



Story Works Alaska, Student Booklet, Printed Nov. 2019

Property of \_\_\_\_\_

## Purpose, Acknowledgements, Gratitude, and an Invitation:

### Purpose:

Story Works seeks to advance justice and equity by supporting safe and respectful spaces where all storytellers can share their own true stories in their own authentic voices.

### Acknowledgements:

We acknowledge that our work often occurs in contexts impacted by the injustices of colonialism and racism, including the harmful legacy of forced assimilation within education. With this in mind, we welcome feedback and opportunities to reduce those harmful impacts and support healthy, respectful, and culturally responsive educational opportunities for all.

Additionally, before we begin this Anchorage-based story workshop, we would like to respectfully acknowledge this land as the original territory of Dena'ina People, the first and continuous stewards of the land on which we gather.

### Gratitude and an Invitation:

We also thank the many students, educators, volunteers, and other community members who have contributed to this work so far. And we invite you to contribute ideas and feedback as well.

Because this work is never over, your input can make the story workshop experience better for future participants. Let us know whenever you see an opportunity for improvement.

Please share any comments, questions, and/or ideas in person during the workshop, by email to [info@storyworksak.org](mailto:info@storyworksak.org), or message @storyworksak on Instagram.

# Welcome to your story workshop.

During this workshop you will be invited to:

- Listen to stories.
- Write down ideas, quotes, notes, and outlines.
  - You do not have to write an essay... unless you want to.
- Share ideas (and ultimately stories) aloud in small groups.
- Share one story aloud with your class that is...
  - Approx. 4-5 min long.
  - About something that matters to you such as:
    - A place,
    - A relationship,
    - An idea,
    - A memory,
    - An experience or a series of experiences.
- For more details, please see the rubric on p. 10.

The purpose of this workshop is:

- To support you as you explore memories --in a way that works for you.
- To help you make sense of something that you care about.
- To give you time to listen and learn more about your classmates and yourself.<sup>1</sup>

Important things to keep in mind:

- Other students and teachers have developed this booklet to help you prepare a story to share. Think of the booklet as a tool, not as an assignment.
- This workshop/unit focuses on storytelling tools from English/Language Arts class. However, there are many other ways to tell a story.
- If you wish to use a storytelling approach that is not covered in this booklet, just check in with your teacher and share your plan.
- Know that you can opt out of any listening, writing, or speaking as you need to. If you need an alternate assignment, talk to your teacher.
- We invite you to help improve the workshop and this booklet for future students. Please share any ideas or edits in class or email them to [info@storyworksak.org](mailto:info@storyworksak.org)

\*See p.9 for additional advice from students.

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<sup>1</sup> If you're still thinking, "why bother," please know that many students end up using these stories in their college admissions or scholarship essays. Others use these stories as a chance to practice their job interview skills. Even if public speaking is not your thing, we hope this can be a useful exercise for you.

# On Stories & Storytelling

Please write responses in the spaces below. Full sentences not required.  
Reminder: We encourage you to participate but if you'd rather not respond to any of these, you can always pass.

What, to you, is the purpose of stories? (i.e. Why do you think humans tell and listen to stories?)

What are some of your favorite stories?  
Note: Music, movies, lyrics, visual, family history, and more all count as types of stories.

Do you have much experience sharing stories aloud?  
(If yes, please explain.)

Do you have much experience listening to others share stories aloud?  
(If yes, please explain.)

Where are you on this scale of 0-10? Circle your number. And explain below if you'd like to.

- 0 means that you're totally comfortable telling stories
- 10 means you'd rather be sick for two weeks than tell a story aloud in English class

0\_\_1\_\_2\_\_3\_\_4\_\_5\_\_6\_\_7\_\_8\_\_9\_\_10

# Three Agreements

Before you begin working on your own stories, past participants encourage you to consider the following suggested agreements<sup>1</sup>.

Please underline all points that seem important to you.

Then add your own comments and check (or don't check) the box below.

## Be True.

- Be honest about the facts of your story (they should be true, not made up).
- Please also stay honest with yourself about what you are comfortable sharing. Remember that you don't have to share anything you don't want to.

## Be Kind.

Please be kind to yourself and others as a listener and as a storyteller. It can be hard not to judge, but please stay open and respectful towards others and yourselves.

- Just because you hear a story does not mean you know everything about the storyteller.
- Tell only your own stories and do not repeat other people's stories without their permission.
- Try to ask for permission from others (especially youth) who are described or have a role in your story.
- Choose stories you can share from a position of positive strength. If you choose to share a story about something that was difficult for you, please make sure it feels healthy to think and talk about this story.
- Think about the possible impact of your story on your listeners.

## Be Brave.

- Speaking aloud to a group can be challenging and, for some of us, even scary. If this is true for you, we invite you to bravely face the challenge of public speaking as much as you safely can.
- Being brave can also involve speaking up for your needs. Please let your teacher know if you need additional support or alternatives.

## Anything Else?

*Please use this space to add any other agreements for this workshop.*

**Please check this box if (and only if) it applies to you:**

*I understand these agreements and I feel comfortable respecting them.*

*\*If you do not feel comfortable with these agreements or have questions, please write a short note in the margin and/or let your teacher know.*

<sup>1</sup> Thanks to all the students, teachers, volunteers, school counselors, the First Alaskans Institute, the Alaska Teen Media Institute, Anchorage Youth Development Coalition, The Moth Education Program, and others who have contributed to this evolving list of suggested agreements.

# Story Quotes and Notes

Please use the space below as you listen to or watch example stories.

Storyteller or Story Name:	Please use this space to write down one or more quotes from the story:	What are three details you'll remember from this story:	What was at stake for the main character of the story (the storyteller)? <sup>1</sup>

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<sup>1</sup> What seemed to matter to the storyteller? What was at risk for them?

## Story Quotes and Notes (cont.)

Storyteller or Story Name:	Please use this space to write down one or more quotes from the story:	What are three details you'll remember from this story:	What was at stake for the main character of the story (the storyteller)? <sup>1</sup>

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<sup>1</sup> What seemed to matter to the storyteller? What was at risk for them?

# Write-Talk Prompts

Please write responses in the spaces below. Full sentences not required.

But please include five Ws<sup>1</sup> and five senses<sup>2</sup> details if possible.

Reminder: If you'd rather not respond to any of these, you can always pass.

1) One of my favorite places is...

2) A favorite piece of clothing (or a thing) that I had when I was younger is...

3) A time I was worried/scared/embarrassed but things turned out OK was...

4) Someone I really value or admire is...

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<sup>1</sup> What, when, where, who, and why.

<sup>2</sup> Five senses = sight, sound, smell, touch, and taste.

# Write-Talk Prompts

Please write responses in the spaces below. Full sentences not required.

But please include five Ws<sup>1</sup> and five senses<sup>2</sup> details if possible.

Reminder: If you'd rather not respond to any of these, you can always pass.

1) An inspiring event in my life was...

2) A time I changed my mind was...

3) A time I felt lost was...

4) Something that has always made me feel safe is...

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<sup>1</sup> What, when, where, who, and why.

<sup>2</sup> Five senses = sight, sound, smell, touch, and taste.

# Does your story have to involve a BIG Shift/Change/Transformation?

Short-ish Answer:

You do not have to talk about really big transformation --unless you want to. However, you should aim to explore or illustrate some sort of internal shift.

Longer Answer:

1. We encourage you to look out for an internal shift as you talk and write more about your topic/story. But please don't stress about it.
2. You might not be able to articulate that shift when you first choose what you want to talk about/work on. That's OK.
3. Stay authentic and avoid forcing things.
4. Consider the examples below and add your responses to the table so you can practice recognizing shifts in stories you've heard.

The storyteller went from...	to...	Write the names of any stories you've heard that involved this shift:
Fear/worry	Being OK	
Cluelessness	Realization	
Annoyance	Appreciation	
Prideful	Humble	
Feeling lost	Feeling grounded	
Yearning/wanting	Satisfaction	
Disconnection	Connection	
Taking for granted	Gratitude/Thankful	
Lack of self-awareness	Self-awareness	
Other: _____	_____	

# Expectations & Example Rubric<sup>1</sup>

These questions reflect the type of story many students choose to share for this assignment. However, if you would like to use a different approach, please let your teacher know.

**Suggestion:** Choose a story you've listened to and work through this rubric as best you can. And remember, please be generous, not harsh. These are real people sharing true stories.

Expectations and Questions		Yes.	Sort of.	Not quite.																																	
<b>Ethos</b>	Was the story told from the storyteller's perspective?	Yes.	Sort of.	Not quite.																																	
	Did the story begin more than six months ago? <sup>2</sup>	Yes.	Sort of.	Not quite.																																	
	Did the storyteller treat themselves and others fairly in the telling of the story? <sup>3</sup> i.e. Was it their story to tell?	Yes.	Sort of.	Not quite.																																	
	Was the story shared from a position of positive strength?	Yes.	Sort of.	Not quite.																																	
	Did the storyteller have permission to mention others (particularly youth) who were described in the story?	Yes.	Sort of.	Not quite.																																	
<b>Logos</b>	Did the beginning tell the audience enough to understand the context and the storyteller's motivations and/or challenges?	Yes.	Sort of.	Not quite.																																	
	Did the storyteller explain or illustrate what mattered to them?	Yes.	Sort of.	Not quite.																																	
<b>Pathos</b>	Did the storyteller illustrate one or more internal shift?	Yes.	Sort of.	Not quite.																																	
	<table border="1"> <thead> <tr> <th>The storyteller went from...</th> <th>to...</th> <th>Check here if applicable</th> </tr> </thead> <tbody> <tr> <td>Fear/worry</td> <td>Being OK</td> <td></td> </tr> <tr> <td>Cluelessness</td> <td>Realization</td> <td></td> </tr> <tr> <td>Annoyance</td> <td>Appreciation</td> <td></td> </tr> <tr> <td>Prideful</td> <td>Humble</td> <td></td> </tr> <tr> <td>Feeling lost</td> <td>Feeling grounded</td> <td></td> </tr> <tr> <td>Yearning/wanting</td> <td>Satisfaction</td> <td></td> </tr> <tr> <td>Disconnection</td> <td>Connection</td> <td></td> </tr> <tr> <td>Taking for granted</td> <td>Gratitude/thankful</td> <td></td> </tr> <tr> <td>Lack of self-awareness</td> <td>Self-awareness</td> <td></td> </tr> <tr> <td>Other: _____</td> <td>_____</td> <td></td> </tr> </tbody> </table>	The storyteller went from...	to...	Check here if applicable	Fear/worry	Being OK		Cluelessness	Realization		Annoyance	Appreciation		Prideful	Humble		Feeling lost	Feeling grounded		Yearning/wanting	Satisfaction		Disconnection	Connection		Taking for granted	Gratitude/thankful		Lack of self-awareness	Self-awareness		Other: _____	_____				
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Other: _____	_____																																				
Did the final line(s) contain a reference to the inner shift?	Yes.	Sort of.	Not quite.																																		
<b>Imagery</b>	Did the story include descriptive language that brought it to life? <sup>4</sup>	Yes.	Sort of.	Not quite.																																	
<b>Timing</b>	Was the story 4-5 min long? <sup>5</sup>	Yes.	3-4 min	0-3 min																																	

<sup>1</sup> Please ask your teacher for more information about how they will grade this assignment.

<sup>2</sup> Check in with you teacher if you'd like flexibility on this. (It's not a hard and fast rule.)

<sup>3</sup> You are welcome to tell a story in which you reflect on a time in the past when you were not kind and respectful towards others. But you will be expected to find a way to tell that story in a way that treats others kindly.

<sup>4</sup> **Re: Details** The appropriate level of detail will vary depending on the storyteller and the content of the story.

<sup>5</sup> Double check this with your teacher. Some smaller classes may have time for longer stories.

# Student Advice

Over 2,000 students have now shared stories through this project.  
Here is some of their advice for you.

1. Please take a few minutes to watch *Our Advice for You* ([storyworksak.org/resources](http://storyworksak.org/resources)).  
*Note: Some of the advice you hear will contradict other advice.  
That's OK. Just listen for whatever you find helpful or funny.*
2. If any advice from the video feels helpful to you, please jot it down here:
3. Here is some written advice from other students. Please read and **circle** anything that seems useful to you.
  - a) *Don't worry. Even if you are nervous, remember that most other people are nervous about it too.*
  - b) *I was really worried about telling my story. But when I told it, people laughed and it was fun. Try to have fun.*
  - c) *Sometimes it's hard to hear other people tell a story... you don't know what to say to them afterwards and it can be awkward. Remember that you can just say thank you. You don't have to talk all about the story. Just say thank you.*
  - d) *Tell a story that you really care about. If you don't really care about it, you might get sick of it.*
  - e) *Be open to what your classmates say. You may learn new things about them.*
  - f) *Try not to tell a sports injury story.<sup>1</sup> There were a lot of those.*
  - g) *If you are nervous, pretend that everyone in the audience is a baby. It helps.*
  - h) *Try not to memorize your story. Just speak it in your natural way. It will be more fun to tell and more fun to listen to.*
  - i) *Don't be afraid to share a part of yourself. You will be glad you did and you could make a difference for someone else.*
  - j) *Even if you are scared, be open to learning. You may learn about yourselves and your classmates and you may even have fun.*
  - k) *Asking permission from those included in your story is truly important. You never know how your telling may affect them.*

## Next steps:

- *If you know what topic you'd like to focus on, please go to p. 12.*
- *Otherwise, please go to p.10.*

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<sup>1</sup> You can definitely tell an injury or illness story if you really want to. But be careful that you don't only talk about your ankle or your (insert other injury or illness here). Try to bring some reflection, feelings, and realizations into the story. But don't force an inner story if there wasn't one!

# Looking for a topic?

## More Example Stories

Past participants have found it helpful to have more example stories.  
So here are few real stories students have shared.

Please read these and **circle** any that make you think “hmm... maybe I could tell a story kind of like that.”

### Gratitude and/or reflection

- Describing a favorite place and memories you have there, why you love the place, and how you think it affects you: Grandpa’s cabin, your dad’s old RV, your yard.
- Same as A, but describing a favorite person or group of people: Grandpa, Janis the sewing teacher, or your third-grade teacher, Mr. D.
- Sharing a memory of one (or more) experience(s) that illustrate something you’re grateful for: Great day fishing with a friend, your dog, your family.
- Talking about how you learned that you love drawing (or video games, or your annoying little brother, or hunting, or volleyball) and why you’re grateful to know that.

### Change of heart or realization

- How important one friend can be.
- That saving a puppy can be more fun than going to a Fourth of July party.
- That being quiet/loud/creative/serious is an important part of who you are.
- That you’re glad you know how to handle rejection (after surviving rejection by that 5<sup>th</sup> grade crush).

### Surviving something that at first made you worry/feel lost/lose hope

- Extremely fertile guinea pigs.
- Terrible gas pains.
- Cancer and chemotherapy.
- Proving to your dad that you can be his fishing partner even though he thought you were not ready.
- Being rejected by your kindergarten girlfriend.

#### **Next steps:**

- *If you have a topic idea, please move on to p. 12.*
- *If you don’t have a topic idea, please move on to More Research and Development (next page).*
- *And if you’d like to hear or see more example stories, please visit [storyworksak.org/listen](http://storyworksak.org/listen).*

# Looking for a topic?

## More Research and Development

Here is an approach other students have used to get unstuck. Give it a try.

<b><i>Please write one or more words after as many of these as you can. *Yes, some are repeats from before.</i></b>
• Someone I didn't always value/admire but now do...
• Some people might be surprised to learn that I...
• A thing I am grateful for that requires an explanation...
• An idea or value that is important to me...
• A place I love...
• A time I was worried but things turned out OK...

<b><i>Please choose two of the things you wrote above and complete the prompts here. Try to fill the whole space.</i></b>
• I wrote _____ because...
• I wrote _____ because...

### **Next steps:**

- *If you're feeling like you know what you'd like to talk about, please move on to Story Topic Check-in (next page).*
- *Otherwise, please check-in with your teacher or a Story Works person and they'll help you out.*

# Everyone: Story Topic Check-in

Past participants have developed these questions to help you hone in on what matters and save you from working hard on a story that you may later abandon.

1. Why do you want to tell this story? (Please circle all that are true for you.)

- a) *I think other people will find it funny.*
- b) *I think other people will like it.*
- c) *It matters to me.*
- d) *I like talking about it –even though I am not sure why yet.*

Note: If you only circled A and/or B, you may want to choose another topic.

2. Is this a topic you feel comfortable having others know about?

Yes/No/Not sure

If no or not sure, is there something your teacher or others can do to help you feel more comfortable?

Or would you prefer to choose a different topic?

3. A. Does this topic involve any of the following for you? Yes/No/Not sure

Please check all that apply.

You went from...	to...	Check if applicable
Fear/worry	Being OK	
Cluelessness	Realization	
Annoyance	Appreciation	
Prideful	Humble	
Feeling lost	Feeling grounded	
Yearning/wanting	Satisfaction	
Disconnection	Connection	
Taking for granted	Gratitude/thankful	
Lack of self-awareness	Self-awareness	
Other: _____	_____	

Or...

This is a story that involves some amount of...	Check if applicable:
Self-awareness	
Gratitude	

4. Can you ask permission from others who are described and/or featured significantly in your story? Yes/No/Not sure

5. Can you tell this story without insulting others?<sup>1</sup> Yes/No/Not sure

**Next steps:**

- If you answered **yes** to 2-5, please move on to **Endings** (next page).
- Otherwise, please check in with your teacher or Story Works.
- If they're not available right away, you may want to write on your own or
- head back to the **Research and Development** page.

<sup>1</sup> i.e. Alas, your insults may be funny to some. But this is not the right context for that type of comedy.

# Everyone: Endings

Before you start outlining your story, past participants recommend that you think about where you're heading.

1. Try to fill one or both of these boxes with your responses.

This story is important to me because...

I am thankful that... (Or I believe it's important that...)

2. Please read this advice about endings. Note: Nothing to do here in #2 except read.

- **Do** write your final line or lines out word for word.
- **Do** include some (even just a tiny bit of) emotional content in your final line(s).
- **Try to avoid** saying "the moral of the story is..." Unless you really want to
  - It can be wonderful sometimes. But other times it gets contagious and everyone starts saying it. Really.

4. At the end of her story, the Secret Letter, Paola said, *"I walked out of the house that morning and I felt like I could breathe."*

What did that final line convey to you?

5. Please write a final line for Paola's story that you think would not have been as effective. (ie. *"The moral of the story is don't let your mom clean your room."*)

# Beginnings

If you already know how you want to start your story, super.  
But if you need some help, give these a try and see what works or doesn't.

**Optional: Not sure how to start? You can just fill in these blanks:**

I was \_\_\_\_\_ years old.

I was in \_\_\_\_\_ (place)

with \_\_\_\_\_ (people/things)

and it was/they were \_\_\_\_\_.

**Everyone: Please try to create a NARRATIVE HOOK for your story. Here are some examples.**

- Snapshot: "The sun was shining so brightly, it was hard to remember December ever existed."
- In Media Res: A short description of the action from the middle of the story.
- Question: "Have you ever...?" "Did you know that...?" "Do you ever get that feeling..."
- Thematic Statement: "Everyone knows that goldfish are the best pets."

Write your own narrative hook here:

**Everyone: Don't forget to invest in CHARACTER DEVELOPMENT.**

**Some questions to explore include:**

- Were you different then from how you are now?
- What were you interested in?
  - For example: Did you really like Legos? Was your cat your best friend? Were you always in trouble? Did you love rules? Note details that were true for you.
- What did you hope for/want?
- Were you worried/over-confident/clueless about anything?

At the time, I was...

**Everyone: Remember to illustrate your SETTING. Explore these questions to get started:**

- Where were you?
- What did it look like?
- What do you remember seeing around you?
- How did that place make you feel?
- Other details...

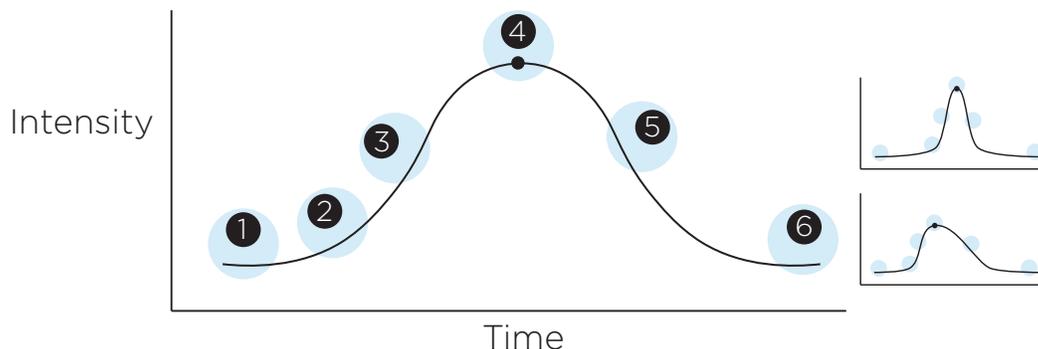
**Next steps:**

- Now please use whatever resources in the Appendices are helpful to you.
- And/or do your own planning in the blank space.

Blank Space for planning/writing:

# Appendix A: Story Structure Review and Optional Outlines

## One\* Type of Story



Here is one way to structure a personal story. You may recognize some things from English class.

**1 Context:** Setting up what listeners need to know to understand the story (e.g., who, what, when, where, why).

**2 Beginning action:** Tension begins

**3 Rising action:** Things get more intense.

**4 Turning point:** Story moves toward a point of hope

**5 Resolution/aftermath/reflection:** Things turn out OK/something is learned/understood/hoped for

**6 Closing Line(s).**

\*Note: This is just one (imperfect and sometimes oversimplified) way to tell a story. We are using this approach to help you practice using tools you've been learning in English class. Give it a try but feel free to try something else if it does not work for you.

### Action/Event/Realization Story Outline

See next page for other outline options, if needed.

#### 1 Context

How old were you?

Where were you?

What were you like at the time?

What were you into?

What did you worry about or hope for?

Who else was there?

What were you doing?

What were you thinking/feeling (at that moment or in general)?

#### 2 Beginning Action & 3 Rising Action

What happened?

What do you remember thinking?

What do you remember feeling?

What was the most intense thing that happened?

#### 4 Turning Point

When did you realize something had changed/were going to be OK?

#### 5 Resolution

What did you realize or come to understand better?

#### 6 Closing Lines (possible formula)

\_\_\_\_\_ (reference to an earlier detail)

+ \_\_\_\_\_ (reference to the inner shift/pathos)

# Appendix A (cont.)

## Gratitude/Awareness Story Outline

### 1 Context (Before you cared about the issue/person/place/thing you care about now)

- How old were you? (Can just say "When I was younger, around the ages of...")
- Where were you?
- What were you like at the time?
  - What were you into?
  - What did you worry about or hope for?
- My \_\_\_\_ year old life was...

### 2 Beginning Action & 3 Rising Action

Your first (or early) memory(ies) of caring about this.

- Where were you?
- Who were you with?
- How old were you?
- Five senses details?
- What happened?
- What happened next?
- What do you remember...
  - Thinking?
  - Feeling?
  - Hearing?
  - Saying or doing?

### 4 Turning Point

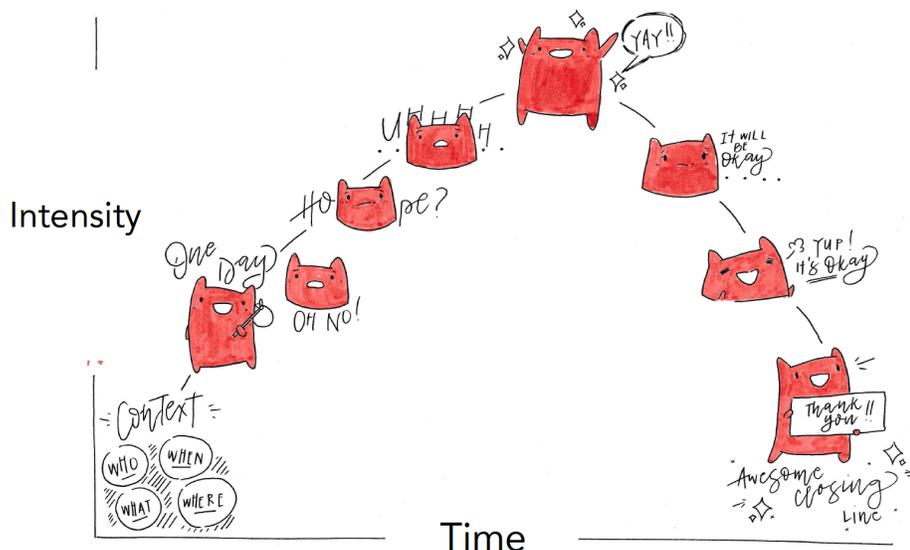
- Issue: What helped you find hope? Or what helped you decide to take action?
- Other things: You may not have a turning point. That's OK.

### 5 Resolution

Looking forward, what do you feel that you know for sure?

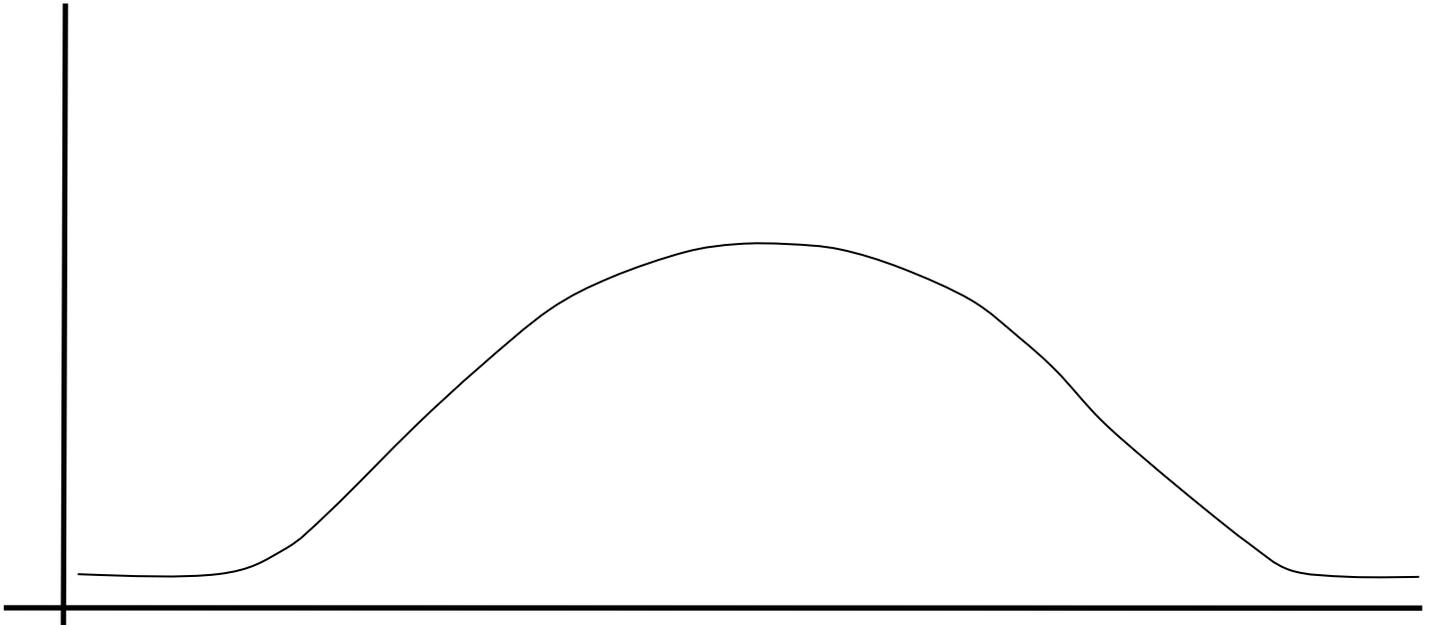
### 6 Closing Lines

- Statement of gratitude and/or acknowledgement of shift.
- I am thankful that...



# Appendix B: Story Arc Planning Space

For those who want to visualize their story as an arc.



What is your opening line/hook:

How do you illustrate/describe the character of you?

What did you want/hope for/care about?

How do you illustrate/describe the context and setting?

What is your inner story from and to?

From:

To:

What is your final line(s)?

## Appendix C: I am from...

Here is an “I am from...” poem template to help you look back, think about your past, and examine the people, places, and things that have influenced you. Give it a try if you love fill-in-the-blanks, are feeling stuck, or want to explore a more lyrical style.

I am from \_\_\_\_\_ (a place that is important to you) and  
\_\_\_\_\_ (detail from that place).

I am from \_\_\_\_\_ (a holiday, a tradition, or something else you like), \_\_\_\_\_ (a food you like), and  
\_\_\_\_\_ (a detail related to a favorite memory or wish).

I am the \_\_\_\_\_ of \_\_\_\_\_ (insert relationship and name(s) of person/people), the \_\_\_\_\_ of \_\_\_\_\_ (insert relationship and name(s)), and the \_\_\_\_\_ of \_\_\_\_\_ (insert relationship and name(s)).

I am from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (first names of three or more people who are important to you —can be people you know or public figures you admire but do not know), from \_\_\_\_\_ (something that you like), from \_\_\_\_\_ (short quote of words —positive or not— that you often hear or that have had an impact on you), from \_\_\_\_\_ (one word describing a value that is important to you).

I am \_\_\_\_\_ (a smell you remember).

I am \_\_\_\_\_ (a texture you remember).

I am \_\_\_\_\_ (a sound you might hear before you fall asleep).

I am \_\_\_\_\_ (a feeling you might have on your birthday).

I am \_\_\_\_\_ (your name).

# Appendix D: A Few Rhetorical Devices

English/Language Arts terms for strategies you can use in your story.

**The BIG FOUR:** These will show up in most stories.

**Ethos:** Authenticity. Appeal to audience. Credibility. Is this your story to tell?

**Logos:** Logical appeal. Makes sense. Can others understand your story?

**Pathos:** Emotional appeal. Does your story have emotional meaning to you?

**Imagery:** Creating pictures with words. Did you illustrate your story with details?

**Other Rhetorical Devices:** See if you can also work in some of these.

**Anadiplosis:** Repeating the last word of the prior clause in the next clause. *I closed the latch, the latch opened again.*

**Aphorism:** A brief, anonymous statement expressing a general truth. *There are good hamsters and there are bad hamsters.*

**Chiasmus:** Two or more clauses in which the structure has been reversed to create a parallelism. *I did not love this hamster and this hamster did not love me.*

**Dramatic Irony:** When the meaning of the situation is understood by the audience but not by the characters. *Then I left the hamster in his flimsy little cage and thought, "nope, he definitely won't get out."*

**Hypophora:** When a speaker poses a question and then answers it. *Was it a good idea to shut the door after we set the carpet on fire? No. Did it keep my uncle from noticing the fire right away? Yes.*

**Juxtaposition:** When two phrases, words, ideas, or images are placed or spoken closely together and a contrast is created. *Snuggles gently sipped the water while the new hamster demolished an innocent little carrot.*

**Metonymy:** When a name or attribute of something is used instead of the thing that is meant. *The crown had taken her seat on the throne. (Note: Proceed with caution so you don't end up mocking by accident.)*

**Paradox:** A contradiction or a dilemma. *I wanted to tell the truth, but I didn't want them to make fun of me.*

**Personification:** When the human-like thoughts, feelings, or attributes of an object or animal are mentioned. *It was like the guitar wanted me to play it.*

**Simile:** A comparison using like or as. *The tubes on the hamster cage gleamed like a new sports car.*

**Zeugma:** When one word applies to two other words, but not in the same way. *I was fishing for salmon and for compliments.*

## Appendix E: Resources for High School Students

Sometimes stories remind us that we need support or that we want to pursue new opportunities. Here is a list of (mostly) local resources compiled by Story Works alumni.

Alaska Teen Media Institute (ATMI): Provides teens with tools and training to produce stories through a variety of media.

[alaskateenmedia.org](http://alaskateenmedia.org) 907.272.2864  
@alaskateenmedia.org

Alaska Youth Advocates: Teen drop-in center, peer outreach, medical clinic.

[akyouthadvocates.org](http://akyouthadvocates.org) 907.929.2633

Anchorage Youth and Family Network: Youth/family empowerment, support, and education. [ayfn.org](http://ayfn.org) 907.770.4979

Anchorage Youth Vote: Empowering youth to be part of the democratic process.

[anchorageyouthvote.com](http://anchorageyouthvote.com)  
@anchorageyouthvote

Careline: Support for those who are considering suicide 1-877-266-4357/HELP

Covenant House Alaska: Homeless shelter serving youth 13-20, residential and non-residential. [ak.covenanthouse.org](http://ak.covenanthouse.org)  
907.272.1255

Crisis Text Line: Emotional support for those in crisis. [crisistextline.org](http://crisistextline.org) Text HOME to 741-741

Identity Alaska: LGBTQ+ community center  
[identityinc.org](http://identityinc.org) 907.929.4528

MHATS (Mental Health Advocacy Through Storytelling): Youth-led group sharing stories and reducing stigma. [MHATSinfo@gmail.com](mailto:MHATSinfo@gmail.com)  
@mhatsAK

Office of Children's Services

Alaska state child protection

[dhss.alaska.gov/ocs](http://dhss.alaska.gov/ocs) 907.269.4000

SAYiT: Story Works Alaska's Youth Leadership Team. Podcasting, video, grant making, and event hosting. @storyworksak or text SAYiT to 907-602-7428

Spirit of Youth: Creates, promotes and recognizes youth involvement in communities across Alaska

[spiritofyouth.org](http://spiritofyouth.org)  
907.272.2875

STAR Standing Together Against Rape: Education and advocacy to prevent and address sexual assault and abuse.

[staralaska.com](http://staralaska.com)

907.276.7279 (info line)

907.276.7273 (24/7 crisis line)

The Children's Lunchbox Anchorage: Youth division of Bean's Cafe (food support for youth in need)

[beanscafe.org](http://beanscafe.org) 907.274.9595

The Trevor Project: Suicide and self-injury helpline for youth, specialize in LGBTQ+ teens

[thetrevorproject.org](http://thetrevorproject.org) 866.488.7386

Please let us know if you would like to see other resources added to this list.

We welcome edits and additions.

# Story Sharing Day: Questions & Reminders

## Questions for Storytellers

- Would you like to have the recorder on or off?
  - Some people like to have a recording. Others don't. It's your call.
  - Remember: You can erase a recording but you can't travel back in time and record.
- Do you want to sit down or stand up?
  - Choose the option that works best for you and your story.
- Who/what will you look at?
  - Some people choose to look at their teacher, some look at a friend, some stare at a spot on the wall, also your call.

## Reminders for Storytellers

- Say "Thank you" at the end of your story.
  - It will save you from things like "So... that's my story."
- Try to stay under (or close to) 5 min; look at the timekeepers occasionally.
- Say the final line that you actually planned to say.
  - Beware: If you hear someone else say "the moral of the story is..." you might find yourself saying it too. It's contagious.
  - DO NOT bail on the end of your story even if you reach 5 min.
  - Take a moment to write down your planned final line(s) here:

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## Reminders for Listeners

- Be kind. Tell only your own stories. Help the storyteller.
- Please write down two or more quotes per story.

## Volunteers needed: Who can help with these?

- Announcer: One person
  - Announce each person who comes to the front of the room.
  - "Now give a welcome to \_\_\_\_\_."
- Timer: Two people needed
  - Sitting in front row (center of room)
  - Looking at one phone, in airplane mode, and stopwatch mode
  - Hold signs over edge of the desk (so storyteller can see) at:
    - 3 min (green), 4 min (yellow), 5 min (purple or red)

## Final Story Quotes and Details

Please use the space below to write down two or more quote(s) from each story.

You will share these quotes aloud when all stories have been told.

Storyteller's Name:	Quote:



## Final Story Quotes and Details

Please use the space below to write down two or more quote(s) from each story.

You will share these quotes aloud when all stories have been told.

Storyteller's Name:	Quote:

Note: You have the option to remove, complete, and return this page to your teacher if you wish to potentially have story recording and/or images included the Story Works Alaska Podcast, social media, and/or other publication(s) and have permission from a parent or guardian to do so. However, this is not required.

## Story Works Alaska Media Release Form

With permission from parents/guardians, Story Works Alaska may offer participants the opportunity to post audio or video online, and/or appear in photographs and/or video in online and printed materials. Participants may also be offered opportunities to appear in other media projects with permission from parents/guardians.

Please read, date, and sign as you feel comfortable. If you have any questions, please contact Story Works at 907-602-7428 or [info@storyworksak.org](mailto:info@storyworksak.org).

Yes, I grant permission for my child (or myself, if over 18) to record audio and/or video and appear in photographs which may be used in print journalism, audio journalism, video journalism, Story Works Alaska's audio, video, or printed materials, or on websites and/or social media sites. This consent includes the use and editing of my own/my child's image, voice and name in media projects by print, broadcast or Internet media outlets, such as newspapers, radio and television stations and websites.

Participant name: \_\_\_\_\_

Participant signature: \_\_\_\_\_

Participant Email: \_\_\_\_\_ and/or phone: \_\_\_\_\_

Participant age: \_\_\_\_\_ Date: \_\_\_\_\_

Not required if over 18. Parent or legal guardian signature is required if the participant is under 18 years of age.

Parent or legal guardian name: \_\_\_\_\_

Parent or legal guardian signature: \_\_\_\_\_

Parent/guardian email: \_\_\_\_\_ and phone: \_\_\_\_\_

Short summary of story and/or media (if applicable):

**Please note:** Unless revoked by your request, permission remains valid for all media created through Story Works Alaska programs. If you have any questions or would like to revoke this permission for future projects at any time, please let us know by contacting Story Works Alaska at 907-602-7428 or [info@storyworksak.org](mailto:info@storyworksak.org).





