



## TRUE OR FALSE STORYTELLING

ADAPTED TO A HYFLEX LEARNING ENVIRONMENT

COMPLEXITY	Effort to Facilitate:	Low	Medium	High
	Effort to Participate:	Low	Medium	High

### WHAT IS IT?

True/False Storytelling asks students to tell a true or false story (depending on which option they were assigned) and other students are asked to guess if the story they heard was true. At a more advanced level, instructors can allow time for students to pose one to three questions to the storyteller before making their guesses. Depending on the number of students, participants may be organized into competing groups or participate individually.

EQUIPMENT	YU Deluxe	YU Regular	OWL	Laptop/Zoom
COMPATIBILITY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ACTIVITY INSTRUCTIONS

1. Divide students into groups of three (3) to four (4)
  - ✓ In-class students may move around the room to get into their home group
  - ✓ Online students may be placed into breakout rooms with their home group
  - ✓ Home groups may be created as mixed (everybody is both a storyteller and a listener), based on function (e.g., all online students are storytellers, all in-class students are grouped as competing teams of listeners) etc.
2. Provide a handout with step-by-step instructions for students
  - ✓ Make handouts available in advance via eClass course site, cloud drive, or web page
3. Every student (or all storytellers, if this function is assigned only to some participants) is randomly given a card that says “true” or “false”; recipients of a “True” card must tell their home group a true story; recipients of a “False” card must tell a false story
  - ✓ The number of true/false cards may be even (2:2) or completely random (e.g. one home group gets 4 True cards, another gets 1 True and 3 False cards etc.)
  - ✓ In-class students may get real cards; online students could get True/False assigned by a random number generator (e.g., based off student number, OR a 1-10 measure where even number assigned means True and odd number means false, OR assigned by TA or instructor in breakout room, OR students online can decide if they want to tell the truth or not)
  - ✓ Handy random number generator: <https://g.co/kgs/1DE7U1>
4. Model the activity: tell a short story and ask students to vote whether it is “True” or “False”
5. Give students (storytellers) 10-15 minutes to think of a true story they want to tell, or to make up a false story; topics can also be assigned (e.g. a birthday memory, fun activities/hobbies they pursue, places they have travelled to - even statements about the course content!)

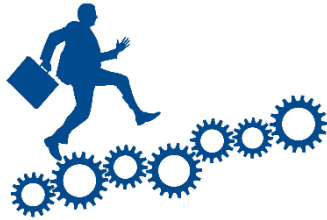
Students are fluent speakers of their own language, so they may have a story in their native tongue but will require some time to translate it into English:

- This gives an opportunity to practice writing English in a conversational way to help facilitate communication and mastery of the language
  - It also provides opportunities to recall knowledge OR be creative when thinking of a false story to tell
6. Ask students not to reveal private information about themselves, or anything they do not feel comfortable sharing
  7. Students may write down their story (proper narrative or bullet points) and then they read their story to their peers, OR students write their story and share it with others so they can read it:
    - ✓ It allows students to practice writing in English and gives them a chance to think either reflectively (true story) or creatively (false story)
    - ✓ It also allows students to practice their oral presentation skills
    - ✓ Listeners may get a variety of options to engage (e.g., asking probing questions etc.)
  8. While the storyteller shares their story, the other students are actively listening to the main points, and may be instructed to come up with 1-2 questions about what they heard to determine if the story was true or false
    - ✓ It allows for the development and practice of critical (linear/logical) thinking skills while trying to determine whether or not the story makes sense
  9. After each person has shared their story, each home group votes or scores each story they heard
  10. All home groups (i.e., the entire class) may collectively vote for which group had the “best” story; the story voted/scored as the best is shared with the entire class
    - ✓ It expands the activity from small (home) groups to a single large group (entire class)
    - ✓ Every student gets a chance to vote/score; this allows online students to listen to the stories of in-person students and vice versa, bridging engagement between the groups
  11. In the end, students may get an opportunity to reflect on the activity (debrief): aspects of the story that stood out to them, linguistic techniques the speaker used in telling their story, narrative devices employed, body language, clues, etc.

## TIME REQUIREMENTS

Activity	Time/student	Time/class
<b>Organizing:</b>		05 min.
<b>Preparing Story:</b>		10-15 min.
<b>Sharing Story:</b>	05-10 min. x 3/4 (number of students/home group)	15-40 min.
<b>Voting/Scoring:</b>	02 min. x 3/4 (number of students/home group)	06-08 min.
<b>Sharing with Class:</b>		05-10 min.
<b>Debrief:</b>		10-15 min.
<b>TOTAL:</b>		<b>50 to 90 min.</b>

LEARNING OUTCOMES				
What skills will students gain?	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Verbal comm.	<input checked="" type="checkbox"/> Presentation	<input checked="" type="checkbox"/> Creativity
	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Teamwork	<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> Reflection



Depending on the complexity and number of stages/phases this activity is structured to incorporate, it may be used to facilitate gaining mastery of numerous other competencies and skills as well. Beyond a language learning environment, True and False Storytelling could also be utilized as a check for understanding concerning specific topics or concepts (e.g. focusing on previously assigned readings), to introduce cooperative learning strategies to students unfamiliar with them, etc.

### POTENTIAL CHALLENGES

- It might be challenging for instructors to manage in a Hyflex mode (e.g. breakout rooms)
- Engaging remote students/student groups
- It might be overwhelming for some students
- It might take too much class time
- Potential technical difficulties (bandwidth, software/hardware)
- Provide feedback that is both constructive and formative
- Provide individual feedback to students
- Others

### HELPFUL STRATEGIES

- Consider appointing student helpers
- Consider having detailed instructions in print and electronically
- Consider preparing a rubric and sample writings and sharing them in-advance (use rubric for peer evaluations and self-reflections)
- Consider dividing this activity into multiple steps/phases: may allow stories to be written in advance (could be used as an anticipatory set)
- Consider allowing asynchronous participations (e.g. use eClass 'Workshop' activity)
- Consider allowing students to record the breakout room sessions (privacy implications)
- Consider using debrief for reflections (how to improve and what to do differently)



## ADDITIONAL RESOURCES

- Abrahamson, C. E. (1998). *Storytelling as a pedagogical tool in higher education*. *Education*, 118(3), 440+. Retrieved August 19, 2022, from <https://link.gale.com/apps/doc/A20494609/AONE?u=anon~b97d6694&sid=googleScholar&xid=8dc5567d>
- Cathy Coulter, Charles Michael & Leslie Poynor (2007). *Storytelling as Pedagogy: An Unexpected Outcome of Narrative Inquiry*. *Curriculum Inquiry*, 37:2, 103-122, DOI: 10.1111/j.1467-873X.2007.00375.x. Retrieved August 19, 2022, from [https://www.tandfonline.com/doi/full/10.1111/j.1467-873X.2007.00375.x?casa\\_token=SDXxlbaNpJsAAAAA%3AuNxvCas9kl57k-8\\_guaM2HAgq2BNqu0tkhly5rfKsfwFAkMbZhA4pgVSdgKWEFC68lwq5Zw3rXyXA](https://www.tandfonline.com/doi/full/10.1111/j.1467-873X.2007.00375.x?casa_token=SDXxlbaNpJsAAAAA%3AuNxvCas9kl57k-8_guaM2HAgq2BNqu0tkhly5rfKsfwFAkMbZhA4pgVSdgKWEFC68lwq5Zw3rXyXA)
- Gantenhammer, D. (2015, November 12). *12 fun speaking games for Language Learners*. Edutopia. Retrieved August 19, 2022, from <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- Greenhalgh-Spencer, H. *Teaching with Stories: Ecology, Haraway, and Pedagogical Practice*. *Studies in Philosophy and Education* 38, 43–56 (2019). Retrieved August 19, 2022, from <https://rdcu.be/cTYRR>
- Google random number generator (web): <https://g.co/kgs/QaGBvE>
- Google Chrome random number generator (free browser extension in Google Chrome web store): <https://tinyurl.com/ywtntwfr>
- The Random Number Generator at the Mac App Store (iPhone, iPad, Mac and Apple Watch app): <https://tinyurl.com/mu4dnaye>

## Would you like to learn more?

Contact us at Teaching Commons for additional resources, handouts, applications, courses, workshops, examples, advice, assistance, one-on-one consulting, and everything else related to teaching and learning. We are happy and eager to assist you!



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1050 Victor Phillip Dahdaleh (formerly TEL) Building, 4700 Keele Street, Toronto, ON M3J 1P3



416.736.2100 ext. 55754



Created by [Andrew Molas](#) & [Robert D. Winkler](#)



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