



STORIAS

TESTIMONIES REPORT



Co-funded by
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STORIAS PROJECT

Testimonies Report

The Storias project has been a great success with the teachers and students who have tested its implementation. Teachers in the six partner countries tested the different resources of the project (Storytelling Tools, Activity Books, Participatory Stories) with their pupils. The overall feedback we received was very positive, demonstrating the usefulness, effectiveness and impact of the Storias project in the classroom. The Storias method offers an inclusive approach to teaching reading and writing, taking into account pupils with specific learning difficulties and pupils for whom traditional teaching may not be relevant.


BELGIUM

The project has been well received by teachers in Belgium based on feedback from Logopsycom (Belgian partner). In the first trial, one teacher tested the resources with his class of 15 pupils, some of whom have learning disabilities and all of whom face geographical barriers. The stories of Manneken Pis and Orpheus and Eurydice and the accompanying Storytelling tools were tested in class.

According to the professor, ***“The material was useful for teaching literacy from the aspect of encouraging students to express themselves within a framework that supports them in the process.”*** The tester responded that ***“the pupils found manipulating the objects particularly fun. There were no comments as to how the material could be changed to better fit the tester’s needs.”***



STORIAS QUESTIONNAIRE (5-6)

StoriasKit 

Qu'as-tu fabriqué et utilisé pour raconter ton histoire aujourd'hui ?

Des objets

Un hamac/bâton

Un théâtre d'ombres

Avais-tu déjà utilisé cet outil ?

Oui

Non

As-tu aimé le matériel utilisé en classe par ton enseignant ?

★★★★★

Les histoires étaient-elles trop longues, trop courtes, ou juste ce qu'il faut ?

Trop longues

Trop courtes

Juste ce qu'il faut

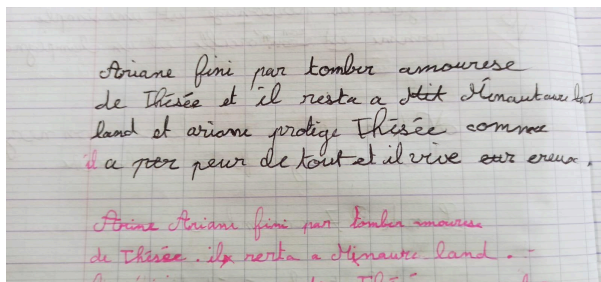
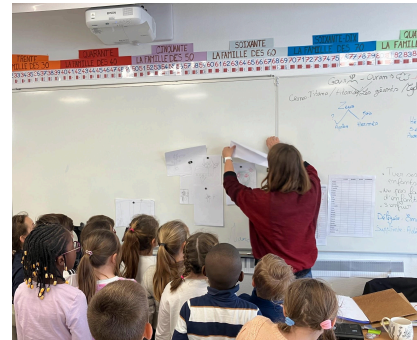
Si tu le souhaites, donne-nous ton avis sur les activités. Tu peux aussi les dessiner !

FRANCE

In France, Les Apprimeurs (French partner) collected an account from a teacher at the Léo Lagrange school. What is highlighted in this account is the approach taken to the myth, first presenting the story orally before beginning the written work. Furthermore, the pupils were able to take part in an immersive workshop based on the story of “the Labyrinth”, led by Julie Guillemot (Les Apprimeurs), in order to effectively implement the Storytelling Tools of the Storias project.

« J'ai eu l'occasion d'animer un atelier avec Julie Guillemot et sa maison d'édition L'Apprimerie au sein de ma classe de CE2. Mon école se situe à Trignac en REP. »

« Le public de mon école peut rencontrer de réelles difficultés à comprendre un texte [...] car ils ont des difficultés à se faire des représentations mentales des textes lus. **Le fait de commencer par leur raconter l'histoire en la théâtralisant à permis d'apporter du vocabulaire et de faciliter la compréhension par nos gestes et nos déplacements.** Le fait de découvrir le texte ensuite était intéressant car le vocabulaire ne les gênait plus, ils connaissaient déjà l'histoire et cela distinguait bien le langage oral et le langage écrit. »



« Je recommencerai ce projet avec grand plaisir si cela est possible. De telles expériences sont excessivement enrichissantes pour les élèves, en particulier en REP. **Cela a permis à tous les élèves de s'impliquer, que ce soit des élèves avec des difficultés scolaires ou des élèves avec des**

difficultés de comportement. Ils se sont créés une culture commune qu'ils ont pu partager entre eux et faire découvrir à leurs parents ainsi qu'aux autres élèves. Cela leur a permis de changer de position et d'être vecteur de transmission et de connaissance. »

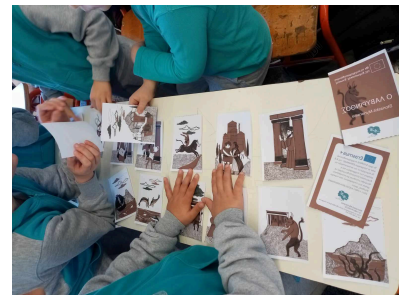
« En résumé, ce projet a été une parfaite réussite. Mes élèves ont été portés par l'histoire et par l'enthousiasme de Mme Guillemot et le mien. Ils ont parfaitement réussi à s'approprier le mythe et à le réinventer de façon très originale et surprenante en collaborant entre eux. »

GREECE

In Arsakeio School (Greek partner), 4 teachers tested the Storiaskits of the 2nd wave: 2 teachers of the 2nd grade (7 years old students), 1 teacher of the 3rd grade (8 years old students) and 1 teacher of the 4th grade (9 years old students).

Referring to the pilot testing with the 3rd-graders, the teacher mentions in the following paragraphs her experience on how she used the Storiaskit of the story “The Labyrinth” in her class, how she adjusted the Storias’ tools and method for her students’ needs and how her students created and used the narrative tool (Myriorama).

“As my students have a great difficulty in oral, and thus also in written, narrations and as it’s very important to enhance their oral narrative ability in this age so that they will soon be able to write efficient narrative texts, I used the Storias tools with pleasure and delight!”

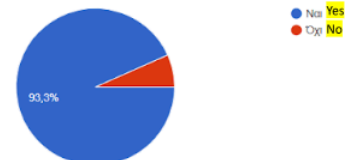


“So, in the beginning, we read the story of ‘The Labyrinth’ from the Activity Book (AB). Each student had his/her own AB. We first discussed about the story, reflected on some questions and explained some unknown words and then moved on the AB creative activities, but we skipped some steps. All these took place in one day.”

“During the next day we had our ‘oral narrative game’ using the narrative tool of Myriorama. [...], I organised my teaching plan aiming to emphasise on enhancing my students’ poor oral narrative ability and help them gain more self-confidence while talking and presenting their view in front of other persons.”

“Both materials are useful, i.e. enrichment stories and co-creation stories. Each has its own contribution to make to the development of reading and writing skills.”

Θα ήθελες ο/η δάσκλος/δασκάλα σου να χρησιμοποιεί αυτό το εκπαιδευτικό υλικό πιο συχνά;
15 απαντήσεις



Graph 2: Students’ answers in the question about if they would like their teacher to use more often this educational material in the class

“The whole process was enjoyable for all the students. After testing the Storias project, students were able to express themselves both orally and in writing, improve their fine motor skills and literacy-related skills by using the story cards, as a technical sheet.”

ITALY

In Italy, the project was run by the GRIMM SISTERS, who received testimonials from 3 teachers who have tested all the Storytelling tools (Origami, Kamishibai, Shadow Play, Myriorama, Silent Book Theatre, Story Box, Story Map, Story Cards) and the Activity Book. They proved to be valuable tools in fostering literacy development. The testing was conducted by 1 teacher with 22 students of 5-6 years old; 1 teacher with 42 students of 7-8 years old and 1 teacher with 20 students of 9-10 years old. It must be mentioned that, amongst the 84 pupils tested, 4 face SLDs and 1 socio-economic problem.

“Everything that has been proposed to the pupils in terms of pictures is definitely a great facilitator in educational activity. So it was really very very useful, both the images of the sequences of the story and the cards[from the Story Map] were very useful because the children immediately recognised a language that was familiar to them,[...], the image, is always a tool of easy comprehension, strong educational immediacy.”



“My experience with the Storias project has absolutely been very positive. [...] So it was interesting on several fronts because being open to new methodologies, to new tools, is always very interesting. And at the same time, the fact that you also experience the effectiveness as well as the ineffectiveness of certain paths helps you to get to know your pupils better.”

“Playing in new fields always makes us see the child from another point of view, but also our work from another point of view, and therefore helps us precisely to question ourselves ...”



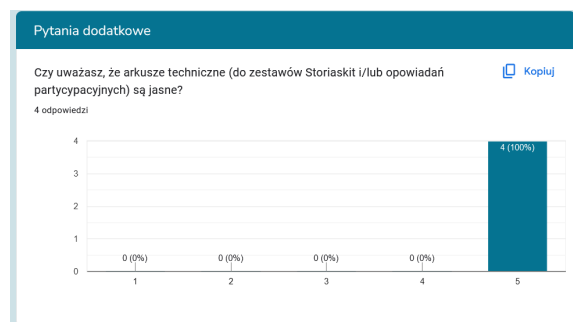
“The variety of interesting and engaging activities enabled the pupils to activate creativity, incentive and collaboration. They got involved according to their own aptitudes and experimented with new ways of learning that could be applied in other contexts.”

POLAND

The pilot testing in Poland was conducted with the participation of 4 teachers and 52 pupils in total. The target group of students was divided according to their age. More specifically the pilot testing was conducted by: 2 teachers with 22 pupils of 7-8 years old target group; 1 teacher with 14 pupils of 5-6 years old and 1 teacher with 16 pupils of 9-10 years old. It must be mentioned that, amongst the 52 pupils tested, 12 face SLDs.

The Teachers of the 7-8 age target group have stated that *“the students had responded very positively to all tested material. They have also found the technical sheet very clear and the Participatory Story material appropriate for the pupils' literacy level, very engaging and useful to support students' improvement in literacy.”*

“Overall, [...] the Storias project proved to be a valuable tool in the pedagogical process. The whole process was enjoyable for all the students. The material created in Storias, on the one hand, was successful in motivating students, and on the other hand, helped them to produce speech, both oral and written, which was their main goal.”



Doc: Do you think the technical data sheets (for Storiaskit and/or participatory storytelling) are clear?

“The students also managed to improve their fine motor skills and literacy-related skills by using the Story Cards, as a technical sheet. The project contribution to the inclusion and active participation of pupils with learning disorders and attention deficit disorder was significant. It successfully responds to the needs of the current educational system and the new needs created by technological development and multiculturalism.”

The Teachers of the 8-9 age target group have also found that *“the Pedagogical Guide is successful in guiding and supporting teachers with the use of the Storiaskit and the Participatory Stories. In general, they consider the material creative and innovative and a valuable tool for the teacher who wishes to enhance the students' literacy skills.”*

Students commented the Storiaskit materials as: *“very interesting”, “engaging with beautiful pictures” and “creative way of teaching myths and had great fun with my friend creating my own ending of the story and going back in time”*

“The Storias approach is assessed as a valuable teaching method, especially for students who have the need to learn by participating in groups and engaging in playful activities.”

ROMANIA

Finally, in Romania, the Storias project was tested by EuroEd Primary School. They have tested the Storiaskits, the activity books, and the participatory stories in 9 different classes in their primary school. They covered the age groups: 5-6 yo (3 classes – 62 students), 7-8 (3 classes – 60 students), 9-10 (3 classes – 64 students).

The questions addressed were formulated in a simple manner, the children had the opportunity to express – in Romanian - their feelings about the stories and the overwhelming majority answered:

- that they enjoyed the materials used (five stars)
- All enjoyed using the AB (activity book)
- All of them answered yes to the question “Would you like your teacher to use these materials more often?”



“Materialele sunt foarte bine realizate, în concordanță cu tema, ușor de mânuit de către elevi, cu exerciții clar formulate și care provoacă la a gândi, a acționa, a crea.”

“Totul a fost foarte bine pregătit, dar dacă ar fi să numesc un aspect ce ar putea fi îmbunătățit ar fi alegerea/modificarea textului poveștii, în concordanță cu nivelul de vârstă, de înțelegere și de dezvoltare emoțională a copiilor.”

“Experiența mea a fost extraordinară, cu mare drag voi aplica la clasă și celelalte povești.”



“It was a pleasure to work with the students in class - being non-formal, it was totally to their liking! The students got so involved that at the end of the activity they wanted to do more”