



## 2015-2016 AESN Case Study

**School:** Brackendale Elementary

**District:** #48 Sea to Sky

**Inquiry Team Members:** Cara Bowley, Sarah Hain, Angela Uren

**Our focus for this year:** To investigate how or if oral storytelling (in multi-age groups) will improve social/emotional health and self-regulation of students.

**Scanning:** We noticed and focused on the principle that learning is embedded in memory, history and story. We felt it was important that students learn the importance of connecting to themselves and their peers through story.

**Focus:** We hoped exploring personal stories would help children understand themselves and their relationships with others and the world. We wanted to see if exploring story telling would improve social emotional well-being in our students. We wanted students to understand the importance of storytelling in both First Nations culture and all cultures.

**Hunch:** We believed exploring the concept of oral story telling in multi-aged groups improved students' confidence in interacting with their peers. We believed improved oral language skills and the ability to tell and understand stories translated into improved reading and writing skills. Giving students opportunities to explore themselves and their family heritage through story seemed to improve their sense of self and belonging and therefore improved their social emotional wellbeing.

**New professional learning:** We explored co-teaching and co-planning more in depth.

**Taking action:** We met regularly to discuss our progress. We regularly reflected on the process and changed activities as needed. We had students regularly share out and self-reflect in a sharing circle.

With "big buddies" (older students with younger students) explored a variety of First Nations stories. We invited professional storytellers to tell stories in our classrooms. We practiced telling our own personal stories to each other in small groups. We made up stories together based on First Nations stories and decided on ways to present our stories (act them out, make puppets). Students practiced listening to other's stories and practiced giving informative feedback to others in a respectful way.

**Checking:** We used an initial survey and surveyed all students involved using four questions related to our inquiry. We had students complete the same survey at the end of the year and analyzed the data we collected.

**Reflections/Advice:** We learned that both students and teachers need more time with this inquiry. We will further explore oral storytelling in multi-age groups next year. We learned we may need to break the activities down into smaller steps to gain more information from our inquiry.