

Europeana Learning Scenario

(Non-formal educators)

Title

Stories on the move – mobile and outdoor storytelling

Author(s)

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Abstract

This learning scenario (LS) aims to bring children and young adults closer to books and foster their reading competencies as well as healthy lifestyles and wellbeing. Since many libraries were closed during COVID19 pandemic the librarians tried to find new ways combining reading and storytelling as online and outdoor activities. Librarians updated their programmes for kids and teenagers using digital tools and social media to keep in touch and connect them with reading materials. Our storypath is an innovative service that should foster reading, storytelling and using digital tools and encourage participants to enjoy both reading and walking at the same time. The learning scenario combines reading as an individual activity but also in groups and together with families. The participants are exposed to multimodal media to get introduced to the topic and use their ICT skills and become active users and new content creators.

Keywords

Cooperative storytelling, mobile libraries, oral tradition, family literacy, health and wellbeing

Table of summary

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Subject	This learning scenario can be connected and implemented in various school subjects as Literature, Music, History, Art, Foreign languages. As an interdisciplinary activity, storytelling is a good approach for sharing ideas, interpreting historical and cultural heritage.
Topic	Storytelling and mobile libraries
Age of participants	10 -15 (but could be applicable to any age group depending on the content of storypath)
Suitable setting for implementation	This learning scenario is designed to be implemented both online (video conference system) and inside/outside of the library. The main activity is implemented in an open space where participants are free to walk.
Activity time	1h30min X 4 sessions



<p>Online educational material</p>	<p>Using applications and interactive software as Youtube, Kahoot, Survey Monkey, Canva, Google Meet and QR code screeners etc.</p> <p>Oral history – heritage education through conversation</p> <p>What is kamishibai</p> <p>Storywalk - Charlotte Mecklenburg Library</p> <p>Kamishibai Performance Tips - David Battino, Hazuki Kataoka</p> <p>Storytelling tips</p> <p>Storytelling and Cultural Traditions</p> <p>The Oral History of Storytelling</p> <p>Telling stories with children (0-8)</p>
<p>Offline educational material</p>	<p>For this learning scenario you will need, Kamishibai (wooden or cardboard frame – it is a paper theatre, storytelling originated in Japan that combines hand drawing and engaging narration). For more information watch this video What is kamishibai; Kamishibai tips. Storypath equipment (optional, watch this video on how to make storywalks: Storywalk), paper, glue, scissors, crayons, markers, equipment for printing and video projecting</p>
<p>Europeana resources used</p>	<p>House of Children and Arts 2011 Kamishibai Theatre Photo Urska Boljkovac - Culture.si Photo Library, CC BY-ND 4.0</p> <p>The art of reading in the Middle Ages; Bookpaths – Europeana exhibition</p> <p>Private and public reading – Europeana blogpost</p> <p>Storytelling with digital culture - webinar</p> <p>Europeana as a powerful platform for storytelling</p> <p>Mobile library - Digital Heritage Research Lab - Cyprus University of Technology, CC BY-NC 4.0</p> <p>Children reading – Europeana gallery</p>

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Integration into the curriculum

Since the content prepared for the storypath is changeable there could be possibilities for variety of themes from different subjects of curriculum. It will also help with reading and literacy which

are essential skills for better understanding of all other subjects. The main idea is that the librarian should cooperate and discuss with teachers and then decide together which topics could be interesting, useful and inspiring for as many participants of all ages.

Aim of the educational activity

After the completion of this learning scenario participants should be able to understand the power of reading and storytelling in our lives as well to appreciate time spent outdoors together with group and family members in joint reading and storytelling activities. The participants will become familiar with hybrid forms of engagement through accessing knowledge, especially Europeana resources through smartphones and tablets and via apps and QR codes. By the end of activities, the participants will be empowered with new digital skills and will understand the importance of being outdoors, out of the library, moving and consuming culture while being on the move and breathing fresh air.

Outcome of the educational activity

The participants will develop their communication skills, critical thinking and digital skills but most of all they will improve their teamwork in an atmosphere that is different from the one at schools. They will move around in relaxed atmosphere creating new connections both with their peers but also with family members and older generations. Reading and telling stories together could connect participants of all ages with past, present and future. The participants will find out more about different aspects of tradition and family history and the elderly could learn some new digital skills.

The participants will learn how to create Kamishibai drawings and texts, how to make videos, QR codes and promotional materials needed for the storypath using Canva.

Key competences

Literacy competence - the participants will learn new storytelling techniques to creatively tell their stories. Their new reading competencies will improve their both oral and written communication and critical thinking. The participants will express their attitudes among peers on their own and accept other ideas as well.

Multilingual competence – the participants learn to appreciate cultural diversity and develop curiosity about other cultures and traditions (e.g. other storytelling techniques from all over the world).

Digital competencies - the participants can be co-creators of the content for the exhibition prepared for the storypath (prepare materials as posters, short videos with QR codes) and they will have opportunity to present their work digitally. The importance of using digital technologies collaboratively is significant.

Personal, social and learning to learn competence - spending more time outdoors, moving together with peers will foster their competence based on a positive attitude toward one's personal, social and physical well-being and learning throughout one's life.

Activities

Name of activity	Procedure	Time
<p>1. Storytelling and oral tradition - introduction</p>	<p>The educator will introduce participants with the main topic of this learning scenario – telling stories and oral tradition from the past to present.</p> <p>Introduction As an introduction, the educator uses the following resources to discuss about history of oral tradition with participants: Oral history – heritage education through conversation, Bookpaths and reading in Middle Ages and Public reading in Middle Ages. The educator could give the participants some examples of storytelling from other cultures and present them some of the storytelling forms (epic poems, myths, proverbs, fables) and ask about their own experience from the local history. Storytelling and Cultural Traditions The Oral History of Storytelling</p> <p>They could research together (books and online resources at the library) to make timeline about development of stories and oral tradition – from visual drawings in caves and then spoken stories by word of mouth till mass printing books and stories and the new way of digital storytelling.</p> <p>Presentation of photos - the educator can prepare reproduction of photos of different storytelling traditions and techniques to point out multicultural tradition in storytelling (e.g. Kamishibai, using musical instruments during storytelling as it is case in Serbian epic poetry) as a short introduction and then pay attention to Kamishibai storytelling. The educators use these resources to inform participants about Kamishibai. Storytelling with images Kamishibai Kamishibai Performance Tips</p> <p>Why outdoor and mobile libraries - the third part of this session at the library could be some discussion about human needs for telling stories, reading books and efforts of libraries to be more visible not only in their building but also out of their space as mobile libraries. The educator presents children a photo of a mobile library from the past.</p>	<p>1h 30 min (at the library)</p>

	<p>Then, he/she asks participants to discuss about their way of enjoying reading. The educator shows some photos Children reading - different styles (photos).</p> <p>Mind map - Create several ideas and make one mind map along with the participants of all possible ways books and stories could be on move and could be more accessible and visible among the public and outdoors. The educator explains the importance of providing books to underserved locations, people who are unable to visit a library or bringing resources out of it directly to community (pop up libraries at parks, beaches or storypaths and bookbikes).</p>	
<p>2. Multicultural storytelling tradition (kamishibai)</p>	<p>Write and draw - The educator asks participants to choose the topic, form and make their own Kamishibai drawings and texts. It could be interpretation of story or poem they choose together or make a new one.</p> <p>They will need time to make drawings on their own using paper of the same dimensions and using same drawing technique. This should be done by all participants together so the final product will be their collaborative work – a story for the Kamishibai that could be used later for the storypath exhibition. If the participants use one story, then it should be divided in equal parts of texts so each participant makes drawing for their own part. If they agree to create a new story the first step is writing the story together and then each participant could create text and drawing (a part) for one kamishibai paper. It is interesting that the last drawing paper will have the first part of text on the other side (look for some Kamishibai tips in the previous videos).</p> <p>Storytelling - After they finish materials for the Kamishibai they can practice how they will present it. The educator will present some of the storytelling techniques and tips from Europeana and other resources.</p> <p>Telling stories with children (0-8) Storytelling tips Europeana as a powerful platform for storytelling</p> <p>Making short videos and promotional materials - At the end of this activity the participants will create short videos with smartphones while they are telling stories they have already prepared (each participant will read or tell their own created part) and then video materials could be edited and uploaded to Youtube and later make QR codes that could be part of posters at the storypath. The participants use Canva and prepare flyers and posters to promote their activities at the storypath.</p>	<p>1h 30 min (at the library)</p>

3. Storypath and outdoor activities	<p>Sharing stories - This activity is implemented at the place of storypath so it means outdoors and this is the main part of recommended activities in this learning scenario. The participants share the stories that they had previously created (texts and drawings) with public attending their presentation and make more efforts to involve as many other people to participate in all activities prepared for them. The participants read aloud their story or they could make a puzzle of drawings and texts and ask public to walk around the storypath and complete the right order of story parts.</p> <p>Bring the guests - The educator could organize meeting and live storytelling of some adults that could present their work to children e.g. authors, illustrators or professors.</p> <p>Additional materials - The participants could present their Kamishibai stories (they could use a bicycle like real Kamishibai storyteller did in Japan) and short videos uploaded to Youtube, the flyers and posters that they made using online tools like Canva so other participants could scan via QR codes and get additional information. The important thing for this activity is to make it collaboratively as much as possible.</p>	1h30min
4. Video call (conferencing from outdoors connecting with peers in school – Kahoot)	<p>Spread the information and make quiz – Since we are still in times of COVID19 and classes are divided in groups it will be very interesting that after visiting storypath together and reading the story, visitors (school classes) could be split into two groups of students of the same class and make video conferencing quiz. One group of students that is outdoors at the storypath will make online connection with students in the school and ask them some questions about the content exhibited on storypath using Kahoot app.</p>	1h 30 min (both outdoors and indoors via online connection)

Participants’ feedback

The participants will be asked to give their feedback (the box for impressions at the end of a storypath) or using apps for online survey (Survey Monkey, Kahoot).

Educator’s remarks

Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.

About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating

access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

