

Session Title:	Innovation in Literacy Outreach: Oral Storytelling in West London
Speaker(s):	Jordan Campbell
Chair:	Hilary
Reporter:	Becci Williams

Speaker/Institution Bio/Information:	<p>Storyteller, collects stories, goes all over the world collecting these and often will be found in the library. Works in University of West London- loves it and has a lot of freedom to enjoy lots of new things.</p> <p>Since Nov 2022- primary schools, secondary schools and alternative provision, very busy last year. 350 long term projects.</p> <p>What is story telling- oral storytelling. Storytelling relies on folk stories and folk telling. They change massively overtime, example of the Dutch version of Cinderella, which is mixed with the story 'Thousand tales'- produced this very dark story, some of the darkest. HE keeps in this realm. Storytelling allows us to put it into this context without it seeming too dark, it bring it more to life and makes it interesting.</p>
Overview/Aim of session:	Demonstrate how storytelling can be used in the classroom to aid WP and outreach activities.
Workshop Content	<p>Jordan told us a story- got us to shout out different stories. Story:</p> <ul style="list-style-type: none"> - Parents needed a new god parent for their 13th child. - Dad stood on road to find a suitable person to be that god parents. - Stood on road and waited and waited. - Something strange happened, super bright thing that came around the corner. When he peaked he could see the figure of a man, coming closer. - HE said 'I know who you are'... 'Who am i?'.... 'god, I would be the perfect god farther to your child'... 'Man declines his offer due to criticism of the world that god has created. - Different men walking up the street to be that

godfather- Devel in slick green suit, Death.

- Accepted death, but death had a condition. 18th birthday he will give him a gift.
- That evening the wife gave birth to the boy, then on his 18th birthday, there appeared death. Told the boy to follow him, he followed through the forest he knew well but as he followed the forest changed. Led him to a clearing, where a small plant laid. This plant can cure anything. The young man was excited, went to reach it.
- But this plant had implications- he couldn't cure anyone who had death present.
- Wanted to test the plant, cured his sisters cold, cured his grandmother, he went everywhere curing people. Got through to rich families, curing people, ended up SO rich.
- One day sat in his fancy house, drinking his fancy wine- knock at the door, a boy was at the door. Wanting him to cure the princess.
- She was very ill, but she was very beautiful. Death was in the room, at the foot of the bed.
- He cured her regardless of deaths presence.
- Death took him, told him he had disrespected him. That was deaths realm- he promised death he would never do it again.
- Him and the princess were destined, they married and had 2 children.
- Knock at the door- King is ill
- King at the bed, ill- death was present at the end of the bed like last time- what will he do?
- He walked to the king and cured him.
- Death took him back to his realm and put his candle out... 2nd chance gone.

7plots:

- Every story follows essentially 7 plots:
- Overcoming the monster
- Rags to riches
- The quest
- Voyage and return
- Comedy
- Tragedy
- Rebirth

The 350 student long term project runs like this:

- Start with the bones of the story
- Then go into the flesh
- Then they have a practice, this is the one they can get rid of is time limits
- Then they create the story
- The practice that story
- Then they get to showcase that

There is always a few students who are shy but some out

	<p>of their shell and that is always exciting.</p> <p>AI:</p> <ul style="list-style-type: none"> - Exciting, all the images used on the presentation were AI - Use the pictures to imagine what is happening in those scenes, what is their story. - Talk about how they are using their body, their language etc. to tell that story - Everyone tells their own stories in their own way, that's okay
<p>Case Studies/Examples:</p>	<p>Little red riding hood- everyone knows it, but we all have our own versions of it. It can be found everywhere. Held up a book containing 35 versions of the story. It gives young people the chance to take a story and look through their own cultural Lense.</p>
<p>Scenarios/Roundtable discussions:</p>	<p>What is Little Red Riding really about?</p> <ul style="list-style-type: none"> - Don't talk to strangers - Don't be too trusting of the world - Innocence- being kind, naivety, red coat being a symbol. - Tale of 2 halves- cautionary tale & using innovative to get out of a sticky situation. - Often see a journey that develops - Wolf is a metaphor for men, you need to stay on the path away from the smooth looking wolves. Warning for little girls to stay away from these men. - Kids can handle these darker stories, the more original versions. - We had to close our eyes and imagine where the story was based, we had to created the map and all the places in our heads. - We then had to draw that map on a piece of paper.
<p>Questions and Answers:</p>	<p>Q: How can recruitment people bring this and these techniques into our work in schools etc?</p> <p>A: Loads of ways of brining different techs into the sessions, ted talks. Talking the moral of a folktale and putting that content into that. Have a good enough prompt, if you have this then they will be in the palm of your hand.</p> <p>Q: How did this start within your department, where did</p>

the thinking come from?

A: Thinking about the purpose of outreach, there is a bigger picture than just making them better at math's and English. Although very grounded in literacy and English, which is the initial sell to schools, schools also like that there is a broader aim to it than just improving their skills.

Q: How do you stop these stories going to far with students, from a safeguarding area?

A: You just stop it, say that that's something were going to stay away from. You can talk about those dark things in a metaphorical way, but a lot of the time it is football.

Q: How do you analyse the impact and evaluate that?

A: We have questionnaires at the start and end, sometimes at the middle too. Also have a lot of involvement with teachers, they fill in forms and keep them up to date. They give carers feedback in some of their programs as well.

Q: How you build students confidence to stand up and tell their stories?

A: obviously have the loud students who always speak first, but the ambassadors work with those quieter students. Start small, small answer questions that get them to just answer that, small parts of the those stories, then build up. The last lot he did with year 4s- boys were crazy, girl were all silent, wouldn't even say their name. Tough, but by the end they got some of them to deliver part of their story.

Q: How do you select those students?

A: every program has been different, they have their criteria and go to the school with that. And the school select. Most of the time they have a whole class. Go to a lot of WP schools where more of them are eligible within that class.

Q: How do you deals with schools who are unresponsive or don't have the capacity?

A: Difficult one. For them, it was hard to get the data when they wanted the data. They asked EARLY, at least 2 months before to get and then just badger them for that. Primary schools much easier than secondary. As a teacher you have a bit more control than in secondary because they don't have that same control. Every time in those secondary schools it has been completely different.

Q: Is it just you delivering?

A: Just him, but trying to think how it exists without him. Making a program that is fool proof. Use of good stories and good media is how that will work.

Q: Do you offer it as teacher CPD?

A: We have delivered to a lot of teachers, but is something they are looking into.

Summary/Key takeaways:

Very useful to see how to integrate these stories into the classroom.

Refreshing and something different

Very positive feedback and a good range of questions.