Storytelling with puppetry in a multicultural kindergarten.

- Inclusion assisted by “Treffok i kofferten”
  “Esactius in the suitcase”
How storytelling with puppetry can be used in the daily work in a kindergarten in order to connect cultures, create the feeling of security and give room for children to create new dramatic expressions and new culture.
Background

- “Treffok” my motor
- Aesthetic learning-processes
- Experience from teaching drama in Early Childhood Education
- The new Framework Plan for the Content and Tasks of Kindergartens 2006
- The multicultural kindergarten
- Research in use of puppetry
The aesthetic learning process

“An aesthetic learning process is a way of learning, through which you, through an aesthetic media transform impressions of the world into aesthetic expressions in order to be able to reflect upon and communicate about yourself and the world.”

( My translation of Austring og Sørensen 2006:107)
• “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level, between people (inter-psychological), and then inside the child (intra-psychological).” (Vygotsky in Bråten (red)1996:126)
“Kindergartens shall impart values and culture, provide room for children’s own cultural creativity and help to ensure that all children experience happiness and ability to cope in a social and cultural community.”

Culture: “...art and aesthetics, as well as common patterns of behavior, knowledge, values, attitudes, experiences and modes of expression.”

“Child culture is to be taken as culture of, with and for children.” (section 2.6)
The research design

Aim: the aim is to do research on the aesthetic learning processes which takes place in a group from the impulse is given through a performance to the children’s taking part in the follow-up work.

Problem:
How is the children’s engagement, interest and participation in a performance and the follow-up work when the story that is told is known from their own culture and when it is an unknown story.

1. Pilot study in kindergartens
Make contact

2. Collecting texts
Production of two performances
Follow-up work

3. Analyse

jorunn.melberg@uis.no
Pilot study

- Target group: 42 practice kindergartens at Department of Early Childhood Education
- Held February 2007
- Aims:
  - Challenges in the daily work with multicultural groups
  - To get an overview of texts, songs, fairytales used last semester
  - To sort out possible collaborators for my research
To get started:

- **How do I find the best collaborator?**
  - A group which have a few bilingual children
  - A team who are interested in collaborating and have a wish to develop themselves further and improve their aesthetic knowledge and competence in a researching partnership.
  - A team who are interested in drama, puppetry, storytelling and aesthetic learning processes
Where am I:

- 29.05.07 First contact with head of the kindergarten.
- 29.06.07: First meeting with and presentation of research areas and ideas to head of kindergarten and possible collaborating group.

- Answer: YES

- In the group 3 children are bilingual; English, Serbian and Albanian

- Next meeting 6.09.07
Challenges in the researching partnership

- **The balance between me as a researcher and the research field on:**
  - Clarification of problem areas for research
  - Respect each others knowledge and competence
  - Methods for collecting data
  - How to analyse
  - To be allowed to videotape the process.
Production

• Collecting texts
  - challenges? – language,

• Produce the 2 performances: Storytelling assisted by Treffok
  - challenges?

• Produce follow up work
Analyse

- **Qualitative research methods:**
  - Videotaping and pictures
  - Observations
  - Informal interviews
The children’s aesthetic learning process

- How is the children’s own aesthetic expressions and dramatic activity affected by whether the story/ fairytale is known or unknown?

- Which factors seems to influence the activity in play, verbal and nonverbal interaction?
The children’s aesthetic learning process

- **What can be analyzed?**
  - Body language
  - Gestures
  - Response verbal and physical
  - Amount of words in dialogue
  - Social interaction
Treffok i kofferten/ Esactius in the suitcase
Literature

- Bråten, Ivar(red)(1996): Vygotsky i pedagogikken. Cappelen
- Helgesen, Anne (2003): Animasjonen - Figuretaterets velsignelse og forbannelse. UiO.

jorunn.melberg@uis.no
• Tiller, Tom(red)(2004): *Aksjonsforskning, i skole og utdanning.* Høyskoleforlaget.

**Internet**

• Skretting, Sigrunn (2000): *Prosjektrapport: Norsk språktrening for minoritetsspråklige 4 og 5 åringer.* Bjerke bydel, Pedagogisk senter

jorunn.melberg@uis.no
Pilot study: Expectations..... and some results

- 10 out of 42 possible answers

- Question: Thinking back last semester. Which fairytales have you told/ worked on with your group?
  - All 10: Bukkene Bruse
  - 6 out of 10: The goat who could count to ten.
  - 6 out of 10: Gullhår and the three bears
Results continues

- None has made use of fairy-tales or other texts coming from the other culture /s represented in the group.
- 2 out of ten had used songs in English.
Results continues...

- Which challenges do you see in your daily pedagogic work in groups where you have children of different ethnic background?

- 8 out of 10 answered: (examples)
  - Challenges connected to culture, food, upbringing,
  - Language can be a challenge
  - To get the parents to collaborate with the kindergarten
  - To get my assistants to invest a little extra.
  - To take care of their individuality and consequently carry out what the parents sees as important concerning own culture.
Results continues...

- I got nothing I didn’t know in advance.

- Collaborator?