



Storytelling for Young Learners

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Block 2

Saturday, April 30, 2022

Our schedule today

- 0800-0830 Revision of Block 1 on March 5
- 0830-0900 Revising audio essays in the File Vault
- 0900-1000 Peer reviewing audio essays
- 1035-1135 Coffee break & watching webinar
- 1135-1200 Webinar gisting & discussion
- 1200-1230 PACE (TEMPO) & TIMING
- 1230-1300 STRESS & RHYTHM
- 1300-1330 THE ART OF READING
- 1330-1350 Summary, conclusions,
group & individual consultations

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
- - Your own minitalks in the File Vault
- - Easter class in stress, rhythm and intonation

List of topics last year

- „Klekánice“ ~~Twigh~~light Witch = Dominika F.
- My Father's Eclectic Tales = Ilona
- Creative/Crime Storytelling + 9th Graders' Backtracking = Míša
- Harry Potter Teaching English! = Dominika Š.
- Picture-Perfect = Eva M.
- The British School of Prague Experience = Ivo
- Number Stories in Spain = Roman
- The ~~Brno~~-Spanish Dragon Story = Anna
- My Canadian Granny = Lucía
- Naptime and Circletime Stories = Martina Doč.
- Art School Film Posters = Petra L.
- Heroes of Children's Own Stories = Luboš
- Emily's Photobook + picture = Pavlína
- WonderClass = Jana
- Smasher



Discussion in pairs 0900-0930

Talk to the author of your favourite audio essay and prepare to reproduce it in the main session. Discuss:

- a) What are your respective strengths and weaknesses?
- b) What are the main points on your partner's recording?
- c) What did you most appreciate/dislike?
- d) Would you change the paper's headline?

Reproducing essays 0930-1000

Nina K. – Nighttime reading

(Lucie L. – AuPair story)

Lucie H. – Storytelling with a toddler **rev. By Marta Iturre**

Michal B. - Build-a-story cards

Martin K. – Pupils' own Limericks

(Joshua W. – Aboriginal storytelling **rev. by Carmen E.**)

Eva H. - My approach to storytelling

Eva Č. – Storytelling 1.0

(Jon Ander G. – Elmer the Elephant)

Kateřina B. – Doggie photostory

Nikola B. – Storytelling as escape from reality

Nad'a F.

Authors online and absent

BR1:

Jan S. – Everyday storytelling

Jitka W. – The Canterville Ghost

(Petra S. – Grade 1 bilingual school: O for OWL)

BR 2:

Lucie F. – Emperor's new clothes

Míla Ch. – Reading picture books to children

BR 3:

Jason H. – Story of music

Marie Š. – A bit of Montessori

Absent:

Joshua W. – Aboriginal storytelling **rev. by Carmen E.**

Jon Ander G. – Elmer the Elephant

Carmen E.D. – Storytelling in preschool education

Jone C. – Vital themes, Inclusion

Marta I. – Tres con tango

Coffee break while watching and note-taking 1035-1135

In 5 groups, watch MacMillan Education ELT's Advancing Webinar of January 2021, "Storytelling for Young Learners"

[Storytelling for Young Learners \[Advancing Learning Webinar\] – YouTube](https://www.youtube.com/watch?v=UL-wgRGrzr8)

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BR1: 00-10 mins: Joanne Mitten & webinar intro

Nina, Lucie H., Eva Č.

BR2: 0953-1955 : gender + society, skill+survival, modern;

Piaget, Vygotsky Michal, Martin, Eva H.

BR3: 1955-3000 : why stories in LL, L1 and L2 acquisition x

learning ...whole child Nikča, NaĐa, Kateřina

BR4: 3000- 4015: why use stories ... become a performer

Jan, Jitka, Lucie F.

BR5: 4015- 4958: teens and tweens ... references Jason, Míla, Marie

Webinar gisting, discussion 1135-1200

Joanne Mitten =

ST common to all cultures; 44,000 yrs ago – cave paintings. Aesop's fables. Traditional Irish STs (bearers of old lore). Embedded in culture. C. Dickens (social commentary).

Gender and society. Victorian ghost stories, E. Brontë; skill + survival.

Modern stories in books, movies. Stories in LL. Education + psychology.

Piaget (individual) , Vygotsky (community).

Different age groups, their abilities. L1 exposure: repetition, recycling. Sounds at different levels.

Story choice. Pre-story and post-story tasks: pix, vocab, retelling, performing skills of teacher. Teens: specific needs.

Tweens (8-12) and teens. Choice and scaffolding of a story. Using different stories for retelling. Sketching. Picking a line or object in the story.

Reenactment. Older pupils: songs, characterisation, cross-curricular activities (e.g. making a movie). 21st century skills: critical thinking, creativity, collaboration, communication, digital literacy, leadership, social skills, flexibility, motivation, productivity...

1200-1230 Voice in storytelling 1: PACE (TEMPO) & TIMING

When to change your speed

S L O W

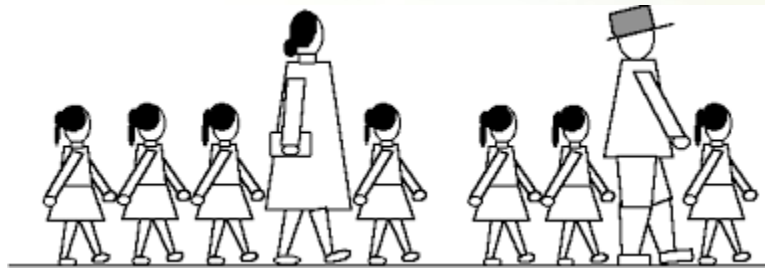
- Importance,
- Sadness,
- confusion,
- the introduction of new ideas



FAST

- indication of urgency
- excitement
- passion
- emotion.

1230-1300 Voice in storytelling 2: STRESS & RHYTHM



1300-1330 Voice in storytelling 3: THE ART OF READING





Thank you for your attention and active part😊

Concluding remarks, questions, queries... ?

I am available for further group/individual consultations until 1350.

So long, live well, tell stories and never lose your passion!