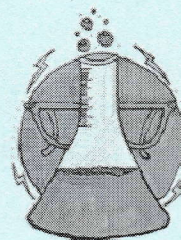


**Erasmus+ "Full STEAM Ahead for Better Education"**

**Teaching/Training/learning activities**

**Chios-Greece 23-27 April 2018**

**2<sup>nd</sup> Primary School of Chios**

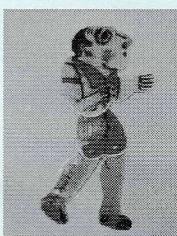


**The Storyline Method is another approach to curriculum integration.**

### **The Storyline Method**

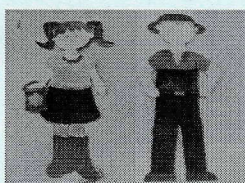


An innovative approach to curriculum integration is the Storyline Method. This method creates a context for curriculum linkage through a topic study called the Storyline. The essential elements of the Storyline topic are setting, characters and events.



Storyline creates a partnership between the teacher and the learners in which the teacher designs the 'line' – the chapters of the story, and the learners create and develop the story. The line or plan aims at curricular content (**knowledge**) and **skills** practice while the story provides the context within which the pupils feel motivation through ownership. They create the characters that will bring the story to life. The 'line' is designed in a series of key questions. Storyline is not only about **knowledge and skills** but also about **feelings and attitudes**.

Typically a Storyline topic will begin with an episode designed to create either the characters or the setting.



**The traditional role of the teacher**, who had power because of superior knowledge, is changed. It is no longer her job to pass on information to the students - a body of knowledge to be learned and assimilated. Storyline is rather about process and not merely about content. The teacher's role is mainly that of a facilitator.

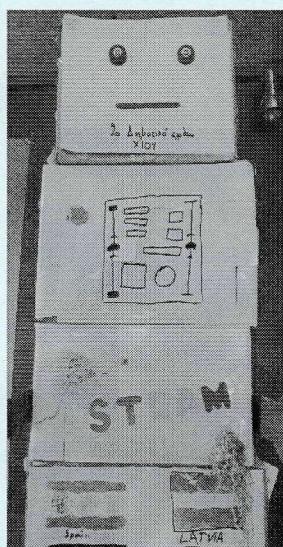


The Storyline method provides a structure for planning classroom experience which gives the teacher the security of knowing what knowledge, skills and attitudes she/he intends pupils to acquire. It also provides practical implementation strategies which have proven workable with classes, groups and individuals. There is also, however, flexibility in that, as the Storyline process continues, the pupils' responses are an essential part of the development. The Storyline method poses problems and asks questions of pupils rather than giving them answers to questions



they have never asked. The pupils and the teacher explore ideas together. The approach is essentially experiential and constructivist. It draws the curriculum together using the environment and social subjects as a stimulus to explore, using expressive arts and language as a means of discussing, describing and explaining. Research and reference skills are extended as pupils are encouraged to search for answers and information in various ways...orally, through viewing of slides, videotapes, etc., by use of data bases and through study of books, posters and photographs. As topics are developed pupils record their ideas, understandings and responses in visual and written formats thus creating powerful classroom displays as well as individual files of work. Both of these enable the process of review and evaluation when the storyline is completed.

**The development of the Storyline unit by the teachers and students is guided by the following features:**



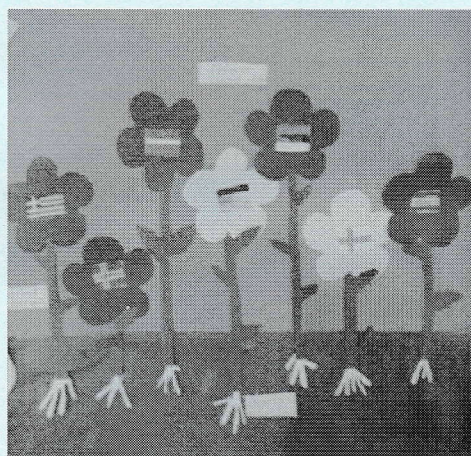
1.The topic line is a logical progression and a narrative sequence.

2.The topic writer sets out key questions within each episode that all students must address.

3.Each key question relates to the particular episode of the narrative.

4.Each episode has infinite potential in terms of possible development and investigation. The extent of the investigation will be dependent on the innovation and personal experience of each student. There is, therefore, an optimum level at which each episode and key question can be investigated by each pupil.

5.Each child will reach different levels within each key question and will return to the Storyline for the next question.



**If our goal** is to prepare children to become lifelong learners and competent decision makers, then we must help them make connections between real life and academic skills, concepts and attitudes. Studies show that students participating in an interdisciplinary approach have fewer discipline problems, improve their attendance, increase homework completion and have better attitudes toward school and lifelong learning. Teachers are encouraged to adopt a holistic approach to teaching and learning. Even

with this new emphasis on a 'wholeness' approach, it's not obviously clear what is meant by an interdisciplinary or integrated curriculum.