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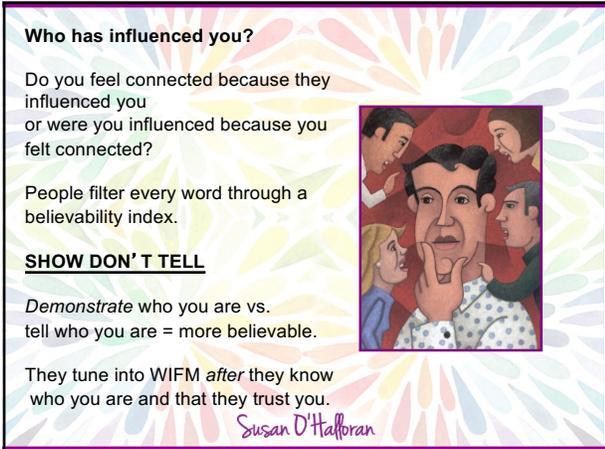
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### OBJECTIVES

1. Leave with ideas for personal stories – new or existing further along
2. Learn techniques for making stories engaging to young people
3. Practice
4. Build community – here and afterward
5. Takeaways

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### AGENDA

- I. Setting the Stage
- II. How NOT to Tell a Story
- III. Your Story
  - 4 parts
  - Story Language
  - Story Structure
  - Practice
- IV. Youth Story Programs and Guidelines
- V. Next Steps and Appreciations

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### 8 REASONS TO USE STORIES

1. Create Bonding/Community
2. Give Believability/Familiarity
3. Honor Complexity and yet make the Complicated Simpler
4. Influence/Persuade/Direct
5. Inspire with Respect
6. Be Long-Lasting/Memorable
7. Speak to Emotions as Well as Intellect
8. Create Loyalty



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**Answer these questions about the people you lead or want to lead**

- Think of something you want to inspire or influence a young person or persons to do. Something needs to change or improve.
- Why would people change their present (not-so-effective) behavior? What's in it for them internally and externally?
- Why wouldn't they change? What limiting beliefs do they have? What obstacles do they face? What mistakes are they making? What internal or outside factors might cause those mistakes?
- What is the cost of not changing their behavior to them? To the organization?

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**II. How NOT to Tell a (Teaching) Story**

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**A time someone *wasn't* helpful**

**A time someone *was* helpful**

**(not the story or incident but what people said or did)**

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## Acknowledge Your Higher and Lower Motivations

People can tell in your storytelling when...

- you're criticizing them
- have a plan for them
- have all the answers
- care more about yourself than them
- need to control
- are desperate/too emotionally involved

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People are persuaded by *feelings*

Stories cause new feelings, which can lead to new thoughts and possibly action because they seem like *their* ideas and feelings



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## III. YOUR PARALLEL STORY



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**You know it's a story when...**

**the audience you want to reach can picture a particular time and place where someone they care about faces greater and greater obstacles trying to reach their goal.**

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**TIME, PLACE, INCIDENT, TROUBLE**

1. When and where have you faced similar concerns or obstacles?
2. What similar situation did you face? (Contains an Uh-Oh Factor) What did you want? (The So What? Factor or What's at Stake?)
3. **What mistakes or incorrect assumptions did you make that are similar to their mistakes and why?**

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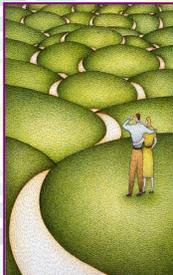
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**STRUCTURE GETS YOU THERE**



- A mess
- A turning point
- A solution/resolution

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**Trouble Is Coming  
Trouble  
Trouble Is Over**

Get in late/ Get out early

Hold back information = forward motion



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**TURNING POINT - RESOLUTION**

4. When did you reach an unsustainable or breaking point? What showed you the cost to you and your organization if you *gave up* your efforts to achieve your goal or if you continued in the old behavior that wasn't working?

5. When and how did you make a change? How was it different than before? How did it give you (more of) what you wanted? What were the results?



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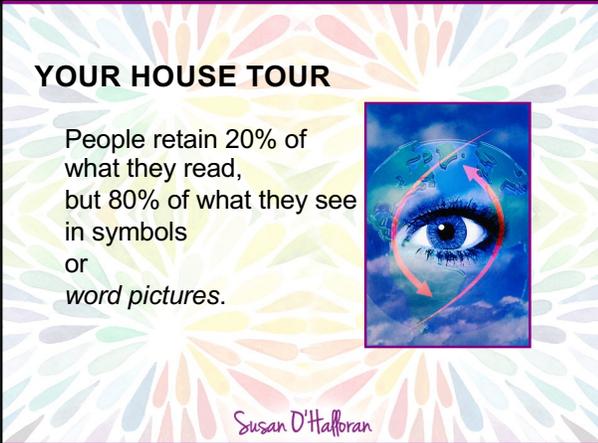
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**YOUR HOUSE TOUR**

People retain 20% of what they read, but 80% of what they see in symbols or *word pictures*.

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Story Language – Sensory, Metaphorical, specific and descriptive (SCENES vs. abstract and general).

A different kind of language that opens up and bridges worlds.

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### Beginnings - foreshadowing

Start with a question or a statement:

- "Have you ever...?"
- "You know how you can think \_\_\_ but then \_\_\_?"
- "10 years ago, I learned a valuable lesson \_\_\_"
- "I never thought I'd \_\_\_ but there I found myself in (year/time/place) doing just that. How had this happened?"
- "When I was \_\_\_ years old, my life changed forever..."
- "I was always a bit afraid of \_\_\_\_\_."
- "I was so excited to finally be allowed to \_\_\_\_\_. Have you ever heard the phrase be careful what you wish for?"
- "Why is it that things always go wrong when I \_\_\_\_\_."

Catapult into the action:

- "He never wanted to cause trouble..."
- "She was slightly built; he was twice her size. She didn't move..."

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### Endings – signals we're done

- "...and I'm so grateful that..."
- "You can be sure I/they never \_\_\_ again."
- "They were as happy as anyone had a right to be."
- Circular with deeper meaning - "My father taught me to dive."
- Question: "And I wonder...?"
- "\_\_\_ remains my inspiration to this day."
- "I'm sure you've never done anything like that, have you?"
- "I was lucky they never found out."

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**YOUR INFLUENCING STORY  
IN SCENES**

(Exchange contact info)

- BEGINNING
- A TIME AND PLACE WHEN YOU FACED A (SIMILAR) CHALLENGING SITUATION
- SIMILAR OBSTACLES YOU FACED and MISTAKES YOU MADE
- THE BREAKING POINT/THE TURNING POINT
- WHEN AND HOW YOU MADE A CHANGE and THE RESULTS
- ENDING

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**TEACHING STORIES**

- DeSpain, Pleasant. *Thirty-Three Multicultural Tales to Tell*. August House Publishers
- Holt, David. *Ready-To-Tell Tales from Around the World*. August House Publishers
- MacDonald, Margaret Read. *Three Minute Tales: Stories From Around the World to Tell or Read When Time is Short*. August House Publishers

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**YOUTH TELLING**

- How to recruit
- How to start – teaching the essentials of storytelling
- How to manage and support
- How to grow
- How to fundraise

*Raising Voices: Creating Youth Storytelling Groups and Troupes*  
By Judy Sima and Kevin D. Cordi

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## DIFFICULT STORIES GUIDELINES

- They are in control – they choose what to share
- Set expectations early – provide closure/follow-up
- Ask open-ended questions – don't push for details they aren't ready to share
- Avoid judgment or expressions of shock, etc
- Validate feelings without minimizing or sensationalizing
- Use language that empowers rather than portrays them as helpless victims – focus on positive outcomes
- Balance with other life stories – funny moments, celebrations, gratitude, smaller trials and tribulations

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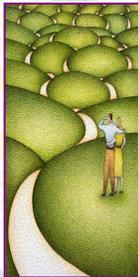
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## Next Steps

- PLAY, BE CURIOUS, BE MESSY
- Continue working on your parallel stories
- SELF-CARE: TAP, SING A BIG SONG, DO A BIG DANCE EVERYDAY
- Review your Handouts and read stories and articles on [www.SusanOHalloran.com](http://www.SusanOHalloran.com)
- Join Sue's email list
- Contact a Buddy in two weeks and text with 1-3 sentences that you've completed your next steps



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THANK YOU!  
 Together we can  
 create a world that  
**works for  
 everyone!**

Please Share Your Feedback:



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