



Module Title:	C1: Tasks and Skills of the Museum Mediator As Diversity Integrator		
Session n.	Title: Target and storytelling		
Duration	3 hours		
Delivery method	Blended <input type="checkbox"/>	Face to face <input checked="" type="checkbox"/>	Distance learning <input type="checkbox"/>
		Training on the job <input type="checkbox"/>	
	Time: 3 hours	Time:	Time:
Delivery method	<p><i>Notes on the choice:</i> The face to face method is the best suitable for this kind of workshop. The workshop activities are planned to be group activities in which the participants take active part in the discussion and activities presented. In this way the tutor can also evaluate and support the participants responding to their needs.</p>		
Learning objectives	<ul style="list-style-type: none"> • Understand the technique of how to identify the target or personas • Define the target and personas in detail • Understand the technique of storytelling in museum marketing promotion • Apply the technique of storytelling for marketing promotion 		
Intended learning outcomes:	<p>LO1:</p> <ul style="list-style-type: none"> • Define the target group using the techniques learnt • Learn about Storytelling and marketing promotion • Learn how to use the techniques for marketing promotion 		
Session Details:	Lesson Item:	Method(s) and instructions for trainers:	Required Resource(s):
	Introduction Part 1: Target	<p>The participants will be provided of a workshop divided into 2 parts. The First part will be dedicated to the definition of the target and persona. The Second part will be dedicated to Storytelling as a marketing technique to help boost promotional campaigns in the field of art, heritage and museums.</p> <p>First part: The tutor at first will present the topic with a question to the group: “What do you think when I say the word target? And what about persona?”. This introductory phase will serve as a brainstorming collecting the</p>	<p>- paper, pencils/pens</p> <p>-PC, power point presentation: Target&persona, white board</p>

		ideas the participants have in general on target and personas.	
	Activity 1:	<p>The participants will have to define in groups a fictional target group to which they address a product/service that can be used/created in the field of art, heritage and museum (ex. An exhibition of a particular artist). They will have to act as marketing specialist. To help them create the story they will be provided with a detailed scheme to make the work clearer and more accessible. This will be a group work: the tutor can choose the members of each group or make the participants choose. During the activity the tutor will be available to answer question and if possible make examples to make the participants understand better.</p>	<p>- paper, pencils/pens</p> <p>-PC, power point presentation: Target&persona</p>
	Activity 2:	<p>After the having highlighted the characteristics of their target group each one of them will present it to the others.</p> <p>The tutor will highlight what the strengths and weaknesses of the stories are, suggesting some valuable changes.</p>	
Post- part 1 Activity Discussion	<p>After the analysis of the target groups identified by the participants the group as a whole will express their point of view, the ideas and the thoughts on the activities presented.</p> <p>The tutor will lead the discussion and will have to focus on asking the participant their point of view on the topic, what they have understood, in what way they think they can use this technique in their activities, etc. It is important that all participants are involved in the discussion to have a complete overview of the activity.</p>	<p>- paper, pencils/pens</p> <p>-PC, power point presentation: Target&persona</p>	

	Introduction part 2: Storytelling	The tutor at first will present the topic with a question to the group: "Have you ever heard of storytelling?". This introductory phase will serve as a brainstorming collecting the ideas the participants have in general on storytelling.	
	Activity 3:	The tutor will first present techniques and strategies useful in storytelling (see PowerPoint Storytelling) and will then use Annex I and divide the story provided in between the established group of participants (the tutor can decide to use the same groups as before or create new ones and will have to give a copy of Annex I). Each group will have to creatively re-interpret and re-create the "story" given (the tutor has to explain that they should use their imagination and creativity and take into consideration the place of the workshop and the target group identified in the previous activity to create an understandable story). The tutor should give the groups a certain amount of time (min. 60 minutes). The groups will have to create the stories using the techniques presented before-hand by the tutor. The tutor will support the participants during the activity answering to their question and stimulating their creativity.	<p>- paper, pencils/pens</p> <p>-Annex I</p> <p>-PC, power point presentation: Storytelling</p>
	Activity 4:	After the creation of the story each group will have to present it to the others. All groups have to see each other presentation and give each other constructive feedback. to create a constructive confrontation. The tutor will highlight what the strengths and weaknesses of the stories are, suggesting some valuable changes.	

	Post-Activity Discussion	After the presentation of the stories created the group as a whole will express their point of view, the ideas and the thoughts on the activity presented. The tutor will lead the discussion and will have to focus on asking the participant their point of view on the topic, what they have understood, in what way they think they can use this technique in their activities, etc. It is important that all participants are involved in the discussion to have a complete overview of the activity.	
Evaluation methods	Face to face <input checked="" type="checkbox"/>	The tutor will evaluate informally the work of the participants by providing feedback and suggestions to the target group identified and/or the story created to improve it if necessary. This will help the participants understand better the topic and the characteristics to take into consideration when defining a target group and creating a story to be used in the field of heritage, art and museums.	
	Distance learning <input type="checkbox"/>		
	Training on the job <input type="checkbox"/>		
Didactic materials	Face to face <input checked="" type="checkbox"/>	The participant will be provided with the training course which contains examples and activity to which they will have to approach as a group depending on the activity. The activity will be directed by a tutor with knowledge and competences in the topics presented who will stimulate the participants.	
	Distance learning <input type="checkbox"/>		
	Training on the job <input type="checkbox"/>		
In-class assignment 1:	After the activity and the post discussion the tutor can propose the participants to improve their definition of the target group with the suggestion provided by the tutor but also by the other groups. This will allow the participants to have a better understanding of the topic and also how to apply suggestions to their work.		
<p>Additional notes and tips for trainers</p> <p>The course provided includes valuable information for the activities, but it suggested to look for some concrete examples on the topic to give the participants a more concrete overview on the topic.</p> <p>Since it is an activity group is crucial to stimulate the dialogue and the discussion within the group and make all the participants part of it.</p>			



Co-funded by the
Erasmus+ Programme
of the European Union



Annex I

ROMEO AND JULIET

The **first act** begins with a fight in the streets of Verona between two Capuleti and two Montecchi. In the meantime, many people arrive, including the two heads of the family, and they clash but the intervention of the Prince of La Scala restores calm and the people are sent away. The Montecchi look for **Romeo** who is always sad and, on his arrival, he confides to his cousin **Benvolio** that he is in love with a woman who will take the vows. In the meantime, **Capuleti** talks to **Paride** and tells him that at with fourteen years old it is early for the wedding but that if he convinces his daughter **Giulietta** he has his consent.

In order to meet the girl Romeo decides to participate in a masquerade party organized by the Capuleti family. Meanwhile **Giulietta's mother** tries to convince the young woman, together with her **nanny**, to marry Paride, a nobleman whom she will see at the masquerade party. Giulietta promises nothing. Romeo with his friends, properly masked, go to the house of the Capuleti to secretly take part in the party. In the Capuleti's house the Lord cheers the guests with a few jokes, Romeo and Giulietta meet and fall in love at first sight. **Tebaldo** realizes it and wants to face him, but the Capulet stops him and says that Romeo is accepted. Romeo goes to talk to Juliet and swears his love.

In the **second act** Romeo leaves Benvolio and **Mercuzio**, he enters in the Capuleti's garden and reaches Giulietta's balcony; the two swear eternal love to each other and decide to get married in secret as soon as possible. Romeo talks with **Frate Lorenzo** and tells him that he wants to get married the same day with Giulietta, and the friar accepts him, also because the marriage could be useful to allay the grudges of rival families. Romeo talks to Juliet's nanny and makes an agreement for the evening, in order to send the message of their meeting to Juliet. The nanny tells Juliet everything and tells her to go to church, to see Frate Lorenzo.

In the **third act** Tebaldo, Giulietta's cousin, goes in search of Romeo to challenge him to a duel. Tebaldo kills Mercuzio and Romeo to avenge the death of his friend kills Tebaldo and then runs away. At the news of Tebaldo's death, the Prince of Verona condemns Romeo to exile. The nanny talks to Giulietta and tells her that Romeo killed Tebaldo and offends her, but Giulietta takes her defence even though she is confused because the nanny didn't tell her the whole story. Romeo hides with the help of Frate Lorenzo, who talks to Giulietta's nanny. She gives a ring to Romeo from Giulietta who wants to see him right away. The young man runs to her. Meanwhile, the Capuleti organize Giulietta's wedding with Count Paride without everyone's knowledge. Romeo meets Giulietta before dawn and then runs away to Mantova. Meanwhile, Giulietta's mother enters and tells her about her marriage to Paride, but she replies that she will not marry him. She also tells her father, he, infuriated, gives her two choices: marry Paride or leave. Giulietta decides to go and ask frate Lorenzo for advice.

In the **fourth act** a desperate Giulietta goes to the Friar in search of help. The friar gives a potion he created that will make her appear dead for forty-two hours, so that she can escape the wedding and later run away with Romeo. The Capuleti are preparing the wedding and Giulietta, returning from Frate Lorenzo, is very happy and pretends to accept the marriage with Paride. It is evening and Giulietta, now alone, is full of fear, but she finally drinks the potion and everyone realizes that she is dead, or at least she seems to be, and they in despair organise her funeral.

In the **last act** Romeo discovers that Giulietta is dead and prepares to go to Verona and die, in the tomb with his beloved woman, thanks to a specially purchased poison. Frate Lorenzo worries about the young man's reaction when he discovers that he has never received the letter that the friar had sent him to let him know Giulietta's trick and starts to wake the girl and get her out of the crypt. Paride is placing flowers on Giulietta's tomb when Romeo arrives, the two fight and Paride dies. Romeo kills himself with poison and a few moments later Juliet wakes up and Frate Lorenzo tries to convince her to go away but as soon as she realizes the death of her beloved, she kills herself with Romeo's dagger. Guards also arrive, the Capuleti, the Montecchi and the Prince of Verona: Frate Lorenzo explains to them all the incident and the previous story, the two families shake hands.



To have a clearer idea of what you want to say fill in the following scheme.

What:	
How:	
Where:	
Who:	
With What:	
When:	
Why:	