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# Storytelling Modules





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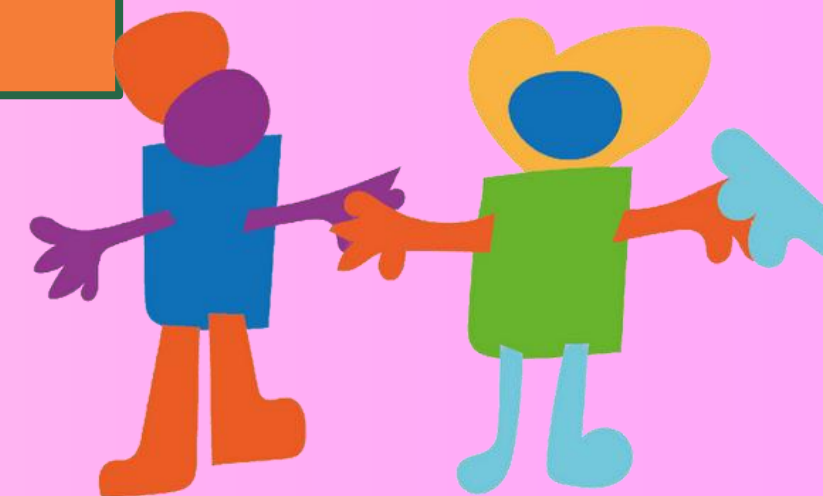
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# About the Modules



01

The modules or programs are formed depending on the storytelling methods and they are instructional resources for youth workers, trainers, teachers, and social workers who deal with and facilitate peer-to-peer learning within multicultural groups, especially in situations where young Europeans and immigrants—paying particular attention to refugees and asylum seekers—collaborated in inclusive learning settings. The programs can be used to create young people a space where they share their experiences through storytelling. They are a roadmap to integrate newcomers into a new environment so that they can feel heard and express their feelings in a safe dialogue.

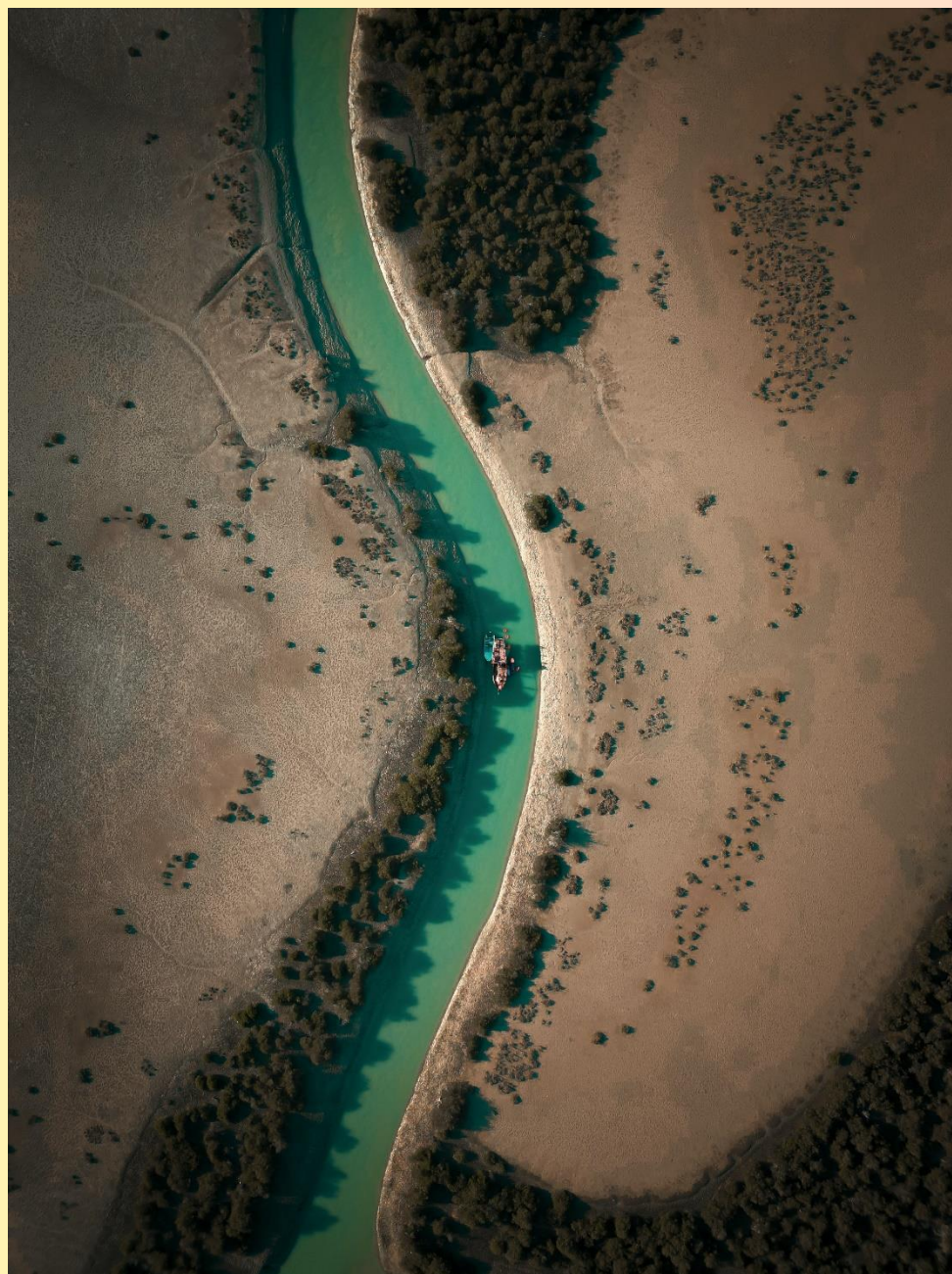




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# River of Life



This RIVER OF LIFE activity is designed to help participants think about who they are, where they come from, and what their story is in life. The river is a metaphor, a symbol of life, used as a tool to depict personal journeys or stories. A river can sometimes flow slower, other times it can flow faster, and there are always obstacles in the flow of a river.



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# Methodology

01

## Quantitative

Duration: 1-2 hours

Number of Participants: 10+

Age Range: 16-30

02

## Qualitative

Materials:

White flipchart paper, colours, and markings to draw, or photos and pictures, coloured pencils, music for relaxation and inspiration, creativity, and imagination.

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# Objectives

- To highlight the key elements that have contributed to shaping the River of participants' Life until now.
- To allow describing not only the current juncture of their lives but also the historical twists and turns and experiences of the path they took to reach this stage of life.
- To extend the stories beyond their present reality
- To show expectations and aspirations for the future.

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# Instructions

01

Ask participants to think about the course of their lives. Help them think with the following questions:

- What shape would their life take if it were a river?
- Where do bends and turns happen when their situation or perspective changes? Are the transitions smooth or abrupt?
- Are there rocks or debris - obstacles or life-changing moments - falling into their rivers?
- Are there points where it flows strongly and purposefully, or does it slow a drop?

02

Ask the participants to take a blank piece of paper and draw the rivers of life according to the thinking questions.

- Tell them to label their approximate age and/or date along with the flow of their river.
- Ask them to identify various important events in their lives that have shaped their story - the rocks in the river or the places where the river changed its course.
- If they were to segment their life journey, where would the divisions occur? Tell them to name each part of the rivers of life.

03

Ask participants to think of the people accompanying them on this river journey. Tell them to write down these important relationships or losses in the appropriate places on the rivers of life. If they want, they can also write their feelings and thoughts related to these relationships.

- What relationships were most important at different moments in their lives?
- Who developed them the most, how, and why?
- Have there been significant relationship losses along the way?
- What were the most important groups or communities of people on their journey?

04

Ask participants to reflect on their life's journey and trajectory. They should place life events in appropriate places in their diagrams using words and/or symbols.

Are there significant moments of pain and suffering or happiness and joy that shape the flow of the rivers of life?

- What is happening in the world locally, regionally, or globally that could affect the flow of rivers of life?





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# Evaluation

They should pay attention to what is important in their lives.

- What values, promises, reasons, or principles are most important to them at a particular point in their lives?
- What goals, if any, were their primary energies directed towards? Or, figuratively speaking, what goals and endings helped shape the flow of the waters of life at a particular time in their experience?

\*When they have finished describing the rivers of life, ask them to review the entire diagram. Do the symbols and words depict how they thought and felt throughout their lives? Are there some important elements left out? They can make changes if necessary. Remind them that no diagram can capture all the shapes of their lives. When the rivers of life are over, let them know they can show the whole group their river and share their milestones.

NOTE: Some participants may be sensitive and experience emotional discharges while preparing their rivers or talking about their feelings. With this in mind, you can be prepared and create a support mechanism.





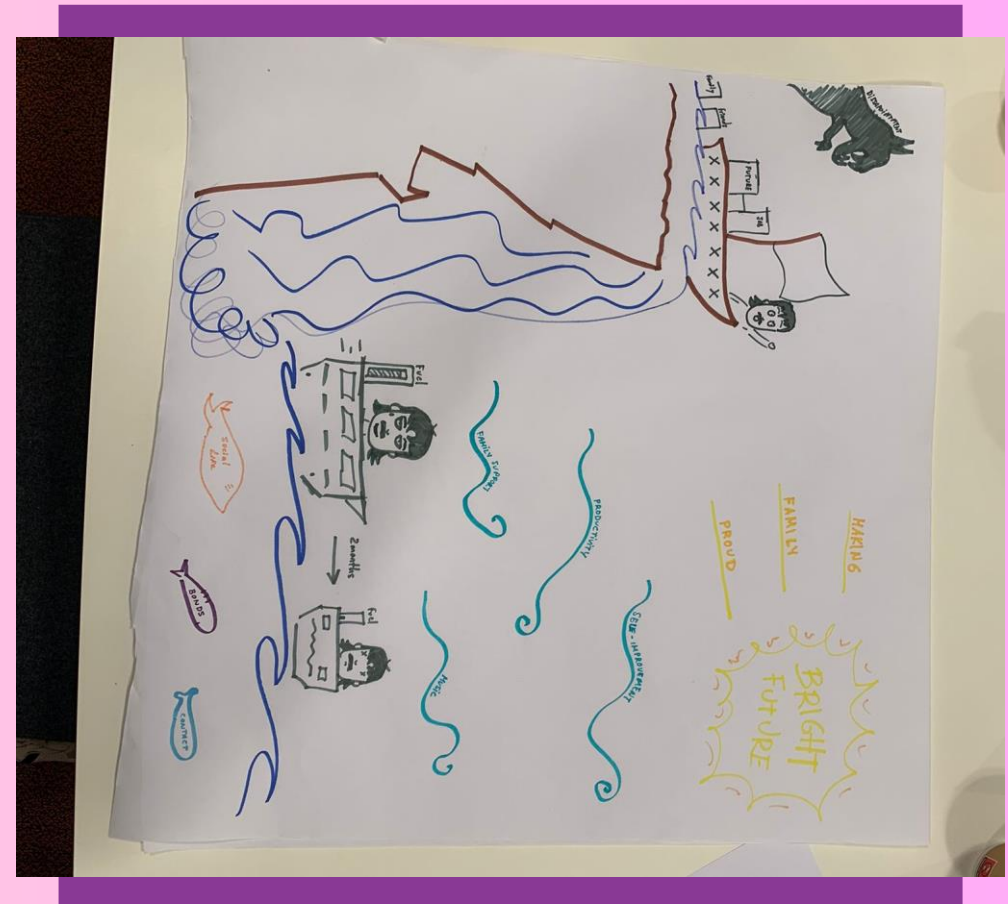
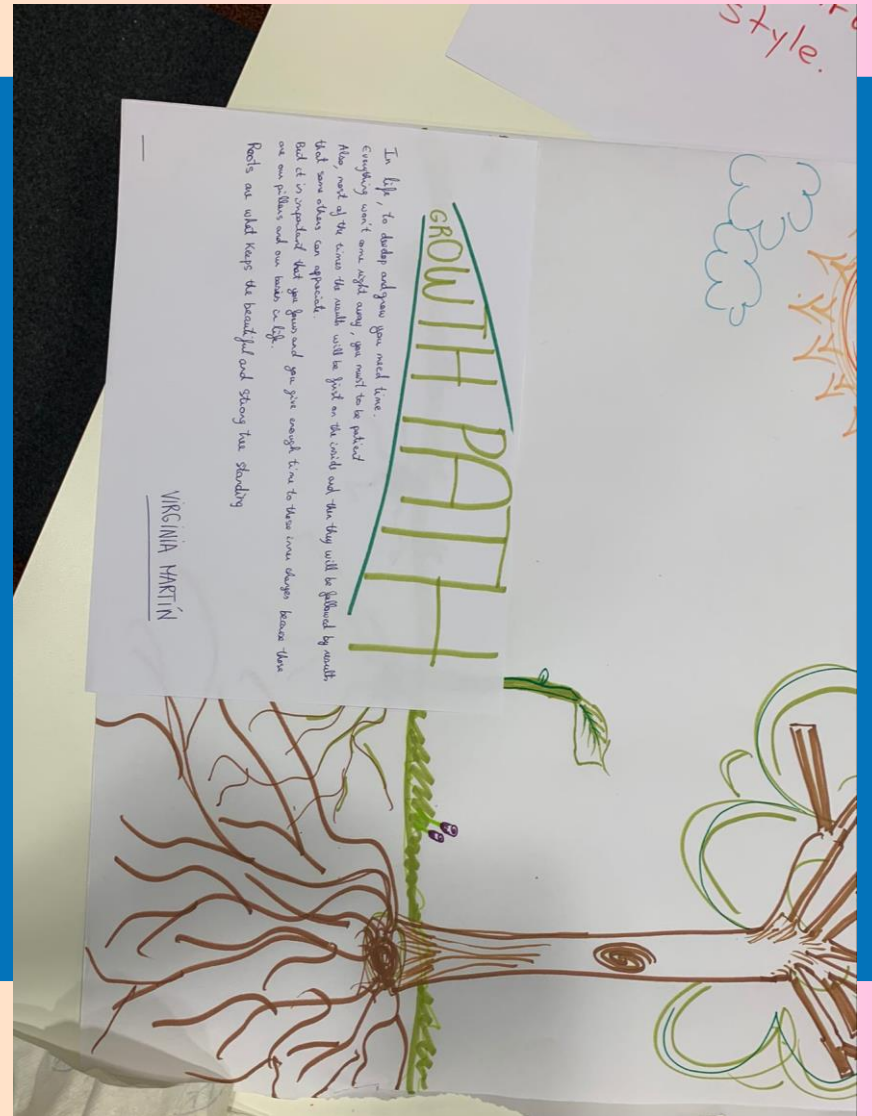
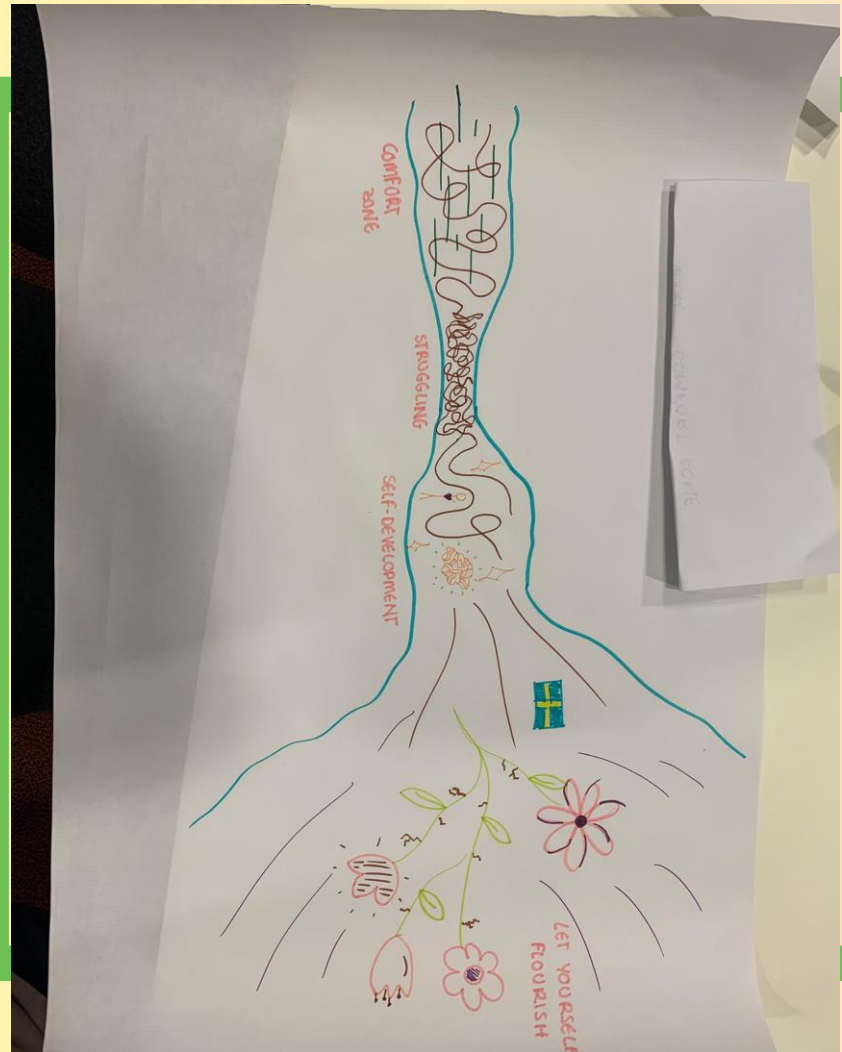


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# Drawings





# Thank You!

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