

Educator's Manual

How to use the Rewriting the Story collection

A practical guide for educators, youth workers and facilitators
to use real anonymous stories against bullying in educational settings.

■ **This material is complemented by 30 stories recorded in audio by the real protagonists themselves.**

Available at www.rewritingthestory.eu · No registration required

Erasmus+ Programme KA220-YOU · Co-funded by the European Union
www.rewritingthestory.eu · www.promesas.eu

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01 About the Project

Rewriting the Story is an Erasmus+ KA220-YOU project co-funded by the European Union, designed to empower young people to recognise, understand and respond to bullying in all its forms. Three partner organisations worked together to collect real stories, develop educational tools and create this interactive story library:

Asociación Promesas · Spain

Lead partner. Pioneer in educational escape rooms and game-based learning since 2014. Certifi GreenComp EcoTrainer and SALTO-YOUTH verified trainer with reach across Europe and Lat America. Based in Alicante.

En Root · France

Youth organisation specialising in non-formal education, intercultural exchange and participato methodologies for young people and youth workers.

C.J.R.A.E. Ialomita · Romania

County Centre for Educational Resources and Assistance, supporting young people in school and communi settings across the Ialomita region.

Project website: www.rewritingthestory.eu

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02 About the Story Collection

The collection contains **50 real stories** gathered **anonymously** from their true protagonists during the project. Stories were collected across France, Romania and Spain through written submissions, audio recordings and video testimonies — always with full informed consent and strict anonymity protection.

Each story includes:

- A **Setting** — context and physical environment
- A **Situation** — the bullying or exclusion episode
- A **Key Dialogue** — verbatim or reconstructed exchanges
- A **Rewrite the Story** section — suggested positive responses
- A **Possible Performance** — actions at 24h, 72h and structural level
- A **Complexity rating** (1–5/5) and a **Content Warning**
- Available in **four languages**: English · Spanish · French · Romanian

Important: These are real stories shared by real people. Handle them with care, discretion and respect at all times.

03 Audio Stories — Listening as a Learning Tool

This material is complemented by **30 stories recorded in audio** by the real protagonists themselves. Hearing the voice of the person who lived the experience creates an immediate emotional connection that written text cannot replicate. These recordings are available on the project website and offer a fundamentally different learning experience from reading.

Why listen?	Hearing a real voice — its tone, hesitations and silences — carries emotional weight that text cannot convey. Listening makes the experience more vivid and memorable.
Supporting material	Combine the audio story with ambient sounds, music or short video clips to help learners fully immerse in the world of the protagonist. Ask: *What would a day in this person's life feel like? What do they see, hear, fear?* This deepens empathy before analysis begins.
How to use them	Play the audio at the start of the session before showing the written version. Ask: *What did you notice in the voice? What emotions did you detect? What surprised you?*
Multilingual use	Audio recordings are in the speaker's own language. Pair with the written translation for full accessibility in multilingual groups.
Trauma sensitivity	Audio can trigger stronger responses than text. Always check the content warning before playing and have a pause plan ready.
Transcription activity	Advanced groups can transcribe short audio excerpts and compare with the written version — a powerful literacy and empathy exercise.

■ Access all 30 audio stories at: www.rewritingthestory.eu

No registration required · Available in original languages with written translations

04 How to Use the Website

The interactive story library is at **www.rewritingthestory.eu**. Optimised for desktop and mobile. No registration required.

1 **Language selector**
Choose EN, ES, FR or RO. All titles, previews and full texts switch instantly.

2 **Search bar**
Type any keyword to filter stories by title: 'bus', 'school', 'silence', etc.

3 **Story cards**
Each card shows the title, image, short preview and complexity badge. Tap to open.

4 **Full story modal**
Switch languages in the modal tabs. Scroll through setting, dialogue and action plans.

5 **Audio icon**
30 stories include an embedded audio recording. Play directly in the browser.

6 **Educator's Manual**
The teal banner links to this document. Share the URL or print for offline use.

05 The 5-Step Methodology for Each Story

Each story is a self-contained learning unit grounded in **experiential learning**, **restorative practices** and **non-formal education**:

1 **IMMERSE**
Read or listen to the story together — just 2 minutes. No analysis yet. If using audio, let silence follow. This builds shared reference and emotional safety.

2 **EXPLORE**
Open questions: *Who is affected? What power dynamics are at play? What would you feel in each role?* Use the Key Dialogue as a script for role-play. Optionally, play ambient sounds or music to deepen immersion.

3 **REWRITE**
Present the 'Rewrite the Story' section. Small groups design their own alternative ending. Compare with the suggested version. Discuss what made the difference.

4

ACT

Use the 'Possible Performance' section (Now / Bridge / Structural) to build a real-life action plan. What can *this group* actually do in the next 24 hours?

5

REFLECT

Close with individual or group reflection: *What did I learn? What will I do differently? What systemic change is needed?* Use anonymous written cards for sensitive topics.

Time estimate: 45–75 minutes per story. The reading itself takes only **2 minutes**. Steps 1–2 together take approximately 20 minutes for a lighter session.

06 Before the Session — Educator Preparation

- ✓ Read the full story in advance — including all language versions if multilingual.
- ✓ Check the **Complexity rating and Content Warning.** Stories rated 4–5/5 involve sensitive topics (false accusations, ostracism, verbal violence). Ensure group readiness and support availability.
- ✓ Prepare the space: circle or horseshoe seating, paper and pens.
- ✓ Set **ground rules**: confidentiality, no personal attacks, right to pass, speak in first person.
- ✓ Choose format: silent 2-minute reading, group read-aloud, or audio playback.
- ✓ Prepare supporting material (ambient sounds, images, music) to deepen immersion if desired.
- ✓ Prepare follow-up resources: counsellor contacts, local helplines.
- ✓ Check language accessibility — use the website language switcher.
- ✓ If using audio: test playback equipment and check content warning beforehand.

07 During the Session — Facilitation Guide

The facilitator's role is to **hold the space**, not to provide answers. Avoid evaluating responses as right or wrong.

Opening (5 min)	Welcome and ground rules. Check-in round: one word for how participants feel today.
Story (2–5 min)	Read aloud (2 min) or play audio. If audio, allow a moment of silence after.
Immersion (optional)	Play ambient sounds or music. Ask: *Imagine a day in this person's life. What do they see? What do they fear?*
First reactions (5 min)	Silent individual writing: *What did I feel? Who do I identify with?*
Discussion (20–25 min)	Explore perspectives. Use Key Dialogue as script. Rotate roles. Include bystanders and passive witnesses.
Rewriting (15 min)	Small groups redesign the scenario. 2-minute sharing each.
Action planning (10 min)	Now / Bridge / Structural framework. What can be done in 24 hours?
Closing (5–10 min)	Anonymous reflection card. One-word closing round. Support resources reminder.

Tip: If discussion becomes too intense, use the 'zoom out' technique — ask participants to step out of the story and look at it as researchers, not protagonists.

08 After the Session — Follow-up Activities

Written journal	Three sentences: what happened · what it means to me · one action I commit to.
Letter to a character	Write to the protagonist, aggressor or witness. Never sent — but shared voluntarily.
Systems map	Draw all people involved, their relationships and power flows. Where could the cycle be broken?
'I was there'	If you had been present: what would you do? Rehearse through role-play.
Community pledge	Co-create a visible group charter about responding to exclusion.
Comparative analysis	Compare two stories with similar themes. What differs in context and outcome?
Listen then rewrite	Play the audio version first, then rewrite the ending in writing. Discuss how the voice changed your response.
A day in their life	Based on the story and supporting sounds/images, write or draw what a full day looks like for this person. Then ask: what small change would transform it?

09 Story Complexity Guide

Match stories to your group's age, experience and readiness:

Level	Description	Recommended for	Example topics
1–2 Easy	Clear situations, obvious power dynamics, low intensity.	First sessions, younger groups (12–14), introductory workshops.	Playground exclusion, name-calling.
3 Medium	Nuanced situations, multiple perspectives, moderate intensity.	Ongoing programmes, mixed ages (14–17).	Social media rumours, group dynamics.
4–5 Difficult	Complex power structures, trauma, false accusations.	Experienced groups, trained facilitators, 16+, small groups.	Xenophobia, identity-based attacks.

10 Tips for Specific Contexts

Formal school settings

- Use 1–2 stories per term as part of a social-emotional learning unit.
- Connect stories to curriculum: ethics, citizenship, modern languages.
- Use the multilingual versions for language classes.
- Involve the school counsellor for stories rated 4–5.

Non-formal youth groups

- Use storytelling circles: read or listen, then sit in silence for one minute.
- Run a 'story slam': groups compete to find the best rewrite.
- Connect stories to the group's own charter or values.
- Use supporting sounds/music to help participants embody the protagonist.

Online / hybrid sessions

- Share the website link — participants read in their own language.
- Use breakout rooms for small-group rewriting.
- For audio: use screen share with audio for synchronous playback.
- Collect reflections via Mentimeter or a shared document.

Multilingual & international groups

- Open the story simultaneously in two languages, side by side on screen.
- Play the audio in the original language, then read the translation together.
- Discuss how language and culture shape the perception of bullying.

11 Ethical Guidelines & Content Warnings

These are real stories. They were shared by real people who trusted the project partners with their experiences. Every use of this material carries an ethical responsibility.

Anonymity	Never attempt to identify the people behind the stories. Do not share outside the educational context without permission from Asociación Promesas.
Trauma-informed	Some participants may have lived similar experiences. Always allow an opt-out. Never force disclosure or role-play.
Content warnings	Read the content warning aloud before starting. Give participants a moment to decide whether they wish to engage.
Audio sensitivity	Audio recordings can trigger stronger responses than text. The voice, tone and pauses of a real person carry emotional weight. Have a pause plan ready.
Do not exploit distress	If a participant becomes distressed, pause the session. The story can wait.
Cultural sensitivity	Stories span three countries. Cultural differences in perceiving bullying are a learning opportunity, not a source of judgment.
Reporting obligations	If a participant discloses an ongoing bullying situation, follow your institution's safeguarding protocol. This manual does not override legal obligations.

12 Quick Reference Card

Print this page as a desk reference during your session.

Phase	Action	Time
1 · IMMERSE	Read (2 min) or play audio. No analysis yet.	2–5 min
2 · EXPLORE	Immersion sounds optional. Open questions. Role perspectives.	15 min
3 · REWRITE	Small groups redesign the ending.	15 min
4 · ACT	Now / Bridge / Structural action plan.	10 min
5 · REFLECT	Anonymous written cards. One-word closing.	10 min
BEFORE	Read story + check complexity + set ground rules.	—
AUDIO	Test playback · check content warning · pause plan.	—
AFTER	Journal / letter / pledge / counsellor referral.	—

Need help or training? Contact the project partners through the project website:
www.rewritingthestory.eu · Audio stories · Written stories · Educator support

13 Acknowledgements

Acknowledgements

We wholeheartedly thank all the young people, teachers, youth educators and scouts who participated in this project to collect real bullying stories. We know this is a very difficult and personal process, but we want to acknowledge that this content will be taken into account — because with it, we will be able to help others.

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Youth Educator