

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 2

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 2 – Tolerance and acceptance

Aim & Objectives

- Learn about issues regarding tolerance to difference
- Understand what tolerance to difference entails
- Develop critical thinking on the topic of diversity, tolerance and acceptance

Time

90 minutes

Methodology and Techniques

The methodological background of this session is situated or situational learning. The facilitator/trainer/mentor will build on the storytelling method as 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 and let go of their own 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’ attitude and perception of tolerance and difference.

Preparation

Think of the aims you would like to achieve with this session. Learn more about the topic of diversity, tolerance and acceptance. The main aim is to build a common understanding on tolerance and acceptance,

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

¹² Ibid. p.16.

¹³ Ibid. p.12.

including the relationship and difference between these two definitions. Explore the different aspects of tolerance and acceptance. See the *Further Reading* part.

Build your own story. You can use your own experiences, or you can find some instructions and examples on the [website](#) of the UN.

Instructions & schedule of the session

1. Group exercise: Start the session with a short exercise. Divide the participants into two groups and ask them to match the following sentences to the right definition ('TOLERANCE' or 'ACCEPTANCE')
 - i. Individual's willingness to tolerate the existence of opinions or behaviours they dislike or disagree with
 - ii. Individual's assent to the reality of a situation, recognizing a process or condition (usually a negative or unpleasant one) without protesting it or trying to change it
 - iii. A kind of passive resignation
 - iv. We might tolerate a person we dislike
 - v. When we accept someone, we actively try to get rid of negative feelings
 - vi. We want to change but do not have the power
 - vii. We embrace things and show no resistance
2. Discuss the results with the participants.
 - o What should be tolerated and what should be accepted in their view?
3. Present your story. The story should be selected with the aim of leading the participants to the topic of tolerance and acceptance. You can use a story of your own, or other elements, such as audio and visual elements. It should create opportunities for the development of tolerance and a change of behaviour towards diversity and for finding different perspectives. The story will provide a good start to a common discussion with the participants on the topic.
4. Invite the participants to share their stories and experiences connected to tolerance or acceptance.
 - a. What kind of differences do you perceive with other people? Can you divide them into categories (behaviour, language, culture, food, religion, etc.)?
 - b. What makes or does not make you tolerate or accept something?

Questions:

- What are the relationship and the difference between tolerance and acceptance?
- How did you react? What was your perception of the difference?
- Can you recall any stories regarding diversity issues? From abroad or maybe in your own region/country?

Debriefing

Ask the participants to discuss these issues with each other.

Expected Outcomes

Knowledge

- Definition of tolerance and acceptance
- Relationship between tolerance and acceptance
- Differences between tolerance and acceptance

Skills

- Storytelling
- Debating skills
- Presentation skills

Attitudes

- Understanding the notion of tolerance and acceptance
- Differentiate between the main aspects of tolerance and acceptance

Further Reading

#StandUp4Migrants. (2022). Retrieved from UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER: STAND UP FOR HUMAN RIGHTS:
<https://www.standup4humanrights.org/migration/en/step3.html>

- Hasa, B. (2020, March 12). *What is the Difference Between Tolerance and Acceptance*. Retrieved August 2022, from PEDIAA: <https://pediaa.com/what-is-the-difference-between-tolerance-and-acceptance/#Tolerance%20vs%20Acceptance%C2%A0-%20Comparison%20of%20Key%20Differences>
- 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
- Human interest stories*. (2021). Retrieved from COUNCIL OF EUROPE: <https://www.coe.int/en/web/i-choose-equality/human-stories1>
- Wienand, P. (2020, July 20). *Power Tool: Acceptance vs. Tolerance*. Retrieved from International Coach Academy (ICA): <https://coachcampus.com/coach-portfolios/power-tools/petya-wienand-acceptance-vs-tolerance/>