



Encouraging Creativity with Storytelling

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Gareth the Storyteller





Aims

I want to
answer 2
questions.

- why do I use stories in my teaching?
- why do I think creativity is essential in language learning?



Aims

Then, I
want to
offer
advice on:

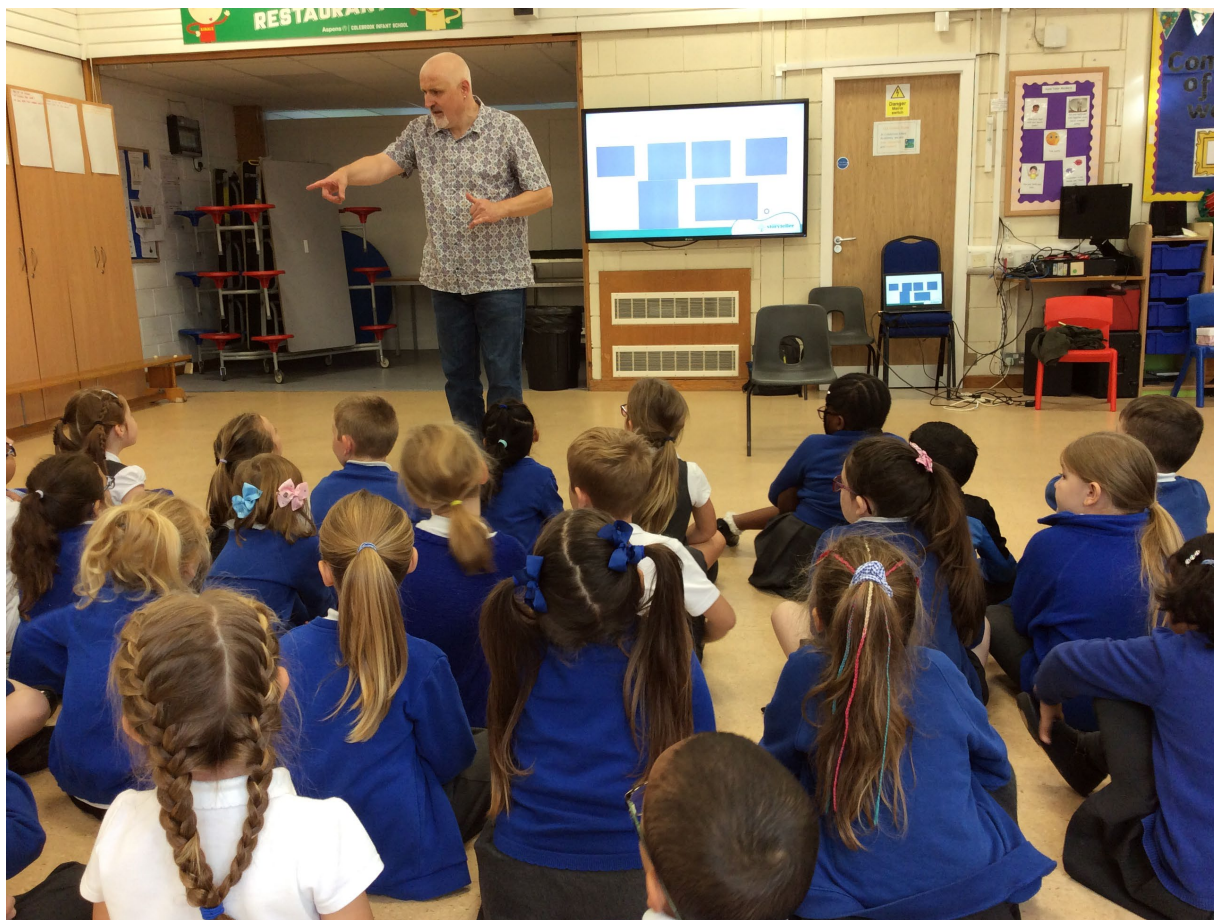
- how to be a good storyteller
- some ways to use stories as a springboard to creativity



Let's start with a story.

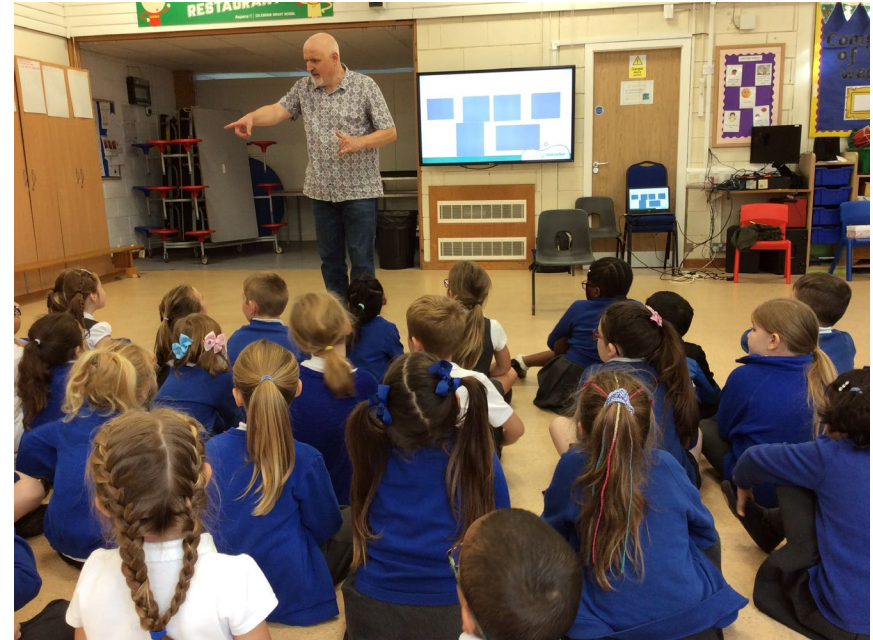


Why do I use stories in the classroom?



The magic of stories

- create engagement
- enable imagination
- they spark curiosity
- encourage creativity





Creativity in language learning

Creative arts encourage learners

- to innovate and invent, enabling them to adapt life and work in a fast-changing world
- to process language more deeply
- to be engaged in the learning process
- to take risks

Merril Swain, 'The output hypothesis and beyond: Mediating acquisition through collaborative dialogue'

Smith Chris et al. The Storytelling Schools Method. Handbook for teachers. Hawthorn Press

Patsy M. Lightbown, Nina Spada, How Languages are Learned, 4th Ed OUP



Conditions for a creative classroom

remember it is a learnt skill, so needs time

make time available for creativity

safe and supportive - focus on the message not the language

integrate creativity into different aspects of the language



How to be a good storyteller



LEARN



PRACTICE

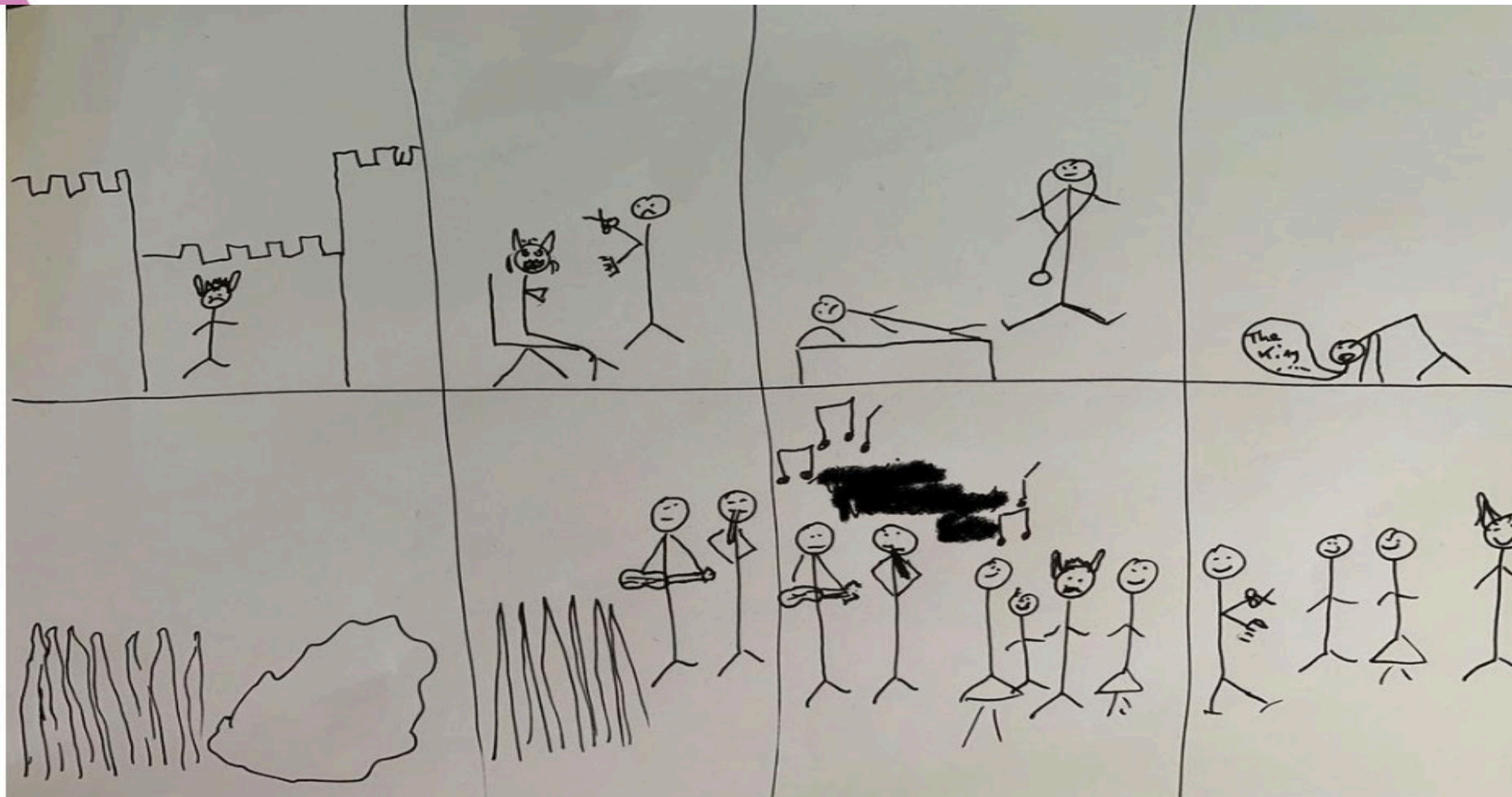


TELL



RETELL

How to be a good storyteller



How to be a good storyteller

How do you make a story interactive / interesting?





How to be a good storyteller

Call response

Doing actions
/ noises

Asking
questions

Repeating
repeated lines

Completing
sentences for
me

Saying hello to
characters

Pictures,
props, etc.



New Building Blocks 1
page 28.
The Big Carrot





How to make a story interactive

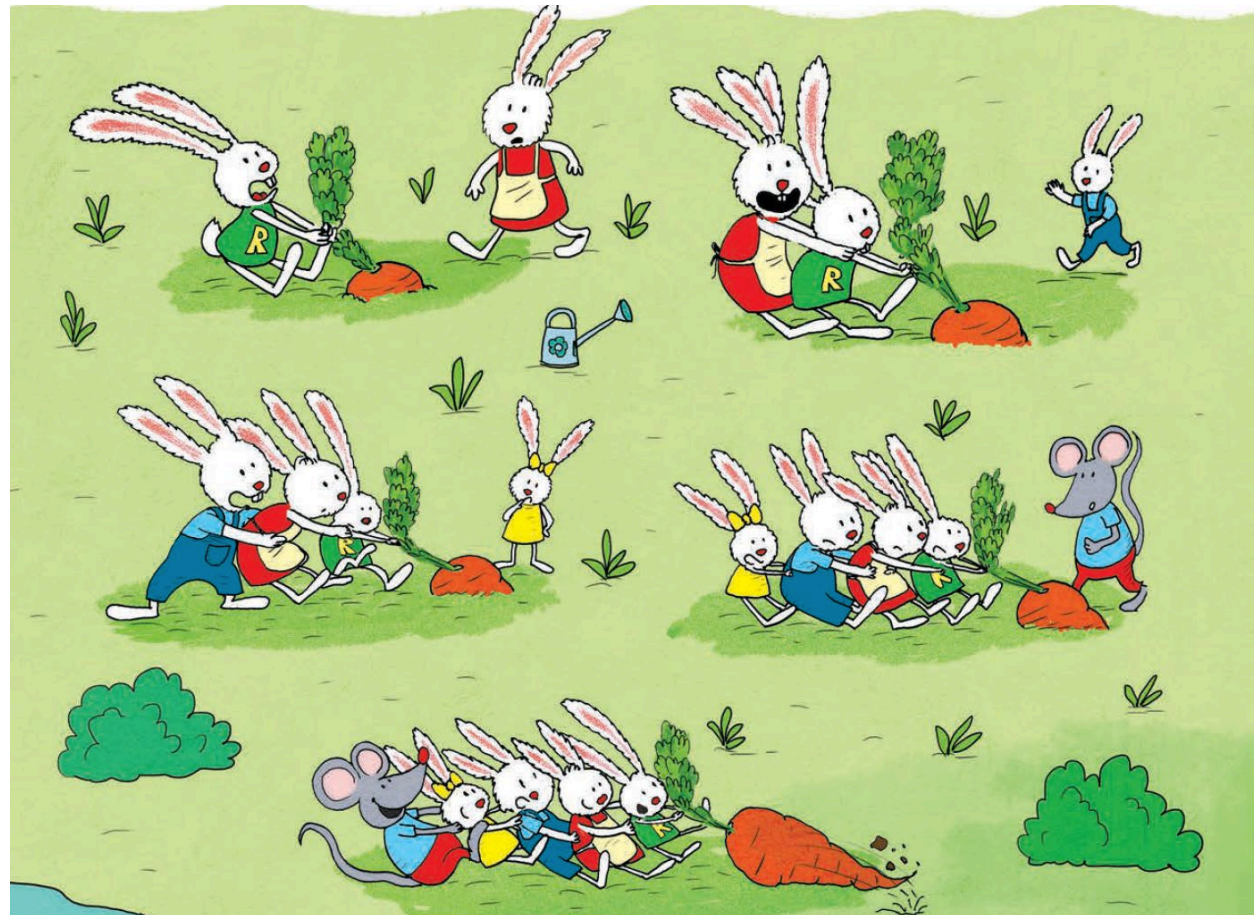
- RONNIE IS HUNGRY. HE SEES A BIG CARROT.
- “WHAT A BIG CARROT!”
- HE PULLS THE CARROT BUT NOTHING HAPPENS.
- HE CALLS: “MUMMY, HELP!”
- RONNIE PULLS THE CARROT, MUMMY PULLS RONNIE. BUT NOTHING HAPPENS.
- SHE CALLS: “DADDY, HELP!” RONNIE PULLS THE CARROT,
- MUMMY PULLS RONNIE, DADDY PULLS MUMMY. BUT NOTHING HAPPENS.



How to make a story interactive

- This is Ronnie, Ronnie's a rabbit. – say hello to Ronnie. What do Rabbits like to eat? That's right Carrots. Now
- RONNIE IS HUNGRY. HE SEES A BIG CARROT. How big is it?
- "WHAT A BIG CARROT!" Everyone "WHAT A BIG CARROT!"
- HE PULLS THE CARROT, (make noise). Can you pull the carrot? SO HE PULLS AND PULLS.
- BUT NOTHING HAPPENS.
- HE CALLS: "MUMMY, HELP! "Look at this carrot."
- "WHAT A BIG CARROT!" Everyone "WHAT A BIG CARROT!"
- RONNIE PULLS THE CARROT, (make noise). MUMMY PULLS RONNIE, (make noise encourage ss to join in.) BUT NOTHING HAPPENS.
- SHE CALLS: "DADDY, HELP!"
- RONNIE PULLS THE CARROT, MUMMY PULLS RONNIE, DADDY PULLS MUMMY.
- "Look at this carrot." Everyone "WHAT A BIG CARROT!"

Pictures and Props??





Creating Creativity

- Act it out
- Draw it
- Discuss the story
- Interview the character
- Draw the costumes and set for a movie.
- Fork in the road
- Retell it in a new way.

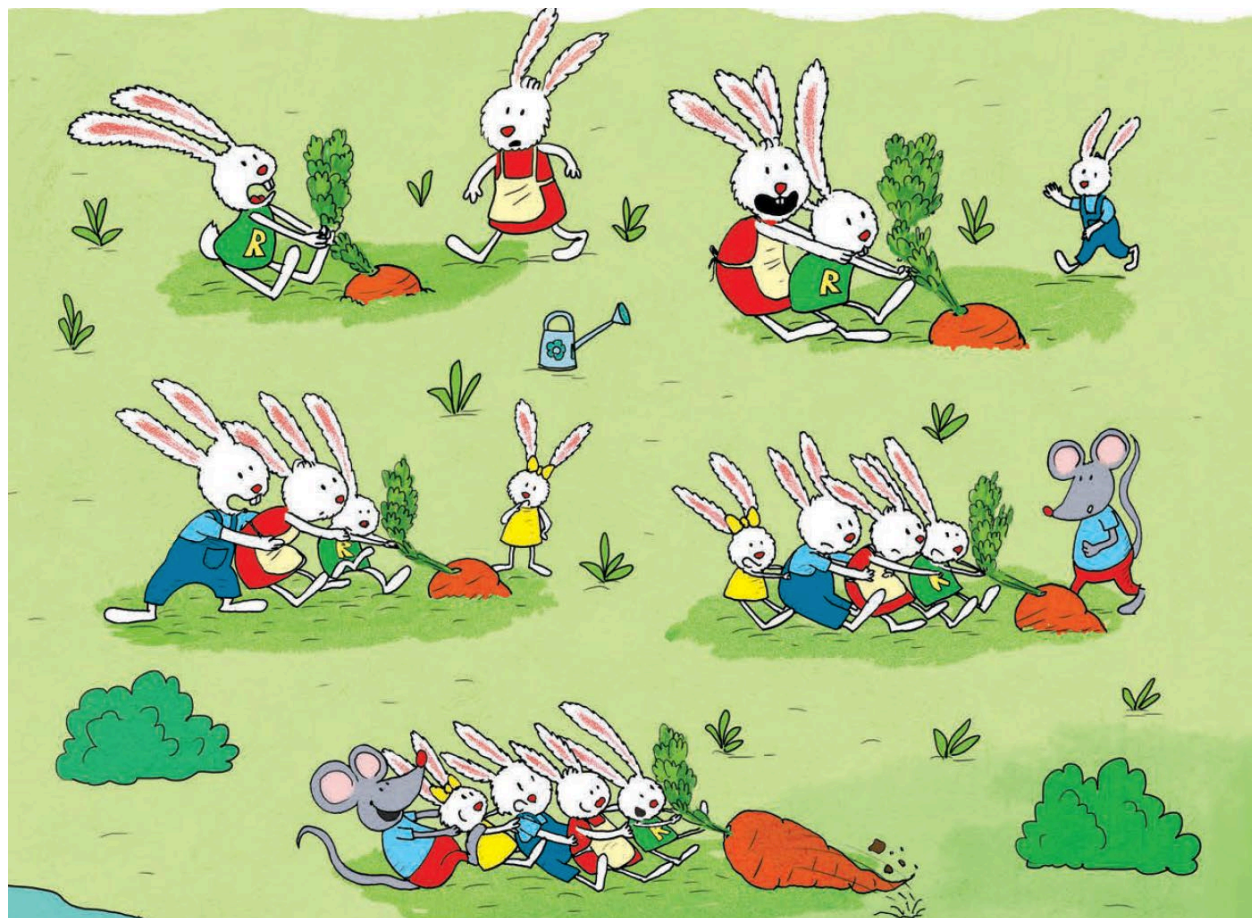
Listen

React

Retell

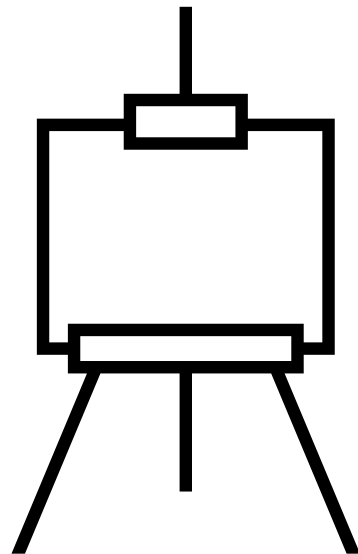
Create

Act it out



Draw it

- Can you draw a picture of Chan Chan or one of the pots?



Draw it





Questions about the Story

Discuss the story in pairs/groups. What questions do you have about the story for the storyteller?



Questions about the Story

Give your questions to
another group. Try to
answer the questions.



Questions for the character

Discuss the story in pairs/groups. What questions do you have for Chan Chan?



Questions for the character

Give your questions to
another group. Try to
answer the questions.



Fork in the road

Chan Chan sees the crack in the pot and decides to plant seeds.

What other decisions could she make?



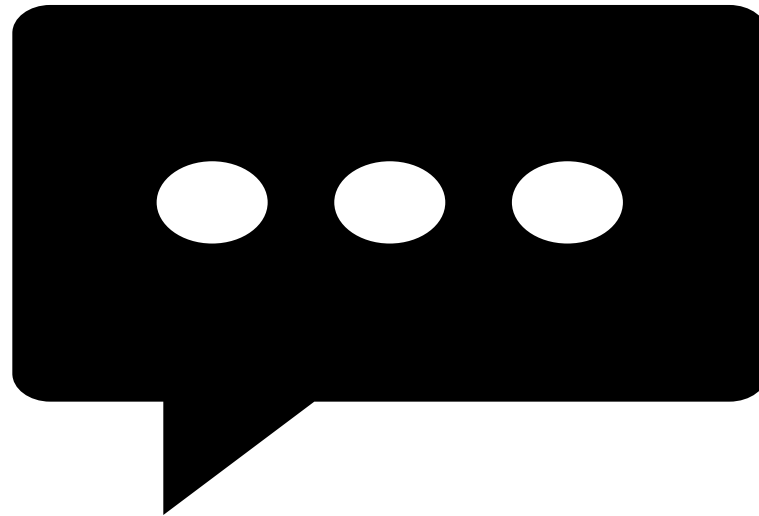
Fork in the road

Chan Chan sees the crack in the pot and decides to plant seeds.

How would the story end if she'd made a different decision?



Retelling





Retelling

Tell the story from the point of view of the:

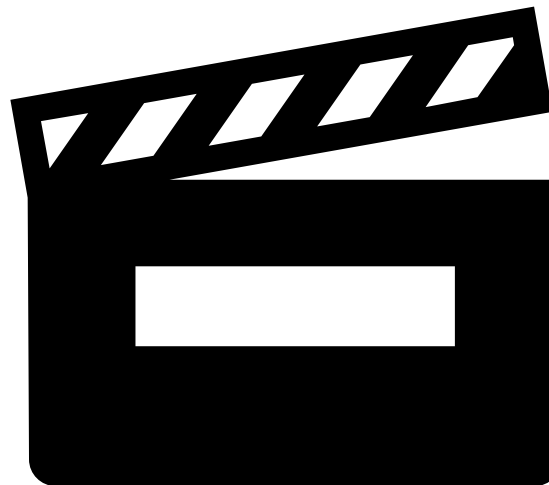
- red pot
- blue pot
- the path Chan Chan walks up



Film Set

Imagine you are making a movie of the story.

- What does the set look like?
- What do the costumes look like?





Class Debate

Did Chan Chan do the right thing?

What is the moral of the story?

3C INTO THE COSMOS

I can understand an authentic text.

- 1 Helena is reading a children's book, *George's Secret Key to the Universe* by Lucy and Stephen Hawking.
- a) Look at the illustration. What do you think the book is about?
- b) **6.11** LISTENING Listen, and check the guesses you made in Exercise 1 a).
- c) **6.11** Listen again. What are the names of the four characters? Who are they? Who, or what, is Cosmos?



- 2 **READING** Read the paragraph from the book, and answer the questions. Underline the parts of the text that give you the answers.

- Are the scientists in the story good or bad?
- What dilemma are they facing?

“Now,” continued Eric, “the question we all came to answer is a question of fundamental science. We all know far too well how it can be used for good and that is why we have all taken the Oath of the Scientist, so that science is used for the benefit of all of humanity. But we are now facing a dilemma. As you heard in the news and saw at the meeting on Saturday, more and more people are concerned about the state of the Earth. So, the question we have to answer is: Should we concentrate on finding ways to improve life on Earth, or should we try to find another planet for humanity to inhabit?”

- 3 a) **6.12** LISTENING The scientists are now voting. Listen. What decision have they reached?
- b) **6.13** The scientists decide to ask George for his opinion. Listen. What does he say?
- c) What do you think of his answer? What would your answer be?

Curious
This is the first time a series of scientists have taken an oath. What are the implications? What are the risks? For which of them?

Creative me!

I write

Write your version of the 'Oath of the Scientist'. Choose between the oath of a scientist on Earth, and the oath of a scientist exploring space.

I discuss

Have a class vote on the question that the text ends with. Form two groups, give arguments, and have a discussion in class.

I act

Draw a storyboard based on the text you have read and listened to. Write a short script. Distribute roles and act it out.

I create

Design the set and costumes for the scenes. 'I act' task. Some music to compose it.

Hello World
Various levels

Lesson 2

2A WHO TOLD THIS STORY?

I can tell a story from the past.

1 a) **SPEAKING** Look at the pictures. What can you see in each?

b) Work in groups. Choose three pictures, and explain how they might be connected.

- 2 a) **READING** Read Maya's stories, and answer the questions below.

- Who tells each story?
- Which pictures in Exercise 1 describe which story? Match.

Story no. 1

1 It wasn't an ordinary day today, oh no! Mum finally agreed to let me go out by myself! I **got up** earlier than usual. I was about to leave when I **heard** Mum say, "Joey, be careful out there!" That's Mum, always worrying. I **left** the cool shade of our tree. First stop: a place with human food. I remembered Mum saying "Never eat it: you can get sick." I hopped inside, looking all cute, but the grumpy lady **took** a piece of tree with straw on it. "Shoo!" she yelled. "How rude!" I **thought**.
10 The human joey in the park seemed interested in me. I wanted to say hello, but it just **said** "Achoo!" loudly. That frightened me. Finally, I **went** to the beach. There I **met** another human joey. She smiled at me and took her happy-face catcher out of her pocket.
15 Well, I **made** my smile the biggest possible! She **wrote** something in her notebook. Maybe a story about me?

- b) Read the stories again. Which line(s) tells us about...

Story no. 1

- where the quokka lives? _____
- why you shouldn't feed quokkas? _____
- the broom the lady used in a shop? _____
- a sneezing child? _____
- Maya taking a photo? _____

Story no. 2

1 I **felt** so lonely there! It was dark and uncomfortable, with all those things that humans play with crushing me. The big round thing rolled over me. And a strange creature with two heads was staring at me all the time. The bigger head was on its neck. But the smaller one: it was on its stomach! Eek! I **began** asking them questions. I thought I could make friends, but there were no answers. And so the days passed. I **had** no friends. Suddenly, the whole world started to shake.
5 "Earthquake", I screamed. In no time, I was on the floor. Then I heard a familiar voice. I **saw** a human face. Yippee! The human picked me up, but she wasn't alone. There was this smaller human next to her. She **gave** me to him, and he looked at me, smiling. At that moment I **knew** I was going to fly through the air again!

Story no. 2

- a toybox? _____
- a ball? _____
- a stuffed mother kangaroo? _____
- Maya lifting the toybox? _____
- a boy playing with the boomerang? _____

3C A SHOCKER!

I can understand an authentic text.

definition of **culture shock** with the words below. There are two words you do not need.

- customs similar confusion excitement unfamiliar different

feeling of (1) _____ felt by people who visit a (2) _____ or place which is different from their own, and who experience (4) _____, beliefs and values that they are not used to with.

When visitors find shocking when visiting Croatia? Think about people from various parts of the world and make up a list of possible causes of culture shock.

This is an excerpt from Cody McClain Brown's book *Chasing a Croatian Girl*. What is the purpose of the excerpt: is it negative towards Croatian culture, or is it just light-hearted fun? Explain why you think so.

The Wonderful World of Propuh

The closest thing Americans have for this word is draft, but this alone is deficient in the (and medical) importance of *propuh* in any way. In English a draft is defined as a current of cold air. The end. *Propuh* on the other hand is the end of the world. This dastardly, and yes, at times deadly, phenomenon is associated with all sorts of ailments: headaches, back aches, ear aches, colds, the flu, bacterial infections, bladder and spleen, and the most feared of them all: a stroke. Ladies and gentlemen, dear readers, in short, *propuh* is a bad thing.



Which maladies it is necessary to:

Wash your hair after a shower. Never go outside or go to the beach.

Information about...

- 1 How Americans feel about *propuh*.
2 How Croats feel about *propuh*.
3 How Croats feel about *propuh*.
4 How dangerous *propuh* is.

Who concludes this paragraph with some advice on how to survive in the world of *propuh*? What advice do you think the author might give his reader? Complete the list with some of your own.

Listen to the rest of the excerpt. How many pieces of your advice are the same as the author's?

me!

I retell

Someone who has traveled to another country. What advice do you think they would give you? Do you think it would make a difference?

Think of your experiences of other cultures. Have you travelled anywhere, or have you seen or heard something you found interesting in the media? Prepare a short talk, and present it to the class.

I advise

'When in Rome, do as the Romans do' is a common saying. What do you think it means? Think up a list of some ways people can lower the level of culture shock when travelling.



Easy-peasy

Work in groups. Choose five irregular verbs for classmates in another group. They have to write a story with them in it.



No picnic

Choose an object you use every day. How would it tell its story? Imagine how it sees the world around it. You can title the story "A day in the life of..."



Down to work!

Choose one of Maya's stories. Retell it from her point of view.

Creative me!

I write

Write your version of the 'Oath of the Scientist'. Choose between the oath of a scientist on Earth, and the oath of a scientist exploring space.

I discuss

Have a class vote on the question that the text ends with. Form two groups, give arguments, and have a discussion in class.

I act

Draw a storyboard based on the text you have read and listened to. Write a short script. Distribute roles and act it out.

I create

Design the settings and costumes for the scenes in the 'I act' task. Choose some music, or compose it yourself.

Creative me!

I interview

Interview a person who has moved to another country. What culture shock have they experienced? Report to your classmates. Why not make a video or podcast?

I retell

Think of your experiences of other cultures. Have you travelled anywhere, or have you seen or heard something you found interesting in the media? Prepare a short talk, and present it to the class.

I advise

'When in Rome, do as the Romans do' is a common saying. What do you think it means? Think up a list of some ways people can lower the level of culture shock when travelling.

Creative me!

I read

Find the other five *Revolting Rhymes* tales online and read them. Which one do you like best? Why?

I write

Choose a fairy tale, and retell it in a brand-new way. Don't forget the surprise twist!

I perform

Do you dream of becoming an actor? Get some props, and act out the tale!

I debate

Hold a class debate. Should children read fairy tales? How do they influence boys and girls?

Hello World
Various levels



Creating Creativity

- Act it out
- Draw it
- Discuss the story
- Interview the character
- Draw the costumes and set for a movie.
- Fork in the road
- Retell it in a new way.



Conclusion

Stories create engagement, enable imagination, spark curiosity and encourage creativity.

Creativity allows students to innovate, to process language more deeply, to be engaged in the learning process and to take risks.

Incorporating stories and creativity into our teaching is relatively easy, with fun, engaging and thought-provoking activities.



Thanks for listening

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