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To RAISE a FROG...

**Storytelling frameworks for building reflection
strategies in situations of frustration**

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ProSocial Values

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LEARNING OUTCOMES

- Raising the teacher's awareness of the nature of ProSocial behavior
- To inform the teacher about differences between Learning process itself and Universal Knowledge itself
- Get knowledge to the teacher about pedagogical steps for forming child's World view
- To focus the teacher's attention to analyze and assess on which step of formation the child is at the moment now
- To encourage the teacher to initiate game and role play activities suitable for Humanity and Universal Worldview
- To present the methods and practices development for a personal value system based on altruism, non-aggressiveness and peer communication in a favorable learning environment





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TRAINING CONTENTS

LAYERS For forming of valuable universal worldview

The world is entering the 21st century with many conflicting oppositions: ecology or industry, resource-based economy or knowledge based economy (hi-tech resource-saving technologies), borders or globalization, migration and mobility or community closeness, traditional or non-traditional family. Opposition is an element of the social environment at the stage of changing public norms.

At this stage, building a "universal worldview" implies ignoring differences, realizing the richness of diversity, uniting around "universal human values" such as life, reason, love, harmony, protection, equality, etc.

The formation of universal values is a kind of prevention of violence and is the basis of altruistic behaviours (however controversial they may be from a philosophical and social point of view). The formation of a "universal" worldview is essential for the young person to adopt the changing environment and to grow positive and resistant to degrading behaviours.

The worldview is formed by the development of the conceptual thinking, personal feelings and experiences, and the specifics of social culture. It is related to reflection and self-reflection skills, personal emotional experience and communication with adults in a specific learning environment. Each of the listed elements can be formed and assisted by a pedagogical impact to a state of positive sustainability.



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TRAINING CONTENTS

This lecture and workshop **present pedagogical tasks** that include **reflection and self-reflection** by sharing thoughts, **feelings and experiences in imaginary story** which the child and the teacher develop together using **the mind maps techniques, enquiry and storitelling methods** in one pedagogical product.

The **classroom language** in a lesson is important: sounds like **“Very usual non formal conversation” between adult and child**, but actually it is a **dialog and a gentle inquiry of connections** between emotions, everyday problems and thoughts leading by the experienced teacher.

The teacher and child solve causes dealing with their own feelings of responsibility: they manage the necessary information and form a concept that satisfies them both. They follow their own understanding for suitable or unsuitable decision, good and bad, beautiful and ugly and also expressing their personal feelings and desires, enriching their communication and emotions, and they reflect on their own decisions which were important for them at the end of the story.





TRAINING CONTENTS

The session includes social reflection. **The child, supported by the teacher, presents its personal experience in a children group.** Children are allowed to share the thoughts and (intimately) the emotional experience in every part of storyline. They comment and enrich their own life experiences by sharing meaningful life situations helping to each other understanding. The story becomes an individual contribution for a group.

The adult-child team present the Story through the illustrations (pictures, etc.) in a storyline, with specific characters in their own way artistically (it could be unusual a very creative way).

The teacher is focused on managing of three types of reality (points of view), which are created in principle. The point of views complement each other:

1. **Reality (point of view) of the child (student)**

2. **Reality of the adult**

3. **They create a common-virtual reality**, which subsequently presents itself to the group and becomes a shared group (point of view) – Group Valuable reality.

The workshop finishes with group expressions and reflection. It could be also conclusion or resume gently supported by the teacher's help, only if it is necessary.





Where to start

- Let's get acquainted with the psychological characteristics of age (Erickson and Kohlberg Age Crises) <https://www.psychologynoteshq.com/erikson-stages/>
- Let's remember the possibilities of thinking and learning of children in a group, because as Vygotsky said "*the child is not a socially isolated learner...*" and the experience of the group is a key moment
- Show the child ways to accept and consider advice related to life experiences gained by other people (adults and peers), forming his own prosocial worldview
- Teach children to enjoy listening while experiencing it as part of a real situation, as a lesson from real life and about real life
- Enhance in the children the capacity of Classification, Identity, Reversibility, Reciprocity of the information on a certain topic





Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom





Characteristics of the age from 3 to 9 years old..

We Summarize on the base of our previous experience. Previous knowledge?

<https://www.psychologynoteshq.com/erikson-stages/>

Classify - by one or more outstanding parameter
Believes, the things are alive - **animalism**

Makes mistakes in cause-consequence relations –
makes traductive conclusions
Do you have a brother?

Create series (based on 1–6 parameters max. 6)
*Butterfly is **big** and **yellow***

Things in logical way, but only in concrete situations.
Decentralization appears! >>> *Possibility to think for
more than ONE think at the same time!*

Obeys rules to avoid penalties; Does not
take into account the other's point of view,
do not realize intentions...
*Break 3 dishes involuntary / or break 1
intentionally (3-4 years old)*
Lawrence Kohlberg

Age crises – sets initiative vs the feeling of
guilt.
The moral feelings and consciousness
appear.
The child choses between mastering work
experience, or having a sense of inferiority





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We also take care about

Processes of forming concepts

The **need of skills to create** logic connections and incl. causal links (cause-consequence) to things ...

The need of **transfer knowledge and skills into the field of personal development**, critical thinking and **the wisdom of living on a positive and constructive way.**



THE 100 MOST COMMON REACTIONS TO STRESS

I don't NEED it, I just WANT it
They don't HAVE TO, I just want them to
They CAN do whatever they want

Think	Verbs used	Perceived Threat	Feel					Do
Need Necessity Demand	Need, Need to Have to, Should Can't, Shouldn't	High	Anger	Anxiety	Depression	Shame	Guilt	Overreact React
Want Prefer Desire	Want, Prefer Rather, Wish Appreciate	Medium	Frustration Irritation Annoyance	Concern	Sadness	Regret	Remorse	Respond
Don't care	Don't care	Low	Calm	Calm	Calm	Calm	Calm	Do nothing

Things don't turn out as expected





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The rules of... Frog

Stages of strategy – complex of methods


Pre Stage 1 – list the needs and listen to the children needs!

1st step.

Set the concept: We are talking for a FROG but we mean for everybody !

2 nd step.

Focus on the needs of different from me and similar like me! Provocations and dramatization in teacher's children dialog which provide the experiences..



The care
means to
make a friend

4th step.

Finish the story in a balanced, positive and funny END to take a breath whole class together!



ENJOY!

3rd step.

All the time verbalization - Compare with you! - environment life style language, find the life crucial points





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To raise a frog .. The story ..

You know what...?

It happened like this on my birthday.

You know that I have a sister, she is older than me and always makes me some tricks, so that everyone laughs and I feel stupid and small...

When I'm next to her, I always expect surprises and I'm on alert.

Well, I was waiting for the guests for my birthday ... And ... everyone brought me a present! It was super nice!

However, my sister was late for school and I was quietly wondering what SHE would bring me as a gift, because I was preparing for a surprise ... No, no, not that she was bad, but ... She kept me on alert...

And, she came ..

With a beautiful red box ... She handed it to me very kindly... And I... I immediately took it to open it...

When I opened it... guess what ... ??!!! There was a gift inside... A LIVING FROG !!!!

Finish the story by remembering that: the audience must participate in the story, that YOU only support the script and provoke classification, thinking, provoke mistakes, follow a cycle, and naturally move the story to control the tensions caused by the situations in the live story!





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Story ends...

And I realized (understand) ..

*That when you and I suddenly realized that ...
you start to really love someone when you think about
them, when you are afraid that something will happen
to them .. when you try to be well ..*

*Everything thanks you and becomes your friend when ..
it is waiting for you to come back and it misses you
when you have time to say something together, to have
fun .. Only then can you call it "Pet" - what if it's a
FROG, .. love and friendship don't look at the face, ..
they look at the care and the heart!*





Classify - by one or more outstanding parameter





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Dramatization – teachers' skills

Learning and transfers to wisdom oppositions in a story

From knowledge to wide worldview



man-made environment



Environment?



Natural? Unnatural? Created by man..?



man-made environment



favorable living environment



supportive environment





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Some ideas .. For START of the story..

"It was my first day in kindergarten and...??"



Once upon a
time is not
proper..

*The story should
sound absolutely
trivial and very
real.. And not to
far from the entire
moment*





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Don't forget to use (show) the real dimensions of
the objects!
And proper life cycles!

The teacher should be well
prepared!



Avoiding of mistakes because a lack of
experience



The children are only small...and immature
They are not a stupid! They will understand immediately
if something is wrong!

A training task

Much of our learning is picture or computer based!

Scenarios

Which is the next one!? Which
is missing one? Is it possible
to have a next one? ..





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The teacher is the leader! No limits for teachers topics and imagination!

Children like screening and also they are curious and like to be surprised by simple meanings and understanding of adults

In very natural emotions they develop resilience collaboration and empathy.. Because of wide worldview and knowledge based findings in groups!

Daily cycle of events -
newspaper



Series - a cycle of length and
height of notes - music



A series of stories in pictures - Comics Series of events in
pictures – Historical Comics



Cycle of films - series,





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Horizon diversity - Cycles in development. Age, egg-laying animals ... etc

Provide the unusual focus to build the common understanding and knowledge of Historical or story time line



http://www.google.com/imgres?um=1&hl=bg&tbo=d&biw=1536&bih=834&tbnid=O_dhk5bxLVDgxM:&imgrefurl=http://www.jivotni.info/2010/06/blog-post_09.html&docid=kplm7WTnKkm72M&imgurl=http://pics.freeiz.com/jivotnite/kostenurka_2550-10.jpg&w=255&h=255&ei=9Tb9UNfHD8XfsgatgoFQ&zoom=1&act=hc&vpx=1288&vpy=214&dur=2145&hovh=204&hovw=204&tx=148&ty=104&sig=106540999671748332925&page=1&tbnh=135&tbnw=130&start=0&ndsp=45&ved=1t:429,r:17,s:0,i:130





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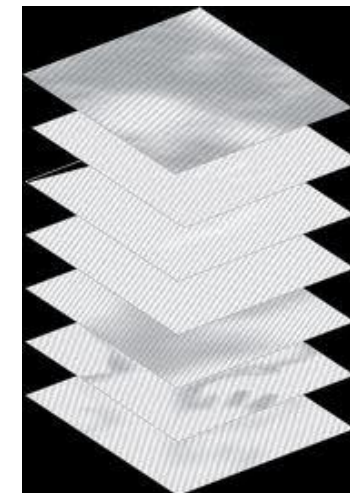
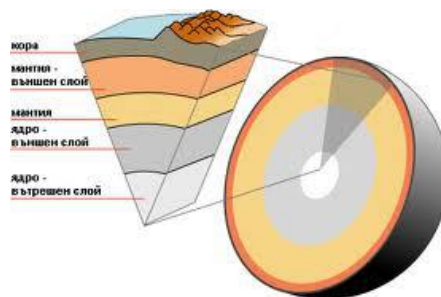
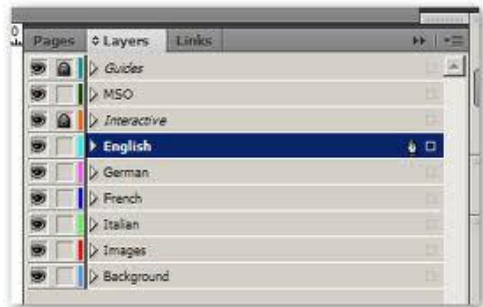
Training tasks..

Provide to the children in advance idea about the complexity of the layers.

Informative layers

Coinciding, determinative,

Colorful, outside / inside and... transfer to spiritual – etc.



This type (frame) lessons ask for aestethique and culture of a classroom language, knowledge and senses. And ***it couldn't be done without interpretations and a fantasy!***





Guidance table of changes From materialism to values

Main characteristics	Culture of benefits	Culture of values
Approach	We cover the functional suitability of the child and his ability to live in certain conditions	Assist the child to form attitude towards the world and to itself
Classroom language	Done by me; Act like I said, rely on experienced	Try it for yourself; Trust yourself; Experiment; Seek support when needed! Don't be afraid I am HERE close to you!
The main authority	Teacher and parents	Children or child

