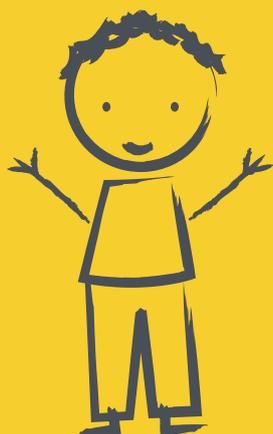




pencilbricks

Storytelling- Based life skill education



A study to promote life skills
education in children through
stories.

PILOT 2 - Dec 2021 - March 2022

About pencilbricks and this report

pencilbricks Foundation is a social enterprise that believes in making life skills easy, fun & accessible to every individual. We work towards simplifying learning life skills for children & youth.

For more information visit <https://www.pencilbricks.org/>

Our life skills framework is based on the Universal Framework by Skills Builder Organisation. The Skills Builder Universal Framework shows how to build essential skills at every stage of life.

This report presents a unique way of introducing life skills to children using illustrative storybooks and experiential learning. This pilot was executed in a controlled environment with a small number of children and teachers.

Storytelling- Based life skill education

An inquiry of evidence:



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Executive Summary

Need for Life Skills

253 million people in India are below 18 years of age and 54% of India's youth is not job-ready. One of the key competencies that will empower and enable individuals to lead and manage their life in a productive and healthy manner is life skills education.

NCF 2005, and NEP 2020 have emphasised on inquiry based learning, work related knowledge and development of life skills in all children. However, integrating life skills into the school curriculum and teacher training remains challenging. Most of the time it is delivered as information or as value based education in classes.

Why Storytelling?

Telling stories is one of the most powerful means that leaders have to influence, teach, and inspire. Storytelling also helps with learning because stories are easy to remember. Storytelling is an effective way to influence, inspire, and teach.

Storytelling as a pedagogy tool

Storytelling as Pedagogical allows teachers to use stories and storytelling to bring lessons to life and make learning more relevant and holistic for students. Storytelling pedagogy ensures that lesson plans are engaging and accessible, and highlights the value of both individual and group problem-solving.

Problem Statement

"Schools in India are unable to equip children with excellent education having knowledge, skills, values and mindset needed to be empowered individuals and responsible citizens."

Underlying Causes

- In India, teachers lack the required training to equip their children to be creative, empathetic, bold, and thoughtful citizens.
- Students are unable to think creatively as a result of rote learning in schools.
- Students in their early years of school are failing to meet the learning outcomes.
- Majority of Indian students lack confidence and social skills.

SUPPORTING DATA

- 45% of teachers indicated that existing training was inadequate. About 70% indicated that they needed support.
- India is ranked 72nd out of 73 countries in PISA test which evaluates whether students can apply the knowledge they have gained through primary and secondary education.
- Literacy - 50% students from class 5 and 25% students from class 8 cannot read a simple text which has a difficulty of class 2 level Math - Only 28.1 per cent of children at the Class 3 level are able to do basic subtraction.
- Because of a lack of socio-emotional skills, 47% of Indian youth are unemployed and experts identify the failure of the school educational system in building social and emotional skills as a primary cause of the problem.

Pilot 2 Background

Needs Analysis and its findings:

We have engaged 2 teachers and 64 students in an after school community centre in Yerwada, Pune. The students go to government schools during the day and community centre after the school. The students are from a migrated community - Sikhlik and wagri, grade 1,2,3,4.

Important insights:

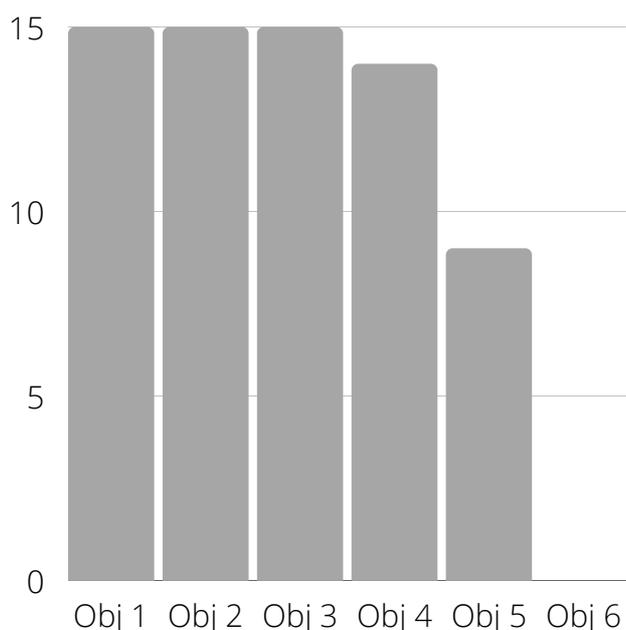
1. Parents of these children are not literate, not available for children as they work throughout the day, because of the lockdown the classes are visible and children were available so parents were trying to support during lockdown.
2. Grade 3 and 4, reading was nil, goal for the next 3 months - to get them to read, teachers have not thought about comprehension.
3. Understanding of life skills - Teachers said "some of the children do have it, they recite a story, answer simple question about the story, come out with solutions.
4. Teachers needed support in planning new activities and executing them. "I fall short on activities, not time consuming."

Pilot 2 Background

Baseline test Grade 1

Objectives

1. Students able to identify one positive emotion shown.
2. Students able to identify one negative emotion shown
3. Students able to Identify instructions/sequence for a simple activity
4. Students able to Identify instructions/sequence for a simple activity
5. Students able to imagine a familiar place and are able to draw different things they are imagining.
6. Students able to imagine a non familiar place and are able to draw different things they are imagining.



Next Steps

Focus Objectives for D1

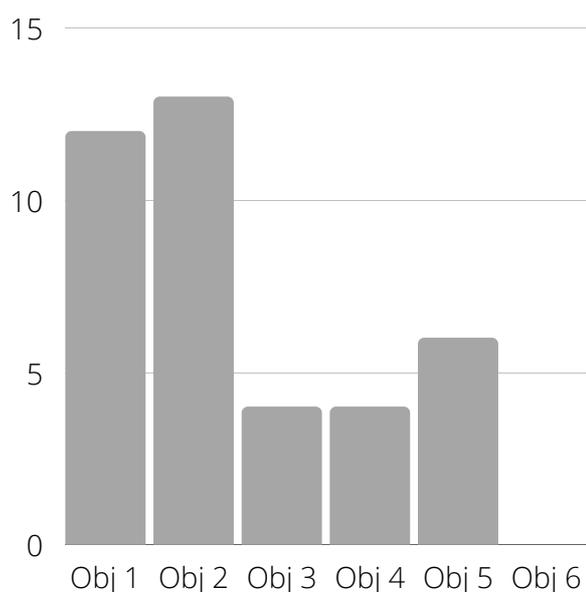
- Students able to Identify instructions/sequence for a simple activity
- Students able to imagine a familiar place and are able to draw different things they are imagining.
- Students able to imagine a non familiar place and are able to draw different things they are imagining.

Pilot 2 Background

Baseline test Grade 2

Objectives

1. Students able to identify one positive emotion shown.
2. Students able to identify one negative emotion shown
3. Students able to Identify instructions/sequence for a simple activity
4. Students able to Identify instructions/sequence for a simple activity
5. Students able to imagine a familiar place and are able to draw different things they are imagining.
6. Students able to imagine a non familiar place and are able to draw different things they are imagining.



Next Steps

Focus Objectives for D2

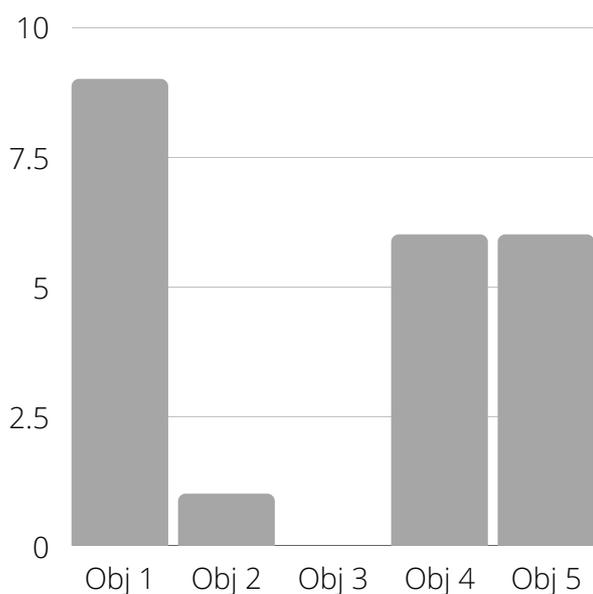
- Students able to identify one positive emotion shown.
- Students able to Identify instructions/sequence for a simple activity
- Students able to Identify instructions/sequence for a simple activity
- Students able to imagine a familiar place and are able to draw different things they are imagining.
- Students able to imagine a non familiar place and are able to draw different things they are imagining.

Pilot 2 Background

Baseline test Grade 3

Objectives

1. Students able to identify the right instruction to complete a task.
2. Students able to think of multiple solutions to a simple problem.
3. Students able to imagine different situations about a given brief and write in sentences about their imagination
4. Students show that they can keep trying when something goes wrong.
5. Students recognise and take pride when they were successful in their life.



Next Steps

Focus Objectives for D3

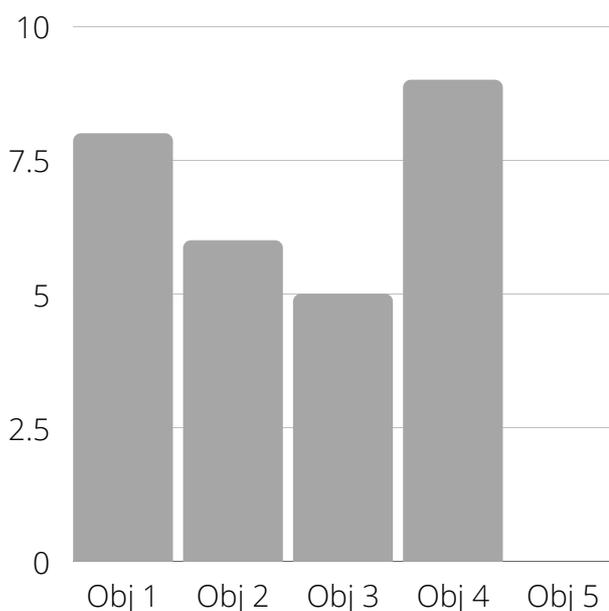
- Students able to identify the right instruction to complete a task.
- Students able to think of multiple solutions to a simple problem.
- Students able to imagine different situations about a given brief and write in sentences about their imagination
- Students show that they can keep trying when something goes wrong.
- Students recognise and take pride when they were successful in their life.

Pilot 2 Background

Baseline test Grade 4

Objectives

1. Students able to identify the right instruction to complete a task.
2. Students able to think of multiple solutions to a simple problem.
3. Students able to imagine different situations about a given brief and write in sentences about their imagination
4. Students show that they can keep trying when something goes wrong.
5. Students recognise and take pride when they were successful in their life.



Next Steps

Focus Objectives for D4

- Students able to identify the right instruction to complete a task.
- Students able to think of multiple solutions to a simple problem.
- Students able to imagine different situations about a given brief and write in sentences about their imagination
- Students show that they can keep trying when something goes wrong.
- Students recognise and take pride when they were successful in their life.

Pilot 2 Background

Baseline test Teachers

	Teacher 1	Teacher 2
What are Life Skills?	A skill that would be useful in your life.	Any skill that is useful in life, eg: reading, writing, speaking or in sports - swimming, cycling, etc.
Mention a few life skills that you know	Problem solving, critical thinking, communication skills	Communication skill, learning skill, making creative things, art skill, dance
Do you think we can teach life skills to our children in classrooms?	YES	YES
Give one example on how we can teach life skills in the Classroom	Problem solving by giving situations Communication skills by improving language /vocabulary	Communication skill by giving dialogue to speak

Pilot 2 Background

Baseline test Teachers

	<u>Teacher 1</u>	<u>Teacher 2</u>
Can we measure life skills in classroom?	Yes	May be
Give one example on how we can measure life skills in classroom	Communication skill by having a group discussion/interactive class.	By their improvement level
Do you have resources to refer to teach and measure life skills.	No	No
Share a source or a website from where you refer to teach	Google	I do not

Pilot 2 Objectives

Objectives of the Pilot 2

- To develop comprehension level of students using story reading and activities
- To develop confidence of students to express and share through writing, storytelling, acts, drawing.
- To support teachers with teaching and learning resources to develop literacy and life skill development.

Outcomes of Pilot 2

- Students show improved participation in the class
- Students show improved level of reading and listening comprehension
- Students create and share artifacts and stories on their own.
- Teachers develop life skill teaching pedagogy through storytelling.



Pilot 2 Summary

Modes of executing:

We made use of both online and offline ways of executing the reading sessions to validate the viability of the idea. In online mode, pdfs of the e-storybook were shared through email and WhatsApp. In offline mode, printed copies of the storybooks were shared with the students and teachers.

Assessments -

Classroom Observations

Quiz

DIY activities

Literacy assessments

Circle the answer

3. Which one is not an instruction?



Walk in line.

4. Shivam did not _____ to his parents.



- a) find
- b) listen
- c) see

5. How we must listen?



Pilot 2 Metrics: Student

Engagement and Participation



Student engagement during story telling was 60% more than normal class.



Students said they enjoyed the story and learnt something new.

Comprehension



Students scored more than 70% in the story quizzes.



Students were able to recall and summarise life skills integrated in the story.

Confidence



Students created and shared, stories, art, artifacts, audio clips, videos of their work with the class.



Pilot 1 Metrics: Teacher

1. Both the teachers said the activities shared helped them to conduct class better.
2. The activities shared helped both the teachers to plan their classroom better as they had more time.
3. Classroom observation results showed that 70% of the times teachers were found happy and joyful during the class.
4. Classroom observations results showed that through the stories teachers were able to give real life examples for life skills.
5. Classroom observation results showed that teachers were most of the times clarifying doubts of the students using the activities and supporting resources.
6. Both the teachers shared they were more confident of teaching life skills and literacy using storybooks.



Testimonials



Teacher, AIC
Yerwada Pune

Student artefacts

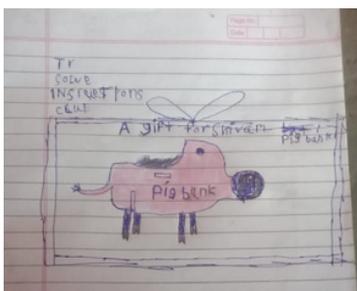


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Date / /

.Letter for my friend.

friend name-> Daksh

Hello my friend how are you. I am fine I learning at center and we all are play in center we .All are learn and play at center . Do you no we are learning. Suna were the chef hat . Rayeesa didi is explaining the story. My dear friend can I explain you story yes yes my friend kunal you explain me story. ok Suna go to shivam's birthday party she enjoy the birthday party he go to home at night . she reach at home and slept she wake up at morning and she saw the . Calender and she said today is mother's day she thing I make omlete. She try to making omlete but omlete's shape is not correct she try again and again but shape is not correct. Suna go to her friend and he said can you help in making omlete friend said I dont make lemon water suna said I help you in making lemon water. Suna go to her sister suna's sister help in making omlete. Suna's mother and father come at home Suna said surprise Suna's mother father was very happy.







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