

Finding our
superpowers

#storyhui @Tamatea

Supportive

SHARING

excited



What is #storyhui?

Well #storyhui is basically a hero's story!

So you start at the beginning with the hero or the person that's in the story - some character - say it's you - and you start by explaining your normal life and what it's like when you get challenged by something - like a problem.

Then you have the action - it's where everything happens. It's basically like a movie - like the Hunger Games, that's a good example. And you always have your own superpowers and a person who helps you so - for example, who helped Katniss Everdine? - well it was Haymitch - so we now know that the action section is where all the stuff gets greasy.

Then when you answer the challenge questions and get through this and have the success, even a small success - that's where the hero (you) finally comes home and stuff has changed for them (you).

So thanks for listening.
#storyhui is awesome.

Kia ora and thank you for this opportunity.
Manaia.



Who we are

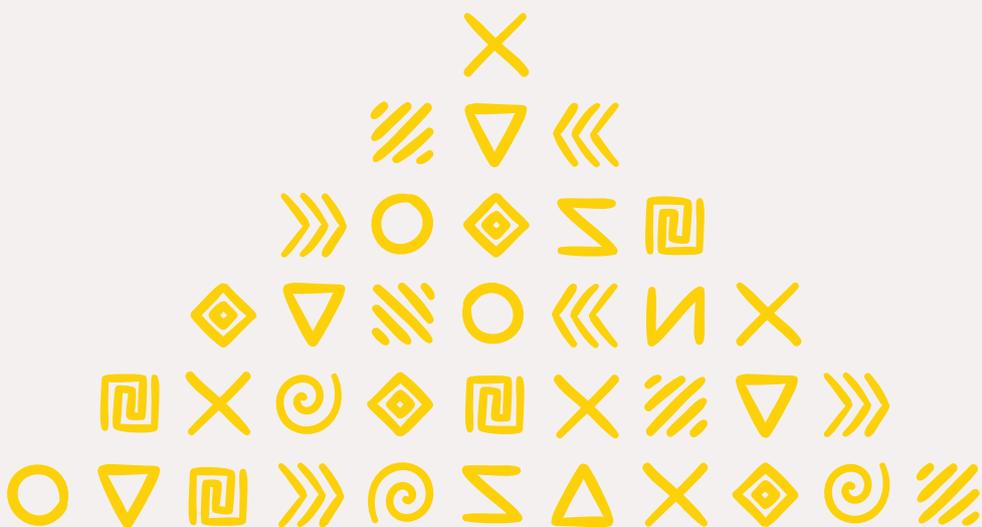


Our name honours Tamatea Pokai Whenua. His grandfather was Tamatea Ariki Nui, archpriest, navigator and captain of the Takitimu waka as it journeyed to Aotearoa about A.D.1350. His son was Rongokako.

Tamatea-Pokai-Whenua, or Tamatea -who-encircled-the-land, is the great land traveller of Maori tradition.

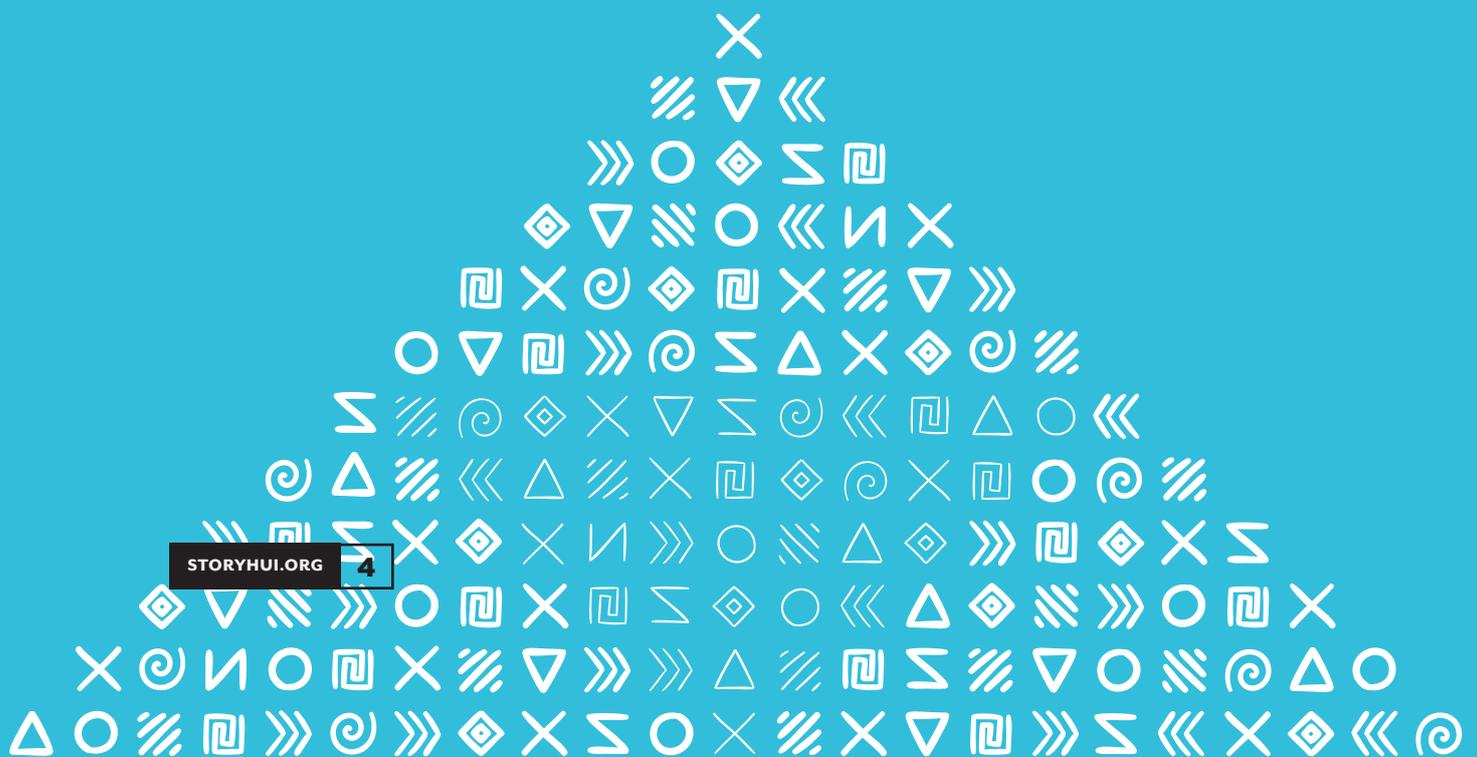
As we begin our work with #storyhui, we remember Tamatea-Pokai-Whenua because we too are travellers. We understand that we are the stories and and we remember that a visual narrative of our personal journeys is something we are familiar with - this is not something new.

Our school was opened in 1975 on land uplifted almost two metres by the 1931 Napier earthquake.



When we look at the stories woven into our tukutuku panels and look above to the kowhaiwhai patterns that define us as a living community, we understand that by drawing our courageous learning journeys we are continuing in a great tradition.

When we gaze at our ancestors, their carved images reflecting the generations before us, we know that our learning is inextricably woven into the fabric of our extended families and whānau and also through the relationships between us - as a group of learners, working together, students and teachers, as a team.



Haka Tamatea

**Nā Orcades Crawford i
tito tēnei Haka mō te kura.**
Orcades Crawford composed
this Haka for the school.

Kaea: No hea te kapa e tu nei

Where is this group from

**No te ti, no te ta
Hi!**

*We are from the North and the
South (a reference to our learners
at Tamatea being from 'nga hau e whā'
- the four winds - an old saying)*

**Na Tamatea Pokai-Whenua
i hiki-ake te whenua e
Ki runga ia Papatuanuku e
I a ha ha
Hi!**

*The land belonging to Tamatea-Pokai-
Whenua was uplifted onto Papatuanuku*

Kaea: Ae tiro atu! Tiro atu! Tiro atu!

*Look this way look that way look
ahead (direction)*

**Taringa whakarongo e
Aroha mai ra ki ahau, ki te rangatahi
e tu nei**

*Listen up
Have compassion towards me and all the
young generation standing before you*

**E kimi ana i te matauranga i roto
i te rohe o Kahungunu e**

*Who are here to find the knowledge
within the boundaries of Kahungunu*

**Kaea: E tatou e te rangatahi
kei hea ra te rongoa?**

*We, the young generation,
where is the remedy?*

Kei a tatou tonu! Kei a tatou tonu!

It is within us! It is within us!

**Kei roto i a tatou mahi,
kei roto i a tatou korero**

It is in our activities and our stories

engari, me mahi tahi tatou

But we must work together

**Me awhinatia tatou i a tatou
ki te kimihia i te matauranga**

*We must support each other
in gathering the knowledge*

**Hei oranga mo o matou tinana e
- hi aue hi - Ha!**

To sustain our wellbeing

Our journey

In 2017, three teachers from Tamatea Intermediate school in Napier, Kerri Thompson, Sandra Howard and Rochelle Buglass, won TLIF funding (Teacher-Led Innovation Fund) to investigate the use of #storyhui with their students.

They were hoping to give their students a real voice in the way they talked about 'achievement' with each other and with their parents and whānau...

Many stories later, it is the students who are leading the way forward, using #storyhui to create a culture shift about what we see as success, what might be important to learn today and how we might share it.

Over time, students and teachers working together with #storyhui made three significant leaps of discovery - these were centred around

Student – teacher relationships

It's about belonging, being seen and understood



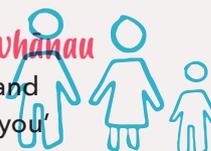
A new emphasis on global capabilities

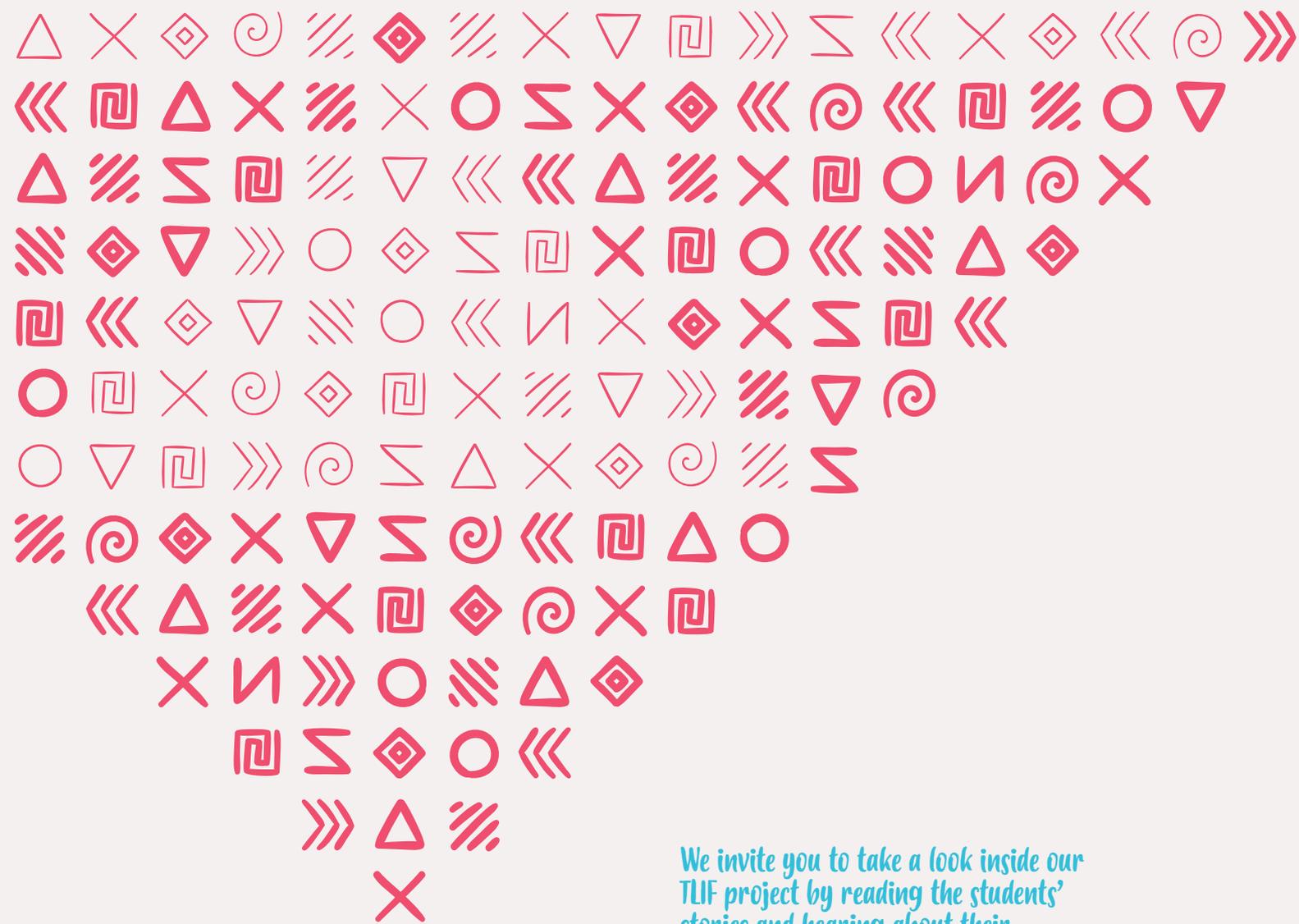
It's about being successful in many different ways - and success can be small



Involvement of families and whānau

Its about connection, empathy and understanding. It's about 'I see you'





We invite you to take a look inside our TLIF project by reading the students' stories and hearing about their courageous learning journeys.

Also in this booklet, you'll find many of the personal teacher-thoughts and images that we've already tweeted and blogged about over the past year.

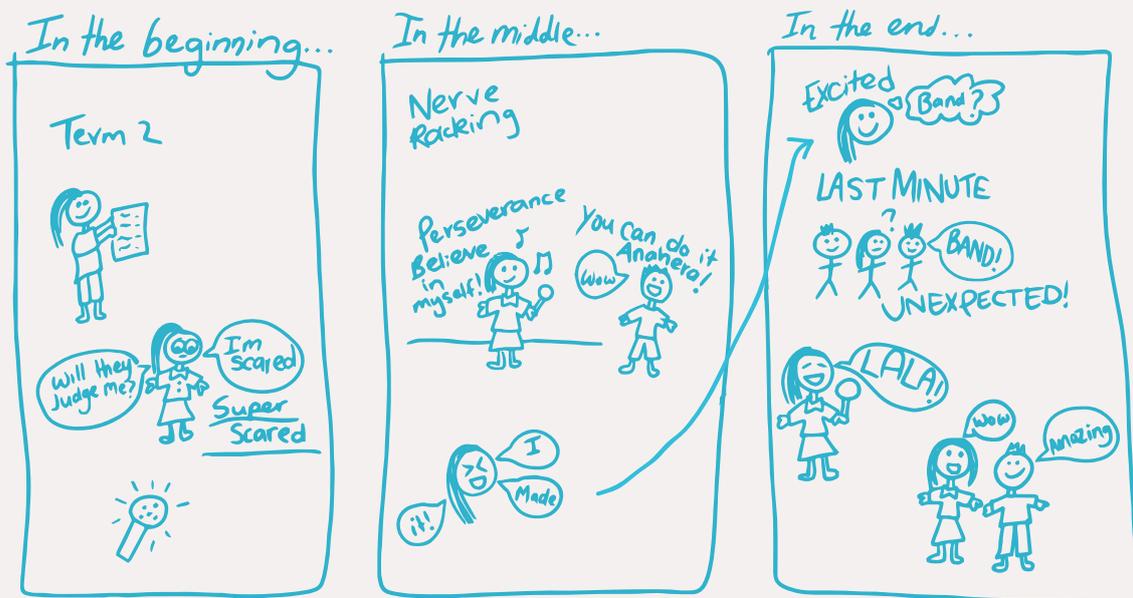
Our research findings are well documented in our formal report - so this is more about the expedition. #storyhui@Tamatea shares, in our own words, what happened 'on the ground' and gathers together our collective learning story.

The #storyhui@Tamatea TLIF team

The key question for this inquiry was:
What changes happen to current teacher-led practice when we give students ownership and agency by using narrative as an assessment-as-learning tool?

How does a Story Hui work?

In a group of 3-6 people, each person takes a turn to tell a timed (3-4 min) story. The story is about a challenge they have successfully overcome. While the story is being told, someone else draws it on big paper in a three-scene format.



In the beginning
- the challenge

The action
- overcoming the challenge

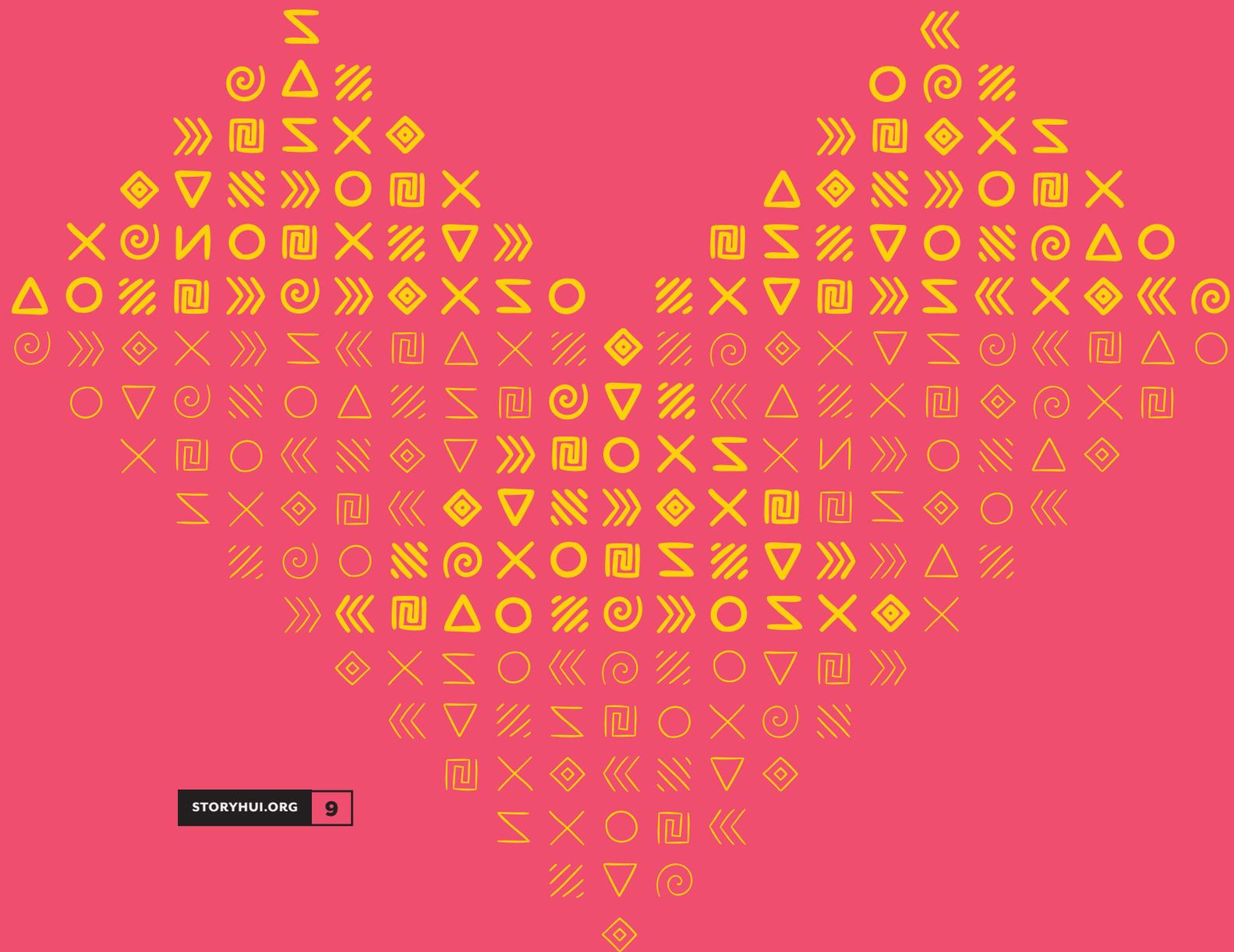
The ending
- the new situation or better outcome

The group then asks clarifying questions (3-4min) and new information emerges from the storyteller. The new information is drawn into the story in a different colour.

There's a guide to setting up a Story Hui on page 24.

The 'heart' of achievement is revealed through a Story Hui in a way that formal testing can't do. Story speaks to us at a deeper level, valuing and respecting diverse ways of knowing, being and learning. Story Hui makes learning & achievement visible.

It provides clear evidence of progress in student learning capabilities, engagement and wellbeing.



Mia

I felt nervous when we had to tell a story about a challenge that we've learned to overcome but talking about it was cool because most of the time I get through this by just not saying anything.

My story is kind of sad and to say that stuff out loud was intense and scary... but it was WORTH it. Everybody's stories have drawn me closer to these people.

In the car I showed my Mum my story and she thought it was so cool that I showed it and she thought #storyhui was real cool and she wished she'd had a chance to do this sort of thing when she was at school. And when I showed it to my Grandma she said the same thing!

It's made me think much more about my successes - especially after we introduced the swords, shields and helpers. These made me think more about my success and how lucky I am. I was actually thinking - how can I put these to use in my day to day life?

Shields are really good to have because they help you get through really tough times. It's also made me see that I can rely on other people and let other people help me.

It's surprising - I do need a lot of people helping me - I thought I was doing fine - but then I realised I'm not at my full potential and I do need people to help me.

Teacher notes

Our Mia who initially wouldn't sing, now wrote the music to fit with our whakatauki, E Hara, and then she sang it in the school production!

She has become so much more comfortable with who she is.

Her personality has come to the fore and we can now see her as this fun, humorous, dramatic, creative person - all of this just came out of her. We watched her becoming a leader.

She now has new confidence to ask important questions about the way things are.



Mia, aka Frida Kahlo - and Anne who drew her story

James

I thought this was probably going to be fun when I saw the hat and the stars on the table and after I told my first story I felt really happy. It was fun hearing other people's stories - it felt good to know their side of the story.

When I got home, Dad saw the huge roll of paper and asked what it was. I told my Dad about Story Hui and then we REALLY got talking - and he asked me if I'd like to help him make dinner and we had a great time...'father-son bond time!'

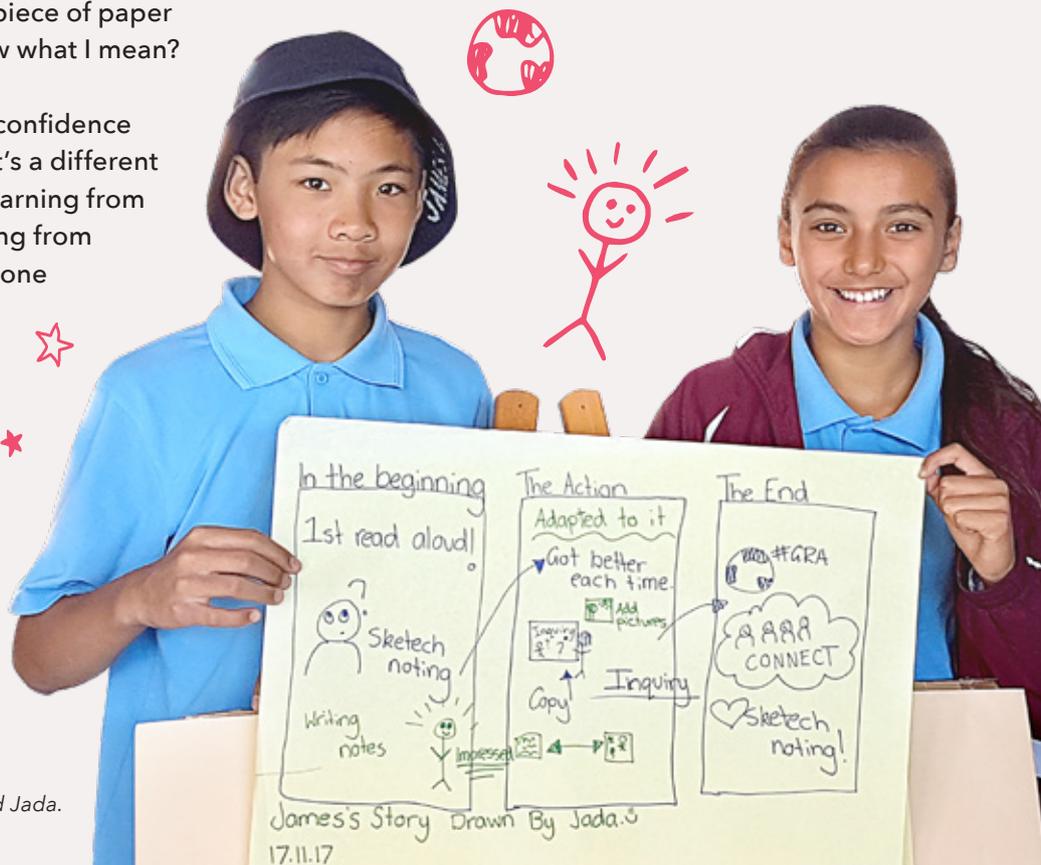
I told him about my Maths Buddy story and that's why he helped me with my maths. I wanted to take my drawing home to show him what we'd been doing - to show him MY story and show him a piece of paper that has ME in it...you know what I mean?

Doing this helps me have confidence in myself - not being shy. It's a different way to learn - you're not learning from the teachers, you're learning from your classmates and everyone around you and when you talk about it together that's when you're actually learning.

It's valuable because it's YOUR story and it's your decision to tell your story. I felt my story was quite valuable. Sometimes your teacher tells you you're successful and sometimes the computer does - but this way you're telling yourself and your friends are telling you.

Teacher notes

James has grown so much as a person and as a learner. He leads effortlessly and with confidence. He's open to giving and receiving feedback and contributing to discussions. He asks good questions and he's absolutely embraced the idea of collaboration. He was good at working with others before but now it's just part of who he is - all the time, all day, every day.



James and Jada.

Rosie

In the beginning when I came into this group it seemed as though everyone was quite comfortable with each other and I was unsure about how I would fit in.

Anyway, I shared my story about the cross country - it was kind of personal to me - I felt kind of awkward cos you are all kind of different. But when I shared everyone was so supportive and they didn't judge me - and it was the same about the speech competition which was embarrassing and even then, everyone was really nice and supportive - and I was VERY surprised. And I felt like I'd found my purpose and self-belief.

My Mum was very happy and said that it was really good that I got to do something like this and share things that people would never know about me. It's been nice to be able to experience this and good to listen to other people too. You often end up feeling a bit sad and sentimental, but you realise that other people have struggles too.

Now I feel very happy that I've been included in this little thing and I feel accepted for who I am - though it's not a little thing - it's a big thing because I used to bottle things up. I think it's nice because as a

group we're in this kind of bubble thing - and I've never felt comfortable talking with people like this before. I know I have these little things (swords and shields) in my pocket that I can pull out at any time I need them, and it acts like a little reminder.

Teacher notes

Rosie was like an emerging blossom, this beautiful blossom. She ended up having this amazing sense of self and confidence to share in a very mature way. Our relationship changed - she was much more spontaneous in the way she chatted to me.

Her creativity began to come across more strongly in all of her work especially in the quality of her video-making - these became visibly more confident and you could see her starting to bring through her humour - the real her and her personality was quite infectious.



Aaliyah

When I told my story, it felt really good to let it out and tell other people about it. I was really excited to do the next one.

When I took it home the first thing I did - I didn't even get changed, I dropped my bag - I was excited to share with my Mum and talked about it with her and then my Dad came in and we talked about it all together. I told them what it was about and they were proud of me for being able to share it with others and not just family.

Story Hui is really different, and it's fun - and my Mum is a teacher and I thought she could use it too. I've shared all of my stories with Mum and Dad - I was really excited to share what we've been doing - normally I don't do that. In the past I would only share my certificates.

Also doing the drawing helps you tell the story and then taking the story with you makes it easier to share.

Teacher notes

We've seen HUGE growth in Aaliyah. She has a quiet sort of confidence. We've noticed when she's leading new groups of students in a #storyhui she really emphasises for them that their success doesn't need to be big - it can be small. We can hear her repeating this several times and really coaching them to understand that small success is just as important as big success and that we just need to make the small ones visible.

Now we're seeing this quiet kid taking on the role of teaching #storyhui to sixty of the year seven learners! She has really taken on the ideas around the importance of sharing and has become a fantastic role model.



Te Aotaki



I've never done anything like this before - I've never shared my stories with anyone else. Miss T told the first story and then we started having turns. I really wanted a go and I thought about my story heaps and heaps and what it would be. I was a bit nervous the first time but as we kept on doing it, it got easier and easier. I got better every time.

Sharing my story has made me feel much more confident - I feel a lot better because this is ME - telling my Dad, my Auntie and my Koro what I've done. I can use my swords and shields to give me confidence, like confidence in MY own story. I'm far more capable now.

Having the three boxes makes it easier to tell your story - you don't ramble - you can see your challenges and what you did to overcome them, and you can see your strengths in the swords and shields.

At the beginning of the year I was in trouble and I wasn't learning anything but now I'm just getting better and better.



Teacher notes

While Te Aotaki was a star quality rugby player he often doubted his own ability in class.

Now he has a new self-confidence.

He really is a changed person - he walks tall with his shoulders back - proud to be who he is, and BEING exactly who he is. Because of this, he is able to step away from trouble and he's very aware now of others and their feelings.

One of his big successes has been to make it into Maths extension - this was a goal he set himself.

We love that he now smiles a lot and speaks up in class about his opinions. He can confidently counter other people's points of view - and to see this was amazing.



Te Aotaki graduating as a #storyhui leader.



it! I Made



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Interview with Beginning Teacher Rochelle Buglass

Q: You've talked about how your relationships with the learners changed when you began to see them with new eyes. What difference did this new understanding make for you?

I found that #storyhui gave me more of an opportunity/reason to stop and really listen to what a learner had to say. Sometimes in class, when time was limited, I would previously restrict a learner from 'sharing' because it wasn't a convenient time - but as the #storyhui journey continued, I realised that this mindset wasn't helpful - it shouldn't be about when it is a good time for us, it should be about when it is a good time for them. This was especially important when it came to the less confident/less frequent sharers... and so I found myself listening a lot more. The irony is that I didn't lose any time at all, and my relationship with those learners only grew stronger.

The whole sharing thing was quite different too because we had a platform and a process for sharing. #storyhui is not a spontaneous conversation - it encompasses mutual respect, ako, aroha and mana. Once this was understood, brand new lines of communication were opened and it was treated as something special, something sacred. Because of this, our relationships with these learners grew stronger, and I know we all saw these young people in a new way.

Q: What did you find out about your students that you didn't know before?

So much more than I could even fathom. When given a safe space to share, these learners shared stories with us that were so much more powerful than anything I could have received from them through a quick passing chat. I think the environment played the hugest part with this - when the learners felt that they genuinely had your attention, and that it was safe to do so, they shared with us some of the most amazing, enlightening, powerful stories. It also baffled me that so many of them identified 'success' as being academic success or receiving accolades and certificates. So many could not identify the multitude of successes they were experiencing on a daily basis - even if it was just coming to school with a positive outlook despite their various obstacles in their lives... because to them they had only known success to be about coming first or being academically successful.

Q: What difference did it make for the students? Why is this important to you as a teacher or as a human being?

The students gained confidence, they shared more, they approached us more to initiate conversation (especially those who hadn't before or weren't big talkers). Their language changed, and how they viewed



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Interview with Beginning Teacher Rochelle Buglass



success changed, and they began to share this new knowledge with their peers. It was like a positive energy had been created, and we often had learners ask us when the next time would be that we would be doing #storyhui. That's when we knew it was something quite amazing.

In a nutshell, relationships strengthened › moods were heightened › behaviours improved › productive learning and interacting increased. It created a positive flow-on effect. They shared with us more and approached us more for guidance, help, or just to chat. This was because, I feel, that they trusted us more and knew that we genuinely cared about what they had to say.

Working like this reminded me that these learners are more than just a collection of kids put in our care for four terms - they're whole human beings, no two are the same, and although I knew (in theory) that relationships are the most important part of teaching and learning, I got to witness what this really meant first hand, and very early in my teaching career. I feel that the old teacher-student power balance dehumanises all involved, and although our practice has finally evolved to return that power to the learners, #storyhui goes even further by giving learners a real voice.

Q: What were some of the things that you, as teachers, experienced in your first #storyhui that may have enabled you to model the process for your learners?

Our workshop felt new and exciting and special, but it also felt calm and safe. The warmth received from Liz and Anne made me feel cared for and safe enough to share my experiences with the group. Once I had shared, I felt an indescribable sense of relief and calm. We knew that we had experienced something unique and special, and knew that it would only be that way for our learners if we replicated the authentic hui setting and feeling as best as possible. We didn't want that 'essence' to be diluted, so passing on everything that makes #storyhui so successful was vital for its continuation.

Because of our own experience we were comfortable in sharing our own stories with the students. We showed that we were just like them - we had failed, we had struggled, we'd had to 'enter the cave that we feared' before finding the treasure. We showed them that we were human, too. We demonstrated that we could be good listeners and that we could be trusted - and that the importance of this was paramount.

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Interview with Beginning Teacher Rochelle Buglass

Q: Are the questions you usually ask in the classroom different from the questions you ask in #storyhui?

Questions in the classroom are often designed/worded to get a desired answer or outcome - and for this to happen then they are often quite leading. The success of #storyhui relied largely on the questions NOT leading the storyteller, but being used in a way that helped the storyteller to share more or speak more deeply about a certain aspect of their story. We saw the power in this, and I know that I became more mindful of using questions to help learners think more deeply, rather than reach an outcome more quickly. With time, the way we questioned in #storyhui became the way I questioned in the classroom.

Q: How did you work with the issues of safety, trust and belonging?

The students saw how much importance we placed in the 'rules' or protocols of #storyhui, and we modelled what this looked like as we shared our own stories. Great emphasis was placed on the storyteller maintaining their mana

at all times, and that EVERY success was important and should be celebrated, no matter how big or small. It was also vital that the learners knew that no one in the group had the right to share anyone else's story - and there was a mutual understanding of this.

We shared with them how special it was to be a part of our #storyhui journey, and that they had all been chosen to share the journey with us. We had put a lot of thought in to our initial selection of #storyhuiers, and we shared with them that we could see their next steps as leading and sharing the #storyhui journey with others. Once they knew how important this was and how special it was to be chosen, we saw them become wholly and genuinely invested in the whole kaupapa.

This project has taught me more about being a teacher - and a learner - than I ever could have imagined, and I am eternally grateful to Kerri, Sandra, Liz and Anne for taking me on this journey.

**Aroha nui,
Rochelle**





Interview with #storyhui leader Kerri Thompson

Q: How did this project come about?

I've always wanted to make school a place kids liked to be. I wanted a classroom that empowered learners, a place that they owned, where they could make their own decisions and drive their own learning.

But being a change-maker had its great days and its frustrating days! I kept throwing myself into new learning - Ripp's Passionate Learners, Global ReadAloud, (I started NZReadAloud), joined twitter (gamechanger), discovered sketchnoting, - did post-grad in Education as well as the MindLab course, developed an ILE... Then I saw Anne Kenneally's blog post about #storyhui.

I was captivated from the start - it was about the learner's voice! And it seemed to be a possible answer to something else I'd just written...

We need to find culturally responsive practices that we can embed into our programme so that our Māori learners especially can experience success as themselves.

With Māori traditionally being an oral culture, the idea of telling a story about a learning journey was really appealing. But more than that, the thought of combining storytelling with a visual narrative or whakaahua really excited me. Could this be a technique we could use to give our learners a voice at whānau conferences?

I shared my ideas with my colleague Sandra Howard who could also see the potential, saying ...

I love the idea - I can see so many benefits for our tamariki - storytelling, building language, personal voice, gesture, collaboration, agency, problem-solving, risk-taking. How cool would it be if we could use #storyhui to report to whānau? Need to start somewhere...

So along with our beginning teacher Rochelle Buglass, we began working with #storyhui. Straight away it helped us see so clearly what success is from a learner's perspective. I loved seeing the 'aha' moments on their faces when they realised their capabilities and strengths.

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Interview with #storyhui leader Kerri Thompson

Up until now, we've been doing so much of our learning online that the shift back to traditional modes of communication - storytelling, listening and drawing - was kind of enchanting - a campfire type of atmosphere. Suddenly it has become possible to 'see' manaakitanga, confidence, perseverance and courage.

We feel privileged to have been a part of this project. As a result our learners have seen us as learners - vulnerable just like them, emotional - just like them. The students we've learnt alongside are more trusting and open to new learning. The relationships which have formed are a lot stronger than before. These kids know we are there for them, they feel safe and comfortable to discuss anything they need to with us; whether it be about learning or anything else. There has been genuine whānaungatanga formed between us.

#storyhui has also made us more aware of the things that are important to them as learners - and it is not always what we want or think it should be. This is the aspect of #storyhui which is strong for us - this is true #studentvoice.

To watch and listen to learners sharing successes and to see the respect given to each other as they step up and hold the mana for that time is remarkable. The best part of all is seeing the pride on their faces after sharing their story - proud because they have shared and proud of their success and the effort taken to get there.

This has been an incredible learning journey... and we know that #storyhui will keep on giving.

**Aroha mai aroha atu
Kerri.**



Story Hui takes age old practices and applies them to our modern need for real empathy and connection. It restores the conditions for truly listening to each other and seeing ourselves as powerful agents of change.





Interview with teacher Sandra Howard

Q: Sandra - can you tell us about how you began using Story Hui at family group conferences about changing behaviour?

Story Hui has positively changed the dynamic of our family conferences. It has engaged both students and whānau and given us more meaningful discussions. Usually these meetings are arranged to touch base about how students are engaging with school and they would typically follow formal guidelines. The teacher would explain the purpose for coming together, parents would have the opportunity to discuss their thoughts, with students providing their response too.

What happened with Lucas and his family using a Story Hui approach was very different. The idea was suggested by Lucas. Of course we agreed, so Lucas rushed off to get our Story Hui easel.

It was fascinating when Lucas started to tell his story about how he had changed his behaviour and how he had consciously thought through solutions to help him make these changes. He had identified that there was a problem and he was also able to show that he recognised the support from people around him. These were people who had helped him to make positive changes, including his whānau and his teachers.

It was the most powerful Story Hui I have had the privilege to be involved with. Lucas was empowered as a young person to step up confidently and honestly. He took control of where he had come from, what he had achieved and where he was going. He felt comfortable enough to share his story.

As Lucas began his story the atmosphere in the room became more relaxed. It was noticeably different from more formal meetings. Lucas's parents were totally engaged in the process, focussing on what he was sharing. He told his story with a lot of emotion, passion and honesty and it was clear that Lucas's parents were very proud of him. It was very touching to share this experience with them.

The questions we all asked saw Lucas delve deeper into his story and his reasoning. He was interested in providing his rationale behind his story and his passion was visible in his facial expressions.

Blown away is the best way to describe my feelings about this powerful interaction between whānau, student and teachers, which allowed for such a meaningful discussion.

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Interview with teacher Sandra Howard

At the end of the storytelling Lucas picked up his story with a new confidence, shoulders back, head up and a smile that lit the room. Lucas's mum and dad also had beaming smiles. Using Story Hui in this setting encouraged relationships between home and school in a unique way.

We usually use PB4L as a restorative behavioural process, however after

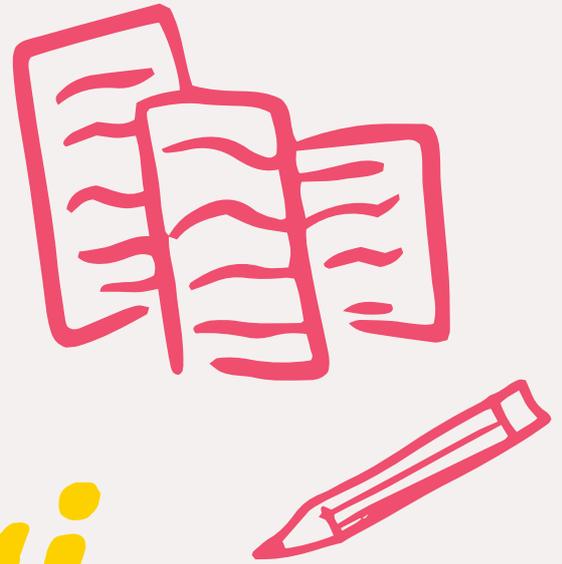
experiencing the positive outcomes achieved with Lucas and his whānau I would suggest that the Story Hui approach could add another dimension to this process.

This was a rewarding, restorative experience which encouraged a much more meaningful discussion.

Sandra



Guide to Story Hui



SETTING UP THE SPACE

When we're in a 'busy' mode we tend to hear only parts of what is being said. Set up for the storytelling in a quiet, comfortable place where you won't be disturbed. Removing extraneous pressures will make a big difference to the quality of the storytelling and result in ideas that hold more meaning.

- Arrange comfortable chairs around a table if you can. Make sure everyone can see the easel.
- Secure your drawing paper with big paper clips
- Use a black felt pen for the original story and another colour (pink or orange) for the extra information that emerges from the questioning.

Draw up the three spaces for the first drawing and head them:

1. In the beginning,
2. The action,
3. In the end - or now

If it's the first time storytelling for the group:

- Model the process by telling a quick story yourself and drawing fast in the three spaces.
- Do one round of personal storytelling before work-focused storytelling.
- For a group of 5-6 you'll need about 90 minutes for the personal round and 90 minutes for the work-focused round. (Take a break in the middle)

NB the personal story round should still follow the Hero's journey format.

Resources to help get set up:

- Josh's story on p9 in the Story Hui Mini-Book - download from www.storyhui.org
- Short video showing the process of drawing - Amoso's story on YouTube
- View 'What makes a Hero?' by Matthew Winkler (YouTube). This sets the scene for the Hero's Journey format.

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Guide to Story Hui

THE STORY BRIEF

Student story brief

Share a story about something that was challenging or difficult for you - no matter how big or small - and how you worked your way through to overcome this.

Teacher brief

- a story about student learning

Share a story about something you did, no matter how big or small - that significantly increased the chances of success for a student, or a group of students in your care.

GETTING STARTED

Explain how the storytelling will work and how much time it will take. The timing is important so that everyone's story is included.

Show Matthew Winkler's video 'What makes a Hero?' (YouTube).

Always model the process by drawing a quick story in three sections. Draw in the three space (Beginning, Action & Now) before the storyteller begins.

Go over the protocols - no interrupting - the mana stays with the storyteller.

Choose roles.

The timekeeper's role is important as the short timeframe helps focus the story. A mobile phone timer on very low volume is good as a reminder.

Ensure that everyone can see the easel when the story is being drawn.

Storytelling and Drawing

Storyteller: Talk about the first story that comes into your mind - stream of consciousness style. Keep talking for about 3-5 mins while someone draws for you. Ask the person drawing to change/add anything you like.

Person drawing: Draw the storyteller's actions in simple shapes and symbols. Relax - draw quickly, it's like drawing with a stick in the sand. Keep to the process - the beginning, the action, the 'now' or positive result. It's ok to check with the storyteller that you're drawing in the right box.

Listeners: Nobody should interrupt the storyteller. Story Hui's overarching principle is: 'The mana stays with the storyteller'

...continued

Guide to Story Hui

Questioning

Anyone can ask questions to establish more information.

Use the Question cards.

This is a time for deep questioning - no advice giving.

Draw in all of the new information using a different coloured pen.

Questioning helps the storyteller dig deeper into their story. This can reveal actions of real value that the storyteller took for granted.

Moving on to the next story

At the end of each story - just say 'Thanks for your story' or something similar. Try not to make major comment on some stories and not others.

Gift the drawn story back to the storyteller - 'drawn by'.. and the date.

Ask before taking photos of stories.

Think about the themes you are seeing coming through the stories.

Facilitator

Set up the storytelling space.
Put question cards and role cards on the table.
Welcome people and guide the process.
Ensure everyone has time to tell their story.
4min story + 4min Q x 5 stories = 1hr
3min story + 3min Q x 5 stories = 45min

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Questions

Can you tell me more about...
How were you feeling when...
Why did you...
What happened when you...
What helped you to...
Did anyone else help you?
What strengths or superpowers did you...

Listener

Give the story your full attention.
Power your memory by watching the drawing.
Avoid interrupting or giving advice.
Ask probing questions to find out more.
Thank the storyteller at the end.

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Keri Thompson, Sandra Howard, Rochelle Bugia,
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Thank you.

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@Tamatea

