



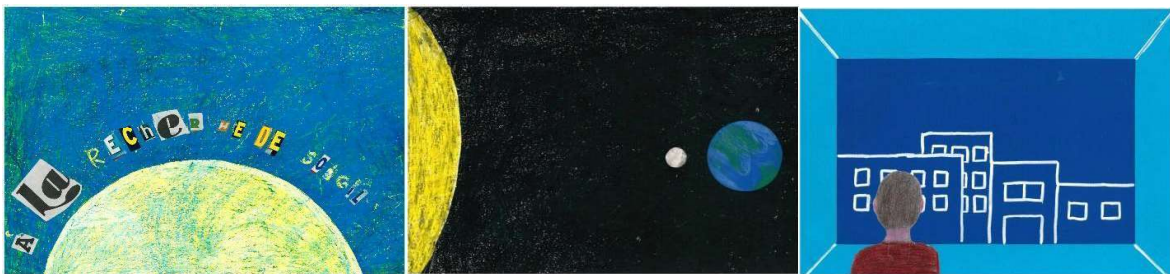
## Theme 4

### Kamishibai in middle school: its stakes

Although some might think that the kamishibai is a narrative process only for children, its creation is also adapted to a larger public including teenagers, since it involves many pedagogical challenges. To carry out a kamishibai creation project, whether it is done within a school, a social center or a library, allows one to develop attitudes and skills that strengthen the capacities of a child or adolescent.

In a period of life in which the uncertainties due to growth seem to be dominant and in which each teacher must aim more at the personal development of the individual and their integration into the group, a creative and inclusive project such as the multilingual kamishibai represents an important means of confrontation and growth.

The adolescent is in a phase of asserting their identity and autonomy. They are developing their social network and peer relationships have a strong impact on their social behavior. This highly inclusive project, based on collaboration to achieve a final product and which is open to different realities and cultures, allows the development of attitudes such as listening, sharing, and empathy, which also leads to self-knowledge and personal growth. All of this, of course, without forgetting other more strictly didactic skills, such as improving reading, writing and oral expression.



Pedagogical Stakes	<p>The <b>pedagogical stakes</b> in the practice of plurilingual kamishibai are therefore numerous and concern several domains, from education to citizenship, to the development of creativity and artistic and narrative capacities, to the valorization of plurilingualism and, from there, to the different cultures that every language explicitly and implicitly brings.</p> <p>In schools, this activity can easily be integrated into the curriculum of each discipline, into cross-curricular themes or into the school's educational project. Working with the multilingual kamishibai makes it possible to deal with other types of texts than the narrative format.</p> <p>For example, this can be an opportunity to raise awareness of poetry, or to explore different techniques for composing illustrations. Certain skills, such as writing or expressive reading, are reinforced. In addition, small group work and collaborative learning allow for active participation by all students, even when there are different levels within the group.</p> <p>The will to discover, to know new languages, habits, traditions is combined with the interest of all to do a good job and to commit themselves more and more.</p>
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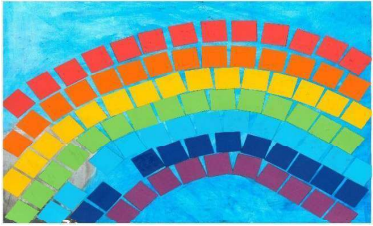


Strong Points	<p>Considering the log books that relate this experience, the <b>strong point</b> that stands out most evidently and frequently in various environments, (school or extracurricular, relatively to cities or small centers), concerns the collaborative aspect that the realization of the kamishibai implements, not only for the children, but also for the adults who get involved.</p> <p>It is from the need to collaborate that the other objectives are inserted into the creation process. We observe a strong and inclusive involvement of each child/teenager during the creation of a multilingual Kamishibai. It is the children who take on the main role, who suggest ideas, choose the languages to be integrated, build the narration and the illustrations of the story cards, who are active in all the phases of the creation.</p>
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Strong Points	<p>This leads to the possibility of expressing oneself freely and without fear of being judged by classmates, to express one's opinion while respecting others', to make each personality emerge, to confront one's judgement with those of others within the scope of a well-argued, regulated discussion or debate, to accept differences in a multicultural aim. There is the assumption of responsibility toward oneself, the group, the institution - which leads to feeling like a complete member of a collectivity.</p> <p>Motivation, strengthened by participating in the international kamishibai contest, represents of course the central motive in this activity that implies commitment from every actor (children or adolescents, activity leaders or teachers, parents). Many testimonies thus report the importance of collaboration between said actors within the project in order to promote a language and a culture, and to pass on values and knowledge.</p>
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Consequences	<p><b>Consequences</b> are numerous and concern several levels.</p> <ul style="list-style-type: none"> <li>- <i>For learning.</i></li> </ul> <p>Through its active pedagogy, the kamishibai is a way to make its authors aware of the theme(s) at stake and to reinforce knowledge about it/them. Often, beyond the final performance or the democratization of the kamishibai, other didactic activities are anchored in this construction process to deepen knowledge. With regard to writing and expressive reading, the testimonies recorded in the logbooks underline the progress noted by the educators within the groups of adolescents and a more positive attitude.</p> <ul style="list-style-type: none"> <li>- <i>For socialization</i></li> </ul> <p>The work atmosphere is rewarding and promotes a positive climate within the group. The sharing of knowledge also leads to an awareness of linguistic diversity and the acceptance of difference as a resource and enrichment.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consequences</p>	<p>- <i>For citizenship values</i></p>  <p>Commitment and active participation prompt a more autonomous behavior, favor inclusion and, as emphasized earlier, collaborative work represents an important inclusion and personal expression factor that includes respecting others' ideas and personalities...</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Difficulties Encountered</p>	<p>Nevertheless, the difficulties of realizing this type of project are not to be concealed. The common obstacle seems to be organization. The fact that students take part in every step requires a significant effort regarding the organization and handling of the group: each moment has to be predetermined and each subgroup must have a definite and precise task to carry out. It is a project that requires detailed, constant planning and entails a rather long preparation time in order to avoid misunderstandings and incomprehension. But when these misunderstandings emerge, the will to overcome them and to successfully complete the project represents an impulse to ultimately reach adequate mediation and resolution.</p> 