, finish your map and tell the story of the photograph that is marked on the map.

30 mins - share your story in your groups

15 mins - the group chooses 2 stories from their collection to share in the next session

### *Session C1*

Full Group session 45 mins - Tell your story (x6), max. 3 min each story. drawing attention to what each wants to tell and does the photo help in the storytelling or not.

Full Group debriefing 30 min-Framing photographs for effective storytelling and Mapping places to highlight action

Group Discussion 30 min: Apply lessons learned to rewrite your story and photo

Full Class Discussion 15 min: each group showcase their one revised story in text and photo, max. 3min each.

### *Session D1*

Reflection of the 3 revised stories from C1, 15'

Venn diagram with overlapping of story vs. PBE, 15'

## **Day 2. 29th November (RCSD): Active listening, interview skills and oral history.**

### *Session A2*

Active Listening Using Chain Stories

Full class exercise 30': chain story , each person contributes one sentence, starting with the following prompt.

*How and what are the differences between the food here and what you are used to at home?*

Reflection of the type of chain story 30', incl. fictional vs. factual.

Group practice 10': create your group's chain story, continue the story using the following prompt:

*Today a student borrowed money from classmates because of gambling....*

The rest of the group continues this story by providing one sentence per person at a time, and makes sure it turns out to be a coherent story and incorporates everyone's contribution the way they have said. Assign a facilitator to write down the story as it is said.



Debrief and Q&A about your group's chain story experience (active listening) 20'

Interview and observation skills, 30'

### *Session B2*

Full class exercise: Role Play 30' - Mock interview between facilitators (with on-spot reflection): what types of schools have you taught in?

Group exercise (free flow of groups of 4: interviewer, interviewee, 2-observers) 30':

Subject of interview - Different types of schools and which one do you like? personal anecdote. (CDM / govt, minority schools - church(highland), outside the country, monastic-schools)

Convert your interview Q&A into a story about a place, a school and its student/teacher 30'

### *Session C2*

Groups share their story (\*5), max 3 min per story. 20'

Reflection of the interview process. 20'

Group exercise - 40': Interviewing of an object and the memory around it:

Each person shares the story of their object, 1 min each.

The group decides to focus on one object.

The group, through interviewing, comes up with a story about this chosen object.

Full class debrief - 40'

Present the story of the group object, max. 3min each.

Answer more questions from the rest of the class.

Repeat 3 times.

Reflection and debrief on 'oral history', interview, active listening.

### *Session D2*

Prepare for the Payap University visit, including the following key elements that we have discussed over the last two days. Focus on:

- Places you go to
- Photos and sounds
- Observe those around you
- Interact with those around you, 'interview', 'listen'

Remember: people, places, things.

Task: each individual will prepare a story from this visit, about something they found interesting and/or memorable.

**Day 3. 30th November (Payap AM, RCSD PM): Use storyboarding - assemble the story using frames to mark different stages of a story**

*Session A3 and B3 at Payap University*



### *Session C3*

Full class - 30': three volunteers (one from each group) share their stories of the Payap University visit. The facilitator translates each story into picture frames by showing the arc with its various elements from beginning, middle to end. Each frame contains images and texts, similar to a comic.

Group exercise - 30'. Each group chooses one story, and converts them into a comic by storyboarding with at least 5 frames following the full class examples.

Full class - 30'. Pick one storyboard per group, present and discuss.

Group exercise - 30'. Each group goes back to their stories, and do another storyboard based on the previous reflection/feedback.

[during the tea break, everybody admires the storyboard].

### *Session D3*

Facilitators check up and support the preparation of the final group assignment (to be presented in the final day) for their respective tutorial group.

## **Day 4. 1st Dec (RCSD). What can we do with 'storytelling' and Place-based education?**

### *Session A4*

Group work: finalise 'Your week in Chiang Mai' as your group's showcase story: this is the opportunity to put all the skills and tools you have learned from this training.

### *Session B4*

Group present-45': 15 min per group.

Reflection and feedback - 45'

### *Session C4*

Final reflection of the training  
 Further materials on how to use them  
 Next steps for an illustrative book

Q&A: 30'

### *Session D4*

Evaluation and Feedback (online form)

**Thank you very much for your time and dedication.  
 Thank you RCSD for hosting.  
 Hope you enjoyed the training!**