

Stories of where we come from



OBJECTIVES:

- Sharing family and cultural aspects of one's own identity.
- Creating a common framework of values
- Strengthening a collective identity



AXES:

Sense of belonging and collective identity

AGE GROUPS:

From 6 to 12 years old



STEP BY STEP DESCRIPTION OF THE ACTIVITY

>> Introduction to the activity

A few days before the workshop, bring to class a story (fictional or real) about your own religion, culture or family that you feel is your own and meaningful. Narrate it to the group and ask them about it:

- What are your feelings about this story?
- What emotions did you feel?
- What did you find curious or interesting?
- What can be learned from history?
- Do any of you know of similar stories?

Ask the children, as a homework assignment, to talk to their older relatives, elderly people around them and ask them to tell them a story about the neighbourhood where they grew up. Invite them to write the story on a piece of paper and bring it with a drawing. Propose a week's time for this "research".

>> 1st part of the activity: Sharing the stories

Organize the children into groups of 4 or 5 participants per group. Propose to them to share their stories in their small group, as orderly as possible.

Use the occasion to teach the groups active listening (respecting the speaker's turn, letting the speaker say what she has to share and, if necessary, asking questions without judgment or comment).

At the end of the stories ask each child what she/he considers important, or valuable, in each of her/his/their classmates' stories, so that all the stories are commented on and all the children participate in commenting.

>> 2nd part of the activity: Writing words or phrases

Give each group a large sheet of paper and invite them to write down as many words or phrases as stories were shared in the group (one word or phrase per story).

>> 3rd part of the activity: Painting the imaginary school

Then distribute another large sheet per group of watercolor or good quality paper, pencils, and art materials (choose a technique or material such as oil pastels or crayons, chalk pastels, watercolor or gouache).

Propose to the group that, working collectively and respectfully, they paint an imaginary school in which they incorporate the elements that stand out from the stories they described earlier. It is important that everyone participates and is listened to. It is a good idea to fill the entire sheet of paper with color.

>> Closing of the activity

Invite groups to share and discuss their work.

At the end of the activity, and depending on the attention span of the group, they can collectively point out the wisdom, values and teachings in the stories. Obviously, the level of this question will be appropriate to the age of the students.

MATERIALS:

- Narratives of origin that the teacher feels as her own
- Worksheet for children to take notes on stories
- Large leaves, 2 per group
- Pencils, and art materials (oil pastels or crayons, chalk pastels, watercolor or gouache).

METHODOLOGY: Storytelling and Art Therapy

PREPARATION

You can prepare and practice for storytelling

TIPS FOR THE PERSON DOING IT

If the group does not have reading skills, the stories can be shared orally, in which case work should be done with smaller groups (max. 8 children).

In young children, the activity (bringing a story to class) should be communicated and explained to parents or guardians.

WHEN:

At the end of all workshops

DURATION: 3 to 6 hours, depending on the group dynamisation

THEORETICAL FRAMEWORK

Check the QR code

