

Storyline Transmedia Narrative / Script for the Project Week

Day 1

Introduction

The project week starts with the introduction of transmedia storytelling as an emerging phenomenon of literature teaching. The participants' previous knowledge is explicitly taken into consideration by tackling decisive topics such as their contact with literature in general and the experience they have made regarding to literature in- and outside the classroom. Furthermore, the most popular and widespread media in daily life of youngsters is made the subject of discussion which encompasses crucial aspects such as the importance of social media in daily life and the question why flourishing electronic gadgets (smartphones etc.) are likely to be ignored in educational settings and why they are often perceived as distracting rather than enriching. The benefits and the potential of the multimedia age have to be highlighted. Additionally, the teacher introduces the rules and guidelines concerning the project week since the use and management of digital data is a sensitive and difficult topic to handle. Moreover, the participants are required to bring a USB-stick into the classroom in order to chart their progress and to collect their results which will be made during the project week (in the sense of a broader portfolio). In general, the introduction is aimed at getting to know each other and establishing an atmosphere of mutual trust and respect.

The beginning of the transmedia narrative – Introducing Jenny Smith

(Tangible Diegetic Media 1 - Letters from Jenny Smith)

(Diegetic Artefact 1 - Jenny Smith's Video Presentation)

The story starts with the introduction of the protagonist. Therefore, the first tangible diegetic artefact gets introduced. The teacher explains that he has received several letters from Jenny Smith which he would like to discuss in class. In the letters, Jenny describes her character, her social environment, her passions and dreams and her concrete plans for Switzerland. She is a high-flying youngster who is not afraid of crossing the borders every now and then with a past tainted by slight drug problems. Her plan is to come to Switzerland with the aim of attending a language school in order to solidify her German language skills. She has already visited Switzerland before and is well acquainted with Lucerne and its immediate spatial vicinity. During the time she was in Switzerland, she was able to establish friendships with other language students in Lucerne. She is said to arrive in Lucerne on Tuesday and is eager to visit the class on Tuesday morning. The participants discuss and analyse Jenny Smith's letter and voice their expectations regarding her arrival. Additionally, the first diegetic artefact is

included in the first one. Jenny added an USB-stick with a video to one particular letter. This will definitely boost the participators' motivation. To witness the protagonist of a fictional story becoming a part of their private life by presenting herself in a video message is a new kind of literature experience. Thereby, the borders between fiction and reality certainly will break down and collapse.

First real life contact with Jenny Smith – Skype Conversation

(Diegetic Artefact 2 – Skype Conversation)

In the letter, Jenny mentioned that she would like to get in contact with the class in order to ensure a smooth and unproblematic arrival on Tuesday. To prepare the participators for the upcoming conversation, the participators are divided into groups and they have to find different questions in different areas they would like to ask her, such as questions about her spare time activities, her expectations, her previous knowledge about Switzerland, her social environment, her goals and wishes and so forth. After having prepared and formulated the questions, the participators synchronously converse with Jenny via Skype. The conversation shall last for at least 30 minutes.

Immersing themselves in the world of Jenny Smith

(Diegetic Artefact 3 – Social Networks: Twitter and wordpress.com)

During the Skype conversation, Jenny mentioned her Twitter account and her internet blog. In order to get to know her even better the participators are encouraged to investigate the traces she left on the internet in groups. Therefore, they explore her character and try to create a concrete and detailed profile of Jenny Smith's personality. They work together in heterogeneous groups and they visualise their findings by means of different and creative forms of representations (data sheets, drawings, role-plays etc.). This section pursues the aim of fleshing out the protagonist's backstory with the goal of rising up the grade of authenticity.

How to welcome Jenny Smith?

Jenny Smith is said to arrive in Uri on Tuesday. Therefore, it would be nice to prepare something in order to warmly welcome her. The participators are encouraged to record a video with their smartphone (not longer than 10 minutes) in which they introduce themselves, the benefits of Uri and some recommendations for her language stay in an original and catchy manner. After having created the videos, the outcomes are viewed and analysed together. Alternatively, the participators are allowed to create posters and to decorate the classroom.

Homework – Jenny Smith re-emerges outside the classroom

(Diegetic Artefact 3 – Social Networks: Twitter and wordpress.com)

(Diegetic Artefact 4 – E-Mail)

After the activities carried out inside the classroom it is of vital importance that the participants maintain the contact with Jenny Smith outside the classroom. In this way, not only the borders between fiction and reality are starting to blur but also the immersion and participation of the participants are reinforced by establishing a more intimate relationship to Jenny Smith. The participants can decide whether they want to maintain the contact via social networks or alternatively via E-Mail contact. For the teacher, it is important to set a deadline so that the participants are not contacting Jenny Smith in the middle of the night without getting a response. The next day, the participants are expected to bring an extraction of the conversation with Jenny Smith into the classroom, which also builds a part of their portfolio (print, pictures (print screen) etc.).

Day 2

Repetition, summary and further information about Jenny Smith

(Diegetic Artefact 3 – Social Networks: Facebook and Twitter)

(Diegetic Artefact 4 – E-Mail)

The participants reflect on their findings and literature experiences from day one and they jointly summarise the experience they have made. Each and every participant maintained the contact with Jenny Smith after school and they present their extractions of the conversation within the scope of a jovial vernissage. Thereby, the class extends their knowledge based on the individual and collective intelligence of all. Furthermore, before Jenny Smith is said to arrive, the class takes a look at the videos shot yesterday to make sure that everything runs smoothly when Jenny arrives. The videos are projected onto the canvas and the other groups are invited to comment the videos afterwards.

Jenny Smith's disappearance

(Tangible Diegetic Media 2 – Letter from Jenny Smith)

(Activating Environment 1 – Altdorf)

(Tangible Diegetic Media 3 – Jenny's Personal Belongings 1)

After having exchanged further information about Jenny Smith it is high time to welcome her. Suddenly a phone call: The teacher leaves the classroom for a short time and re-emerges with a letter in his hands. He has just talked to Jenny Smith who briefly explained that she has changed her ideas and that she won't come to Altdorf today. However, she left a letter

outside the classroom which, apparently so, indicates the next steps to be taken. In the letter it is stated, that Jenny has other plans than visiting the language school and that she wishes not to be tracked down. However, she expresses the wish that the class informs her mother about her arrival and well-being in Switzerland. Furthermore, in the letter it is written that Jenny had visited different places of Altdorf before she came to the school to hand over the letter. However, she had no time to visit the class personally since she had to go elsewhere as fast as possible to fulfil her duties. Unfortunately, she lost some of her personal belongings on her way to school and she would be very grateful if the class could collect them before they get in the wrong hands. Therefore, she added a map of Altdorf which indicates the places she visited this morning. Subsequently, the participants build new groups and explore the different places which are all located in the immediate spatial vicinity of the school.

A world collapses for Rosie Smith

(Diegetic Artefact 5– Skype Conversation with Rosie Smith)

Back in the classroom, the participants exchange their expectations about Jenny's whereabouts and analyse her personal belongings. Therefore, the participants create short creative presentations in which they outline their thoughts and their speculation. Subsequently, the participants prepare questions for the chat conversation with Jenny's mother Rosie and they decide on the information they desperately want to tell her. The conversation with Rosie Smith shall last for at least 30 minutes. Rosie is in shock and absolutely clueless where her daughter might be, even though she has a close bond to her daughter and many confidential talks with her. Rosie voices her deep concerns and reveals several ideas what could have driven Jenny to not visiting the language school anymore (dubious information about her ex-boyfriend, her past, her father and his shady company and the friends she made last summer in Switzerland).

Setting an arrangement for Wednesday (excursion to Lucerne)

(Diegetic Artefact 6 – Social Network of Bryan Curtis)

(Diegetic Artefact 7 – Phone calls, Skype, Chat)

In the following, the class is trying to contact her father and her ex-boyfriend which is both predetermined to fail. Consequently, they are trying to establish the contact with Jenny's friends from Switzerland via phone calls and Skype. Two to three friends are available but wish to be contacted one to two hours later due to personal reasons – enough time to prepare the questions to ask and to investigate the digital traces of Jenny's dubious ex-boyfriend Bryan Curtis. After an intensive elaboration period, the different groups present their findings about Bryan Curtis and the questions addressed to Jenny's friends in Switzerland. After having agreed on the questions to ask (saved on their USB-stick), they converse with Jenny's

friends from last year. Each conversation shall last for 10-15 minutes. The information received is not really satisfying since the students are very busy and hardly have the time to answer all the questions immediately. However, they are able to set an appointment for Wednesday in Lucerne in order to converse with the students in real life and to provide them with further information.

Preparing the excursion to Lucerne – Establishing real life contacts

(Diegetic Artefact 8 – Digital Traces of the Language Students)

In a next step, the participators decide on the person they want to have a confidential talk with on Wednesday. Additionally, they are encouraged to explore the digital traces they left on the internet in order to prepare themselves appropriately for the upcoming conversation (teacher guides the thematic fields that necessarily need to be covered for the unfolding of the story). In doing so, the participators cast a critical eye over the information on the internet since the reasons why Jenny Smith disappeared remain unsolved and each and every language student they are going to interview is potentially involved in Jenny's disappearance. This section pursues the aim of fleshing out the language students' backstory with the goal of rising up the grade of authenticity. Furthermore, the participators are provided with relevant information pertaining to the excursion including the meeting point, train schedule and the costs. This time, the participators decide on their own whether they want to maintain the contact with the language students they are going to meet on the following day.

Day 3 – Excursion Day Lucerne

Getting acquainted with Lucerne and the venues involved in the transmedia narrative

(Activating Environment 2 – Guided City Tour in Lucerne)

After the arrival in Lucerne, a city guide welcomes the class and starts the tour through Lucerne. The tour covers several culturally and historically important places of Lucerne and takes place in a jovial and relaxed atmosphere. During the tour, the participators are invited to ask questions and to participate in this culturally rewarding experience. The whole tour, of course, will be held in English. The participators get to know Lucerne from a totally different angle. However, this experience not only is culturally rewarding and sharpens their oral comprehension but it also builds a part of the transmedia narrative since places are visited where Jenny Smith possibly spent some time during the last two days. In general, this sequence pursues the objective of making the participators acquainted with the different venues and facets of Lucerne which are involved in the transmedia narrative.

Establishing real life contacts in Lucerne

(Tangible Diegetic Media 4 – Meeting the Language Students)

After the guided city tour, the participants are going to meet the friends of Jenny Smith on the beautiful lakeside of Lucerne. They are asking critical and unpleasant questions regarding their relationship with Jenny, possible reasons for Jenny's disappearance and questions of the participants' personal interests. During the conversations, each and every language student reveals further clues and hints regarding Jenny's whereabouts including her favourite places in Lucerne. The individual conversations shall last for 30-45 minutes and should be characterised by a relaxed atmosphere of mutual trust and respect. After having carried out the investigation, the class gathers in front of the KKL-building in order to plan the next steps.

Presenting individual literature experiences – Collective Intelligence

Since every group discovered further relevant information on the case of Jenny Smith, they are going to present their findings by means of brief informative presentations. After having discussed and evaluated the outcomes, the next steps will be discussed. However, a striking information was consistent upon the individual conversations; the mentioning of Jenny's favourite places in Lucerne and her tendency to return to those venues every so often. Furthermore, they mentioned that Jenny is prone to losing her personal belongings and that she might have left additional information about her whereabouts at the venues indicated by the language students.

Paper chase in Lucerne – The traces of Jenny Smith

(Tangible Diegetic Media 5 – Jenny's Personal Belongings 2)

During this sequence, the participants seek further information about Jenny Smith by visiting and exploring her favourite places in Lucerne with the goal of finding additional information about her whereabouts. Therefore, the teacher equips the venues with pictures, drawings, diary entries, letters and more tangible diegetic media in advance in order to extend the engaging and immersive story universe. After having collected the information, the participants are set to return to the meeting point under the archway of Lucerne. In order to be able to present the results of their paper chase afterwards, the participants create a short video diary by commenting the individual venues and the findings they discovered. After having collected all the necessary information, the participants gather and they embark on the home-ward journey. The individual literature experiences will be tackled the next morning.

Day 4

Repetition of and reflection on the excursion day

The participants reflect on the findings from the third day and they conjointly summarise the experience they have made. Subsequently, they discuss the next steps to take. The excursion on Wednesday pursued the goal of putting the focus on Peter Smith and his shady company. Therefore, the participants critically skim through the collected tangible diegetic media once again and they pay particular attention to any indications concerning Jenny's father and his company with the goal of creating a rough profile of Peter Smith without knowing him personally but with the participants' previous knowledge and their expectations.

Eye-opening hints from Rosie Smith

(Tangible Diegetic Media 6 – A Letter from Rosie)

(Tangible Diegetic Media 7 – Correspondences between Jenny and her Father)

Overnight, the teacher received a letter from Jenny's mother in which she explained her growing concerns regarding the contact between Jenny and her dubious father. She even discovered several suspicious correspondences which she had annexed to the letter. In a next step, the participants are encouraged to analyse and to investigate the correspondences between father and daughter in order to get thoroughly acquainted with the relationship between Jenny and Peter Smith. Subsequently, the participants present their results by means of creative and informative presentations.

Lifesavers' Company

(Diegetic Artefact 9 – Homepage of Lifesavers' Company)

The correspondences pursue the objective of putting the focus on Peter Smith's shady company. The participants already got subconsciously in contact with the company's emblem several times during the project week and the time has come to get to the bottom of the narrative. Therefore, the participants have enough time to explore the homepage of the company (www.lifesaverscompany.weebly.com). In doing so, the participants are provided with detailed tasks in order to filter out the crucial information. After having explored and investigated the homepage, the participants present their findings by means of individual and creative presentations.

Establishing the contact with a former employee of lifesavers' company

(Diegetic Artefact 10 – Skype Conversation with Wayne O'Tool)

Since there is no possibility of getting in contact with Peter Smith himself, the participators have to find an alternative path to pursue. On the homepage, there is a blog entry from a former employee of lifesavers' company who is willing to share his personal experiences regarding the company. However, before the participators contact Wayne O'Tool via Skype, they meticulously have to plan their conversation with Wayne since talking about lifesavers' company is a delicate subject as they have learnt in the past. Therefore, the participators work in groups and discuss the thematic fields they want to cover and the questions they are eager to ask.

Summarising the experiences made and reflecting on the characters

(Diegetic Artefact 11 –E-Mail to Jenny Smith)

The transmedia narrative has almost drawn to a close. Wayne O'Tool has informed the participators about his former personal involvement in lifesavers' company, the company's goals and activities and its head office in Lucerne. After the conversation with Wayne, Jenny Smith's whereabouts are nearly guaranteed while the concrete reasons for her sudden disappearance remain unclear. At the end of this sequence, the participators have to speculate about the most-likely reasons for Jenny's disappearance and they have to plan how to contact her for a final conversation. For homework, each and every participator is encouraged to contact Jenny Smith with the outspoken demand of getting in contact with the class in order to thoroughly explain the reasons for her disappearance. Overnight, Jenny contacts the participators briefly and promises to engage in a last Skype conversation the class on the following day.

Day 5

Preparing the final conversation with Jenny Smith

This sequence is about summarising the transmedia narrative by writing a speech intended for Jenny Smith with the goal of reflecting on the individual characters and their contribution to the transmedia narrative. Before eventually conversing with the protagonist of the story, the participators meticulously prepare the conversation and the question they want to ask Jenny. Therefore, the participators work in groups and cover different thematic fields. Furthermore, they agree on several recorders who are in charge of taking notes during the conversation.

The notorious Jenny Smith

(Diegetic Artefact 12 – Skype Conversation with Jenny Smith)

Finally, the participators converse with Jenny Smith via Skype for the last time and they ask their questions of interest. Jenny reveals in detail the reasons for her sudden disappearance: Lifesavers Company is a non-governmental organisation who is actively involved in drug prevention projects all over the world. Its head office is located in Lucerne and before becoming a part of the company, every applicant has to complete an unpaid one-week internship in Lucerne in order to fulfil the requirements and qualifications needed. Furthermore, the company insists that every new member has to spend two years abroad in developing countries in order to broaden their horizon. Jenny never mentioned any information pertaining to her ambition to anyone because she feared the discouragement of her friends and the restricting control of her mother. However, Jenny expresses the wish that the class contacts her friends and her mother in order to quiet their minds since she has no time of conversing with them due to the intensive monitoring by *lifesavers' company*. This final conversation shall last for approximately 30 minutes.

End of the transmedia narrative - Informing Jenny's beloved

The participators work in groups and write E-Mails and other forms of production to Jenny's beloved mother and her friends. After having written these messages, the participators gather in a "writing centre" and they mutually support each other by giving the messages that vital final touch. Furthermore, they ensure that all the messages contain all the necessary information and, eventually, they send their final messages.

Assessment, evaluation and joint finish

The participators reflect on the project week and summarise their experiences by means of informal discussions and questionnaires with both, open and closed questions. Subsequently, there exists the possibility of spending some additional time together and enjoying early autumn outside during a cosy and comfortable picnic.

Detailed and personal response from Jenny's mother and her friends

(Diegetic Artefact 13 – E-Mail Contact)

Even after the project week the illusion of the fictional transmedia narrative survives and blurs the borders between fiction and reality.