

AJ5415 Storytelling **for Young Learners**

Kateřina Tomková, 2060@mail.muni.cz

Block 1

Saturday, March 5, 2022



Our schedule today

- | | |
|-----------|----------------------------------|
| 0800-1000 | Intro to Storytelling |
| 1000-1030 | Coffee break & 1st research task |
| 1030-1200 | Interactive block |
| 1200-1230 | Lunch break & 2nd research task |
| 1230-1330 | Summary, conclusion |
| 1330-1350 | Individual / group consultations |

Current wartime narrative



BIGSTOCK

Image ID: 89805284
bigstock.com

Resources

- All in the course's site in the IS:
 - - this presentation
 - - Rowling speech with gaps
 - - Tomková Segmental pronunciation of English
 - - Tomková Suprasegmental pronunciation of English
 - - Tomková The best videos for teaching English pronunciation

Storytelling as a basic human need

- [Salman Rushdie Teaches Storytelling and Writing | Official Trailer | MasterClass – YouTube](#)



History of Storytelling



Storytelling since times immemorial



The world's greatest storytellers

- Homer, Virgil, Aesop
- Bocaccio, Dante
- Chaucer
- Shakespeare
- Němcová
- Čapek
- Tolkien, Lewis, Pratchett
- Sheherazad
- Orson Welles
- William Golding, Ernest Hemingway, the Grimms, Andersen, Hrubín...

The same or different?



Storytelling today

- In business: brands sharing their messages in ways that engage audiences and drive them to take a desired action (like making a purchase, calling a sales person, downloading or subscribing to content, etc.).
- In politics: Political narrative as a term used in the humanities and political sciences the way in which storytelling can shape fact and impact on understandings of reality.
- In teaching: Storytelling is the oldest form of teaching. It bonded the early human communities, giving children the answers to the biggest questions of creation, life, and the afterlife. Stories define us, shape us, control us, and make us. Not every human culture in the world is literate, but every single culture tells stories. =Failure stories are the best=
- In law: 'Liar Liar'

Storytelling for children

- **Vital** for developing their imagination
- **Important** for their spatial and time awareness
- **Crucial** for developing their passive language sensitivity and active speaking skills
- **Integral** for family/community bonding and solidarity among generations
- **Instrumental** in shaping their view of the world (Sapir-Whorf hypothesis)

Storytelling for children in foreign language teaching

- ~~... at their state of cognition~~
- The use of people, narratives and realities they know in their mother tongue
- The use of the great sense of formal structure, repetition, rhythm
- Experientiality, well-being
- Narrator's pronunciation and diction
- Narrator's attention
- Listener's personal involvement

Kinds of narratives

- Rhymes and songs=memorised formats (Budulinek, Father Abraham)
- Fairy-tales
- Simple real-life stories (Meurig)
- Family/community legends (Roots)
- Urban legends (Mammoth's trap)

Coffee break 10-10:30

- Individual research task:

How to speak to children about war?

Interactive block 10:30-12

- Results of research discussed in groups and breakout rooms
- Back in the main session: secondary presentations of research results

Discussion outcomes 1

- Michal: no opportunity; honesty; asked
- Jone: thoughtfulness; no downplaying
- Eva Č.: assist. Judge; tact to Russ.
- Carmen: kids=canvas; prevent xenophobia
- Lucie F.: avoidance, insightful, Putin=%x%x
- Jason: feelings; talk+explain; influence
- Eva H.: be sensitive; Q+A; correct
- Marta: graphical representation (geography etc.)

Discussion outcomes 2

- Martin: ignorance=fear=suffering; taboo+
- Jonande: tolerance of different opinions

Lunch break 12:05-12:35

- From the Guardian 3 Jul 2015:

It's a wrap: the working lunch – plus recipes from Britain's favourite quick lunch chains

Sandwich, sushi or macaroni cheese? Lunch can be the biggest decision of your working day. Plus how to recreate the nation's favourite takeaway lunches at home, from an M&S wrap to a Boots sandwich



Discussion outcomes 3

- Lucie L.: exp. as au-pair - moderation
 - Petra: weigh info+previous knowledge
 - Jan: the 3-armed teacher; dilute but not trivialise
 - Josh: listening; no forcing; civil behaviour
 - Eva D.: attention diversion; harvesting
- https://docs.google.com/document/d/1WZkflTtgAjGqtNTisT60UQoU1NDecxY_OSCrv7aDPRY/edit#
- <https://www.centrumlocika.cz/novinky/jak-mluvit-s-detmi-o-valce>
- Lucie H.: knowledge, thought, consideration

Discussion outcomes 4

- Jitka: shielding
- Marie: Montessori – full age-appr. truth
- Nina: ways to help
- Míla: caring, helping actively; diff. ages

Homework

Make a 2-5+minute recording about how storytelling can be implemented in your daily personal/professional life. Upload it in the File Vault (Poskytovna) by April 25.

Before the next block on April 30, listen to your peers' recordings and be ready to discuss them in class. For inspiration, go to Spring 2021 File Vault.

I am now free for individual
/group consultations



- Peace with you!