

Storytelling Residency Coursework

Covers the basics of stakeholder needs mapping, levels of impact storytelling and helps participants think through a content strategy and plan. Also goes into the details of using Ghost as the tech tool that can be leveraged for impact storytelling.

- [Module 1 | Levels of impact storytelling](#)
- [Module 2 | Know your audience & their needs](#)
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Module 1 | Levels of impact storytelling

Session 0

30 minutes

Theme

Listening with intent

Methodology

- Split up the cohort into groups of two each. Tell them that they have 15 minutes to get introduced to each other. Then they have to come back and introduce the other person to the group.
 - Instructions for the introduction:- In the first five minutes, one person asks their partner questions to know more about them, and allows them to speak as much as they want to. The first person's job then is to listen carefully. No taking notes or anything. Just listening.
 - In the next five minutes, the roles are reversed.
 - They have five minutes for follow-up questions and to gather back at the table.
 - Each person then has to introduce their partner to the rest of the group, in under 2 minutes.

Learning outcomes

- Understanding that listening with intent, empathy is a skill that can be learned.
 - Understanding that this is a skill that will come in extremely handy when working in social impact.
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Session 1

1.5 hours

Theme

Four levels of impact storytelling, from discoverability to visibility and engagement to impact.

Methodology

- Introduce the example of a university. Ask open questions about what a university needs in order to run. Allow participants to answer and discuss.
- Establish that the university needs students and teachers to run. Ask the participants to openly discuss what could possibly be the best ways to reach out to students and teachers.
- Once it is established that the website is a great medium for reaching out to students, teachers and parents, explain the term discoverability.
- Start drawing the Levels of Impact Storytelling ladder on a chart paper or whiteboard, with Discoverability as the first step, L1.
- Ask the cohort questions like, 'How will people know that the website exists?', 'If the school wants to make a hiring announcement, what happens after the JD is put up on the website?', 'What should the school do to ensure more people see the JD?'
- Build up to the concept of Visibility. Add it to the ladder as L2.
- Give an example about a JD for a math teacher, that lists experience and all details except for expected salary. Explain the concept of Engagement when potential candidates comment on the post asking for more details, or asking whom they can contact for more details. Mark Engagement as L3 in the ladder.
- Use this example to show how levels are interconnected. Explain how the comments on the post point to a lack of detail in the JD, which means one has to go back to L1 level (updating the JD with all details)
- Explain how doing L1, L2, and L3 consistently leads to L4, Impact; in this case, hiring the right faculty.

Learning outcomes

- Introduction to the idea that there are different levels of storytelling
- Understanding why each level is important, and how they are all interconnected and important.

Module 2 | Know your audience & their needs

Session 1

2 hours

Theme

Thinking through stakeholder and needs mapping

Methodology

- Divide the cohort into teams of 2-3 members each. Each team can choose their own names. It is best to separate members from the same organisation into different teams. Explain that there will be team activities throughout the workshop.
- Use the same example from the previous day, of the primary school. Ask each team to use cards, sticky notes and sketch pens for their activity.
- Invite each team to think through who could be the different stakeholders for the school, and their needs. Ask them to list out the stakeholders and 3 of their needs on the sticky notes: 1 stakeholder/1 need on each card.
- Each team presents the cards with the names and needs of stakeholders. Facilitator can choose one card for all the the common stakeholders mentioned; for instance, students/teachers/school management/support staff. If any team has come up with a stakeholder not mentioned by any other team, this can be kept separately.
- Needs can be sorted under the stakeholder cards by rearranging sticky notes.
- Once all the stakeholder cards have been sorted, ask the teams to gather around a large chart paper, with concentric circles drawn on it.
- Explain what key stakeholders are. Invite the cohort to suggest who could be the primary stakeholder. Participants may need help/prompting in thinking this through. Place that card in the centre of the circles. Ask participants who the next key stakeholder could be. Place the card on the next circle. Similarly, arrange all stakeholders in the concentric

circles, with the secondary stakeholders moving towards the outer circle.

- On a whiteboard/chart paper, draw a four-quadrant graph for decision-making, with Power on the Y axis and Impact on the X axis. Allow teams to discuss and suggest where each of the stakeholders will find a place on the graph.
- The graph will indicate that the primary stakeholders have the least decision-making power but will face the highest impact of the decisions.
- Have a short discussion on making decision-making more accessible to and inclusive of key stakeholders.

Learning outcomes

- Understanding how to figure out the key stakeholders
 - Understanding the impact of decision-making, and the idea that the key stakeholders need more power in decision making
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Session 2

1 hour

Theme

Thinking through key stakeholders for the website

Methodology

- Using the same example and stakeholder cards from the first session, ask teams to suggest who they think are the key stakeholders for the school's website.
- Help them understand why key stakeholders for the website may be different from the key stakeholders for the school. Take them through how this is often the case for NGO/changemaker websites.
- Ask each team to write out three key needs each for two of the key stakeholders.
- Help them think through what this could look like in a website.
- Each team to discuss and present what the website's home page should be to represent the top two needs.
- Homework: Participants to think through who are the key stakeholders for their project websites and what their needs are.

Learning outcomes

- Understanding that key stakeholders and their needs for the website are unique, and may differ from the NGO's key stakeholders
- Applying this learning to their own projects

Module 3 | Introduction to Ghost

Session 1

30-45 minutes

Theme

Understanding the characteristics of a good website

Methodology

- Ask everyone to think of their favourite websites and two things they like most about the website. Use sticky notes and cards for this activity.
- Ask each team to present a list of three top characteristics they have collated from their team members. Each team can present a card with the top three characteristics on sticky notes.
- As the team lead presents each characteristic, move them under headers like Content, Design, Responsiveness, etc. placed on the table. Facilitators can also add their choices.
- This will eventually visually represent that most of the characteristics falls under Content, and then, Design.
- Use this example to help the cohort understand why thinking through of content is so important for a website.

Learning outcomes

- Understanding the various attributes that make for a good website
 - Understanding the importance of content planning for websites
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Session 2

2 hours

Theme

Introduction to Ghost

Methodology

Ghost sessions

- Ghost Introduction
 - Creating an Account and Setting up Ghost
 - Dashboard Overview of Ghost
 - Creating a Blog Post & pages
 - Advance: Post Settings vs. Page Settings
 - Saving and Publishing Posts & pages
 - Customizing the Theme
 - Adding Team Members
 - Managing SEO
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Session 1. Ghost Introduction

Overview of Ghost- Briefly introduce Ghost as a platform for creating websites, blogs, and newsletters, especially designed for storytelling. Explain that no coding knowledge is required.

Facilitator Note- Show participants some examples how aikyam Fellows and The Ignite Foundation use Ghost for storytelling.

- [aikyam fellows](#)
- [The ignite foundation](#)

Materials Needed- Projector/Screen, Laptop

Outcome- Participants will understand the purpose of Ghost and feel ready to explore ghost.

Session 2. Creating an Account and Setting up Ghost

Sign up for Ghost- Guide participants through creating a Ghost account and setting up their site.

Facilitator Instructions:

- Ask participants to open their web browser and navigate to the Ghost instance shared with them (provided by Aikyam before the session).
- Instruct them to click “Get Started” and guide them to sign up using their email and set up their site.

Materials Needed- Participants’ devices, shared Ghost instance URLs

Outcome: Participants will have their own Ghost account and access to the dashboard.

Session 3. Dashboard Overview of Ghost

Show the Dashboard- Help participants get comfortable using the Ghost dashboard by explaining the main sections.

Facilitator Instructions- Share your screen to show the Ghost dashboard and explain each section:

- **Posts:** Where they can create, edit, and manage blog posts.
- **Pages:** For static pages like "**About**" or "**Contact**."
- **Tags:** Organise posts with tags to help with categorization.

Outcome- Participants will understand how to use the Ghost dashboard, including the purpose of **Posts, Pages, and Tags**.

Session 4. Creating a Blog Post & Pages

Creating a Post- Teach participants how to create and format a post using Ghost. Show examples of posts to highlight the elements they will use.

Explain the Activity:

Let participants know they will practice creating a post by adding a **title**, uploading an **image**, **writing content**, and using extra elements like buttons and callout boxes.

Facilitator Instructions:

- Add a Title to their post.
- Upload an Image: Click the image icon to upload a featured image.
- Start Writing Content: Encourage them to explore the editor.
- Use the “+” Button for Additional Elements.
- Direct participants to the Posts section in the left menu.
- Guide them to:

Show the Available Features:

- Buttons: Demonstrate how to add a button for linking to other pages or sites.
- Callout Boxes: Explain how callout boxes can highlight key information.
- Images: Show how to add images within the post.
- Markdown: Briefly explain Markdown for text formatting.
- HTML: Show how to switch to HTML mode for custom code.
- Divider: Show how to add a divider.
- Gallery: Explain how to add an image gallery.
- Product Card: Show how to add a product card (if relevant).

Facilitator Note-

Use this [Style Guide example](#) to show participants how to make their posts look better. Go over basic elements like headings, lists, quotes, and images to help them organise and style their post.

Activity: Participants Create Their Own Blog Post-

TASK- Ask participants to create a blog post on a topic of their choice and use at least 5 of the

features shown.

Outcome- Participants will create a formatted blog post with a title, content, featured image, and additional elements, gaining confidence in using Ghost's editor.

Creating a Page:

- Explain the difference between posts and pages. Learn how to create a new page.

Example -Show this example to participants to get the idea how to create a web page.

- <https://aikyamfellows.org/about/>
- <https://impact.theigniteindia.com/about/>
- <https://ninetydegrees.in/get-involved/>

Facilitator Instruction: Guide participants through creating a blank page

- Go to Pages from the left menu.
- Click on New Page.
- Add a Title to the page.
- Start Writing Content: Encourage them to explore the editor.
- Use the “+” Button for Additional Elements.
- Use Ghost Elements for formatting.

Activity: Participants Create Page (40 min)

Task - Ask participants to choose any one of the given examples and create that web page.(only for practice)

- <https://aikyamfellows.org/about/>
- <https://impact.theigniteindia.com/about/>
- <https://ninetydegrees.in/get-involved/>
- <https://saans.aikyamhq.com/about/>

Outcome - Participants will gain the skills to create, format, and publish web pages using Ghost.

They will be able to add different elements like images, buttons, and headings to make their pages

look good.

Session 5. Explaining Post Settings vs. Page Settings

-Guide them through how they can access this page settings and post setting.

Step by step-

Click on the setting icon in top right. Please explain the example provided below

- Page URL
- Publish date
- Tags
- Page access
- Excerpt
- Authors
- Template

Key Differences:

- Posts use tags and excerpts to organise content **pages do not.**
 - Pages can have different templates and visibility options, suitable for static content.
 - Posts are usually shared more frequently on social media, so extra settings like excerpts and tags are useful.
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Session 6. Saving and Publishing Posts & Pages

Saving and Publishing:

- Guide participants through saving and publishing their posts or pages.

Facilitator Instructions:

- Show how to save posts as drafts, schedule for later, or publish immediately.

Step-by-Step Instructions for Saving and Publishing

- Saving as Draft
- Publishing Immediately
- Scheduling for Later
- Publish Only (Without Email)
- Publish and Email (Notify Subscribers)
- Email Only (Without Publishing)

Outcome: Participants will be able to save drafts, schedule, and publish posts or pages confidently.

Session 7. Advance setting for site & Editing the Theme

Editing theme:

- Introduce participants to basic theme customization options.

Facilitator Instructions- Teach participants how to change site settings and customise the theme.

Steps:

General Site Settings (15 minutes)

- Show participants how to set the Site Title and Site Description (what the site is about).
- Explain how to add a Logo and link Social Media accounts.
- Teach how to change the Language and Timezone.
- Show how to set up Membership settings if the site has members.

Activity:

-Ask participants to update their site settings (title, description, logo) and try changing the theme.

Outcome- Participants will know how to navigate theme settings to make basic customizations.

Session 8. Adding Team Members

Invite Team Members-

Explain how to add other users to their Ghost site for collaboration.

- Show participants the **Settings > Team section**, where they can invite team members by entering their email addresses.

Facilitator Instructions-

Explain the four roles in Ghost and what permissions each role has:

- **Administrator:** Full access to the site, including settings, team management, and content. Can invite, manage, and remove users.
- **Editor:** Can manage, edit, and publish all content but cannot access site settings or team management.
- **Author:** Can create and publish their own posts but cannot edit or publish posts by other users.
- **Contributor:** Can write and submit posts for review but cannot publish; posts need approval from an Editor or Administrator

Outcome- Participants will be able to add team members, assign roles, and understand the permissions each role has for collaboration.

Session 9. Managing SEO

SEO Basics- Introduce participants to basic SEO settings for their posts and pages

Facilitator Instructions:

- Show how to add meta descriptions, tags, and other SEO-related settings within the post editor and also in site settings.

Outcome- Participants will understand basic SEO settings in Ghost to improve visibility.

Learning outcomes

Module 4 | Reach out to your audience

Session

2 hours

Theme

Using Ghost newsletters optimally to reach out to, and engage with audiences

Methodology