### Sessions

One: [Project overview](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/Overview%20of%20ASP%2011%20Nov%2012.pdf) and issues for exploration during the day (Tessa Welch and Judith Baker)

Two: Presentation on the Japanese art of Kamisihibai by Jemma Kahn followed by a discussion of how the techniques and rules of Kamishibai could work digitally for African children’s stories. For example, [A South African Story](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/NelsonMandela(Japanese)-JemmaKhan.mp3).

Three: Translating and versioning stories (Nicholas Welch, Jefferson Tshabalala and Jeremiah Mntonga)

Reading of a story originally written in English, [*One Hot Saturday Afternoon*](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/One%20hot%20Saturday%20afternoon..docx), followed by an isiZulu translation, and then two free versions of the story, one from the point of view of a Xhosa weatherman, and one from the point of view of [two Sotho cows](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/One%20Hot%20Day%20(Sotho%20Cows).rtf).

Group created version of a section of [*Refiloe and the Washed Chickens*](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/Refiloe%20and%20the%20washed%20chickens%20divided%20into%20pages.docx) using improvisation techniques to encourage all workshop participants to contribute to the version.

Four: Story creation game: Sheila Drew led us in a group activity in which we found and put together pieces of a cut up picture, and then created a story from the picture.

Five: Child created/illustrated stories (Glynis Clacherty)

Presentation of a story development process with refugee children during a holiday programme in Johannesburg – a five day process in which Glynis worked with children to ‘craft’ stories based on their life experiences. In this process, children drew their story on brown paper, and Glynis helped them through gentle questioning to tell their story and write down the words. The therapeutic point of this exercise is to give children (particularly vulnerable children) the ‘mantle of the expert’ – they become authors and illustrators. See an example, [My mother’s necklace](http://www.saide.org.za/resources/newsletters/Vol_18_no.6_2012/Content/MyMothersNecklace.mp3).