

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 3

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 3 -Multiculturalism, interculturalism, integration, assimilation

Aim & Objectives

- Raising awareness on multiculturalism
- Introducing the concepts of multiculturalism, interculturalism, integration, assimilation, and diversity.

Time

90 minutes

Methodology and Techniques

This tool is based on the method of storytelling.

„The method has three main elements that make up the storytelling session: the Story, the Storyteller and the Audience. When talking about the Story, one can notice that we have many types of stories: for example, personal stories, well-known stories and unwritten stories, the ones that are created on the spot, etc. Storytelling has no age limit, with regards to both Storyteller and the Audience. When we speak about a good Storyteller, we do not refer only to their artistry, to the skills that can be developed with time, but also to the relationship created with the Audience. Storytelling represents a safe and inspiring environment for those who take part, a place where they can reflect, discover, communicate, find solutions, get involved – all of this depending on how open they are willing to be. The communication between these three elements is what maintains a storytelling session, by giving power to both the people and messages involved.”¹¹

Preparation

Think of the aims you would like to achieve with this session. Learn more about the topic of multiculturalism, interculturalism, integration, assimilation, and diversity. The main objective is to build a shared understanding of these concepts.

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

Instructions & schedule of the session

1. Group exercise in one group: What comes to your mind about the word „diversity“? Create a word cloud as a group.
 - a. Necessary tools: post-its, paper sheets, pens
2. Individual exercise: the trainer asks the participants to create a story about what cultural diversity means to them.
 - a. Ask the participants to tell a personal story about when they experienced cultural diversity.
 - i. Necessary tools: paper sheets and pens
 - b. Sharing circle: the participants tell their stories to the group
 - i. 3-5 minutes per story
3. Multiculturalism, interculturalism, integration, assimilation – awareness-raising exercise
 - a. The trainer puts up the above-mentioned four words/concepts (a projector, blackboard, etc.)
 - b. The trainer divides the participants into four groups, giving each group a definition of the above-mentioned concepts. The definition should not include the given concept, so the participants themselves should identify which definition belongs to which concept.
 - c. Sharing circle: how did you identify the concept in your definition? How did you pair the definition with its title? Was it easy/hard? Why?
4. „Yes and...” group exercise
 - a. The group create a story together about living together in diversity.
 - b. The trainer starts the exercise with the first sentence: Let’s tell a story about a world that celebrates diversity. In this world, people have different cultural backgrounds, and speak different languages.
 - c. The next participant starts with „Yes, and...” and adds their idea.
 - d. When everyone told their addition to the story, the trainer ends with „ And this is the end of the story”.

Debriefing

The group reflects on the exercises with the following questions:

How do you define your own culture? Is it based on language, geography, identity or else? Which is the most important element for you?

Did your opinion change about multiculturalism and diversity? If yes, how? If not, why?

In which situations do you experience different cultures in your daily life?

Do you have a favourite culture which is different from your own?

What did you experience during the „Yes and...” exercise?

Examples: you can catalogue questions for the facilitator to ask the participants. You can give instructions on how to close the activity.

Expected Outcomes

Knowledge

- Definition of multiculturalism, interculturalism, integration, assimilation (See Glossary of IOM)

Skills

- Identifying the different concepts and can form their own opinion
- Storytelling

Attitudes

- A wider understanding of how different cultures can exist together
- More positive attitude toward different cultures
- A deeper understanding of their own culture and its elements

Further Reading

EMN Asylum and Migration Glossary. (2021). Retrieved from European Commission: Migration and Home Affairs: https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary_en

European Website on Integration. (2022). Retrieved from European Commission: https://ec.europa.eu/migrant-integration/home_en

Magyarország kulturális sokszínűségéről. Multikulturalizmus értelmezések Magyarországon 1990 után. (2017). Retrieved from Kisebbségkutató Intézet: <https://kisebbssegkutato.tk.hu/multikulturalizmus-magyarorszagon>