



The Hero's Journey Storyline Cards



Learning Objectives & Competences

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Multiliteracy

The ability to identify, interpret, create, and communicate meaning across a variety of *visual, oral, corporal, musical and alphabetical* forms of communication (in our case **STORYTELLING**) involving an awareness of the social, economic and wider cultural factors that frame communication. Multiliteracy aims to make online and classroom teaching more inclusive of cultural, linguistic, communicative, and technological diversity.

Multiliteracy Education aims to:

- Develop multimodal literacy
- Advance 4Cs competences: communication, collaboration, co-creativity and critical thinking
- Cultivate certain values, attitudes and behaviours
- Encourage active participation and engagement at school and community levels
- Empower productive diversity
- Create multi-layered identity

Multiliteracies in RomaMultiLangPrime

- **Develop multimodal literacy**
- **Advance 4Cs competences:** communication, collaboration, co-creativity and critical thinking
- **Cultivate certain values, attitudes and behaviours**
- **Encourage active participation and engagement at school and community levels**
- **Empower productive diversity**
- **Create multi-layered identity**

Multiliteracies by Robin (2006, 2008)

- **Digital literacy:** the ability to communicate with an ever-expanding community in order to discuss issues, gather information, and seek help;
- **Global literacy:** it relates to the capacity to read, interpret, respond and conceptualize messages from a global perspective;
- **Technology literacy:** it regards the ability to use computers and other technological tools in order to improve learning, productivity and performance;
- **Visual literacy:** it is the ability to understand, produce and communicate through visual images;
- **Information literacy:** it is the ability to find, evaluate and synthesize information.

Multiliteracies Skills by Robin (2016)

- **Research Skills:** Documenting the story, finding and analysing information
- **Writing Skills:** Formulating a point of view and developing a text
- **Organizational Skills:** Managing the scope of the story, the materials and time
- **Technological Skills:** learning to use a variety of tools - multimodality
- **Presentation Skills:** Deciding how to best present the story to an audience
- **Interview Skills:** Finding sources to interview and determining questions to ask
- **Interpersonal Skills:** Working within a group and determining individual roles for group members
- **Problem-Solving Skills:** Learning to make decisions and overcome obstacles at all stages of the project, from inception to completion; and
- **Assessment Skills:** Gaining expertise by critically evaluating their own and others' work.

Multiliteracy Education

Learning Objectives	Competences
Learn about the overall collaborative values, attitudes and behaviours required for a multiliteracy project	Diversity awareness and EU related values (work in teams, acceptance, work towards a bigger goal)
Create and work together on a multiliteracy project empowering productive diversity	4Cs: communication (1 way - 2 ways as interaction), collaboration (CSCL), co-creativity (divergent, convergent and metacognition) and critical thinking (CSCL argumentation, ideas evaluation)
Critically evaluating own and others' work	Assessment
Use diverse media to create a multiliteracy project (visual, oral, corporal, musical and alphabetical/text)	Multimodal use of tools towards meaning creation
Engage on a micro level conveying the EU macro goals	Active participation and engagement at school and community levels
Develop multi-layered local, EU and global identity	Inclusive online collaborative storytelling

Creative Storytelling & Argumentation

Learning Objectives	Competences
Conduct investigation and experimentation using any available tools	Agree, evaluate and resolve conflicts Digital Presentation and communication Develop transversal competences, from literacy, to critical thinking, to storytelling, to teamwork
Use formatting, graphics, and multimedia in integrating and synthesizing different sources of information to create meaning	Digital literacies Interviewing
Use diverse techniques to evaluate arguments and reasoning	Adapt and transfer competences for the best possible solutions
Create clear common comprehension	Find the best ways to convey meaning utilizing any available multimedia format

Creative Storytelling

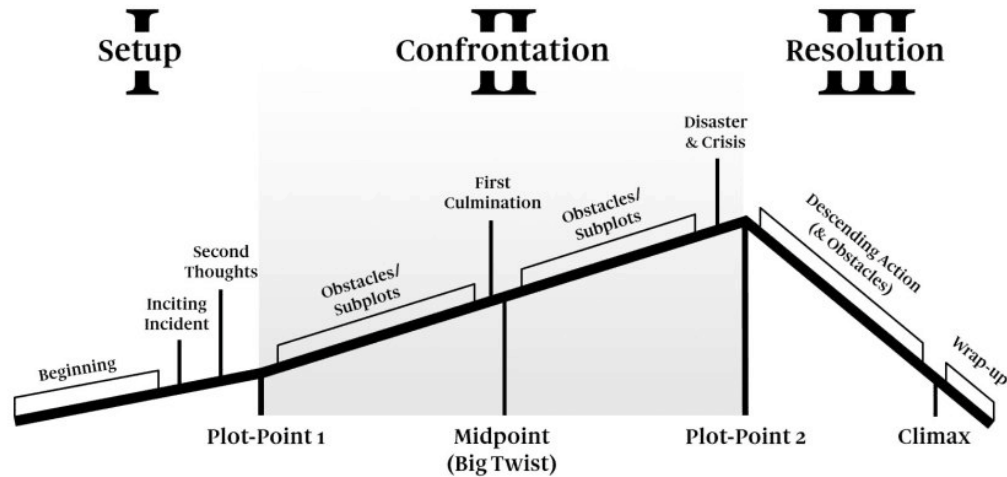
Learning Objectives: How to-	Competences
Storytelling ideas	Collaborative idea generation
Ideas evaluation and selection	Research Interpersonal Problem-Solving Assessment
Storytelling structures charts - genres	Story engineering
Storytelling plot structures and information organisation	Organizational
Storytelling heroes (social, economic and wider cultural factors)	Diversity awareness and utilisation in characters' development

Creative Storytelling

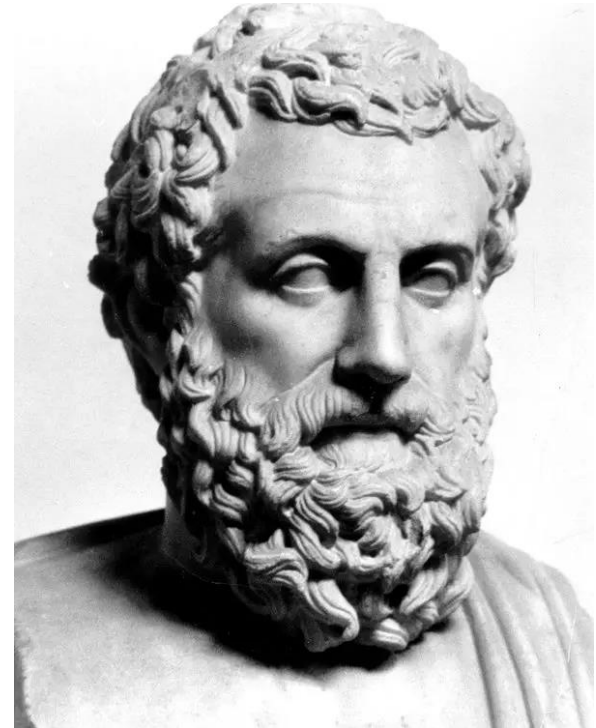
Learning Objectives: How to-	Competences
Storytelling settings (social, economic and wider cultural factors)	Multinational location awareness and utilisation in inclusive online collaborative storytelling
Storytelling dialogue and subtext (social, economic and wider cultural factors)	Creative Writing Diversity awareness through the use of language
Storytelling dramatic devices (conflict/tension, dramatic irony, twists, setups/payoffs, misleads/reveals etc)	Develop transversal competences, from literacy, to critical thinking, to storytelling, to teamwork

Story Structures - 3Act

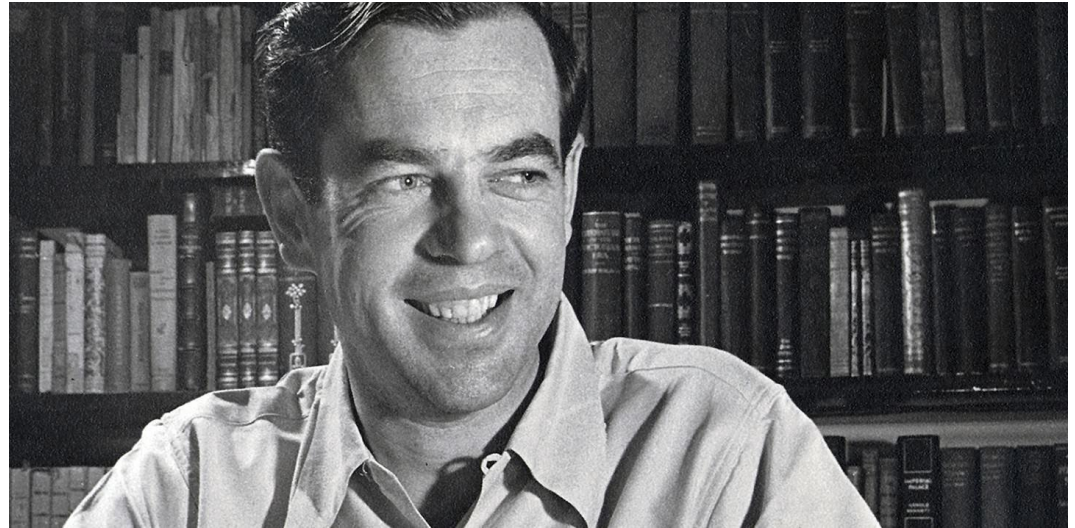
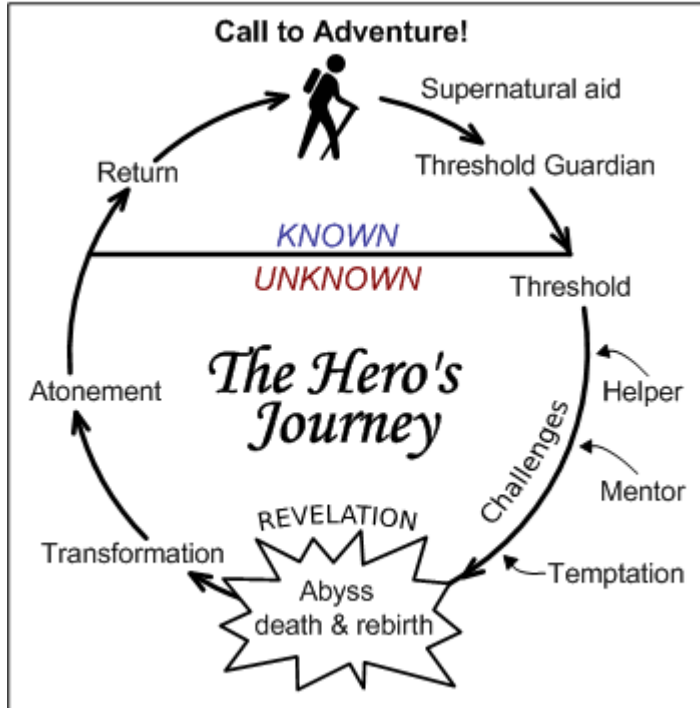
Three-Act Structure



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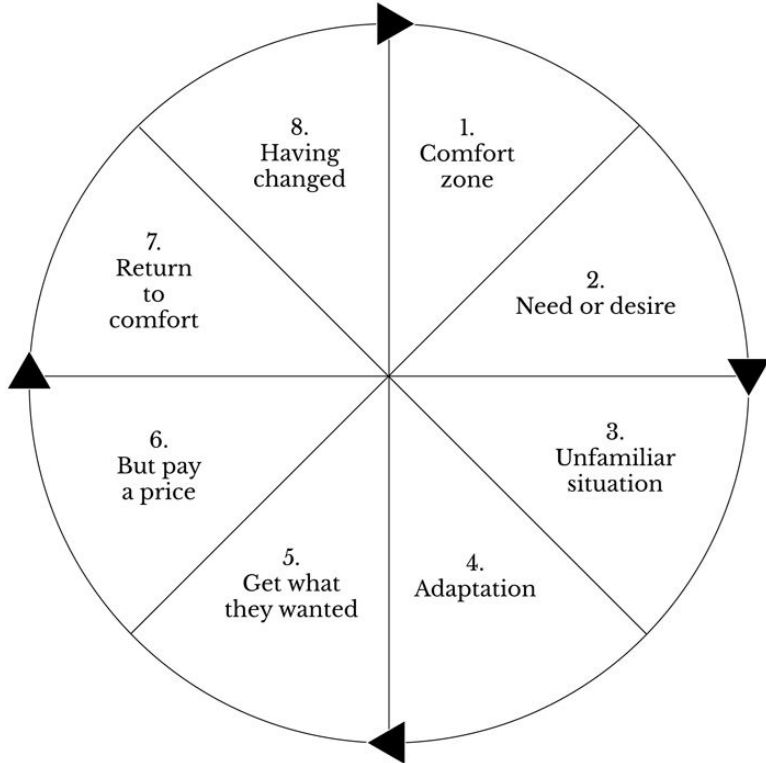


Linear Structure 1: The Hero's Journey



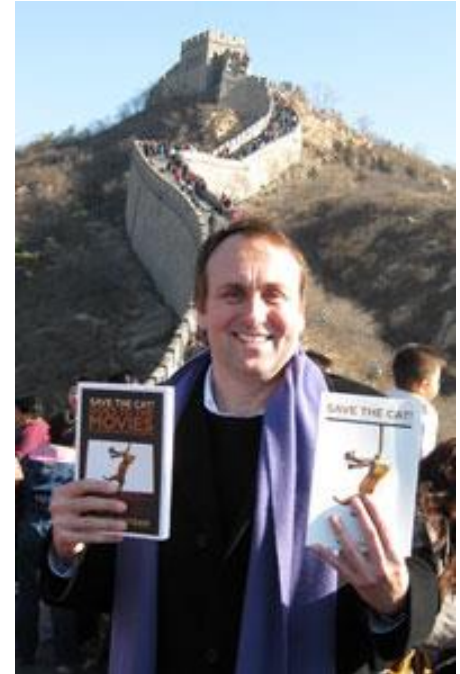
Linear Structure 2: The Harmon Cycle

Dan Harmon's Story Circle



Linear Structure 3: The Blake Snyder Beat Sheet

1. OPENING IMAGE
2. THEME STATED
3. SET-UP
4. CATALYST
5. DEBATE
6. BREAK INTO TWO
7. B STORY
8. FUN AND GAMES
9. MIDPOINT
10. BAD GUYS CLOSE IN
11. ALL IS LOST
12. DARK NIGHT OF THE SOUL
13. BREAK INTO THREE
14. FINALE
15. FINAL IMAGE



Vogler's Hero's Journey Storyline (1/3)

1 o'clock: The Ordinary World The Hero's Journey for every character starts at the world where he exists (setting). Protagonist(s) and Antagonist(s) may be introduced. For some reason (e.g. the mother and the bad sisters in Cinderella), s/he encounters difficulties.

2 o'clock: Call to Adventure: The Journey Begins Our hero is going through difficult times, or they are in a dilemma, or they cannot handle a situation. They are anxious, cannot handle their lives life as they would like. This is how adventure calls them. The hero faces a dilemma about his/her journey.

3 o'clock: Denial of the Challenge Suddenly, when the hero has decided to fight for the life he wants, he realizes that the changes and challenges are too many and s/he does not know if s/he can and if s/he wants to manage them. So, taking a step back, initially the hero refuses the challenge. Nevertheless, s/he sees that the previous situation does not work in his/her favor. Motivated either by external forces (something happens to him/her, to his family, to society, someone calls him/her for help, etc.) or by himself/herself, for example s/he has exceeded his limits and decides to fight.

4 o'clock: Meeting with the Mentor Thus, the time comes, and s/he meets a decisive character, his/mentor. The mentor is a person full of knowledge and experience who advises and inspires our hero on how to proceed.

Vogler's Hero's Journey Storyline (2/3)

5 o'clock: The Threshold After our hero's inner struggle over whether s/he will eventually change their lives or not, s/he crosses the threshold of an unexplored world that does not know where it leads. S/He meets various people, some friendly and some hostile, and forms alliances with those who can help him/her.

6 o'clock. Tests The first tests are coming. The hero is called upon to face the first difficulties of his/her journey and fails.

7 o'clock. Allies and Enemies Nevertheless, our hero now knows what his/her goal is and who his/her allies are.

8 o'clock. Entering the Danger Zone The great challenge comes, the hero, faces his greatest fears on his journey to the unknown and dangerous zone, comes face to face with death, loss, change.

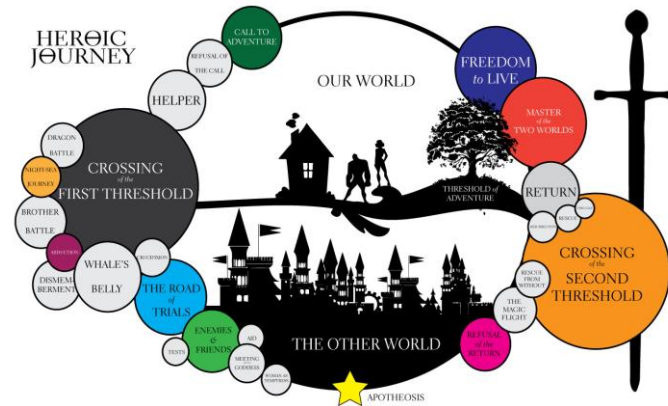
9 o'clock: The Climax: Final Conflict Finally, after many trials s/he fights the final battle with his/her opponent.

Vogler's Hero's Journey Storyline (3/3)

10 o'clock: The Reward The hero is rewarded for what s/he went through. This means that s/he has acquired knowledge, experience, and tools to face the difficulties and that s/he is now ready to fight again if necessary. The reward does not mean the end of the fight: now our hero knows that nothing is a given and that what s/he gained can be lost at any time.

11 o'clock. The Way Back The hero returns to his/her daily life. It is possible that before everything gets in its way it will have to face one last challenge, another sacrifice, or a conflict.

12 o'clock: The Return with the Treasure The hero is now armed with all the necessary supplies to face any difficulty.



NON-LINEAR STRUCTURE

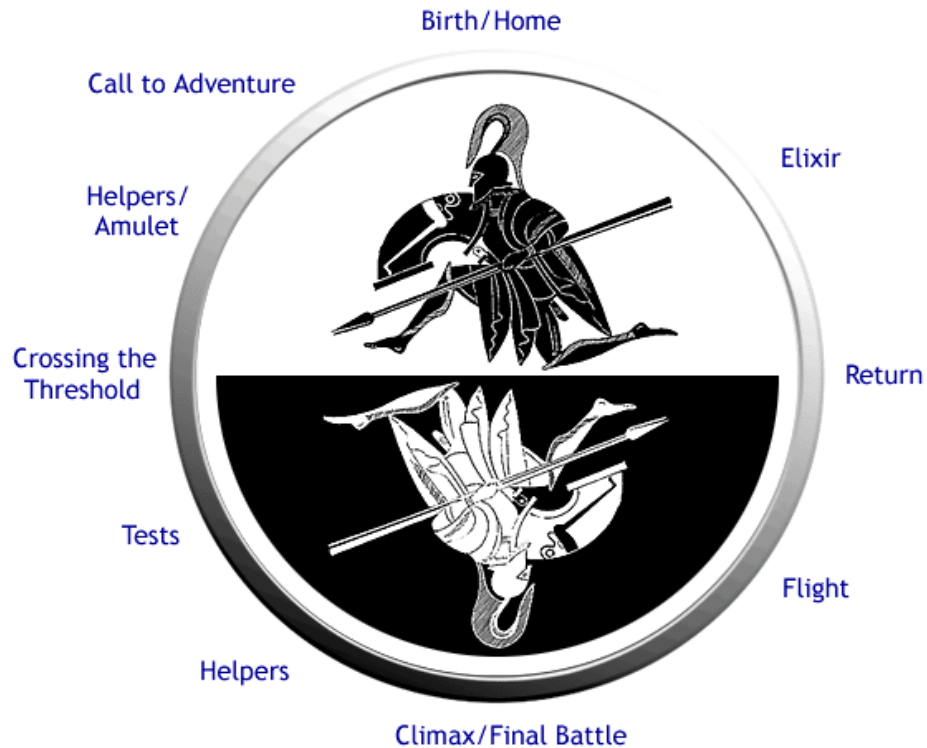
The Story Dice idea creates absurd potential in Storytelling. Furthermore, it provides a legitimate tool to handle 'The Writer's Block', the panicking storyteller's state in front of the blank page or when all resources are exhausted.

Step 1. Symbols creation: Stages from linear structures are translated into symbols for random utilisation.

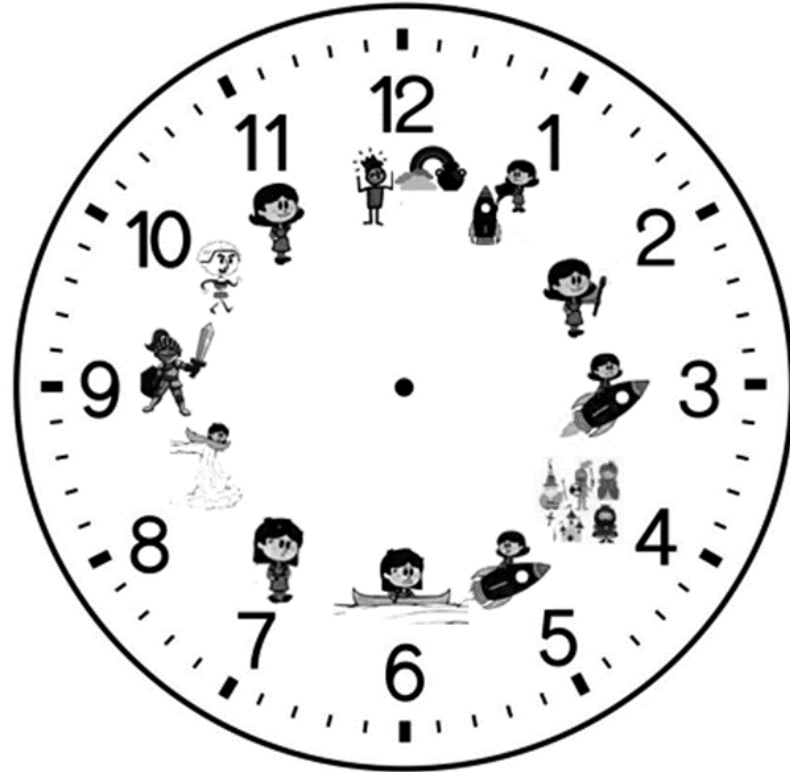
Step 2. Randomisation: The symbols can randomly appear if User enables this feature

Step 3. User's Freedom: Enables the user to choose from both a linear or random event and action to advance their story.

Non-Linear Structure with Storyline Cards



The Hero's Clock Storyline Cards



Any Questions?



References

Campbell, J. (1949). *The Hero with a Thousand Faces*. Princeton: Princeton University Press.

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