



Playful

STORYTELLING





As part of **Playfutures** Playful storytelling in public libraries exploration, made in collaboration with **Fundación La Fuente** and **Fundación Lego**, a team of practitioners has put together this storytelling methodology to promote playful interaction and reading.

General aim

Promote the interest and motivation of children to read and write through playful methodologies of learning and participation, in order to facilitate that children tell stories through artistic expressions, such as drawing and music.

Specific aim

Create instructions for reading facilitators, so they can engage children in a playful storytelling methodology.

Estimated activity time: 30 to 40 minutes.

Playing with Storytelling

Preparation and implementation instructions

A.- To prepare for the activity (previous day)

- a) The facilitator reads the manual and watches the tutorial video.
- b) The facilitator chooses a story that can be read in 3 to 5 minutes, and that has at least two milestones, one fortunate, and one unfortunate. These milestones will later divide the story in three parts.
- c) The facilitator collects sound-making objects for the activity. The point is for children to discover new sounds, or to rediscover the sounds of surrounding objects. These objects should be easy to get, everyday things.
- d) The facilitator thinks of questions to promote creative answers from the participating children. As an example, they could ask, while showing the front page, what do you think this story is about?

B.- To prepare the activity (30 minutes before)

- e) The facilitator builds a place for play and creativity, using cheap materials: wool, coloured tissue paper, coloured masking tape, cushions, a rug. Use the tape, in the floor, to create a space for storytelling and a space for drawing (the sound-making objects will be used on the same space as the story is told).
- f) The facilitator prepares two boxes with the materials: one with drawing materials, and one with sound-making objects. Ideally the children cannot see inside the boxes, so they don't get distracted before the activity.

C.- To implement the activity

- 1.- The facilitator greets the children at the entrance of the area where the activity will take place, showing his hands and engaging in visual contact. They invite the children to take off their shoes, to enter the space, and to



sit in a circle. The facilitator invites children to to a creative experiment, and explains that the story will be divided in three parts, and that they will be able to draw and make sounds, and also to tell their own version of the story.

2.- The facilitator introduces the sound-making objects that will be used, showing examples of how they can be used. The drawing materials are introduced as well, specifying that the drawings should be made quickly, with few details.

3.- The facilitator makes two groups, one that will start drawing, and one that will start making sounds. They will later switch activities. The children are assigned in one of the two groups, and will stick to their group during the activity.

4.- To start the activity, the facilitators makes a special sound (they could use a triangle). They could tell the story without showing the images, to promote the children's imagination when they draw. After the facilitator gets to the first milestone, they make a pause, and invite the children to recreate the milestone, drawing or making sounds, according to their group. They will have 10 minutes.

The drawings should not be detailed, because the aim is for children to come up with different things. The children that are making sounds should explore what they can create with the objects, discovering new ways to use everyday things.

5.- While the children are drawing and making sounds, the facilitator should boost their engagement, proposing ideas and promoting them to create their own. If the children have difficulty coming up with things, the facilitator should show some examples, without being the center of the activity, as the aim is for the children to create.

6.- When the first pause is finished, the children put the materials back in the boxes. The drawings should be visible, and should stay in the drawing area. The children and the facilitator sit back in circle, in the storytelling area.

7.- To get back to the story, the facilitator could make the same sound they made at the beginning (triangle). The facilitator reads the story up to the second milestone, and then a second pause for creating is made. This time, the roles are switched: the children that drew will now make sounds, and viceversa.

8.- The children make sounds and draw for another 10 minutes, with the help of the facilitator, just like the first time.

9.- They all get back in the circle, and the facilitator makes the same sound (triangle). The facilitator finishes the story. Then, they invite the children to tell their own version of the story, based on what they just heard, using their drawings and the sound-making objects. The story should be told by a child (voluntarily), but the session should be open to other children being part of the narration.

10.- The facilitator sits where the new narrator was, and the new narrator sits in the place of the facilitator. The facilitator turns on the camera.

11.- The facilitator now sees the activity, while subtly directing it. The new narrator will tell the story, either with or without the book, depending on the child's age and the group's disposition. When the child gets to the first milestone, the other children should make sounds, and then show their drawings, explaining what they are.

Then the narrator (it could be another child) tells the second part, and the children once again make sounds and show their drawings. The narrator then tells the ending.

In this part of the activity the facilitator should make sure that the children move forward, but be as irrelevant as possible, for the children to be protagonists.



12.- The children finish their own version of the story, say good-bye to the camera, and invite other children to tell their own stories.

13.- The facilitator stops the camera, thanks the children, and asks for their opinions about the activity.

14.- They all put the materials back in the box, put their shoes back on, say good-bye, and then leave.

Required materials

- Two boxes to keep the materials
- Wool, different colours
- Tissue paper, different colours
- Masking tape, different colours
- Cushions, a rug, decorations for the space
- White paper sheets
- Extra large crayons (broad tips)
- Sound-making objects. These are everyday objects that can be used to make creative sounds, such as a wooden spoon, empty bottles, containers with rice or lentils, paper bags, a grater and a spoon, a bowl with a marble.
- Video recording camera