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Everyday stories

Goal

Everyday storytelling concerns mainly the narration of a person's own adventures and experiences. This simple and low-threshold way of narrating a story does not require high standards of fantasy, but nevertheless contributes to the development of oral competences, structuring of text and listening.

KiGa–9. Kl.

10–30 Min.



Procedure (choice of possibilities):

- In case the “ritualized” storytelling circle (see #17) is not used, the introduction to everyday stories may also originate from teacher input. For instance, the instructor may show a picture or begin by telling an episode, and the students then follow his/her example. To ensure that the students listen closely and that their stories remain connected, they should ask questions of each other and make reference to each other. (see also #12).
- Variant: the instructor or a child brings an artifact to class and tells something about it. This can be someone's favorite object, something from the country of origin, or a utilitarian, everyday object. It is best if students are previously told to (“bring something to class next week”).
- The introduction can also occur with a child's telling about an important event that will motivate the other students to tell about similar experiences.
- An upcoming school event, a religious or other festival can also serve as an introduction to everyday storytelling.

Comments:

- Everyday storytelling is a simple, informal manner of narration, but it should nevertheless be an appealing presentation (see tips for narrating #22).
- These kinds of conversations must not necessarily always involve the class as a whole. Short breaks or the drop-off time before classes start can also be used for storytelling purposes.