



Inclusive Teaching Practices

Use of Fairy Tales for Inclusive Classrooms

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Objective

- There are 140 Syrian students in our school. These students, especially those who do not speak Turkish very well, have difficulty in literacy issues, communicating and expressing themselves. According to the many researches, using fairy tales in classroom presents;
- a unique opportunity to combat literacy issues,
- foster class discussion,
- integrate awareness and sensitivity,
- provide an exciting, creative context for learning, which can engage all students,
- and make the class more inclusive.
- Based on these researches we use the storytelling method to achieve the above-mentioned goals in the classroom.

Step 1: Arousing interest and motivating pupils

- Before students come to the classroom, the teacher places intriguing objects (cones, stones, tree stumps, musical instruments, candles etc.) in the middle of the class.



Step 2: Telling of the fairy tale

Sit in a ring. It reminds to an ancient era, and everyone is seen and heard, no one is more important and the other.

Before telling: Connecting with space, and audience

The technical elements: voice, intonation, pronunciation, eye contact ; Gestures and voice are important non-verbal elements of oral storytelling. They can give rhythm to the speech, add information or imitate characters. To keep attention, the teacher can use a musical instrument in required places while telling the story.



Step 3: Visualize the story

This activity requires the students to visualize the story and draw the main scenes of the story on a cardboard. Only visual language is allowed – no word bubbles. When visualization is completed, the students retell the story by pointing to the different scenes and telling the story in his/her own words. This activity is done by collaboration.



Step 4: Creating a story path and retelling the story

Students prepared a story path from recycable material. Especially Syrian pupils were quite willing and they even stayed at school after school day and keep working on the story path .



Volunteer students retell the fairy tale in turn, using the story path. After the telling is finished, students makes brainstorming about the fairy tale. They are asked to find a new title and a new end to the fairy tale.





EVALUATION

- Fairy tales are the purest and natural way to communicate. In this activity, it was seen that students used interesting words they heard from the teacher while telling the story. It has been observed that Syrian students also learned some of the words mentioned in the fairy tale and are therefore happy. Most importantly, students enjoyed being a member of a group and listening to fairy tales together.