

Erasmus+ project „The Children of Sheherazade“

Germany – Teacher’s Summary

School: GGS Düppelstraße, Aachen, Germany

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Module 1: Stories from the countries of origin

Telling stories from the children’s countries of origin (24 children, all with migration background: Turkish, Spanish, Romanian, Hungarian, Syrian, Kurdish, Bulgarian Roma, Algerian, Serbian, Bosnian, Cameroonian, Russian, Polish, Vietnamese, one child whose family language is German). The countries of origin are marked on a large world map in the classroom.

- Getting to know stories from one’s „own“ country of origin, which are unknown to the children (no stories are told or read aloud at home)
- Getting to know the geographical location of other countries by marking them on the world map
- Identifying with the country of origin
- Getting to know other cultures and countries
- Developing mutual acceptance
- Developing mutual respect
- Tolerance

Module 2: Telling stories from a topic of your own choosing

In class discussions, the children develop possible topics about which they would like to hear stories, e.g. space, queens and kings, mythology, horror stories, etc. A topic is then democratically chosen, and the next stories are told on this topic.

- Further social integration of the children through the democratic process of participation/co-creation
- For further points, see module 1

Module 3: Inventing and telling your own stories

The children learn different ways of inventing stories using different methods, e.g. with the help of picture cards, rhyming words, key words, etc. They draw or write down their ideas and present them to the class.

- Group, partner or individual work is freely selectable
- Forms for notating ideas are freely selectable (writing or drawing)
- Forms of presentation are freely selectable (telling, acting, rapping, etc.)

Conclusion

Many studies have already proven that storytelling has a positive effect on the development of children's imagination. But the project's goal of increasing children's socio-emotional competence was also achieved through the building blocks mentioned. This can be proven not only by evaluating the tests, but for me it is particularly evident in the children's behavior over the course of the three years. In addition to daily social and communication training in the classroom, this project also contributes to increasing social and emotional competencies. The children are increasingly able to recognize and express their own emotions (including non-verbally), question them and therefore also develop their social actions positively. Over the years, an atmosphere of „being accepted“, trust and affection develops. The children can develop without fear, precisely because of their individual circumstances in terms of origin, language, socialization, culture, experience of violence and/or flight and their domestic circumstances.

Other positive aspects of the project

- A new, above all constant form of "lesson" firmly anchored in the timetable: telling stories
- Getting to know a professional storyteller (not a school teacher)
- When drawing the pictures after the stories, the representations and content of the own pictures come to the fore in the mind
- The representations and contents develop over time, e.g. they become more detailed
- The influence/representation of violence, e.g. from computer games decreases but "princess pictures" also develop further and become less schematic
- Representation of free, associative images is permitted
- Time for creativity (creative processes are set in motion)
- Development of listening skills
- Development of language skills

Comments on the tests to determine socio-emotional skills

- The language level of the children's questionnaires is far too high and cannot be understood by the children
- The wording of the questions is incomprehensible to the children (e.g. through double negatives)
- Use of many terms that are unfamiliar to the children