

Project Number: 2020-1-FR01-KA201-080108

## Experimentation of the Teaching Source “Story Circles”

Web link:

[https://www.canva.com/design/DADymc7\\_DAA/iFqwCJbz391JsIjAiVnNOW/view?website#2:story-circles](https://www.canva.com/design/DADymc7_DAA/iFqwCJbz391JsIjAiVnNOW/view?website#2:story-circles)

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Medium</i>	<i>EuroEd School</i>	<i>Elza Gheorghiu, Carmen Antonita</i>

### Description of the experience

Number of students and age range: 10 students/13year-old

#### Development of the experience:

I first presented the students with the activity and its rules. I divided students into smaller groups (groups of five to six) for the sharing of personal experience aiming at setting groups as diverse as possible so that the members are able to share and learn from diverse perspectives. I organised the two rounds with the flashback followed by the debriefing. I monitored the process to ensure that there was no interrupting, that each group member got adequate time, and that there was no disrespect in any way. The discussion that followed revealed that my students got very engrossed in the process. Clear instructions and organisation of the story circles are essential.

#### Strong and weak points:

It is very important for the teacher:

- to model the activity and give his/her own examples before asking students to share their experiences with the group.
- to make sure students are willing to get involved in the Story Circle process and share their experiences with others.
- to emphasize confidentiality and respect.
- to mention that as each person shares his/her story, the others in the group are to listen for understanding and not interrupt the story (by asking questions or making comments) until all stories have been told

#### Needs of the classroom to be addressed

Listening is one of the most important skills we have and has a major impact on the quality of our relationships with others. My students have problems with listening to their peers: they often interrupt each other with negative reactions; they get easily distracted by whatever else is getting on around them, can't concentrate on what's being said and get bored. I noticed that when they reply they usually ignore whatever their interlocutor was saying, express their opinion on the topic and show no empathy to their peers. I realised they need special activities to improve their listening skills and empathy. This teaching source has helped me solve this problem.

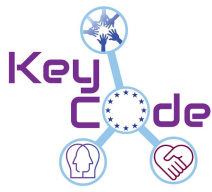


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### **Validation of the teaching source**

The activity provides students with good practice for "active listening". It teaches students how to pay attention to their interlocutor very carefully, avoid becoming distracted by whatever else may be going on around them, getting bored, losing focus or forming counter arguments while the other person is still speaking. My students learned how to avoid being judgmental, jumping to conclusions and withholding personal thoughts and feelings unless they are requested.

**Testing carried out on June 2021**



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