

# Digital Storytelling: Old Idea, New Tools - by Ron Nordstrom

## >Introduction

[The Story of Storytelling](#) - Created with **Adobe Voice**

One thing I missed in the video was the vast number of free Web 2.0 tools available to tell your story. Alan Levine has a vast list. Check out [50 web ways to Tell a Story](#). Also check out his [50 tools site](#) (no longer being updated)

The iPad is the perfect tool for Digital Storytelling. It has:

- a built in camera and videocamera
- a built in microphone and speaker
- a multitude of apps to do the trick
- portability

There are hundreds of Apps that could be used for digital storytelling. This will not be a comprehensive list of everything you could possibly use. That list would change by tomorrow. Instead it is a good solid list you could use to start telling stories in a variety of ways.

## >Oral Storytelling

- **Keynote**
- **Haiku Deck**
- >Collage with **InstaCollage, Pic Collage, Pic Stitch**

## >Stories through songs

- [A loo for Kim](#) sample of a story song created with **iMovie** (written and performed by Ron Nordstrom)
- Write new lyrics for a familiar tune
  - My Dog Ate my Homework – Kenn Nesbitt (sung to the tune of baa baa black sheep)
    - My dog ate my homework.  
He swallowed it whole.  
I shouldn't have mixed it  
with food in his bowl.
  - Record your songs with **GarageBand**. Add musical layers with the instruments. Hint:

## >Spoken Stories - with Garageband

- Tell your story with a story starter like “My mother always said...”
- Record stories or interviews with seniors in your community.
- Spoken poetry
  - Sample: [“Look Up” by Gary Turk](#) on YouTube
  - Another Sample [“Hey Teacher”](#) by Ron Nordstrom on a website called **SoundCloud**. Teachers, please don’t be offended. This was inspired after a lengthy discussion with a friend talking about the problem with technology in the hands of university students. He said no one was listening to the professor’s lecture, they were all playing on their devices. Is the problem that we have technology in classrooms, or is the problem that we have not adapted our teaching to having technology in the classroom? The device in a student’s pocket carries the entire

information of the world. They have access to relevant content. What can they do with that content?

- Documentary - Child labour and cocoa production
- Get background music from [freeplaymusic.com](http://freeplaymusic.com) or [jamendo.com](http://jamendo.com)

### >Stories through text and Pictures

- **Powtoon.com** – “[Kinetic Typography](#)” Flash based so not for the iPad
- **Creative Book Builder** or **Book Creator**
- **iBooks Author** is Awesome but for the Mac Only
- **Corkulous**
- **Comic Life**
- Blogs like **Kidblog** or **Word Press**
- Wikis like **Wikispaces**
- Website like **Weebly**

### >Video Storytelling

- **Powtoon.com** “[Is Today’s Educational System Relevant?](#)”
- **Adobe Voice**
- **StoMo** to create stop motion video
- **Sonic Pics** (Surreal Art), **Pixn Tell**, **ChatterPix**
- **WeVideo**
- **Vimeo**
- Use a screencasting app like **Educreations** or **Explain Everything** to have students
  - work through a math problem, talking aloud and showing and recording his work. How can this be used for other subjects?
- Use the camera to take pictures and video recordings of lab experiments to include in reports and presentations.
- Create shorts skits, TV ads, public service announcements or re-enactments and record with the video camera. Use **iMovie** to edit your video.
- WeVideo Uploader to upload videos from iPad to edit online

### Stories by Avatars

- Tellagami
- Morfo

Child labour and cocoa production (source: Wikipedia)

The widespread use of children in cocoa production is controversial, not only for the usual concerns about child labor and exploitation, but also because the children may be victims of trafficking or slavery.

The worst forms of child labor, related to cocoa production, are using children as slaves or in debt bondage, trafficking them, and forcing them to do hazardous work, which includes using dangerous machinery or tools, manually transporting heavy loads, working with hazardous agents or working long hours .

Cocoa trees are treated with pesticides and fungicides. Cocoa harvest is not restricted to one period per year and occurs over a period of several months to the whole year. Pods are harvested at multiple times during the harvest season because they do not all ripen at once. Ripe pods are harvested from the trunk and branches of the cocoa tree

with a curved knife on a long pole. The pods are opened and wet beans are removed. Wet beans are transported to a facility so they can be fermented and dried.

Many of these tasks could be hazardous when performed by children. Mixing and applying chemicals can be hazardous due to pesticide contamination, especially because no protective clothing is worn during application. Clearing vegetation and harvesting pods can be hazardous because these tasks are often done using machetes, which can cause cuts and injuries. This skill is part of normal development in children 15 to 17 years old, but is a higher risk in younger children. Many have wounds on their legs where they have cut themselves. Transport of the wet beans can also be hazardous due to long transport distances and heavy loads; hernias and physical injuries can occur. The director of the Save the Children Fund described "young children carrying 6 kilograms (13 lb) of cocoa sacks so heavy that they have wounds all over their shoulders."