



Storytelling and CLIL

Storytelling

Telling, sharing, creating or listening to:

- personal stories
- legends, myths
- local stories of the homes, walls, trees, people...

Use of different tools and methods:

- Drama
- origami theatre
- Story collecting (made up on the spot)
- Creative Writing
- Drama Circles
- Improvisation
- Shadow theatre



Storytelling and CLIL

- stories can provide a natural and meaningful learning context to learn about a particular content using specific language within a CLIL perspective (cf. Curtain 1995; Dickinson 2001; Richards & Anderson 2003; inter alia)
- stories can offer a valuable way of contextualizing and introducing new language, making it comprehensible and memorable (Wasik & Bond 2001; Wright 2000)
- Stories can contain the key 4Cs to make any CLIL experience succeed (cf. Coyle, 1990)



Stories and Communication

Using storytelling to set the mood, warm up a group of students or make them get to know each other a bit better

- with DIXIT cards
- Stand up, look around and choose 3 cards that remind you of:
 - something you love/ you are keen on

What makes you tick?

- something related to your profession
- something that annoys you

What ticks you off?



Online DIXIT

- <https://wordwall.net/resource/6850069/dixit>
- <https://ro.pinterest.com/evamelinda11/dixit-cards/>

Using stories for reflection

Method: Origami

Topic: Saint Patrick's shamrock

- <https://www.youtube.com/watch?v=c4VqcLgXgvA>
- Your story returning from Ireland, would resemble Saint Patrick's return to Ireland
- <https://www.youtube.com/watch?v=xOqWT2tk9Js>
- <https://www.youtube.com/watch?v=A6ZbN1R7Bos>



Questions asked while folding the paper

- Do you remember your flight to Ireland?
- What were some of your expectations?
- What is the highest peak you have reached in Ireland?
- What was your personal struggle? When did you feel you hit rock bottom?
- What is one thing you are taking back with you?
- How about something for your students (past, present, future)?
- A bit of risk management: Try to make a list of all difficulties you might encounter when you return. How could you prevent them? How will you deal with them?
- Cut the rest
- What stays with you? THE PRESENT MOMENT



Stories and Content

-
- Choose a story related to the content of the lesson.
 - Students can listen to it, take part in creating it or acting it out.
 - Make the story the central part of that class. Make sure to organise pre-storytelling activities and also post-storytelling activities.
 - Provide ways for them to approach the content in a variety of ways, according to their multiple intelligences and various learning styles.



A high-angle photograph of a group of approximately 25 people standing in a loose circle on a paved asphalt surface. The group consists of men and women of various ages, dressed in casual summer clothing like t-shirts, tank tops, and shorts. In the center of the circle, a man in a dark t-shirt and light-colored shorts is walking or gesturing towards the group. Long, dark shadows are cast across the pavement, indicating it is either early morning or late afternoon. The background shows a grassy area and some trees. The text "Drama Circles" is overlaid in the center of the image.

Drama Circles



Stories and Cognition

Make sure you involve your senses

hearing	smell	touch	taste	see



How about creating your own setting and hero?

- Work in pairs
- decide who is : the smeller / the toucher
- Smeller/Toucher:
- close your eyes and listen to your colleague's questions. Try to answer them, letting your imagination run wild.

Smeller

- Smell this ...
- Do you like the smell?
- Have you smelled this before?
- Where were you?
- Imagine you are there right now.
- Who are you with?
- What is going on?
- How do you feel?



Toucher

- Hold this object in your hand...
- What do you think it's made of?
- What colour is it?
- If it were a person, what would it be – a man or a woman?
- What's her/his name?
- How old is she/he?
- What is their job?
- Think of one thing they keep saying..



Things to
consider when
writing your
own story

Character Traits

How is my character as a person?

nice	mean	Sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

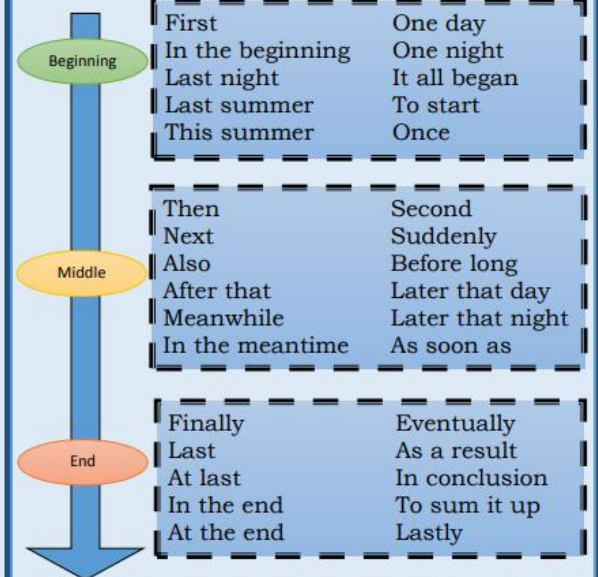
Opposites

calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

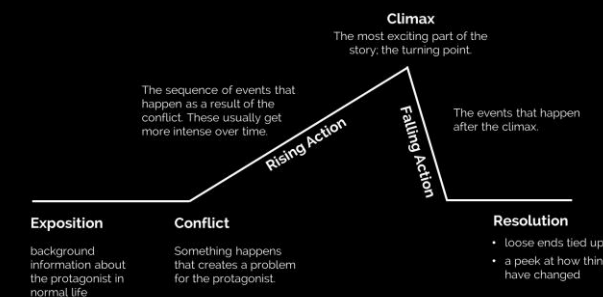
Narrative Writing

Transition Words

help move the story forward and show the sequence of events



STORY ARC





Storytelling and culture



Multilingual Storytelling

Allowing for L1 to happen in an empowering, innovative and fun way.

The story is told by multiple students all in their native tongue.



Acting out a local story



- [Pangur Ban - The Irish Monk and his Cat - Bing video](#)

- Pangur Ban

*I and Pangur Ban my cat
'Tis a like task we are at:
Hunting mice is his delight,
Hunting words I sit all night*

*'Tis a merry thing to see
At our tasks how glad are we,
When at home we sit and find
Entertainment for our mind.*

*'Gainst the wall he sets his eye,
Full and fierce and sharp and sly;
'Gainst the wall of knowledge I
All my little wisdom try.*

*So in peace our task we ply,
Pangur Ban my cat and I;
In our arts we find our bliss
I have mine and he has his.*



Various storytelling objects

- Dice
- <https://davebirss.com/storydice-creative-story-ideas/>
- Pebbles
- Any other objects, or just some tin foil



Useful links for Storytelling and CLIL

Storytelling Activities



 Sara

- <https://www.youtube.com/watch?v=wQEeukEe2vE>
- <https://thecolorfulapple.com/free-storytelling-activities/>
- [Microsoft Word - StoriesforCLILfinal.doc \(xtec.cat\)](#)
- [THE USE OF STORYTELLING IN A CLIL LEARNING SITUATION \(ull.es\)](#)

Useful links for drama activities

- [Teach any Lesson Through Drama \(theatrefolk.com\)](http://theatrefolk.com)
- [Drama in the classroom: Why should we consider incorporating drama into the school curriculum? – Prague Youth Theatre Blog \(wordpress.com\)](http://pragueyouththeatre.wordpress.com)
- [Ways to Teach Drama in the Classroom - Ninja Notes \(brainninjas.ca\)](http://brainninjas.ca)
- [Teaching Resources & Lesson Plans | TPT \(teacherspayteachers.com\)](http://teacherspayteachers.com)
- [25 Fantastic Improv Games for Students - Teaching Expertise](#)
- [Huge List of Drama Games and Theatre Activities for Kids and Teens \(dramanotebook.com\)](http://dramanotebook.com)

if you have enjoyed
Storytelling
have a look at
Videotelling too...

- <http://videotelling.com/>

with Jamie Keddie

