

Storytelling strategies for reporting

Find the narrative that best suits your program



**Some stories
don't work.**

How can we write a good story together?



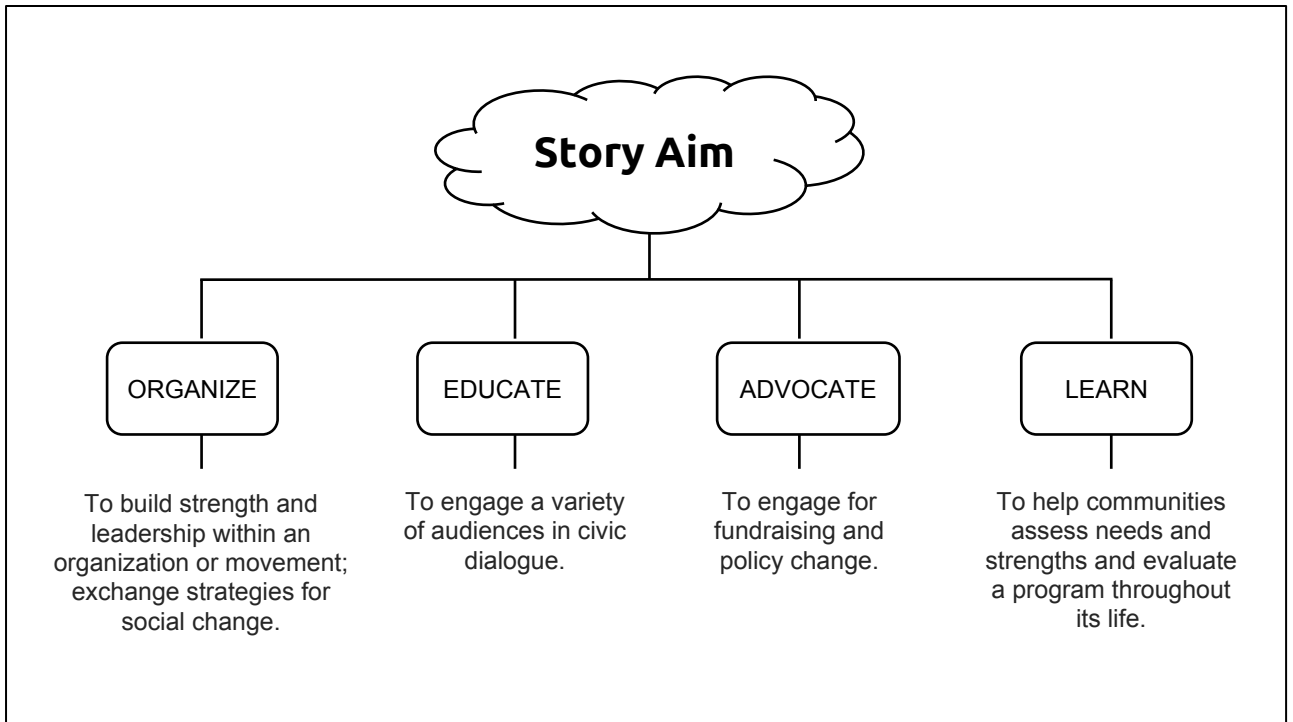
Why are stories important?

If you look up "storytelling" on Wikipedia, you will see that stories are the most ancient way of transferring knowledge from one person to the other. It is the easiest way to learn, but also, if there is an emotional element to the story, people are more likely to remember it later on.

During this workshop we will look at the uses of the story and how to write one. We will then break in groups for an activity, and to close the workshop, we'll share our experiences with this.

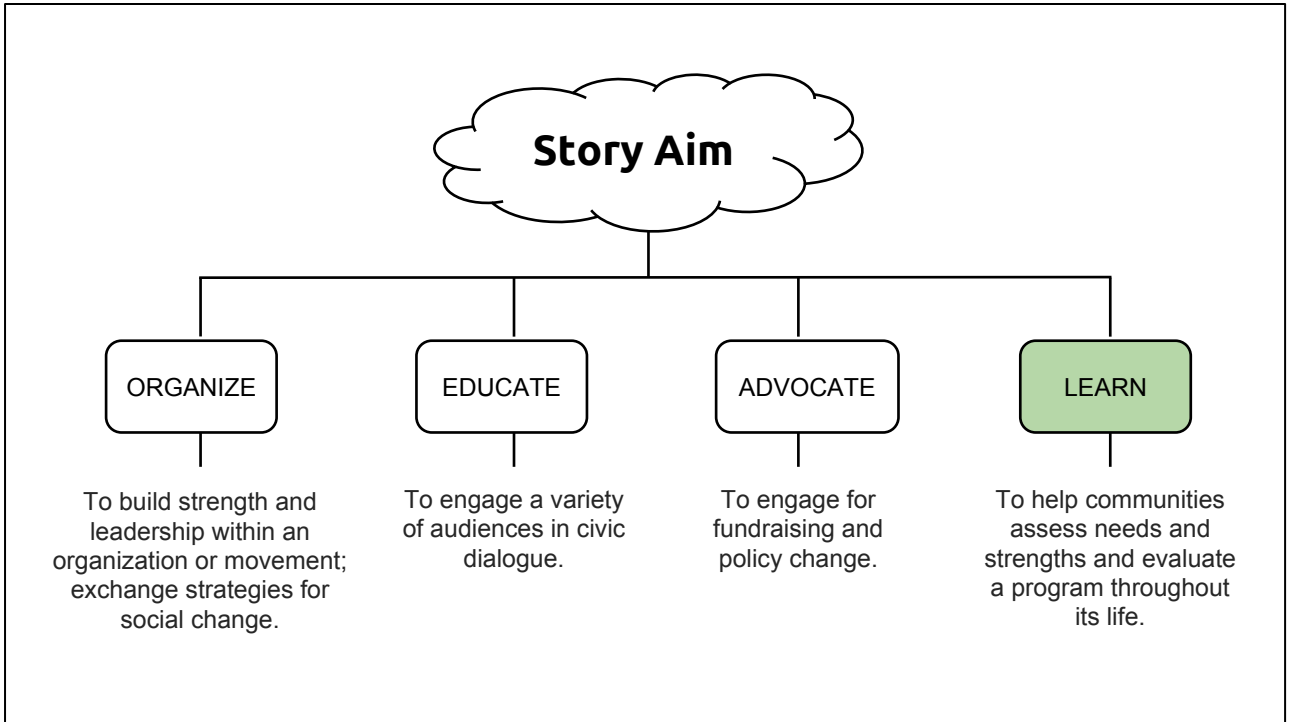
1. The uses of the story

What is the story for?

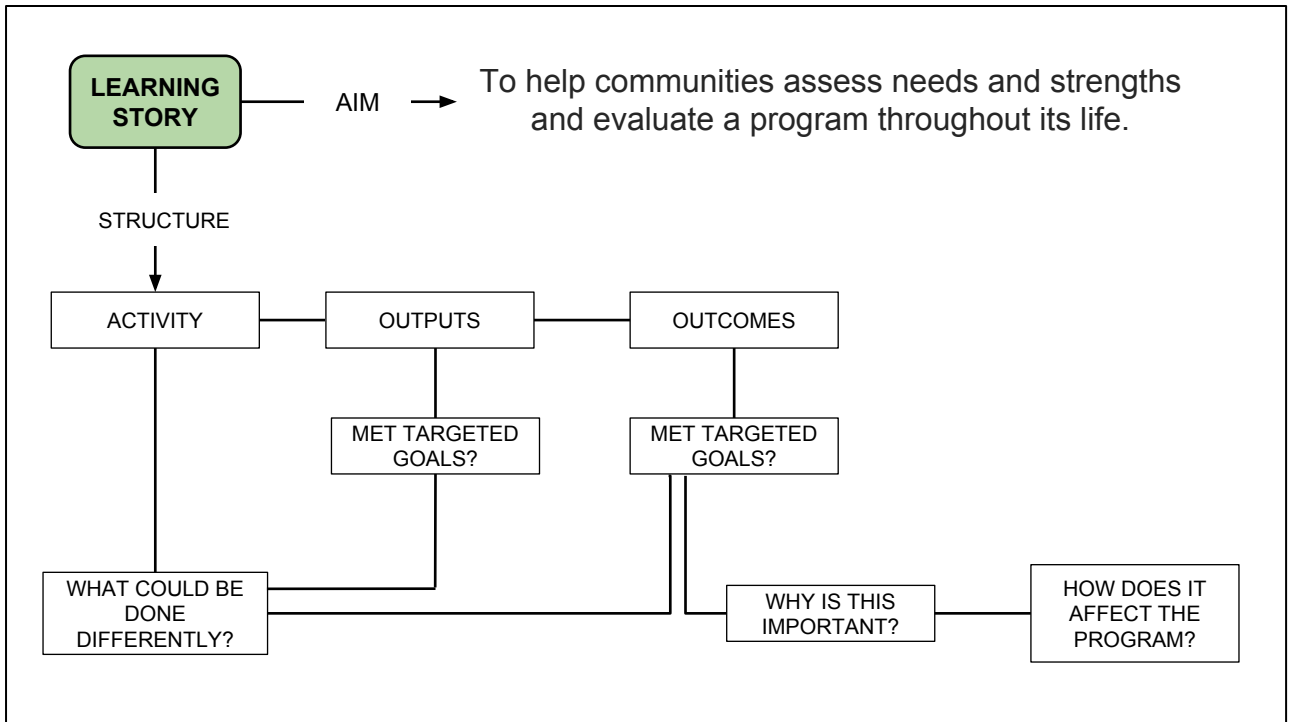


Either knowingly or not, you use stories every day: to engage volunteers, to increase participation in a program or event, to engage a new partner. Stories are simpler for simple engagement, like participation, and become more complex as they move towards advocacy (higher level of engagement) and learning.

The most common stories we have observed in the movement are educational stories, to engage a variety of audiences in civic dialogue. They usually have a simple structure: we are this, we do this, if you are X, this is how you can join us!

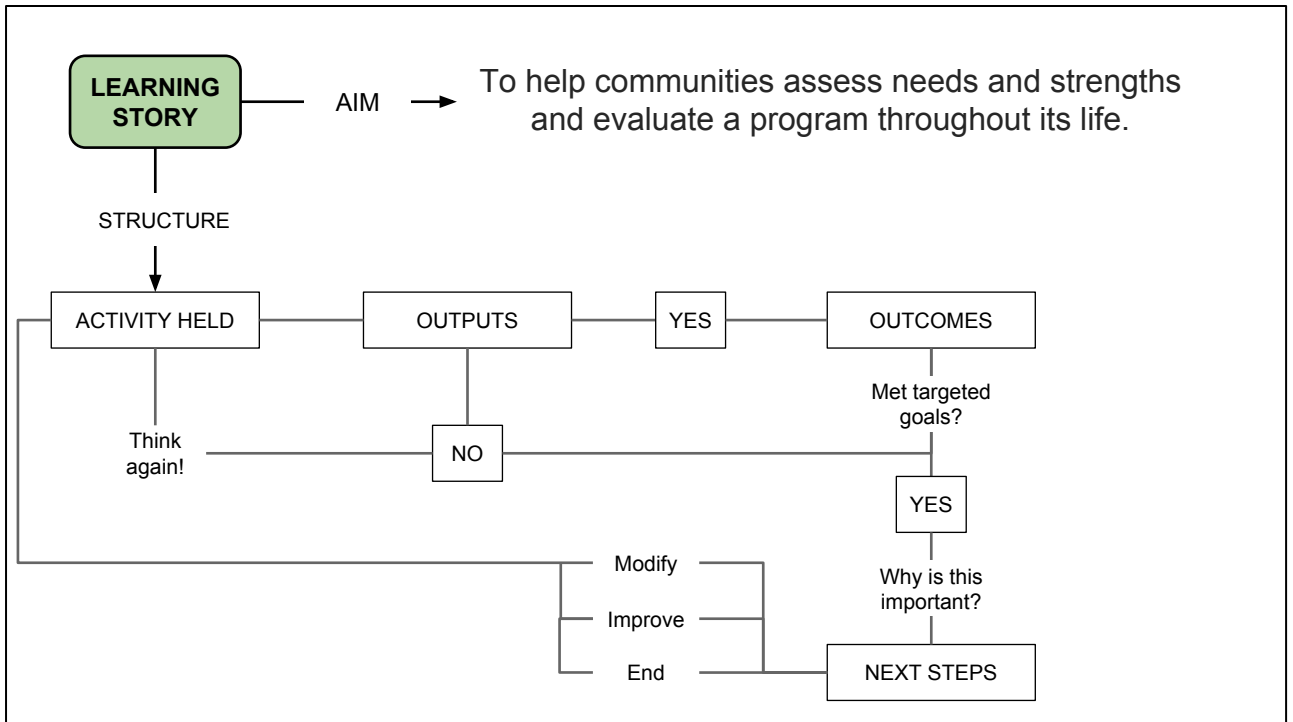


The aim of this workshop is to bring out a few strategies to develop stories for **learning**, a story type at the heart of Wikimedia's mission.



A learning story is more complex because it includes more elements, but also the relations between those elements has to be clear.

This flowchart shows possible paths, either for success, midway to success, or even failure.



This is the same flowchart, broken up even more.

Examples of learning stories:

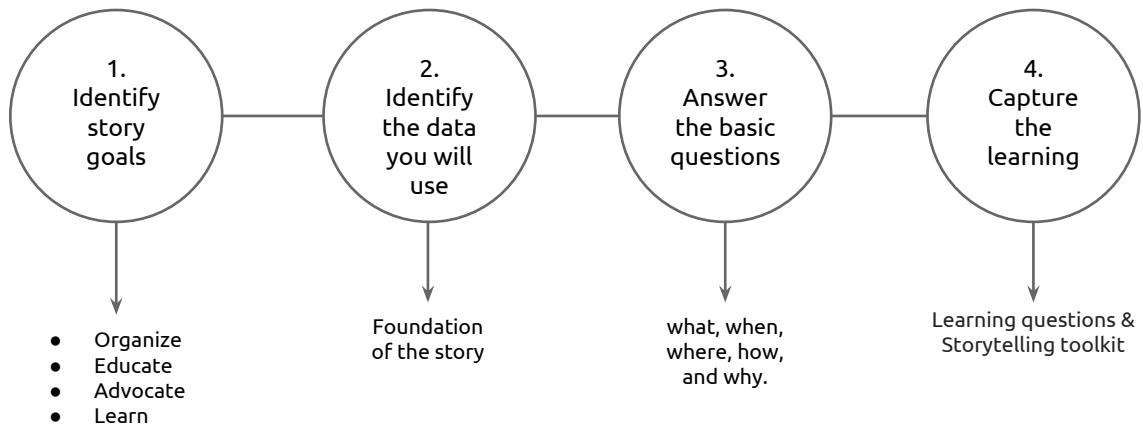
- WM Thailand UG [WLM Report](#).
- WMF [Book grants on Arabic Wikipedia blog](#).

What to do when things don't measure up? Check out [this slide](#) on "Framing your measures to tell the story you want".

2. Tell the story

How to write your story?

4 steps to create the story



As we act and are part of a participatory culture, **What are the ways in which we can collaborate in storytelling?**

Your impact can be defined collaboratively by you and your audiences. Some questions that come up in the learning story can be applied asked to your participants:

- Why is it important *to you* to take part in this activity?
- How does this activity help you achieve your mission?
- Why is this relevant?

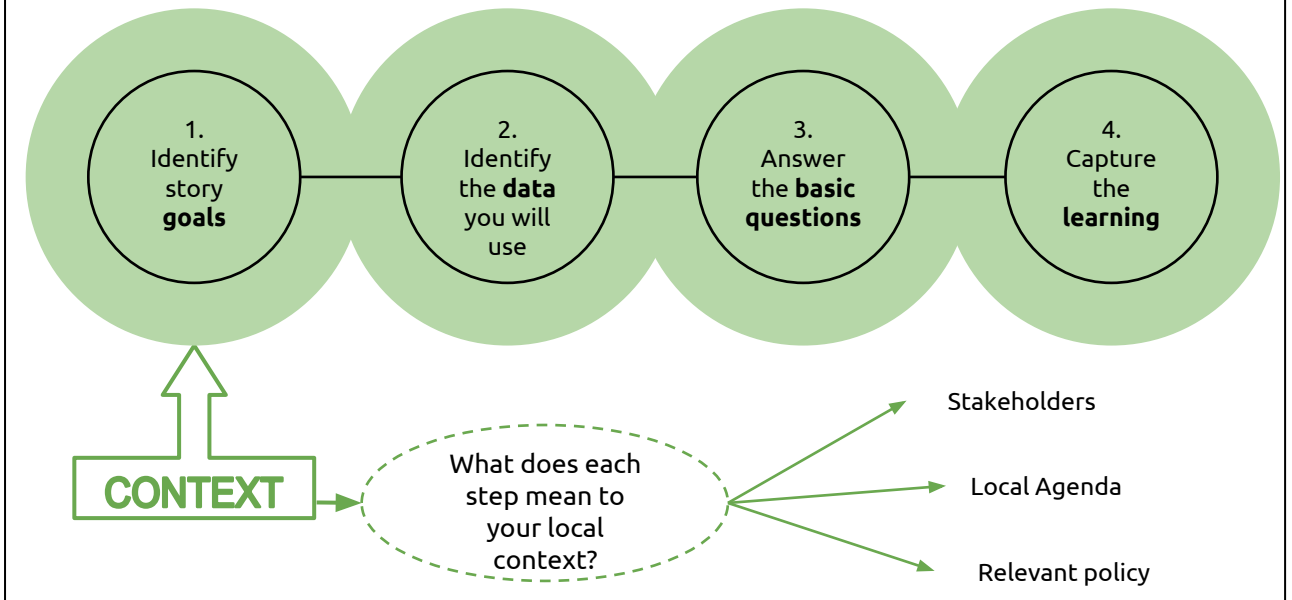
Collaborative construction can be included in different steps, or at the end.

Storytelling toolkit (draft) can be found here: [https://meta.wikimedia.org/wiki/User:MCruz_\(WMF\)/Sandbox/Storytelling_toolkit](https://meta.wikimedia.org/wiki/User:MCruz_(WMF)/Sandbox/Storytelling_toolkit)

Examples:

- WM Netherlands [Impact Report](#).
- WM Argentina [Human Rights story](#) on this Month in GLAM.

4 steps to create the story



Putting data in context is key for others to understand what numbers mean. There are several resources that can help you frame the information: resort to cultural partners, relevant policy and the local agenda to express why the numbers matter.

Thinking of context as the central step helps you go from results to generation of meaning. This is also a challenge: how do you withdraw yourself from your environment to describe your context to others? How do you say why this program matters?

Think of the “so what of the story?”

- What did the data do to inform the local agenda and next steps?
- How would stakeholders use the numbers for decision making?

Stakeholders: cultural partners, community members, volunteers.

What changed in the community after your activity?

What do the end users want?

3. Resources

Find reading materials that will help you tell your stories!

Blogs, guides and online resources

- [Online workshop on Storytelling](#). By [Frameworks institute](#)
 - The origin of storytelling
 - Story frames, with a focus on news-worthiness.
- Reading guide: [Storytelling and Social change](#). By [Working Narratives](#)
 - The uses of the story.
 - Case studies.
- Blog: [3 Tips on telling stories that move people to action](#). By Paul VanDeCarr (Working Narratives), on [Philanthropy.com](#)
- Story guide: [Building bridges using narrative techniques](#). By [Sparknow.net](#)
 - Differences between a report and a story
 - Question guides and exercises.
- Guide: [Tools for Knowledge and Learning](#). By [Overseas Development Institute](#) (UK).
 - Developing a strategy
 - Collaboration mechanisms
 - Knowledge sharing and learning
 - Capturing and storing knowledge.

4. Further resources

Find the exercises and templates we used in the workshop, as well education story structure and examples.

Example 1: Education program

Activity: An 8 weeks online course to train teachers to use Wikimedia projects in classroom assignments.

Goals: improve teachers' understanding of how to use Wikimedia projects for education purposes, at least 20% of participants create a course using the education extension, at least 2 editathons with students from different courses, during the duration of the course.

Inputs

1 hour a day every week monitoring forums

2 hours a week planning activities

10 hours, twice during the course, reviewing teachers' work.

Outputs

50 participants

8 different lesson plans

80 projects developed by teachers

Outcomes

Before and after surveys reveal that 80% of participants have improved their understanding of how to use Wikipedia as a learning tool, 40% claimed they would use it in their classes.

1 editathons were held.

3 months follow up

10% of participants have created a course using the Education Extension.

0 editathons were held.

6 months follow up

15% of participants have created a course using the Education Extension.

1 editathon was held.

Example 1: Education program - Complete the form

<p>CONTEXT Why is this program relevant to your context?</p>		
<p>ASSUMPTIONS How did you imagine your program would affect your local context? What could be hidden assumptions in this program planning?</p>	<p>Correct assumptions</p>	<p>Wrong assumptions</p>
<p>NEXT STEPS How does the data inform your next steps? What would you do differently?</p>		

Example 2: GLAM Content Donations

Activity: A 12 weeks in person workshops to train 4 museums staff in using Wikimedia projects to promote their collections.
Goals: improve staff perception of Wikimedia projects as an access tool, develop staff capacity to use the projects for museums' goals, at least 20% of participants become active editors, at least 6 collections on Wikimedia Commons.

Inputs

1.5 hour a week in each museum (72 hours total) for workshops

Outputs

40 participants (10 for each museum)
48 workshops
4 batch uploads
4 editathons.

Outcomes

Before and after surveys show that 88% of participants have improved their perception of Wikimedia as an access tool.
40 new accounts created.
6 new collections on Wikimedia Commons

3 months follow up

10% of new users are active editors
5% of media uploaded is in use.
3 editathons held.
10 new articles created. 15 articles expanded.

6 months follow up

5% of new users are active editors.
5% of media uploaded is in use.

Example 2: GLAM Content Donations - Complete the form

<p>CONTEXT Why is this program relevant to your context?</p>		
<p>ASSUMPTIONS How did you imagine your program would affect your local context? What could be hidden assumptions in this program planning?</p>	<p>Correct assumptions</p>	<p>Wrong assumptions</p>
<p>NEXT STEPS How does the data inform your next steps? What would you do differently?</p>		

EDUCATIONAL
STORY

AIM

To engage a variety of
audiences in civic dialogue.

STRUCTURE

Who we are

What we do

Who you may be

How you can join!

Examples

- Wikimedia Sweden [Education video](#).
- Wikimedia Argentina [What is Wikipedia video](#).
- WMF [Wikipedia Zero video](#).
- Wikimedia France [Wiki Revue](#).