

'Learning the Art of Storytelling'

Storytelling is an art to tell stories in a way to engage the audience. It's an extremely valuable tool through which the storyteller conveys a message, information and knowledge in an entertaining manner. Stories have always been a crucial component to communicate with children and introduce concepts, vocabulary and enhance creativity making them more imaginative.

SHIKSHA Initiative as an educational organization, considers storytelling as an integral tool for learning and development. We are of the opinion that storytelling helps to understand some important life lessons, learn new words, enhance listening skills, enrich imagination and articulation power, develop creativity and improve concentration. Thus, developing and improving these skills of teachers, students, mentors etc. is an important aspect. In view of the above, SHIKSHA Initiative collaborated with Kiran Nadar Museum of Art, a renowned entity of Shiv Nadar Foundation which has a network of resource persons who train the teachers on an art of storytelling. It is believed that this training would further help the teachers in the classroom and encourage children to generate ideas, narrate own stories by exploring the world of stories.

A three-day workshop was organized for the Field Officers, Resource Coordinators, Field Supervisors and Academic team members from July 11-13, 2019. The training was conducted by well-known Storyteller Ms. Simi Srivastava and in total 35 participants attended this workshop.



Group photo during the workshop

Major highlights of the workshop

During the storytelling session, participants narrated different stories and trainer discussed about what qualities a story should have.

The trainer also spoke about creating an imaginary world for the listener, how a teacher can integrate stories with the learning objectives and can teach concepts through stories. In addition, trainer along with participants enacted stories through which various aspects of storytelling were demonstrated like action, dialogue, description, imagination, voice modulation, narration etc.

Trainer demonstrated storytelling of 'The Very Hungry Caterpillar' and integration of storytelling with picture reading. She also exhibited how different topics can be taught by interrelating and through storytelling so that fun element

is not missed. Group activity was conducted where the participants had to present how language, grammar, art, rhymes, environmental science, math, vocabulary can be taught through a story. Another group activity was conducted to demonstrate different expressions and emotions like anger, love, happiness, pity etc.

Day 3 started with a visit to museum where different piece of art was presented and a group activity was conducted where the participants had to create and write their own stories by observing museum art. Many games were conducted by the trainer for classroom as energizers. These energizers can help develop different skills of the children. Trainer also spoke about how storytelling can cater the challenges teachers face while delivering critical topics like Varnamala, matra etc.

Reflection

Based on the personal experiences of the workshop 'Learning the art of storytelling', following are the reflections of the participants: ■

'Learning the art of Storytelling' वर्कशाप से मैंने ये सीखा है कि हम Story से केवल Moral Value, Ethics and Cultural Value ही नहीं बल्कि एक Story के माध्यम से किसी भी Subject का कोई भी Concept बता और समझा सकते हैं और इतना ही नहीं हम एक Story के माध्यम से कई Subjects के Concepts को Teach कर सकते हैं, जैसे-Hindi, English, Math, EVS, Art & Craft, Activity and Game. मैं Story Telling का प्रयोग अपनी कक्षा में इस तरह से कर सकती हूँ कि जिस दिन मेरी कक्षा के बच्चे किसी कारण CMS से नहीं पढ़ पा रहे हैं और मुझे अपना उस दिन का Teaching Plan भी follow करना है, तो मैं Storytelling के माध्यम से उस दिन के सभी subjects के Teaching Plan के according पढ़ाई करा सकती हूँ और जब-जब जिस Subject में मुझे Storytelling use करना होगा तो मैं करूँगी क्योंकि मुझे लगता है Storytelling काफी helpful रहेगी।

– RAKHI (Field Officer)

Learning the Art of Storytelling शिक्षा इनिशिएटिव के अंतर्गत आयोजित इस तीन दिवसीय प्रशिक्षण से हमें अपनी असल जिंदगी व बच्चों के साथ क्रियान्वित शिक्षण कार्य को प्रभावित करता है जिससे बच्चों में नई जिज्ञासा व उत्साह उत्पन्न होता है। Storytelling एक ऐसा माध्यम है जिससे शिक्षण कार्य को और अधिक रुचिपूर्वक बनाया जा सकता है तथा कई विषयों का एक साथ शिक्षण कार्य किया जा सकता है। Storytelling के माध्यम से हमने Communication के अलग-अलग भाग सीखे जैसे- Listening, Speaking, Act और story को कैसे सुनाया जाये जिससे बच्चों में अधिक सुनने की क्षमता विकसित हो और वे उत्साहित होकर सुने। कहानी को Narration के माध्यम से रोल प्ले करते हुये सुनाना चाहिए और कहानी को बच्चों के स्तर के अनुसार सरल-कठिन करके सुनाने की कला को सिखाया गया। प्रशिक्षक के द्वारा कई कहानियों का प्रस्तुतीकरण किया गया जिससे समझ में आया कि कहानी को किस तरह subjective concept से जोड़ा जा सकता है तथा कहानी के प्रत्येक भाग का उपयोग करते हुये concept को पढ़ाया जा सकता है जैसे- गीत का कमाल, गजपति-कुलपति, The Very Hungry Caterpillar. विभिन्न विषयों की अलग-अलग कहानियों को बनाने की कला से अवगत किया गया तथा चित्रों को देखकर बच्चों के अनुसार कहानी की रचना करने के बारे में सिखाया गया। कहानी को सुनाने के लिए Voice modulation, Emotions, Body Language के महत्त्व के बारे में सीखा। ऐसी कार्यशालाओं का आयोजन सत्र के दौरान दो बार होना चाहिए जिससे इसका उपयोग संस्था की कार्यशैली में देखा जा सके और रचनात्मक, प्रयोगात्मक, कार्यशैलियों को और बेहतर तरीके से विकसित किया जा सके।

– MANOJ (Field Officer)

– SWATI SINGH,
Senior Project Associate

SHIKSHA+ team's visit to Nirantar Trust

On July 16, 2019, SHIKSHA+ team visited the Nirantar Trust office with an objective to create a space where cross-learning can take place among the

organizations who have wide experience in the Adult Literacy and gender issues and to understand about the Nirantar's model of Adult Literacy. Adult Literacy

Head, Vijay Anand Verma briefed the Nirantar team about the design, approach and implementation of the SHIKSHA+ program. Nirantar team gave a detailed presentation about their approach to Literacy, challenges in implementation, data collection methodology, mobilization tools and activities to create awareness in the village. In order to have deeper understanding of our program, Vijay invited the Nirantar team members to visit the SHIKSHA+ centres. ■

– PIYUSH KUMAR TONK,
Project Associate



SHIKSHA+ and Nirantar team in discussion

Superhero's Do Exist

“Reshma who was once registered as a special child is now studying with other children in the same class. When her name was removed from the list of special child, we were overwhelmed with happiness.”

- Ms. Reena Singh and Ms. Mridula, Teachers,
P.S. Kanduni, Sitapur



Ms. Reena and Ms. Mridula sharing their views during the interview

What is dyslexia? I am sure only few of us were aware of it before watching the movie Taare Zameen Par. The child Ishaan Awasthi was suffering from dyslexia which is a disorder where a person has difficulty with reading and spelling. It is found mostly in kids. Though Ishaan Awasthi was lucky to have his Nikumbh Sir (Aamir Khan) with him who through his hard work and dedicated efforts, was able to help him out of his problem, not all kids are that lucky. However, students of P.S. Kanduni, a school in Sitapur where SHIKSHA has its intervention are among the lucky ones. Ms. Reena Singh and Ms. Mridula Tiwari are the real life Nikumbh sir for the children of this school. Ms. Reena and Ms. Mridula have developed a unique style where they address the challenges of kids suffering from dyslexia. In the past few years, the two of them have helped more than 10 kids suffering from dyslexia.

Ms. Reena and Ms. Mridula spoke to Senior Project Associate, Asad Kalim Fatmi, SHIKSHA Initiative about how children with the problem of dyslexia could be mainstreamed

How frequent are the cases of dyslexia in your school?

On an average we get 2-3 students every year with dyslexia

How long does it take to identify if a child is being troubled by dyslexia?

Usually within first week we generally identify such kids. We then gradually proceed checking their notebooks daily and within few days we are sure. There was a girl named Reshma who was suffering from this disorder. We looked at the text in her notebook in the mirror and it was looking like a regular text.

How long does it take to bring a child suffering from dyslexia to mainstream?

On an average it takes 2-3 months

SHIKSHA Initiative Program Status (as on 31st July 2019)

SHIKSHA Elementary	Outreach (Till 31 st March 2018)		Session 2019-20 (Till July 2019)	
	Dadri	Sitapur	Dadri	Sitapur
No. of Districts	2	4	2	2
No. of Blocks	2	6	2	6
No. of Villages covered	50	1095	50	390
No. of Schools	50	365	40	135
No. of students benefitted	10000+	21100+	2064	5323
No. of Teachers trained	60	795	20	318
Attendance (Present %) Month- April 2018-19**	-	-	57%	41%
Total No. of Staff	-	-	48	20
SHIKSHA ⁺	Outreach (Till 31 st March 2018)		Session 2019-20 (Till July 2019)	
	Dadri	Sitapur	Dadri	Sitapur
No. of Districts	2	1	2	1
No. of Blocks	2	1	2	1
No. of Villages covered	20	36	11	25
No. of Batches	80	57	139	355
No. of Learners	847	611	1903	4283
Attendance (Present %) Month- June 2019**	-	-	73%	82%
Total No. of Staff	-	-	9	10

Source: DMAT and Ops.

How do you manage the children with dyslexia and ensure that they learn?

We treat them just like a normal child and make them sit in the front row and keep a close attention on them. The problem is because their psychomotor skills are not developed. Thus, we use varied activities to make them learn. Like we give them colours and ask them to write a particular letter with a given colour. For example, we ask them to write P with blue colour and then see where P is facing and ask them to circle it with red. We also create lines with different colours. For example, to make them distinguish between B and D, we create lines with blue and white colour and make them write. We ask them to turn the chalk towards blue colour (on the right) and make a circle, thereby creating D. The child through this activity understands the direction (left/right) and also it is able to distinguish the letters that look similar to each other. We also make use of playcards with alphabets written on them and ask them to jump on a particular letter say B. So the physical activities, games, hand movement etc. helps children get familiar with the letters.

Do you think that these children need to be treated differently?

We don't believe that these kids have any kind of a disorder, all that they need is correct guidance and attention. You need to use appropriate teaching style according to their need. We never separate such children from the main group, this will make them insecure.

Have you seen any benefit of ICT in helping these children learn?

Of course!! ICT has been a very big help. The step by step procedure of writing an alphabet as given in SHIKSHA's content helps a lot. When your content shows the steps, we hold the child's hand and make them write which is not possible if we are writing on the board. When they see different letters in different colors along with images, it really helps a lot. Hence, ICT has indeed helped a lot and has reduced 50% of our effort.

What changes have you seen in such children after our intervention?

We are thankful to SHIKSHA Initiative of Shiv Nadar Foundation. Your program has been of a great support. After your intervention, we have seen that the learning speed of children suffering from dyslexia has enhanced.

Any suggestions for government or your co-teachers?

Do not separate such children from the main class. Give them emotional support, use games and activities to help them understand. The best practice that we do is drawing lines. Make them write on the floor, green area on the wall. When they use their fingers, their mind will automatically work.

Quiz

1. **SHIKSHA Initiative team met MLA of which location for collaboration on June 1, 2019?**
 - a. Sitapur
 - b. Dadri
 - c. Bulandhsahr
 - d. Sonbhadra
2. **When was Planning and Review meeting of Education Department organized?**
 - a. June 15
 - b. June 20
 - c. June 29
 - d. June 30
3. **Which center has established learning corner in their center?**
 - a. Dhoom Manikpur
 - b. Noorpur
 - c. Chhauas
 - d. Jarcha
4. **What is the full form of DPRO?**
 - a. Deputy Panchayat Raj Office
 - b. District Panchayat Raj Officer
 - c. Defense Plant Representative Officer
 - d. Directorate of Procurement

1. Editorial Team Members can't participate.
2. Responses after deadline will not be entertained.
3. Send your answers to editorial.shiksha@shivnadarfoundation.org by 1800 hours 28th August, 2019
4. Participants can be declared winner maximum twice in a row.
5. Results will be declared on 30th August, 2019.



How much role do you think family background has on the learning level of such kids?

If parents are illiterate, children do not get extra attention at home which is much needed for their studies. If parents are literate, they should not demotivate the child rather they should give them emotional support and work with them to help him/her understand.

– **ASAD KALIM FATMI,**
Senior Project Associate