

Project “ADULATION- Adult Education for Social Change”

2020-1-CY01-KA204-065947

“ADULATION Training toolkit to enhance citizenship of adult and senior learners”

Intellectual Output 3

TOPIC 3: IMMIGRATION AND TOLERANCE TO DIFFERENCE

STORYTELLING

TOOL 1

OVERVIEW OF METHOD – Storytelling

Storytelling is a tool to challenge prejudice and discrimination by working on skills, knowledge, and attitudes.

Situated (or Situational) Learning is a powerful and effective form of learning based on narrative structures. From an early age, humans contextualize experiences by attributing a meaning through storytelling. Adult learners are exceptionally good at using logic to piece together different elements of a story.

METHODOLOGY

Through time, human beings have been engaging in conversations using stories for long, which has helped them understand each other and the world around them. Storytelling is defined as *'an ancient art form and a valuable form of human expression'* by the National Storytelling Network¹.

However, a story can be presented in many forms, and different methods are used for different purposes.² Thus, when it comes to the practice of telling the story, the focus is on the different forms of telling the story and not on the story itself.³ As M. Carolyn Clark and Marsha Rossiter argue, learning through stories is based on three elements: hearing, telling and recognizing stories.⁴ While according to Horea and Vrečer (2016), storytelling engages interaction between the storyteller and the listeners, therefore, it connects the individuals.⁵

There are many different ways and different purposes of storytelling, and one of them is for education purposes. Storytelling has been used as a method of education to *'create awareness, foster understanding, invite for reflection and discussion, spark curiosity etc.'*⁶ Storytelling has been used as a method of non-formal education, where the main aim is to enhance the learning and creativity of students.⁷

¹ National Storytelling Network (2022). What is Storytelling?. <https://storynet.org/what-is-storytelling/>.

² Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

³ Moezzi, M., Janda, K. B., & Rotmann, S. (2017). Using stories, narratives, and storytelling in energy and climate change research. *Energy Research & Social Science*, 31, 1-10. <https://doi.org/10.1016/j.erss.2017.06.034>

⁴ Clark, M.C. & Rossiter, M. (2008), Narrative learning in adulthood. *New Directions for Adult and Continuing Education*, 2008: 61-70. <https://doi.org/10.1002/ace.306> p. 65.

⁵ Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

⁶ Ibid p.8.

⁷ Ibid p.5.

Based on the literature review⁸, it is certain that storytelling offers a flexible and creative study option, which can contribute to the special needs of adult learners as they have more stories and experience to share than the youth.⁹ Moreover, Tilkin et al. (2011) concluded that storytelling as a pedagogical tool helps learners conceptualise the learning process, empowers adult learners, facilitates communication, inspires personal growth and engages the adult learner.¹⁰

⁸ Enzo Caminotti Jeremy Gray, (2012), "The effectiveness of storytelling on adult learning", Journal of Workplace Learning, Vol. 24 Iss 6 pp. 430 – 438 Permanent link to this document: <http://dx.doi.org/10.1108/13665621211250333>.

⁹ Tilkin, G & Paulus M. &, Biesen A. L, Land J. (2011). 1001 Stories for Adult Learning (Sheherazade project) ISBN 9789081794114. Lies Kerkhofs, Landcommanderij Alden Biesen, Kasteelstraat 6, B-3740 Bilzen. <https://issuu.com/aldenbieseneu/docs/sheherazade-manual> pp.13-14.

¹⁰ Ibid. pp.14-16.

Tool 1 – How to form your own opinion and understanding towards migration and tolerance

Aim & Objectives

- Learn about issues regarding immigration/emigration and tolerance to difference
- Understand what tolerance to difference entails
- Develop critical thinking on the topic of immigration/emigration and tolerance to difference
- Understand and improve attitudes towards immigration/emigration and tolerance

Time

120 minutes.

Materials Needed

Short summary on migration. See attached handout.

Methodology and Techniques

What is the methodological background on which this session has been built?

What are the techniques to be used by the facilitator/trainer/mentor?

The methodological background of this session is situated or situational learning. The facilitator/trainer/mentor will build on the storytelling method, a non-formal method of education. Storytelling in education creates awareness, fosters understanding, invites reflection and discussion, sparks curiosity, and establishes identity and rituals.¹¹ Stories are a source of knowledge and inspiration, and by telling or listening to them, young people also develop the capacity for acceptance, they learn to accept

¹¹ Horea, S., & Vrečer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning*. Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

and let go of their prejudices.¹² *“Storytelling can be used to enhance the learning and creativity of pupils or young people in schools or youth centres. Its three stages allow the beneficiaries to be prepared for the story, to listen carefully and reflect upon its events and to draw conclusions by developing a proactive attitude where the young people are involved in the post-telling of the story.”*¹³

The facilitator/trainer/mentor will use the above-mentioned technique to enhance and improve the students’ attitudes and perceptions of migration and tolerance.

Preparation

Build a common understanding of the following topics: migration, including immigration and emigration. Define the pull and push factors of migration. Explore the different aspects of integration and assimilation and the interaction between migrants and the host society.

Think of the aims you would like to achieve with this session. Educate yourself on migration (for example, see the attached summary on migration). Always use reliable sources, such as International Organization for Migration (United Nations – IOM).

Tolerance: Think about tolerance from a different point of view. Tolerance towards the culture of the host society and tolerance towards the migrating people.

Instructions & schedule of the session

1. Explore the topic of migration. *Ask the participants:* What words come to your mind when you hear the word: ‚MIGRATION‘. Write down the words/ideas mentioned by participants.
 - a. Necessary tools: blackboard and pen

2. Divide the participant into two groups: one group will identify the possible PUSH factors, and the other will identify the possible PULL factors of migration from the above-mentioned exercise. What other factors can be pull and push factors of migration? What kind of migration patterns (emigration/immigration) are there? Why do people migrate?¹⁴
 - a. Necessary tools: paper sheets and pen

¹² Ibid. p.16.

¹³ Ibid. p.12.

¹⁴ See handout.

3. Ask someone from each group to share their ideas on PUSH and PULL factors. You can ask questions similar to these from participants during the activity:

- What is migration?
- What is the difference between emigration and immigration?
- What are the pull and the push factors of migration?
- What are your experiences with people from a migration background? Do you know their stories?
- Share your thoughts on the reasons for migration.
- What can be the biggest issue for these people entering/leaving a country?

4. After discussing migration's push and pull factors with the groups, introduce a story to each group. The trainer/facilitator should choose one emigration/immigration story from their region/country. Some examples can be found [here](#). For stories, the trainer/facilitator can think about their personal experiences or conduct an interview with someone who immigrated/emigrated to/from their /country.

5. The stories should be handed out in a printed document. The trainer chooses one person per group who will be the storyteller. After the storytellers overview their stories, they present them to their group in the first person singular.

After, the trainer/facilitator can ask the following questions to the participants:

- What could be the reason for migration?
- What kind of difficulties did they encounter when migrating?
- What helped them during their journey?
- What kind of attitudes did they encounter?

6. After discussing the trainer's questions, the two groups will share the outcomes of their discussion with the other group.

7. Participants should work together this time: explore the topic of migration again. Create *a word cloud on the word of migration and compare it with the results of the first exercise* [Miro or a similar application might be useful for this exercise to create some visual interest as well.](#)

Debriefing

They are guiding questions to be included at the end of the session and for further discussion.

- Did your attitude change during this exercise? If yes, why, how; if not, why, how?
- Do you think your society is tolerant toward immigrants? Do you think that other countries are more tolerant towards emigrants? What could we learn from other countries about tolerance?
- What is your opinion on multiculturalism? What are its positive and negative effects? What does the motto of the European Union „united in diversity”, mean to you?
- How can we work together even though we have different languages, traditions/behaviours, and how can we overcome our difficulties?

Expected Outcomes

Knowledge

- Definition and concept of migration (emigration/immigration);
- Concept of push and pull factors of migration;
- Concept of multiculturalism, assimilation, integration.
- Storytelling method

Skills

- Critical thinking;
- Creativity;
- Storytelling;
- Debating skills;
- Distinguish your attitudes from the attitude of others/the society.

Attitudes

- Positive, negative and neutral attitudes towards migration;
- Understanding the notion of tolerance.

Handouts

Migration - Background material for trainers

Further Reading

(2021). Retrieved from International Organization for Migration: <https://www.iom.int/>

Annual Report 2020. (2021, August 12). Retrieved from International Organization for Migration: <https://publications.iom.int/books/annual-report-2020>

EU migration policy. (2022, March 25). Retrieved August 2, 2022, from European Council - Council of European Union: <https://www.consilium.europa.eu/en/policies/eu-migration-policy/>

Funding shortfall forces UNHCR to cut vital programmes in DR Congo. (2021). Retrieved from United Nations High Commissioner for Refugees: <https://www.unhcr.org/>

GLOSSARY ON MIGRATION. (2019). Retrieved from International Organization for Migration: <https://www.iom.int/glossary-migration-2019#:~:text=The%20IOM%20%22Glossary%20on%20Migration%22%20is%20as%20an,at%20creating%20a%20common%20understanding%20of%20migration%20terms.>

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Migration. (2021). Retrieved August 2, 2022, from BBC: <https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1>

Personal stories. (2021). Retrieved from United Nations High Commissioner for Refugees (UNHCR): Magyarorszag: <https://www.unhcr.org/hu/szemelyes-tortenetek-2>

