



# Now Showing

## *Digital Story Examples*

**T**his toolkit reflects our training and practice as we provide samples of diverse digital storytelling formats—from the personal story to an exposé of community issues. The following examples illustrate the potential uses and stylistic approach you can take with your digital story. Most of these examples are budding attempts at digital storytelling and you will immediately see that first-time storytellers can create sophisticated media. At their core, they represent a mastery of their voice and just enough video editing skills to develop a powerful movie.

## ORAL HISTORIES

### *Exploring the Past as It Really Happened*

**Storyteller:** Laguna Acoma High School student

**Title:** Native Americans in Wars

**Run time:** 00:06:10

**Link:** <http://www.youtube.com/watch?v=IYQgPfrow2w>

This digital story is a history of – and a tribute to – his family members who served in the U.S. Armed Forces. At the same time, the personal reflection portion reveals the creator’s identification with his family. He sets up the piece with his personal reflection then shows the generations of elders that served.



**Application:** This story is of historical relevance for the creator’s family, but also to other families who lived through similar situations. Also, the story acts as a beacon for self-reflection about cultural identity.

**Storyteller:** Ernesto Ayala

**Title:** Sacrificios (Sacrifices)

**Run time:** 00:03:26

**Link:** [http://www.youtube.com/watch?v=0\\_8JaApyvS0](http://www.youtube.com/watch?v=0_8JaApyvS0)

This story reflects the social construct that existed between Mexican farm workers and wealthy Anglos from a third person perspective. The narrator, however, is



affected by the protagonists' plight because they are his grandparents and their diligence has helped mark his generation's success.

**Application:** The story has historical value for the family and community at large and is also a self-reflection for the creator.

## **ORGANIZATIONAL**

### *Celebrating the Spirit of Your Important Work*

**Storyteller:** Lummi CEDAR Project

**Title:** Organized Generations

**Run time:** 00:06:36

**Link:** <http://www.youtube.com/watch?v=eCF-FDw92gc>

This story provides a vivid overview of the various programs that compose the Lummi CEDAR Project. Pictures are strategic in portraying the



programs facilitated by this organization. The testimony provided by a youth member is particularly powerful in illustrating the impact the Lummi CEDAR Project has on the Lummi Reservation.

**Application:** This story was created by members of the Lummi CEDAR Project as a recruitment tool for the Organized Generations Program. It can also serve as part of an evaluation report presented to funding organizations.

**Storyteller:** Llano Grande Center

**Title:** KLCC National Gathering- The Sound of Change

**Run time:** 00:08:39

**Link:** <http://www.youtube.com/watch?v=KIehsaLU6Mo>

A team of five participants at a national KLCC gathering videotaped conference proceedings and in collaborative fashion produced this video. The purpose for this digital story is three fold: (1) it attempts to capture the images, voices, geographical nuances, and spirit of the national network, and (2) it does it in a distinctly participatory manner, where more than a dozen people participate in the decision making process of “putting the story together.” (3) The story also served as a way to reflect, evaluate, and bring closure to that particular experience.



**Application:** This story is an example of how a conference can be “captured” and used for evaluative, reflective, and other learning purposes.

## ADVOCACY

### *Addressing the Issues that Matter in the Community*

**Storyteller:** Laguna Middle School (LMS) students

**Title:** LMS Problems

**Run time:** 00:04:23

**Link:** <http://www.youtube.com/watch?v=nIc2mRifzc4>

Created by three Laguna-Acoma Middle School students, this digital story exposes a rash of very dangerous pranks that had recently occurred at their campus, using a fast-paced style with stark imagery and



sound that exemplifies the fear and confusion they were feeling during that time. The students also use this piece to explore the emotional implications of these pranks – one of which sent a teacher to the hospital – on the student body, the community and themselves through a series of on-camera interviews.

**Application:** This digital story is used to uncover a volatile community issue which has a direct personal effect on its creators.

**Storyteller:** Llano Grande Center

**Title:** Edcouch-Elsa Bond Election Video

**Run time:** 00:05:56

**Link:** <http://www.youtube.com/watch?v=1fdwOwlL7r0>

Created by Edcouch-Elsa High School students, this digital story takes a non-political approach in clarifying the meaning of a bond for voters in a school district, as well as the financial implications associated with it. Using data collected through their own research, the digital story



factually explains – with a series of graphs and definitions – the different ways the bond would affect the community. Interviews with students and teachers also help to explore the personal impact of the bond. The students’ activism helps demystify the process of a bond election, encouraging more people to vote.

**Application:** This type of digital story can be used to clarify an idea to a community or other group, as is seen in this example.

## PERSONAL STORIES

### *On Transformation and Reflection*

**Storyteller:** Ginger Alferos

**Title:** The Other Half

**Run time:** 00:02:47

**Link:** <http://www.youtube.com/watch?v=ePxt6t4ZPP0>

Storytelling requires courage to confront our most basic fears. In “The Other Half,” Ginger presents her transformation from a fear-plagued life by placing the audience in the cold and desolate emptiness of her prologue. With minimalist style she foreshadows her arctic experience with a chilling wind and a powerful voice. She closes by engaging our eyes with the imagery of an awakening following her embrace of change and confronting death.



**Application:** This story has been a magnificent teaching tool because it strikes a chord in people. Its honesty helps people find the nerve to confront their story and find their voice.

**Storyteller:** Edyael Casaperalta

**Title:** Community College Prep

**Run time:** 00:07:30

**Link:** <http://www.youtube.com/watch?v=Xz-O8IA40VA>



Created by an Edcouch-Elsa High School graduate, this digital story provides self-reflection as well as reflection on the creator's family. By breaking preconceived barriers, the sisters in this story are a source of inspiration for their community and have become a useful resource.

Edyael's reflection and realization of an individual's role as a resource for college preparation in their community is powerful and insightful.

**Application:** This digital story can be used as a resource for college preparation as well as a motivational tool in the community.

**Storyteller:** Chi Haut

**Title:** Breaking the Barrier

**Run time:** 00:04:28

**Link:** <http://www.youtube.com/watch?v=PUTodtc3bS0>

This personal journey urgently begins with Chi's family escaping Vietnam for opportunities in the United States. The imagery is fast and the message is urgent- they are trying to break through. The immigration back-story drives a life of challenging



social and economic norms. With reflections and imagery of her college experience, she summarizes entering mainstream America and newfound privilege. She balances her desire to succeed by staying grounded in the community that saw her grow.

**Application:** Inspirational for people vying for academic achievement and finding ways to stay connected to community. Excellent college prep material for a wide audience.

**Storyteller:** Steve Stapleton

**Title:** Core Values

**Run time:** 00:03:28

**Link:** <http://www.youtube.com/watch?v=jDotqhCWaOo>

Steve Stapleton's reflective digital story focuses on the values he considers most dear to him: love and balance. The narrative is concise, the voice is crisp, the music is appropriate, and the images align to all these essential elements. It is an example of how a storyteller can clarify his/her own set of core values and understand what really is important.



**Application:** This digital story can be used to stimulate discussion on values, on cultural beliefs, and on how to engage in reflective exercises.

Now that you have a clear idea of the story types you can pursue. Click on the following links to learn about the roles and responsibilities required to create these types of digital stories:

- [Producer](#)
- [Writer](#)
- [Director](#)
- [Editor](#)
- [Back to the Main Menu](#)



# The Cast

**D**igital stories, depending on the type you choose to create, can be produced by an individual, or by a team of people. Regardless of the number of people collaborating on a project, there are many roles and responsibilities involved in creating a digital story.

Storyteller(s) must play several important roles synonymous with moviemaking: producer, writer, director and editor. In these applications, we see evidence of the storyteller in a variety of modes: as writer, photographer, actor, narrator, editor, director, and producer.

**The producer:** This role involves logistical planning—essentially gathering the media resources and setting up the infrastructure to make it all happen, including finding ways to deliver the final product to an audience.

**The writer:** The story lies at the center of your production, and should be crafted by someone with intimate knowledge of the subject. Who better to do this than you, the master of your story?

**The narrator:** “Voice” is perhaps the most compelling element in the entire digital storytelling process. The distinctive sound of the storyteller’s voice is usually the most evocative part of the digital story.

The director: There is great power in capturing the content and making sure all of the elements going into your digital story are perfect. The role of the director is to compile or produce appropriate and aesthetically pleasing audio and visual material for the digital story.

The photographer: The aesthetic quality of the digital story can be demonstrated by the photographic skill of the storyteller. Sometimes, the perfect photos will come from family albums, in which case the storyteller simply organizes the photos that best convey the meaning of the story.

The actor: The storyteller can insert performance elements into the digital story. In this context, using acting skills can enhance the performance quality of the video or of the audio recording.

The editor: Takes creative license to arrange all media to maximize story impact. The editor makes those decisions—of placing video, audio, music, effects and other all other pieces—in the right places through the digital video editing process.

Now that you know the various responsibilities it takes to create a digital story, let's look at the role of producer.