



Sesame Workshop
Story Telling/Reading Session Guideline
May 2024, Cox's Bazar

The **LEGO** Foundation 

play  **to learn** 

Storytelling steps in ECD centers, learning centers

Sesame Workshop distributed storybooks to ECD centers, learning centers, and CFS. These storybooks will support children's joyful learning and development.

1. Preparation of the teacher/facilitator for the storytelling/reading session

- The Teacher/facilitator will select age-appropriate stories for the children.
- The Teacher/facilitator will read the story before the storytelling session.
- The teacher/facilitator can collect/prepare supportive materials, such as picture cards, posters, toys, or drawings to narrate the story well.

2. Create an environment for storytelling/reading

- The teacher/facilitator will ask children to gather around. S/he will help the younger and shorter children to sit in the front.
- The teacher/facilitator will sit at such a height that can allow all children to see her/him. Teachers can collect an appropriate stool to sit on.

3. Storytelling/reading

Storybooks are written in Burmese. But the children speak Rohingya. So, the teacher/facilitator will narrate the whole story in the Rohingya language at the beginning so that children can understand the story. The teacher/facilitator can follow the sequential order mentioned below.

Day 1

- Introduce children to the storybook (title of the story, name of the writer, show the cover, mention name of the illustrator).
- Tell the whole story in the Rohingya language. (Bangla, if in the host community).
- Keep eye contact with the children more often rather than looking at the book while telling the story.
- Ask some questions related to the story to explain the story better. (such as asking questions about the person, thing, or animal on the cover page).
 1. Do you know what a frog looks like? How does it sound? (Story: Little Frog Princess)
 2. Do you know what a pomegranate looks like? (Story: Dalim Kumar)
 3. Do you wash your hands properly before eating something? (Story: Dalim Kumar)
 4. Do you brush your teeth before going to bed and after waking up in the morning every day? (Story: Fun with Friends)
- Encourage the children to narrate the story in their language.

Day 2

- Ask questions about the story that was told in the previous session.
- Introduce them to the book.
- Show and read aloud the title of the storybook, writer's name, etc. from the cover page.
- Read the story from beginning to end by touching all the words in the book through your fingers.
- Use supportive materials to explain the story better.
- Pause during storytelling to draw the attention of the children and encourage them to ask questions. Also, ask them questions like
 1. Who did the little frog princess see under the fruit tree? (Story: Little Frog Princess)

2. With whom did the Queen frog ask the little frog princess to stay away? (Story: Little Frog Princess)
3. Why couldn't Dalim Kumer pluck the pomegranate? (Story: Dalim Kumar)
4. What did the tree tell Dalim Kumar to pluck the tree? (Story: Dalim Kumar)
5. Can you recite the rhyme mentioned in the story (Story: Fun with Friends)
6. Ask a few children to narrate the story in their own language or tell them to share a made-up story.

Day 3

- Read the story from the book. Show all the pictures on each page to create interest among the children.
- The teacher will read the story like the previous session.
- Ask a few children to tell the story (don't stop the child if s/he missed or forgotten any part of the story. Encourage the child to tell the story in her/his own way).
- Explain the learnings from the story.
- Ask questions to the children to assess their learning. Like
 1. Which game did Tara, Salam, Raya and Elmo play? (Story: Fun with Friends)
 2. How many colors were there on the papers? (Story: Fun with Friends)
 3. How many times should we brush our teeth in a day? (Story: Fun with Friends)
 4. How did Dalim Kumar wash his hands? (Story: Dalim Kumar)
 5. How will we stay safe? (Story: The Little Frog Princess)

4. Closure of storytelling session: Keep the storybook and the supportive materials in order.

Tips and tricks for the teacher/facilitator

- ✓ Create a story-telling/reading environment with the children;
- ✓ Younger children should sit near the teacher and the teacher can sit a little higher; (can use a helper tool)
- ✓ Then narrate the story to the children as planned during preparation;
- ✓ Stories must be presented by the following rules;
 - At first, tell the name of the storybook, say the name of the author, show the cover, and tell the name of the illustrator (if it is the first day of reading the story);
 - Tell the story in the children's mother tongue, depending on age and language;
 - Read the story line by line with fingers to develop vocabulary and language;
 - Make facial expressions and gestures following the mood of the story while telling the story;
 - Keep the tone of voice consistent;
 - If there are any difficult words in the story, explain to the children using local words to make it easier;
 - tell/read stories clearly with children;
 - Speak directly and slowly in simple language;
 - Use short and simple sentences;
 - Pay attention to all children when telling the story;

Hand Note for the teacher/facilitator

1. What is a story

A story is the description of imaginary or real events. Usually, some characters, events, places, and times are described in a story. Stories can also have some objectives and learnings in a story. Combining all these elements a story is prepared with a pleasant description. An artistic way of writing, style, and skill can turn a simple story into a wonderful one.

2. Categories of story

There are various types of stories: short stories, long narratives, romance, fiction, epics, novels, dramas, travelogues, etc. Moreover, stories vary according to the audience's age. There are stories for children, teenagers, and adults. The presentation of the stories differs just as the content according to age. Children of preschool level or below 5 years of age like fairy tales, stories on animals, etc. Like, children of preschool level or below 5 years of age like fairy tales, and stories on animals the most. Again, children of 5-10 years of age like Aesop's tales and moral stories. Children of 10-18 years of age like suspense, mystery, scary and dramatic stories. Stories for children may be different based on socio-economic, religious, and cultural conditions.

3. Importance of stories on child development

Children love to listen to and read stories. So, the selection of appropriate stories can give children pleasure and they can be kept busy. Also, children's mental, language, and imaginative power can be developed through selecting developmentally appropriate stories.

4. Storytelling and story reading

Storytelling: A story is told from one's own mind through lively acting, verbal expression, or interaction between storytellers and listeners.

Story reading: Reading aloud from a book which may include acting, verbal and non-verbal expression, and interaction between storyteller and listener.

5. Benefits of storytelling or reading stories to children:

- Increases imaginative power.
- Introduced to the outer world.
- Increases vocabulary, and develops speaking and listening skills which help in language development.
- Increase attention.
- Learn values and ethics.
- Helps in developing good habits, a positive mindset, and confidence.
- Learn to express and control emotions.
- Most of all, stories give pleasure to children which keeps them relaxed and they learn to be calm and stress-free.

6. Ways of effective communication with children

The success of learning depends on the facilitator's easy and fluent communication with the children. Communication can take 2 forms: Verbal and Non-verbal communication

Things to pay attention to for effective **verbal communication** with children are:

- Keep the tone of voice consistent with the tone of voice;
- Do not speak too loudly;

- Do not speak in too low a voice;
- Speak clearly to children;
- Don't talk while children are talking;
- Ask questions to the children that allow them to think;
- Use short and simple sentences;

Things to pay attention to for effective **Non-verbal communication** with children are:

- Sit in front of the children with sincerity;
- Get close to the children;
- Keep eye contact with the children;
- Have fun with the children;
- Maintain a coordination between hand-head-face movements;
- Match gestures with words and expressions;
- Sit and talk to children according to height;

7. How to ask children questions about the storybooks

ECD center teachers/facilitators ask different kinds of questions to the children while conducting the session. While asking questions, teachers/assistants should ensure that the children answer the questions thoughtfully and the question is too short. The teacher will avoid what does not teach the child to think something. Ask questions in different ways to make the children proficient in speaking clearly and coherently. Below are the different types of questioning with children:

A. Close-ended Questions

Answers to such questions usually become 'yes' or 'no' or very short. Children don't have the scope to think and elaborate to give answers to such questions. For example - do you like this place? Such questions don't help children much in language development.

B. Open-ended questions

Such questions help children to think and answer as they like. Answering such questions allows children to express their ideas and experiences. For example - why do you like this place?

C. Guided questions

In such questions, the questioner expects his preferred answer, which means the child is influenced to answer the question. Like, this place is very nice, isn't it? By asking such questions, children do not get a chance to express their own opinions. Rather, it answers according to the will of the questioner. So, ask the children all kinds of questions, but there will be more use of open questions in the questions. But it is better not to ask influenced questions.

8. Storytelling with special techniques/method

Not only through reading, stories can be shared in many ways. Some special methods of storytelling are mentioned below -

- Storytelling through acting.
- Storytelling through puppet shows.
- Storytelling through body language and making sounds.
- Storytelling using picture cards.
- Create stories by the children.

9. Develop stories with children

The teachers/facilitators of ECD Centers can create stories with the children in the centers. They can do this at the end of the storytelling session.

- At the beginning of the story the teachers/facilitator will sit in a circle with all the children
- Then say, “Let’s create a story today”.
- Then say, “ I will tell a sentence at the beginning. Then the person next to me will say another sentence”.
- Then the next one will say another sentence.
- In this way everyone will say one or two sentences.
- Help if anyone feels difficulty. Give a clue. In this way, the story will continue with one or two sentences.
- The last child will tell the story.
- At the end the teacher/facilitator will complete the story adding one or two sentences.
- Close the story-making session by asking how they felt about it.
