

# My object, my story

This learning scenario supports adults in developing their social competence by using personal objects as the starting point for both digital and non-digital storytelling.



## Learning objectives

Learning objectives are directly connected to the social area of the [LifeComp Framework](#):

- Share personal stories with clarity and confidence
- Collaborate in creating collective digital narratives
- Recognise and express emotions related to memories and experiences
- Create digital content responsibly
- Use digital storytelling and communication tools, such as WhatsApp, Canva, or AI-powered platforms

## Target group

Adult learners with basic literacy and digital skills, especially seniors.

### Level

Easy ★

### Length

2–4 hours

### Mode

In-person



## To study before the scenario



The educator should be familiar with the virtual “[Library of Life, Love and Loss](#)” and see existing stories and objects.

- [Canva](#) (visual and video)
- [NotebookLM](#) or [ElevenLabs](#) (audio)
- [Suno](#) (music)

### Emerging Technology tools used

### Teacher / learner

[Canva](#)



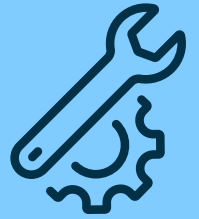
[NotebookLM](#)



[ElevenLabs](#)



[Suno](#)



## Equipment needed

Mobile phones, computers or tablets, internet connection.

## Description of the learning scenario

The activities are presented chronologically. The activities are presented chronologically. The educator can remove some of the activities or use only the ones that fit the group. Suggestions are shared during the explanation of the activities.

## Choose one star object!

The spark to start is the selection of one object that holds personal significance. This object becomes the basis for all activities, and learners will explore different ways to tell its story using digital and non-digital tools. At the end of the scenario, all objects and their stories are shared on the Life Love Loss digital library.

Learners should be informed in advance that they should bring an object to the group session:



- Something that reminds them of a person
- Something connected to an important moment
- Something they've had for a long time
- Something that represents a memory

To start the session, it is optional to share the virtual library and show examples of objects that people have sent from all over Europe. If there are enough computers or tablets, all learners can access and explore the library. If not, this can be done in groups. Guidance will be helpful, and a buddy system can work if some learners have stronger digital skills and can support peers.

## **Get to know everyone's object**

Each learner presents their object to their peers and explains why they chose it. If participants bring more than one object, the educator can facilitate a discussion to help to choose one. Sharing can be done in rotating pairs every 5 minutes, so learners share it with most of the group.

Once everyone has chosen an object, different activities that can be done around the item and, most importantly, the story of the object and their memory.

## **Photography**

Learners take several photos of their object using their smartphone: the whole object, close-up details, in their hands or in a specific place. Depending on the time and skills of participants, learners can also be encouraged to create a little set behind the object with colours or other objects.

Learners show their photos first to a partner and choose their favourites, and then show them to the whole group. The educator asks learners to send their photos by e-mail or WhatsApp so they can be shown to everyone.

## **Visual gallery**

Learners use multiple photos of their object to create a presentation on PowerPoint or Canva (or similar).



Each learner sends their photos from their phone to a computer. If resources allow, each person prepares a short presentation with several photos of their object and a few lines of text, such as the object's name or words connected to its story. This is a moment for creativity, and each slide can show a different part of the object or a new angle.

Using PowerPoint or Canva, learners can explore simple ways to add text and download their work. When using Canva, they also learn how to upload photos and place them on different pages. Canva makes it easy to switch from a presentation to a video, so learners can turn their photos into a short video, try out sounds or music, and explore the available transitions. Depending on the group, only show the essential features so learners feel free to experiment without aiming for a perfect result. After downloading the presentations, form small groups for sharing.

## **Audio**

Learners tell their object's story in their own voice. It only needs to be one to two minutes long, explaining what the object means to them.

To prepare, learners first practise telling their story to a partner. Then, learners record their story using WhatsApp's voice message (or similar) feature. This activity is more relevant if the group has WhatsApp and wants to learn how to use it better. If not, a simple recording function of a smartphone (or a traditional recorder) is enough. In case the educator decides to do multiple sessions, this is also an activity that can be done at home by the learners, as they might want to record their stories multiple times.

Once again, depending on the level, the audio can easily be included in the Canva videos, with the help of the educator.

## **Video**

After practising telling their story on record, some learners can be interested in exploring video. Using a smartphone, encourage learners to record one another and share the videos via e-mail or WhatsApp. For the ones who want to explore the Canva platform again, it is possible to edit very simple videos by adding a photo of the object or a small text to the video images.



## Using an AI chatbot

With the photo taken of the object, learners are asked to upload the photo to an AI chatbot and ask basic questions via text or audio (speech-to-text function). Learners can ask what the object is and compare the answer with reality, or ask the AI chatbot to generate a fake short story about why that object can be important to someone. Comparing the AI-generated story with the real one can be an interesting exercise. This can be a good opportunity to explain how an AI chatbot works and its ethical implications.

## AI generates music

The educator supports adults to write one sentence about the object and the story. It asks each learner what kind of music style they prefer to use the Suno platform to create an AI song about the object and the story. The educator, now familiar with the platform, supports learners to create their own songs (Suno works with different languages). The free version allows for some tries, and it works on the phone via the app. This is also an opportunity to discuss music in general, the use of AI to create songs, or the use of headphones in public places. Allow learners to discuss whether they liked their songs or not, and if they needed to try several times to find a suitable version.

## AI generates voice narration

From voice to one sentence, now the educator supports adults to write a longer text about the object and the story. Depending on the skills, this can be a longer or shorter process, more or less guided by the educator.

Using NotebookLM or ElevenLabs (educator's choice), learners upload their object's story and listen to the AI-generated version.

Once again, the educator should present only the basic features and give space and guidance to the learners to log in and explore the platform. These tools create audio based on the text provided by the user.



## Collective Storytelling

### Board of photos

Now that everyone has shared their objects and stories, learners can explore connections between different objects. The educator can use a board or large paper and print photos of all objects. Learners can find connections between the objects and rearrange photos around similar themes, emotions, or time periods. The educator can facilitate a discussion and let the learners move the photos and write themes on the paper. Alternatively, the learners can do this activity in smaller groups and then present their boards to other groups: how did the different groups arrange the photos? Was it similar or completely different?

### Emotion mapping

Learners discuss the emotions associated with each object, and the educator records them on the board. The learners group objects by primary emotion and discuss each emotion. What are the examples associated with each emotion? Is there any emotion that was dominant in most objects' stories? Colour coding can also support discussing emotions.

### A new story

After completing the board, learners can also invent a new story that joins all the objects and stories already shared by the individuals. Learners can do this activity within the same groups as the previous exercise, or, depending on the number of participants, the story can be created by the whole group. The educator can support by facilitating the debate and writing the new story. Learners can then create another audio with the new story where they all record a different sentence.

### Collective timeline

In case no group has done it already, the educator can also propose the creation of a collective timeline. On another large paper (or on a digital board on Canva), learners must place objects chronologically based on when they got them. Add the photos of the objects and one sentence about each object/photo.



To add new elements, encourage learners to identify historical events that connect to the years/decades of the objects. This is a good opportunity to discuss important national and international events.

## **A Library of Life, Love and Loss**

The educator gathers all the objects: a photo, the name of the object or of the story, and the story explained via text, audio, or video. On the website, it is possible to add the contact information to be contacted by the organisers and proceed with the insertion of the objects.

Note: even if the learners do not want their stories shared in the library, all the activities can be organised with the group, and the virtual library can be used as an inspiration for the learners to explore other objects.

## **Sharing circle (evaluation)**

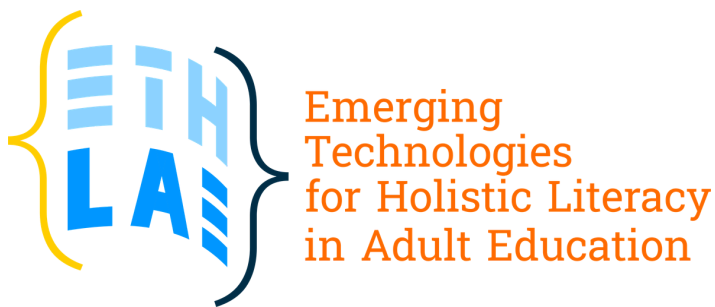
Each person shares a few sentences about this process. The educator can ask learners to complete the sentences: “My object taught me...”, “I feel proud of...”, “I was surprised that...”. The educator can guide this evaluation process towards the learning outcomes: confidence in using digital tools, confidence and clarity in communication and sharing personal stories, recognising and expressing emotions, and collaborating in creating narratives and stories.

## **Things to note**

On all platforms, if the learners do not want to use their personal e-mails, the educator can support them in creating an e-mail account solely for these activities. If the resources (tablets or computers) are from the organisation, accounts can be created by the educator and used on those resources to avoid learners having to use their accounts while they are not comfortable with the tools.

Even if learners do not want to use AI-based tools due to ethical reasons, it is important for them to learn what they are and how to identify AI-generated content. These activities can be a good and fun introduction to AI.





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