

Listening Children Through Storytelling

Authors : Catarina Cruz, Ana Breda

Abstract : In the early years, until the children's entrance at the elementary school, they are stimulated by their educators, through rich and attractive contexts, to explore and develop skills in different domains, from the socio-emotional to the cognitive. Many of these contexts trigger real or imaginary situations, familiar or not, through resources or pedagogical practices that incite children's curiosity, questioning, expression of ideas or emotions, social interaction, among others. Later, when children enter at the elementary school, their activity at school becomes more focused on developing skills in the cognitive domain, namely acquiring learning from different subject areas, such as Mathematics, Natural Sciences, History, among others. That is, to ensure that children develop the standardized learning recommended in the guiding curriculum documents, they spend part of their time applying formulas, memorizing information, following instructions, and so on, and in this way not much time is left to listen children, to learn about their interests and likes, as well as their perspective and questions about the surround world. In Elementary School, especially in the 1st Cycle, children are naturally curious, however, sometimes this skill is subtly conditioned by adults. Curious children learn more, since they have an intrinsic desire to know more, especially about what is unknown. When children think on subjects or themes that they are interested in or curious about, they attribute more meaning to this learning and retain it for longer. Therefore, it is important to approach subjects in the classroom that seduce or captivate children's attention, trigger them curiosity, and allow to hear their ideas. There are several resources, strategies and pedagogical practices to awaken children's curiosity, to explore their knowledge, to understand their perspectives and their way of thinking, to know a little more about their personality and to provide space for dialogue. The storytelling, its narrative's exploration and interpretation is one of those pedagogical practices. Children's literature, about real or imaginary subjects, stimulate children's insights supported into their experiences, emotions, learnings and personality, and promote opportunities for children express freely their feelings and thoughts. This work focuses on a session developed with children in the 3rd year of schooling, from a Portuguese 1st Cycle Basic School, in which the story "From the Outside In and From the Inside Out" was presented. The story's presentation was mainly centred on children's activity, who read excerpts and interpreted/explored them through a dialogue led by one of the authors. The study presented here intends to show an example of how an exploration of a children's story can trigger ideas, thoughts, emotions or attitudes in children in the 3rd year of elementary school. To answer the research question, this work aimed to: identify ideas, thoughts, emotions or attitudes that emerged from the exploration of story; analyse aspects of the story and the orchestration/conduction of dialogue with/between children that facilitated or inhibited the emergence of ideas, thoughts, emotions or attitudes by children,

Keywords : storytelling, children's perspectives, soft skills, non-formal learning contexts, orchestration

Conference Title : ICELS 2025 : International Conference on Education and Learning Sciences

Conference Location : Dubai, United Arab Emirates

Conference Dates : February 10-11, 2025