

Ringstabekk skole

Storyline and Project Work

Elin Bonde, Ellen Raalum and Knut Åge Teigen

Storyline and Project Work

International Storyline Conference 10.November 2000

1) Ringstabekk skole

2) The Levi Family

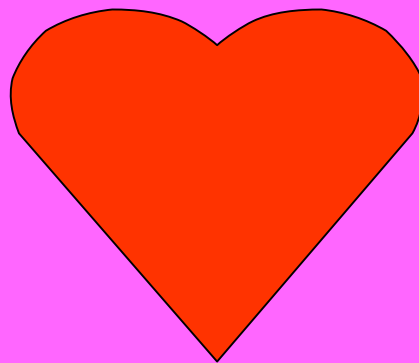
3) Comparing Storyline and Project Work

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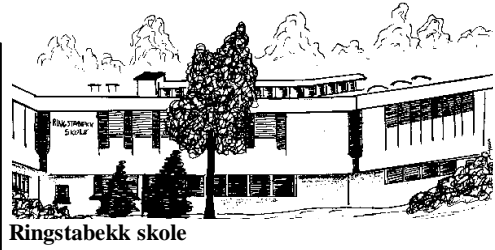
Storyline and Project Work

Enemies or friends?

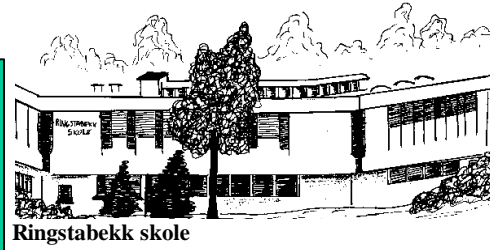
We say lovers



Storyline



Project



PBL

Integrated curriculum

Project Work

Combining Storyline and Project Work

Storyline



Project Work

Project Work

Jerusalem 1997

Israel 1947

Soviet Union 1987

Norway 1854

Germany 1938

France 1788

Venezia 1510

Spain 1491

The Levi

Family

The Levi Family

- What do you know about the Jews?
- Time line of the Holy Temple in Jerusalem
- Presenting the Family Tree
- Making persons
- Religion and culture
- Incidents - role play
- Meeting the head of the Antisemitic Society
- Incident - Martha from 1942
- Teater Dibbuk - Jewish artist and storyteller
- Evaluation assignment

Reflective assignment

A) Tell about the incident in your Levi Family.

What did the Family do?

What sources did you use to find facts about the incident?

(15 minutes)

B) You meet an old and wise Jew. What questions will you ask him to learn about the Jewish people, their history and religion? What would his answers be to these important issues?

(40 minutes)

Do your best!



Ringstabekk skole



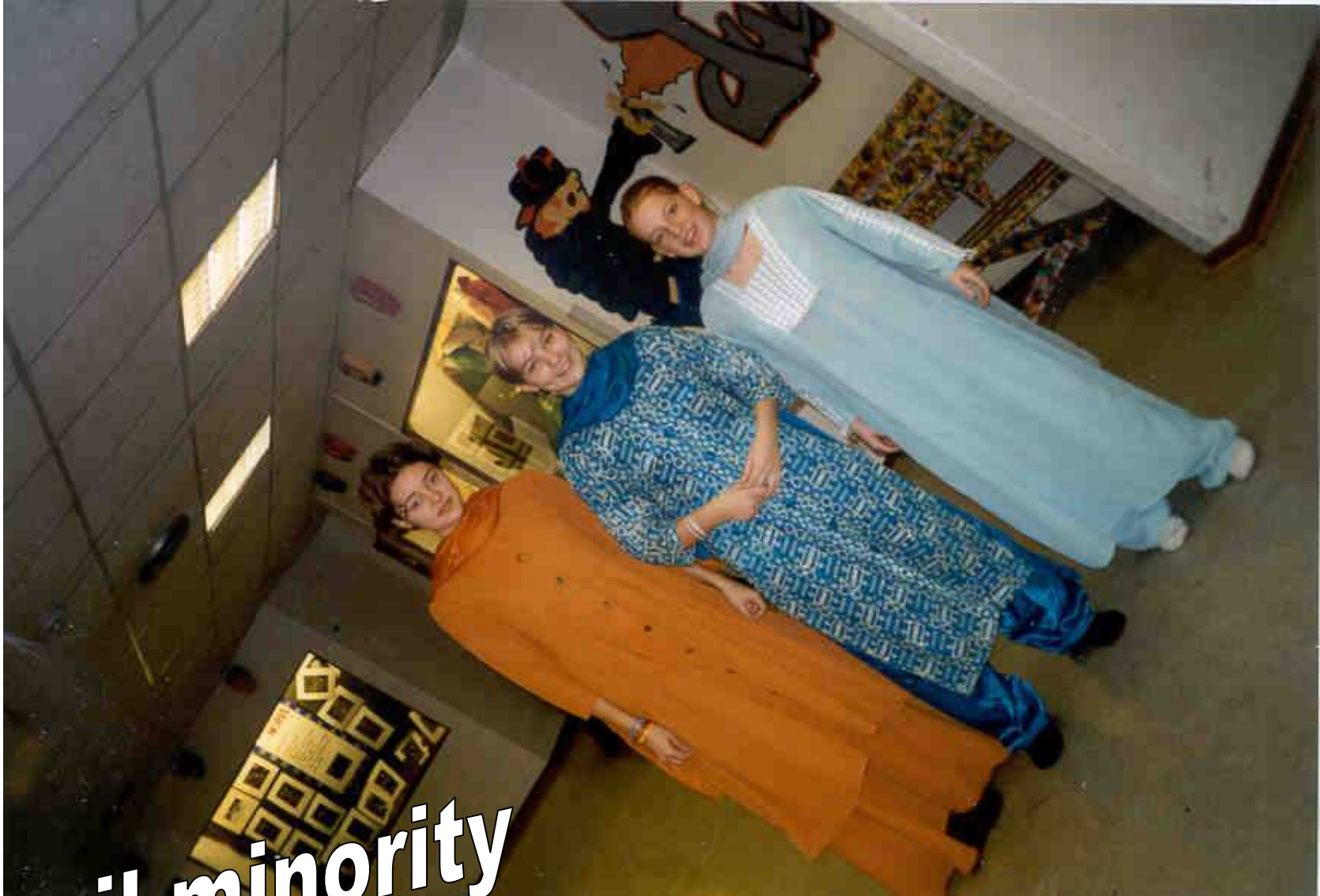
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Tamil minority

Ringstabekk skole

Data Question

*Where do Jews live?
What is antisemittism?*

Explanatory Question

*Who is a Jew?
Why did the state of Israel
come to be?*

Statement of problem

*Why have Jews been persecuted
through history?*

Evaluation Question

*What do you think of Jews
being persecuted?*

Action Question

*What can be done in
order to stop antisemitism?*

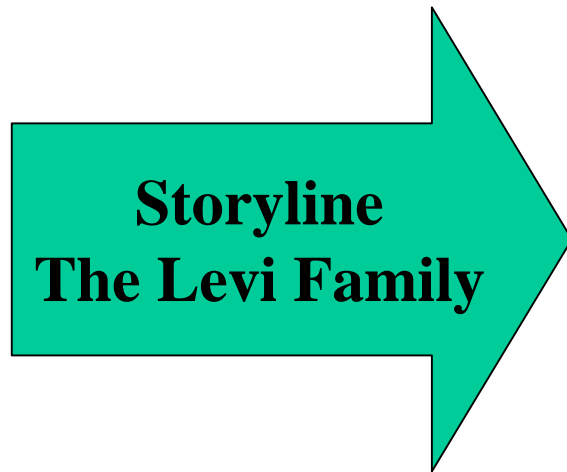
Kim Foss Hansen

Ringstabekk skole

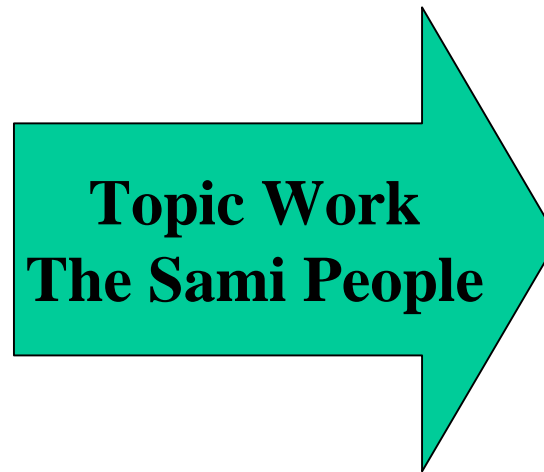
The Levi Family

- **Time and place:**
- **Name and age of family members:**
- **Position:**
- Data Questions:
- Explanatory Questions:
- Action Question:
- *How did the family cope with the incident?*
- *What are they doing now?*
- Value Question:
- *What was the pros and cons of the family's actions after the incident?* Ringstabekk skole

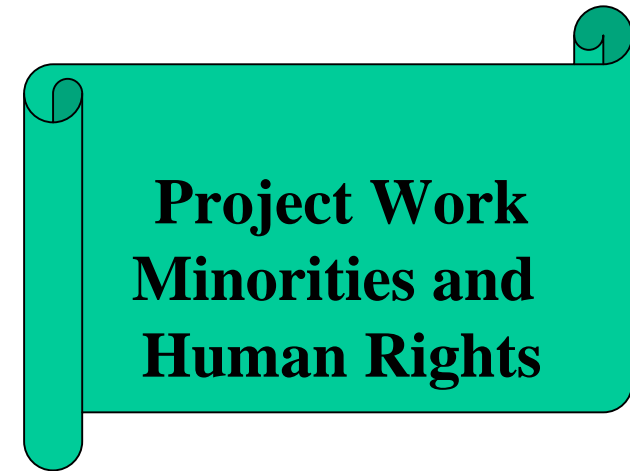
Competences



- Empathy
- Research
- Ask good questions
- Justification
- Analyze
- Presentation skills
- Historical consciousness
- Cooperation



- Research
- Understand and use concepts
- Discuss and reflect
- View the issue from different points of view
- Cooperation



- Pose problems
- Different types of questions
- Plan the project work
- Research skills
- Presentation
- Cooperation
- Evaluate group process
- Evaluate presentations

(Elementary Geography)

I don't know any shortcuts

Roads are crooked, overgrown

Suddenly icy

with soft shoulders

Most of them aren't on the map

Paal- Helge Haugen

Strenghts

Chaos

Project Work

- Students experience freedom
- Students control their own learning process
- Students sort out, interpret and evaluate information
- Students learn to question and pose problems
- Students achieve over-all competence

Linear

Storyline

- Student centered
- Curiosity - anticipation as a driving force
- Emotional involvement
- Visualisation
- Values imagination
- Step by step learning
- Thorough skill training
- Context and situation based learning
- The power of story

Similarities Project - Storyline

- Curriculum integration
- Active pupils seeking knowledge
- Student's work and thoughts are valued
- Positive learning environment
- Building self-esteem
- Focus on both process and product
- Template learning
- Learn how to learn
- Inspired and enthusiastic supervisors

Differences Storyline - Project

- Storyline - teacher controls the process
- Project - students control the process

- Storyline - motivation through ownership of story
- Project - motivation through ownership of problem

Differences Storyline - Project Work

- Storyline - structured way of working
- Project - open way of working

- Storyline - key question or incidents initiates activities
- Project - Statement of learning, hypothesis or product initiates learning

Students comparing the methods

- "The difference between the two methods is perhaps that you are more free in Project Work, while in Storyline all students work with the same tasks."
- "For weak pupils Storyline may be better because it's more structured and easy to follow. Project Work on the other hand may be the better method for the more disciplined, responsible and creative pupils"

Students comparing the methods

- "I think it's very positive that this 6-week period has been a follow up from the previous period. That makes sure that you get a more coherent and holistic understanding. It's so more fun to see the whole picture than to just to have bits and pieces."

Strengths of using and combining Storyline and Project Work

- Variation in methods
- Both methods are holistic and help us to meet curriculum goals and objectives
- Design exciting learning environments
- Continuing link in our 6-week period
- Increases depth of understanding
- Win- win situation
- Empathy in Storyline gives better Projects
- Doing both methods makes better teachers

When Rabbit said,
"Honey or condensed milk with your bread?"

Winnie was so excited that he said, "Both,"
and then, so as not to seem greedy, he added,

"But don't bother about the bread, please."

A.A.Milne