

Storytelling Webinar 1 of 2 with David Heathfield

Online Storytelling: Engaging, Personal, Creative




find out how you can engage your learners intellectually, emotionally and imaginatively

- through playful and effective use of the webcam
- through imaginative use of the interactive chat
- through creative response activities adapted to online learning
- through inviting them to share recordings of themselves

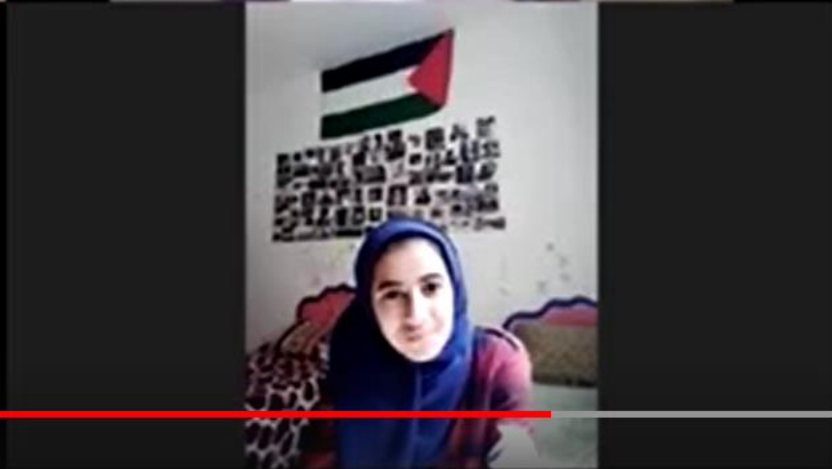
learn techniques for developing your students' confidence and competence as online storytellers

How can we sustain a close relationship with our students when teaching online?





**Storytelling humanises the
online learning experience in
these challenging times of
pandemic and change.**



Play

▶ 🔊 17:41 / 32:06





Storytelling With Our Students

Techniques for telling tales from around the world



David Heathfield

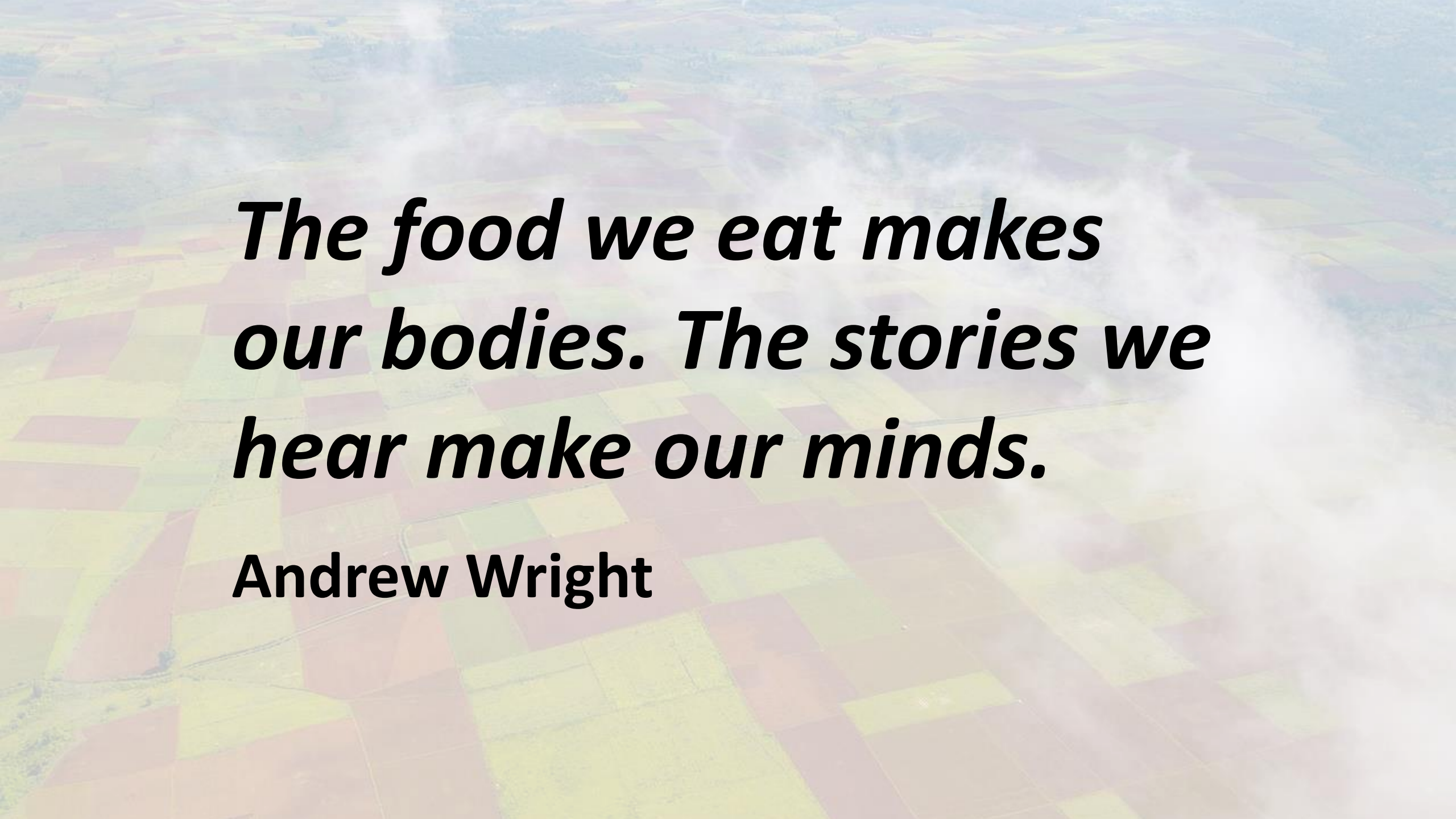
DELTA TEACHER DEVELOPMENT SERIES



'If a teacher reads the story from a book the page is often between her and the students. When she tells, she is a fountain and the words of the story gush forth from her. She and the story are one as the water is with the fountain.'

Mario Rinvolucri 'Story telling: the language teacher's oldest technique'
<http://www.teachingenglish.org.uk/articles> 19 November 2008





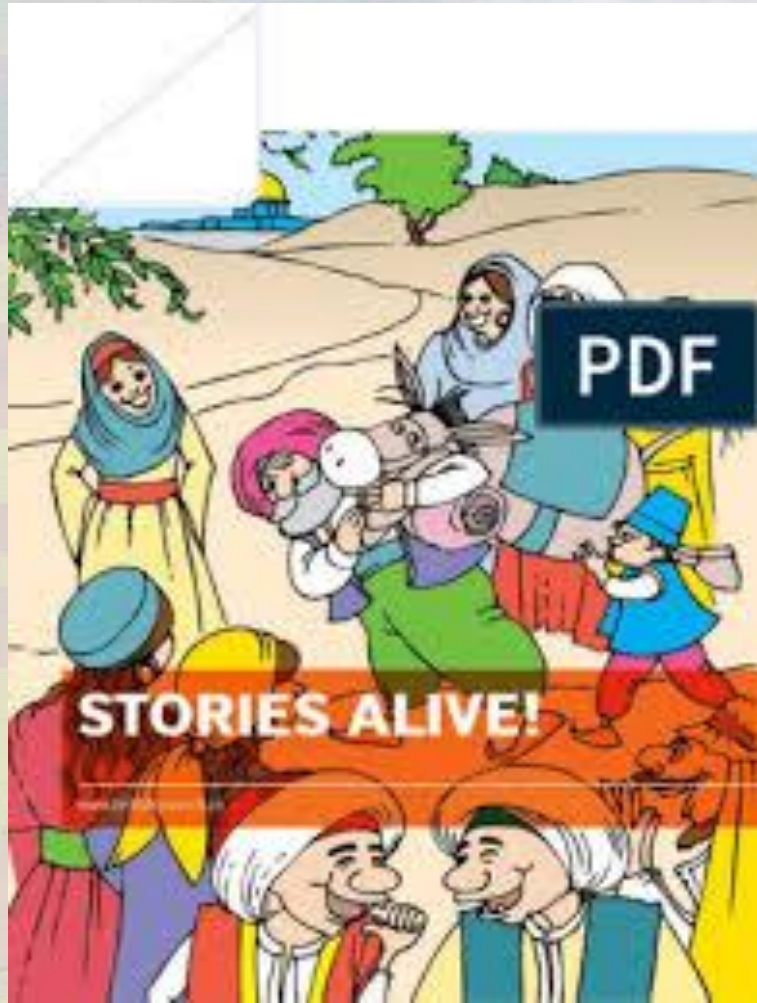
***The food we eat makes
our bodies. The stories we
hear make our minds.***


Andrew Wright



‘The problem of how to make ... wisdom understandable, transmissible, persuasive, enforceable – in a word, of how to make it stick – was faced and a solution was found. Storytelling was the solution – storytelling is something brains do, naturally and implicitly ... [It] should be no surprise that it pervades the entire fabric of human societies and cultures.’

Antonio Damasio (Neuroscientist) A Self Comes to Mind: Constructing the Conscious Brain Pantheon 2011





There are many advantages in putting storytelling at the centre of what we do, and in organizing our teaching around it.

Nick Bilbrough, *Stories Alive*, British Council 2016



Adrian Underhill

IATEFL Global Get-Together 2020, 19 April 2020

<https://www.iatefl.org/iatefl-global-get-together-2020>

Could online teaching provide an affective game changer that unhooks us from our “noisy classroom omnipresence” ... to “talking across the kitchen table”?









Choose three questions and note down your answers

- 1. Which character made a strong impression on you?**
- 2. Who in your family might enjoy this story?**
- 3. What was the strongest image in your mind during the story?**
- 4. What colour was the story?**
- 5. What sounds did you imagine during the story?**
- 6. What was your strongest feeling during the story?**
- 7. What surprised you in the story?**
- 8. What did the story mean to you personally?**
- 9. What did you like best in the story?**
- 10. What didn't you like in the story?**
- 11. What did you notice about the storyteller's voice?**
- 12. Was listening to the story like being in a dream?**
- 13. Which character in the story were you?**
- 14. Is it a children's story?**
- 15. What question is missing from this list?**



webcam

chat

breakout rooms

sharing recordings (asynchronous learning)



webcam

communicate directly through the camera

place laptop at eye level (whether sitting or standing)

experiment and play with space and movement (framing and proximity)

use your mobile device camera for greater intimacy and to take students into different physical spaces

reveal and show hand-held pictures and objects

chat

for informal writing

for simulating and developing spoken English

students formulate and self-edit utterances before posting

quick-fire quiz, making predictions, instant reactions

responding to each other's posts

teacher reformulates chat language into natural spoken English

students can review the chat



Creative Response Tasks
inspired by many practitioners including
Mario Rinvolucris, Noreen Caplen-Spence, Dr Alida Gersie

- **focus on mental imagery**
- **freeze images**
- **improvised roleplay**
- **choose a gift for a character**
- **movement/ dance**
- **create a poem/song**
- **draw a picture**
- ...
- ...

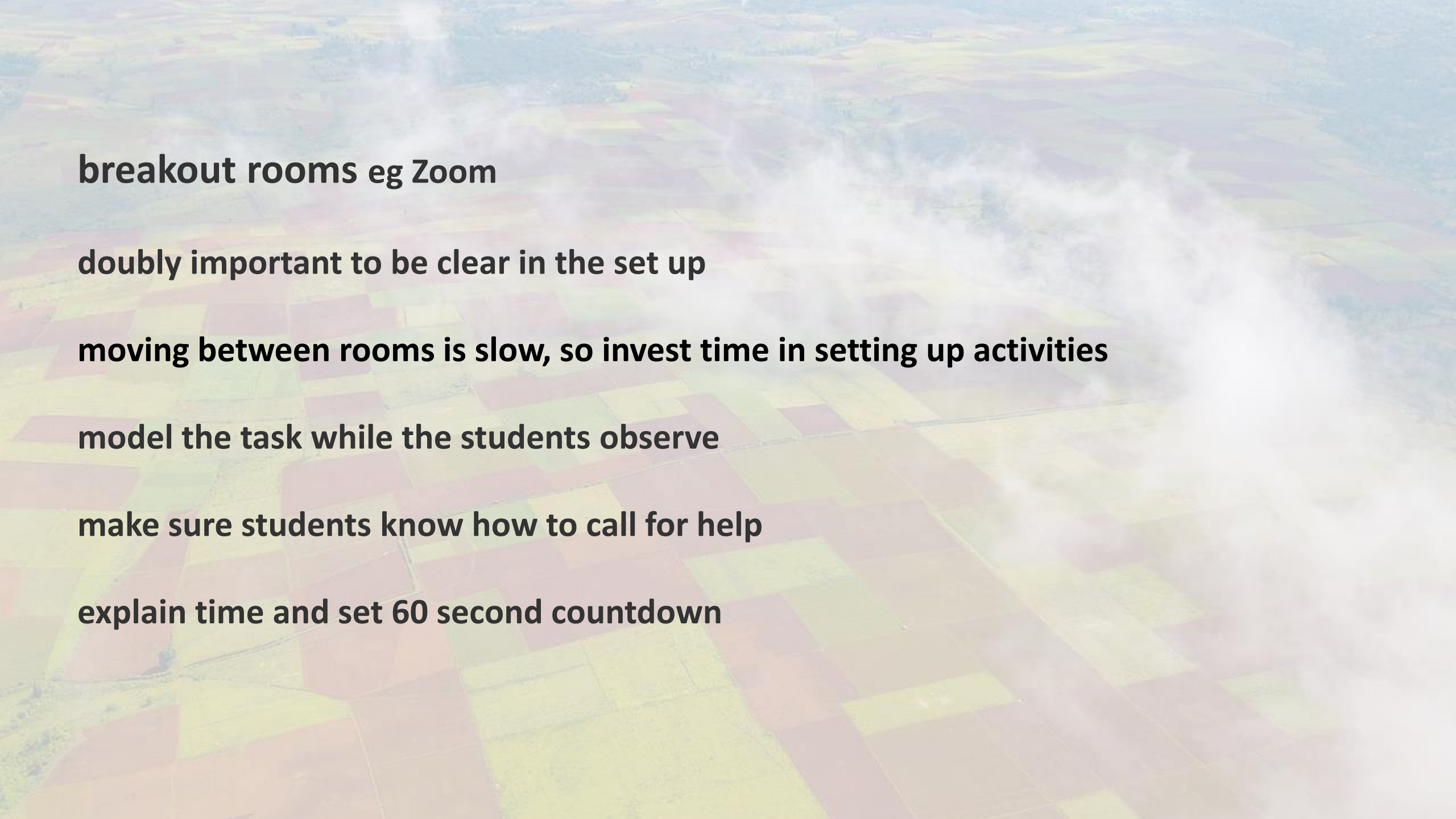
Students self-select response task



Lower Ground Floor 1-7
• 8-17 Ground Floor 18-24
OWNERS LOUNGE
RECEPTION
LOBBY MANAGER
CLEANING
WELL-BEING SUITE
• REPAIRS
LAUNDRY
• First Floor 25-40
• Second Floor 41-60
• GUEST SUITE

***Storytelling is a union of head,
heart and spirit and a unique
expression. We should therefore
allow space for an individual
response from those with whom we
share our understanding***

**Grace Hallworth, Patron of the Society for Storytelling (UK),
The Call for Stories Oracle 2006**



breakout rooms eg Zoom

doubly important to be clear in the set up

moving between rooms is slow, so invest time in setting up activities

model the task while the students observe

make sure students know how to call for help

explain time and set 60 second countdown

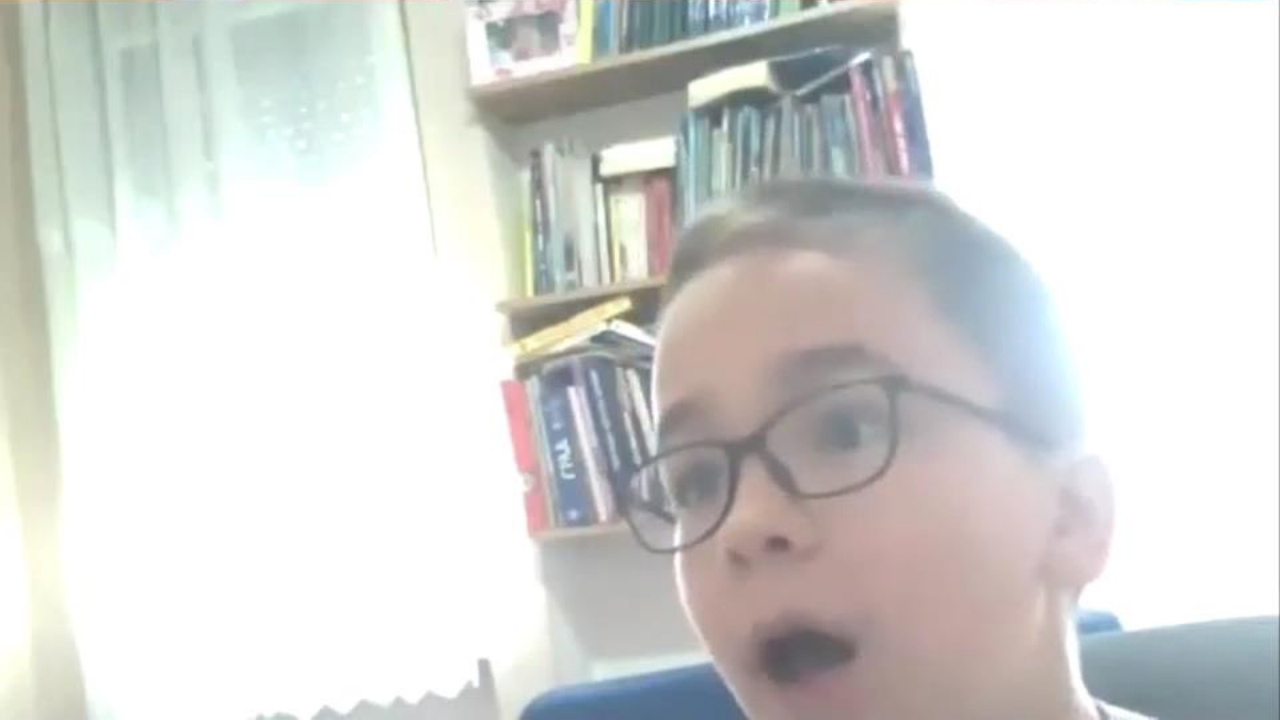














sharing recordings (asynchronous learning)

students rehearse and record a video of themselves retelling the story

students upload the recording and share

students comment supportively on each other's rehearsals and performances

students retell the story in their own way and in their own words

beneficial to students' confidence and fluency

a great record of achievement

students go on to select and prepare stories of their own choosing to rehearse and tell

students learn stories from each other and a storytelling culture evolves



**Haneen Jadalla, teacher at Asma Prep girls UNRWA school, Gaza, Palestine
The irresistible power of storytelling in a time of a crisis: stories for survival
Hands Up Project, March 27, 2020**

I believe that learning can happen at any place and at any time irrespective of all the obstacles which are placed in [the] way... [Students] can travel even more easily by their imagination with the story telling sessions far away. They live the actions of the stories in their mind, smell the aromatic scents of the scenes as if they are really with them, and hear the music in their own silence to cheer their spirits in spite of all the hard times they pass through.

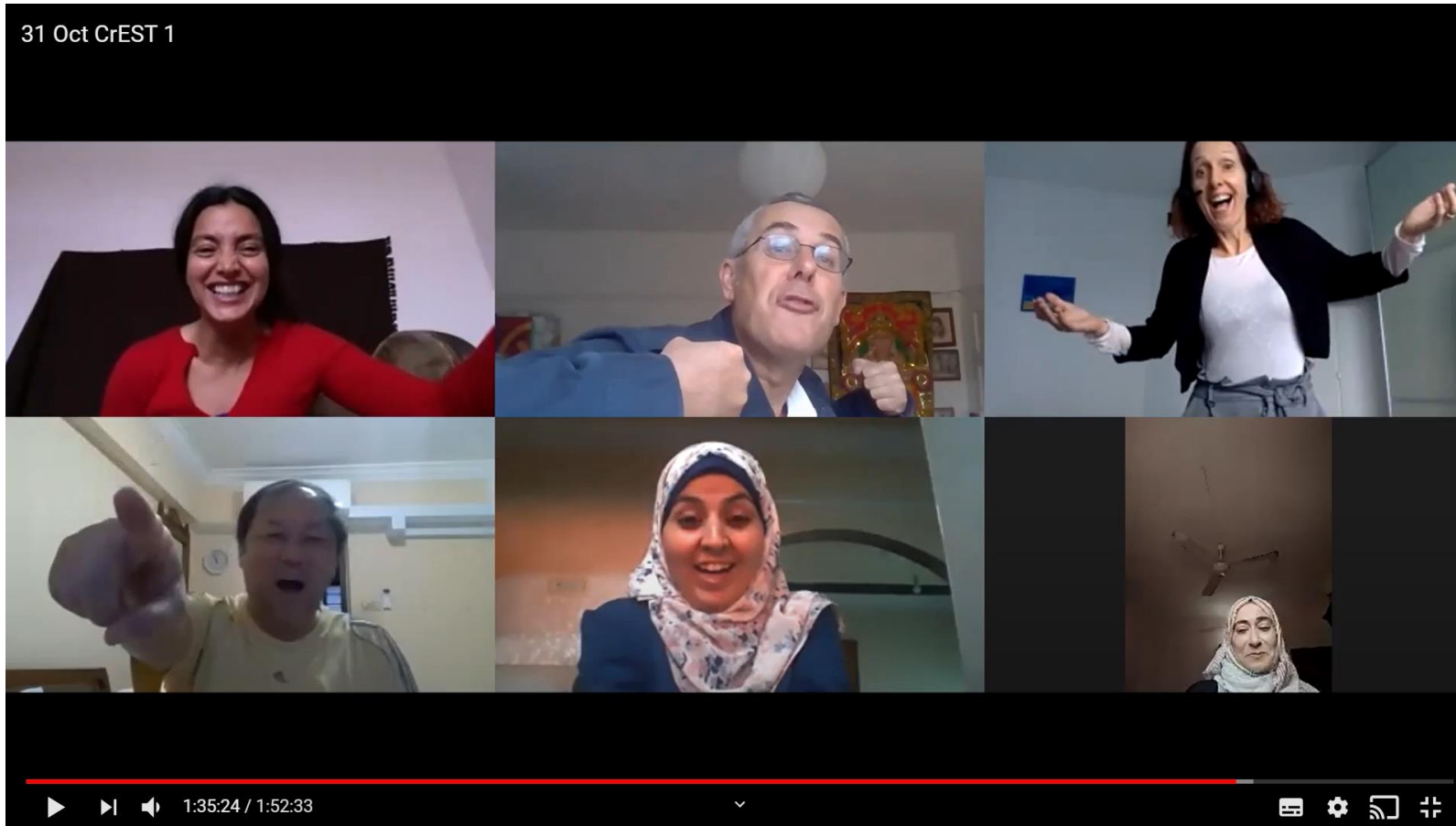
Learning through online stories ... can be immensely effective for the students – maybe even more so than what happens in their regular classes...Its about sharing and discussing values, gathering all together and feeling united, sharing cultural aspects and even creating a future generation of story tellers . Moreover, it is a kind of survival for those learners wherever they are. It helps them to escape from being stuck at home in self – isolation to a more motivating international cultural context.



Creative and Engaging Storytelling for Teachers (CrEST) Online Course

Engage your learners emotionally, imaginatively, intellectually and playfully through your presence as a storytelling teacher

Next course starts 13 March 2021



The C Group

Creativity for change in Language Education



The C Group is an independent and informal grouping of EFL professionals. It aims collaboratively to share information, promote reflection and inquiry, and encourage action through more creative and open teaching practices.

More information and membership:

<http://thecreativitygroup.weebly.com>

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Storytelling With Our Students:

Techniques for telling tales from around the world

David Heathfield DELTA Publishing 2014

Spontaneous Speaking:

Drama Activities for Confidence and Fluency

David Heathfield DELTA Publishing 2005

Students' Stories

21-part series in English Teaching Professional 2017 – 2020

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals

Chapter 21 Storytelling for a Better World by David Heathfield

Editors Alan Maley and Nik Peachey, British Council 2017

Creating an inclusive school environment

Chapter: Storytelling for diverse voices by Alla Göksu and David Heathfield, British Council, April 2019

The Hands Up Project

<https://www.facebook.com/handsupproject/>

Stories Alive! Bilbrough, N. (2016) British Council

The irresistible power of storytelling in a time of a crisis: stories for survival

Haneen Jadalla, teacher at Asma Prep girls UNRWA school, Gaza March 27, 2020

<https://handsupproject.org/2020/03/27/the-irresistible-power-of-storytelling-in-a-time-of-a-crisis-stories-for-survival/>

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youtube David Heathfield

