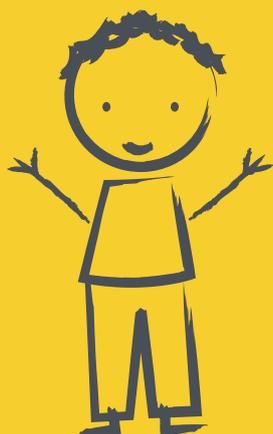




pencilbricks

Storytelling- Based life skill education



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

PILOT 1 - Oct - Dec 2021

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 lives 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.

Background

Needs Analysis and its findings:

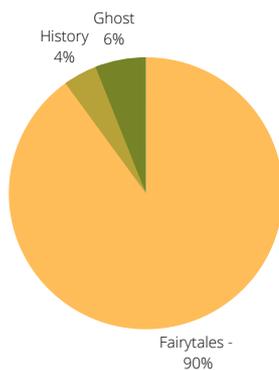
We conducted a needs analysis survey of 50 children aged 7-12 and below are the findings:



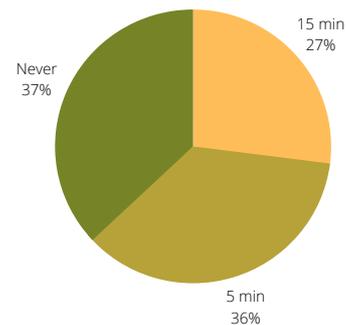
80% of the audience were from economically challenging families



90% of the target population was from Mumbai, Pune and Delhi



90% could only talk about fairytales as the books they have read.



Only 27% say they read books for 15 minutes a day.



62% would want to read colourful storybooks



75% wanted to track their understanding with tests/quiz or assessments

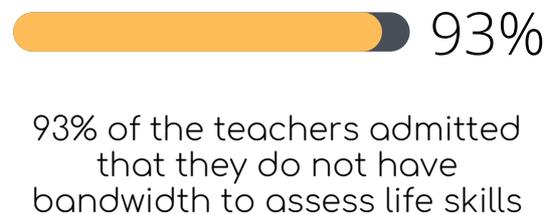


80% feel reading stories develops only reading skill.

Background

Needs Analysis and its findings:

We conducted a needs analysis survey of 50 teachers teaching grades 2-5



Program Objectives

The findings suggested that there is a need to develop reading habit in our children, provide more access to illustrative stories and characters that they can relate to. There was also a pressing need to integrate life skills in the stories and make it visible to learners and educators.

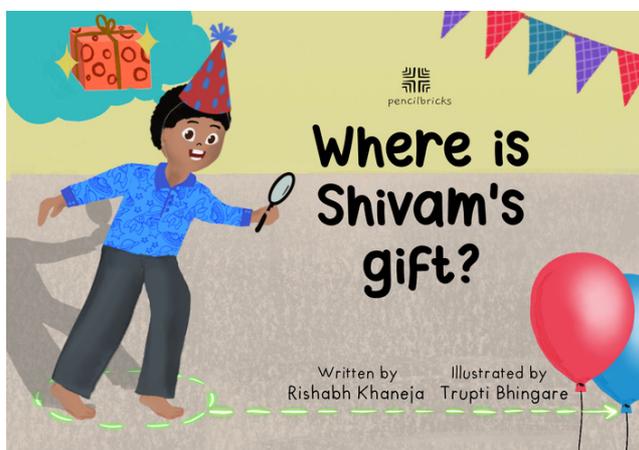
Objectives of the Program

Based on the findings, our goal was to put together a series of books integrated with Problem-solving skills, an attached google form assessment, and DIY activities for children of ages 7-12.

OBJECTIVE 1: To have a set of storybooks that are relevant to the context of the Indian children, illustrative, and spark curiosity in children.

OBJECTIVE 2: Integrate essential life skills in the stories and provide space for the readers to develop and apply them.

OBJECTIVE 3: Provide teachers with strategies to teach life skills in the read-aloud classrooms using stories.



Skill integrated Story
book-

Where is Shivam's Gift?

Pilot Objectives

Objectives of the Pilot

We conducted a needs analysis survey of 50 children aged 7-12 and below are the findings:

OBJECTIVE 1: To test the usability of storybook by children.

- Ease of using the storybook
- DIY activity completion
- Assessment do-ability

OBJECTIVE 2: To have relevant reading and comprehension levels

- Readability and the level of comprehension of the text.

OBJECTIVE 3: Story Relevance

- Usefulness of the storybook for a learner.

OBJECTIVE 4: Student Engagement

- Involvement of the learners

OBJECTIVE 4: Story as a learning tool

- Life skill development
- Usefulness of the story for a teacher



Pilot Summary

Execution of the Pilot

Geography: Pilot program was conducted with teachers and students from Mumbai, Pune, and Delhi.



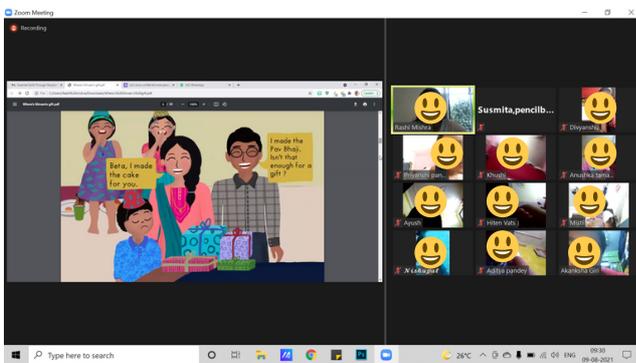
Audience: The schools were a combination of affordable private schools and government schools.

Teachers: A total of 7 teachers were part of the pilot program. They conducted read-aloud sessions for their children using the storybook - Where is Shivam's Gift? in both offline and online modes.

Students: Around 320+ students from grades 2 to 7, were part of the pilot program. 50% of them read the book independently in their homes using a digital device and the other 50% were part of read-aloud sessions conducted by their teachers in a classroom setting.

Pilot 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.



Assess Objectives: To check if the pilot objectives are met or not, we used a google form as an attachment with the e-storybook. The form included a feedback survey and an assessment of comprehension and life skills. The DIY activity submissions were sent as a picture attachments.

Which of the following actions did Shivam need instructions for? (You can select more than one option)

- To find 3rd clue

- Open the shoe cupboard




	Picture 1	Picture 2	Picture 3
Drawn (Visual) instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken (Verbal) instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pilot Metrics: Student



Students were able to read and comprehend the story



Students could do the DIY activity and assessment on their own



Students were able to recall and summarise the story.



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



Students who will recommend this book to their friends



Students said they enjoyed the story and learnt something new.



Pilot Metrics: Teacher



Teachers enjoyed reading the story to their students



Teachers found their students were engaged during the story reading session



Teachers strongly agreed to seeing life skills evidence during the read aloud



Teachers found the storybook to be easy to conduct a read aloud session



Teachers said the storybook was a useful teaching/learning aid



Teachers said they will recommend this book to other teachers.



Testimonials

My entire class enjoyed the book a lot and the kids who struggle to read independently turned out to be the most excited to actually complete the apron activity which was extremely heartening to see.

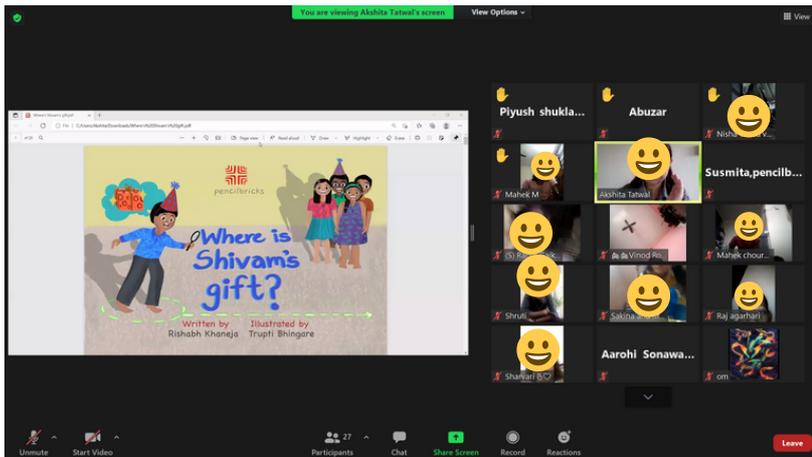
A grade 6 teacher from an affordable private school in Mumbai.

I think its a really innovative and creative way to teach life skills through stories as this keeps them engaged and gives learning at the same time

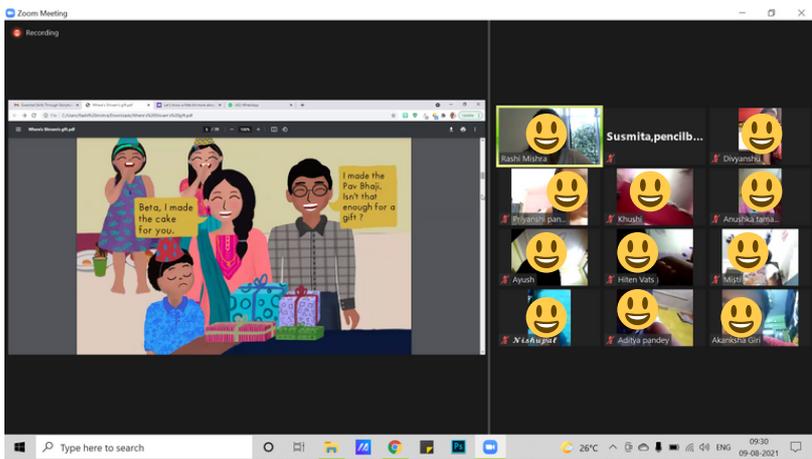
A grade 5 teacher from a Government school in Pune.

I feel it is interesting and creative to build life skills through stories. Especially in low-income and affordable schools where students have limited access to storybooks, these resources can be really helpful.

A grade 6 teacher from a Government school in Pune.



Story Read aloud in online zoom classrooms



Story Read aloud in offline classrooms

Sustainability Plan

Our team will be gathering more data on

Budget

Appendix

- 1.NCF - National Curriculum Framework
- 2.NEP - National Education Policy
- 3.Life Skills - Life skills are the abilities that equip children to make informed decisions and choices, manage their emotional well-being and communicate effectively.
- 4.Needs Analysis - A process of identifying and evaluating training that should be done.
- 5.DIY - [Do It Yourself] is a method of building, modifying, or repairing things by oneself without the direct help.
- 6.Affordable private schools -Schools that are setup by a local entrepreneur or a family usually in a low-income neighbourhood or community to offer education services to children in those communities.



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