

INTERNATIONAL SCHOOLS...INTERNATIONAL STORYTELLING

Whether your school follows the IBO curriculum, the International Primary Curriculum, an Australian, American, British, Canadian or company curriculum, engaging a storyteller for your students can address curriculum requirements and also enhance students' learning experience.



The International Baccalaureate Organization (IBO) believes that there is more to learning than academic studies alone. It aims to develop knowledgeable, inquiring and caring young people who in turn will help to create a better and more peaceful world through intercultural understanding and respect. To this end **PYP, MYP** and **DP** curriculums are designed to encourage **international-mindedness** by assisting students in both understanding their own cultural and national identity and that of others.



Students from the British School of Berne in Switzerland



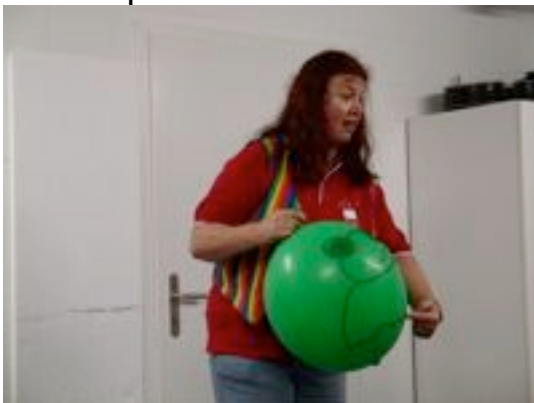
Students from the International School of Modena, Italy.

The International Primary Curriculum (IPC) believes that the key concepts of independence and interdependence underpin their view of what it is to have an **international mind-set**. A school should aim to help children develop both a national and an international perspective with knowledge and understanding beyond that related to their own nationality, an understanding of the interdependence of people, countries and cultures and an understanding of the independence of people, countries and cultures.



'Story as Teacher' with students from Collège Alpin Beau Soleil, Switzerland **'French Kiss' : Erik Satie piano music meets Marie de France's lais**

International Storytelling celebrates our cultural identity and diversity while simultaneously promoting tolerance and harmony. As an International Storyteller it is my pleasurable task to (re) familiarize young people with their global cultural heritage; traditional stories. Positioning them in a contemporary context enables students to draw upon the stories' inherent virtues as a basis for their own development as world citizens.



'Tiddalik': a visual performance of an Australian Aboriginal story



Storytelling: Australian puppets, traditional tales, world performers!

It was especially interesting to watch the students themselves while I listened. Even the older boys who had come in looking rather sceptical were soon as caught up in your narratives as the rest of the students. I was struck by the look of fascination on the faces of so many of them. It was not only by the stories themselves that they were engaged by, but by what (as I confirmed in later conversations) was for the vast majority of them the first-time experience of having a living person standing before them and telling a story. There is clearly still something magical about this experience, even (or especially) for a generation raised on DVDs and computer games.

Eric Mace Tessler, Head of English IS Berne