

Creating a values education lesson using storytelling



Source: <https://bubblecow.com/blog/how-to-write-a-short-story>

Why storytelling?

Stories have a power of impacting opinions and shifting perspectives. An individual is more likely to remember an inspirational story than a list of rules or facts.

Oral Storytelling

This is an ancient and intimate tradition between the storyteller and their audience that exists through voice and gestures. It can take many forms and is commonly used to promote cultural values.

Creating a safe space

As a part of the storytelling process, creating a comfortable place for students to feel involved is important. Sitting in a circle or similar fashion is an easy start to building that community. By adding simple objects such as rugs, cushions, blankets, etc. an additional level of coziness can be brought to the atmosphere.



Source: <https://www.flickr.com/photos/choconancy/2418928340>

Step 1: Identify the value and SGD you want to focus on

Following your school, district, or country's curriculum of moral or value education, select a characteristic the lesson is focusing on. This could be in an order recommended by the governing body or open to the teacher's choice.

This toolkit uses Singapore's national curriculum for Citizen and Character Education as an example.

United Nations Sustainable Development Goals

<https://www.globalgoals.org/goals/>

Linking the chosen characteristic to a sustainable development goal is a crucial part of the planning process. This allows you to apply the chosen value and show students how the characteristic is enacted in a real world context.

Demystifying and un-idealising favoured behaviours is essential in modelling the values for the students.



Step 2: Find or write a relevant story

Finding a story

Using an existing story has the advantage of potentially being familiar to the storyteller (and their audience) but there is a necessity to find one that is relevant. Consider the following aspects when choosing a story:

1. How familiar do I want my audience to be with the story?
 - Is my intended effect better when they know the story versus when they don't?
 - Is my intended discussion or reflection more rich when they hear the story for the first time versus when they hear it for the nth time?
2. How relevant is my story to my lesson?
 - Do I want a character to display the value I am intending to inculcate?
 - Do I want the moral of the story to be about the SGD I am focusing on?
 - Which would be more effective in making a point considering the students' context?
3. Do I need to **modify the story** to suit my students better?



Fairytales

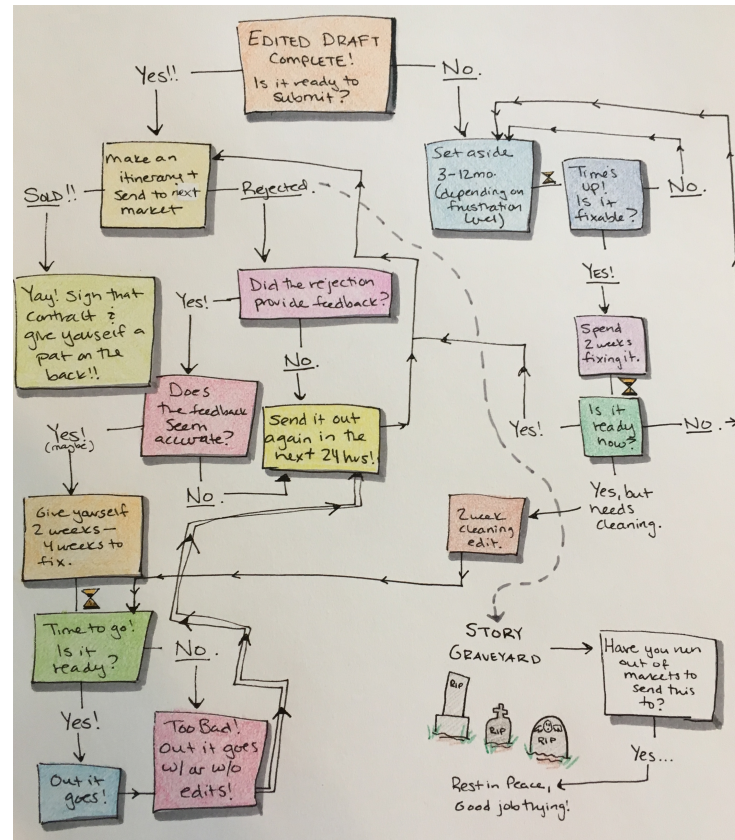
These are familiar to most students and easily modified to suit the context. Most variations are still recognisable to students and can draw links (facilitation may be necessary depending on their ability level).

Folklore and Local legends

Most students will be familiar with stories of their surrounding community. However, there may be some differences in their versions and perspectives. These have greater freedom for modifications and bring a sense of mystic.

Modern stories

Scenes relevant to their daily life may be the most relatable to the students. Finding and selecting relevant current stories could be the most interesting (and also potentially challenging) aspect. There may be some scope of modification depending on the popularity of the tale.

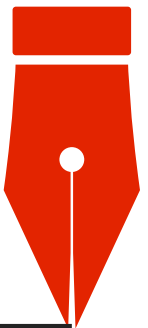


Source: <https://maggieslater.com/2019/02/06/the-completed-story-flowchart/>

Writing a story

This process needs longer preparation but provides the freedom to create a scenario that is an ideal fit for your lesson. Many considerations are similar when considering **modifying an existing story**:

1. Would it be suitable to have characters named after the students?
2. Would it be more helpful for the discussion to leave the story as a cliffhanger?
3. Does my story need special effects that I am able to create in my classroom? sound or visual?



Step 3: Prepare for facilitation



Source: <https://praxisucc.ie/facilitation-skills/>

Importance of listening

Make sure to prepare a list of questions to guide the discussion during the lesson. While the conversation may take a natural turn, have a direction in mind to link the responses back towards. Some considerations when preparing for these talking points:

1. What is the most important thing for students to take away from the discussion?
2. What points of the story can be used to guide the students to enact the SGDs?
3. What are all the perspectives that should be considered, in and beyond the context of the classroom?

Leveraging the safe space

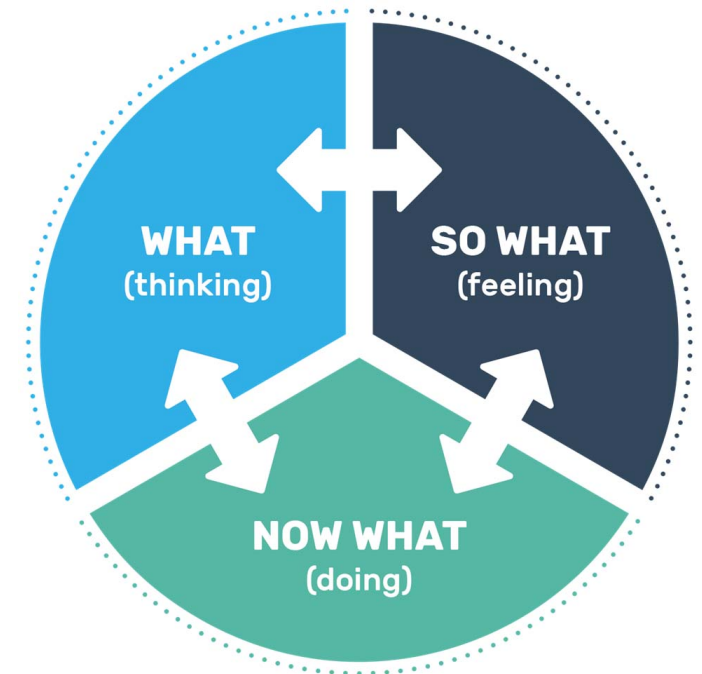
The students and the teacher (or facilitator) should co-create a list of rules for everyone to emulate during this lesson. This would allow everyone to feel confident in sharing their opinions with the group and encourage greater participation.



Step 4: Elicit reflections

Everyone, the students and the teachers/facilitators, should reflect on their experience. Depending on the chosen topic and story, the age of the students, and the common practice in that particular classroom, this can be individual or group. Some ways that reflection can be conducted is:

- Generating a word cloud
- Written reflections (potentially anonymous) that are displayed on a common board
- Personal reflections (written or typed)
- Guided reflection through questions (written or typed)
- Etc.



Source: <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/reflective-practice/the-reflective-practitioner---a-guide-for-medical-students/how-can-you-reflect>

To start:

Sample Materials

01 Sample Lesson Plan

Earth Day and SDG 12 & 13

Curriculum: Character and Citizenship Education

Description: A lesson about Climate Action and Responsible Consumption and Production through Earth Hour enacted through storytelling

Objectives: At the end, students should be able to:

1. Describe Earth Hour
2. Discuss Climate Action and Responsible Consumption and Production
3. State an action they can take

Prior Knowledge: Students already know:

1. UN Sustainable Development Goals (SDGs)

Student Profile 40 mins lesson with Upper Primary students.



01 Sample Lesson Plan

Time	Activity	Remarks (if any)
5 mins	<u>Introduction</u> <ol style="list-style-type: none">1. Inform students about the storytelling activity2. Build a safe space together by co-creating the rules of behaviour	
5 mins	<u>Recite story</u> <p>Use The Curious Garden by Peter Brown and recite the story orally. https://youtu.be/6SHmN-wXykU can be used to help with visuals to support the reading.</p>	
10 mins	<u>Discussion</u> <p>Talking points:</p> <ol style="list-style-type: none">1. What did Liam do that showed he was a curious boy?2. Which of Liam's actions displayed courage and perseverance?3. How did Liam help the environment?4. Which of the UN SGD's do you see represented in Liam's actions?5. Why are Liam's actions important?	Display the SGDs on the screen to help the students recall their previous discussion about them.
10 mins	<u>Sharing</u> <p>Inform the students about:</p> <ol style="list-style-type: none">1. how this book was actually inspired by an abandoned freight train track in Manhattan that is being transformed into a park and greenspace by the local community.2. Earth Hour and what it represents3. How Earth Hour links to Responsible Consumption & Production as well as Climate Action <p>Link the above points to Liam and the story</p>	
10 mins	<u>Reflections and conclusion</u> <p>The students are tasked to reflect on:</p> <ol style="list-style-type: none">1. What is one action you can take leading up to Earth Hour that displays Climate Action?2. How can you be more responsible about your consumption beyond Earth Hour <p>Each student shares their answer for any <u>one</u> question.</p>	

02 Annex A: Sample Story

The Curious Garden by Peter Brown

