



STORYCOMP PROJECT

**WORKSHOP
ACTIVITIES**



Selecting stories & competences

WORKSHOP ACTIVITY

SELECTING STORIES FOR CIVIC EDUCATION



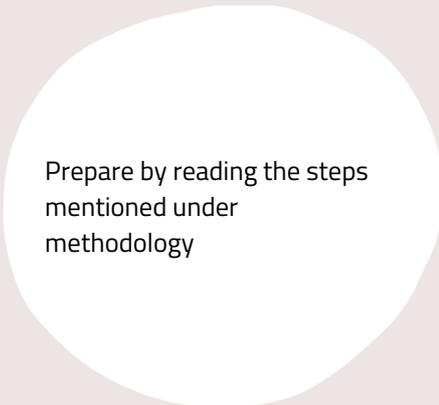
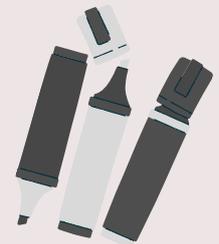
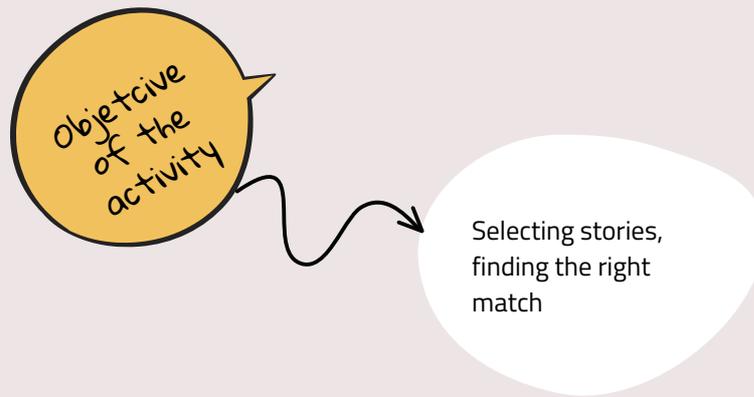
Adult educators



60 minutes



Between 8 & 12 participants



Methodology



Work will be done in plenary.

1.

First explain the concept of civic education

Civic education refers to citizenship.

"Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability." (European Commission, Directorate-General for Education, Youth, Sport and Culture, Key competences for lifelong learning, Publications Office, 2019,)

Learning objectives in the area of civic education (also called „political education“) relate to topics that are relevant for mutual understanding and social cohesion.

These may include:

- Knowledge of democratic structures and political concepts
- representing one's own interests or those of others
- participating in a cultural community and society
- finding and/or maintaining a personal identity/ies
- being able to get along in a society and its systems (e.g. in the health system, the legal system, social services)
- strengthening one's self-efficacy and autonomy
- contributing to society within the limits of your own resources
- Having an overview of the needs of specific (other) groups in a society

Civic education is about life itself, about reality, about the concrete world of the learners. There is no "right" and no "wrong", however, there is one non-negotiable orientation: human rights.

In sum, civic education helps learners to recognize connections in political contexts, to convey and strengthen tolerance and critical potential among people, and thus to contribute to the formation and further development of active citizenship through social participation and political involvement.

2.

Find a match.

Ask to identify the competence(s) you wish to develop. Select one, or more from the list below:

Key competences for lifelong learning and development

- Literacy competence;
- Languages competence;
- Science, technological, engineering and mathematical competence;
- Digital competence;
- Personal, social and learning competence;
- Civic competence;
- Entrepreneurship competence; and
- Cultural awareness and expression competence.



Methodology



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Briefly explain the kinds of stories

1. **Overcoming the Monster:** in which the hero must venture to the lair of a monster which is threatening the community, destroy it, and escape (often with a treasure).
2. **Rags to Riches:** in which someone who seems quite commonplace or downtrodden but has the potential for greatness manages to fulfill that potential.
3. **The Quest:** in which the hero embarks on a journey to obtain a great prize that is located far away.
4. **Voyage and Return:** in which the hero journeys to a strange world that at first is enchanting and then so threatening the hero finds he must escape and return home to safety.
5. **Comedy:** in which a community divided by frustration, selfishness, bitterness, confusion, lack of self-knowledge, lies, etc. must be reunited in love and harmony (often symbolized by marriage).
6. **Tragedy:** in which a character falls from prosperity to destruction because of a fatal mistake.
7. **Rebirth:** in which a dark power or villain traps the hero in a living death until he/she is freed by another character's loving act.



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Ask: What kind(s) of stories would you think suit best for developing the identified competences?

Link the choice of a story to the competence concerned, to the assumed previous experience of the learners, and to day to day concerns of your learners target group.

- Motivation and awareness

A story is used to make gain the attention of people, to make them aware of issues that are told and to activate them to get to learn more about, to become active, or to feel committed to something.

- Belongingness

Stories are told to sense a kind of togetherness, to feel part of a shared event and share emotions that come with it. Making up and telling a story together can also serve this purpose.

- Critical thinking

Stories are told to make people aware of other ways to look at things and thus to enable them to think critically about issues in other ways than they would have from their own experiences only.

- Processing knowledge

Stories provide the listeners with content that may be more easily processed than written materials. In that way stories may help people process knowledge.



Methodology



4

- Language acquisition

Stories can promote the acquisition of language skills through the content of the story, through reflective conversations about the stories, and through retelling or telling their own stories. Thus, stories help to gain linguistic competences.

- Creativity and expression

Working with stories and storytelling promotes the creative competences and the expressiveness of the participants. Stories are in themselves an expression of the creativity of their tellers. At the same time, they stimulate the imagination and creativity of the listeners.

- Identity and recognition

Stories are told to make people part of a common heritage or tradition to make them feel rooted and recognized. They find themselves - telling and listening - in stories, are stimulated to reflect on their origins, can reflect and share traditions.

- Multiple perspectives

Stories are told to emphasize the fact that one and the same situation can be seen differently by different actors in the story, but also in real life situations. Different perspectives can be part of the story itself or the story serves as a starting point to elaborate, narrate, and discuss different perspectives on a situation.

- Communication skills

Stories are told to help people to acquire listening skills interpretative skills, as well as active communicative skills such as speaking up, formulating, expressing yourself etc. This may be done in the story, through the story or by talking about the story.

- Empowerment

Stories can be told about people who have overcome their self-doubt and become successful in life. This can be an opportunity to identify with the protagonist of the story and discuss the opportunities for their own perspectives.

In addition, reflecting on one's own experiences and telling one's own stories can help participants to become aware of their own achievements, e.g. in personal challenges, and thus strengthen their self-esteem and self-efficacy.

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Ask now re-consider again the choice of stories and talk about reasons for making this choice and eventually choose specific stories from the Story comp collection or other stories people know.

Summarize the steps made to arrive at the eventual selection

- What is civic education
- What competences do we wish to develop
- What kinds of stories would fit
- For what purpose might they be used for the intended competence development





Ask participants to think about the questions below:

What did you learn?

- Have you acquired/developed a new (area of) competence?

What will you do with it?

- Do you intend to apply this competence in practice
- Do you foresee you will continue to include this competence in your future work as an educator?

Whom will you share the new competences with?

- Will you inform others about this competence?
- Will you involve them in acquiring this competence?
- Will you apply this competence together?

Will the acquired competence affect the activities/programmes of your organization?

- Will you include this competence (area) in the offer of your curriculum/programme
- Will this competence be implemented in other learning arrangements, or course than yours?

To what extent do you think that having this competence has an added value in your work?

- Does the new competence enrich your teaching/educating?
- Does it have a potential to improve teaching/educating in your organization?
- Do you get, or foresee positive reactions from your target group(s)?

After having thought about the questions they are asked to write their overall evaluation in only a few sentences on an A 4 paper

1. The StoryComp conceptual framework, and
2. the article on civic education

Annexes



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