

## **Teacher Education Institute (TEI)**

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### **Synopsis 7 Storytelling**

One of the two important ways of presenting information to students is through stories; the other way is through “Student Information Sheets” (SISs). The students' creative expression of this information, and their personal development of it, is encouraged through a number of “Student Activity Sheets” (and dramas) which involve the “heart, head, and hands”.

It is stories which provide the in-depth experience of, say, an historical period although SIS sheets provide an overall view of content to be studied. We have deliberately chosen the mode of storytelling as an essential element for specific reasons. Storytelling is something which is common to all cultures. As a mode for transmitting knowledge it has been used from the beginning of man's cultural development, and was a powerful tool for understanding.

We believe that it should have a similar place in the teaching process today. We believe that it is an important element in the methodology of teaching, and that it should form an integral part of lesson planning. Stories, more than any other mode, allow students to view events from a perspective other than their own. For example in history, a story, by appealing to the imagination, transports the listener back into the historical event. It allows those events to be seen through the eyes and experiences of people from the past. In comparison, information on a printed page is a poor second when attempting to transmit the richness and vitality of the event. We believe that the narrative approach will awaken in students a fascination for the past, present and future. By appealing to the imagination, students can be introduced to a wealth of ideas, experiences, perceptions and thoughts.

Storytelling forms an integral part of Whole Child Methodology. The course includes a study of historical background; the importance of storytelling for children, what makes a good storyteller, the techniques and skills needed to tell stories and so on. It gives an overall view of the curriculum as it relates to Storytelling and Literature. It also describes how specific content should be taught to particular age groups.

Storytelling as part of our approach is used in many subject areas and not just in obvious ones such as Literature. For example, each of the four arithmetical processes can, and should, be introduced through a story - many other concepts in arithmetic are also taught, initially, through stories. Children who do not experience storytelling will grow up with different perceptions than those who have been fortunate to listen to them.

Storytelling is an art - teachers need to realize, that like any other art form, it takes time and effort to become proficient. Very few of us possess the skills and expertise necessary for immediate success. Teachers need to realize that the craft will not be learned quickly. On the other hand every teacher is capable of learning to tell a good story. Certain skills and techniques need to be learnt which will give the storyteller confidence and creativity.

It is perhaps a sad reflection of the times that this crucial element in education is sometimes regarded as a relic of bygone times. Yet it is modern western man, above all others, who is losing parts of his nature that are developed through the different art forms. The course examines all these areas. Participants, once they have gained enough confidence, will create and tell their own stories.

### **Syllabus: Storytelling**

#### **Details of Syllabus**

Brief history of the history of storytelling. The course will include five main points.

1. Storytelling and its relationship to the affective
2. Storytelling and its relationship to the cognitive - the effectiveness of stories to transmit knowledge
3. Storytelling and language arts
4. Storytelling and introducing different concepts
5. Storytelling and scaffolding and sequential learning

Structure of a story including theme, setting, characters and plot, Story presentation - tools and techniques, Storytelling and the psychological needs of students, Importance of the imagination and the danger of excessive intellectual analysis