



Theme 6

Kamishibai and citizenship education: testimonies

The pedagogical stakes identified by participants in the contest (teachers, educators, etc.) include the reinforcement of citizenship, in the broadest sense of the term, i.e., respect for the collective and its rules, but also negotiation and debate skills that promote coexistence

"The kamishibai is a unifying tool and helps to bring the class together." (France)

"This project is very important for developing collaborative work and active learning.

The project has had an impact in terms of content related to writing, the creation of a story; on attitudes and values (curiosity, respect for others, languages); and transversal skills (creativity, resilience, collaboration in group work)."

(Middle School-Portugal)

"The project arose in the courses of Citizenship and Development, from the sub-theme Interculturality and the importance of accepting the other and difference."

(Middle School - Portugal)

Opening up to linguistic diversity allows for the initiation of a more global approach to welcoming difference:

"They are relatively young, but have managed to retain the words that allow them to greet Bulgarian, Chinese, English, Arabic, and now LSF children with a little kindness by simply saying hello in their language as well as two or three other words. They are not surprised or reluctant, on the contrary they have become curious" (France)

"Each student has the opportunity to express his or her ideas and to actively participate in the different phases of the project. Moreover, this project allows for collaborative work, promoting the inclusion of all students, especially through the interdisciplinary approach" (Aosta Valley Elementary).

This openness also makes it possible to initiate exchanges that result, more broadly speaking, in a decentering that is conducive to the consideration of otherness.

Some pedagogues thus underline an:

"Increase in curiosity about the other, increase in exchanges between children or children and adults, opening up to the linguistic and cultural diversity of all"

(France)

"... Curious, the children would ask their international friends to translate sentences for them. The foreign students wanted to participate with their mother tongue."

More specifically, the creation of kamishibais addresses the issues related to the breaks of equality and to work on disqualifying representations.

"It opens up discussion of complex subjects that are not always comfortable for children (racial or linguistic discrimination). I heard comments that showed an awareness of students' situations that called for empathy. They also developed curiosity." (France)

"It seems essential to me to value other languages and other histories while subtly deconstructing certain stereotypes."(France)

"We saw that the students, in an inclusive situation, exercised a democratic methodology. They learned to reflect on their feelings and to tell the audience what we think." (Aosta Valley Elementary)

Feedback largely indicates that this dimension is very present in the collective preparatory work for the competition and that it plays a driving role in strengthening the motivation of the learners

"This has allowed and will continue to create a sense of community among students from different sections and schools. Students from our school who are not in my class have asked to come to my class instead of going to homeroom. They were thrilled to be able to help with the project a little bit more." (France)

"This project allowed for cross-curricular work: modern languages, visual arts, literature, written and oral expression, moral and civic education. It gave rise to numerous readings of storybooks, novels, documentaries, kamishibai... This cultural "nourishment" is essential, especially for students who suffer from a lack of access to books. It is also based on a fundamental element: learning to work together (working in a group, as a collective, accepting compromises, accepting that everyone's ideas are taken into account, listening to each other, arguing...)" (France Elementary).

"The biggest change I've seen is the way children in both classes talk and relate to each other: they feel a little more part of a social organization that belongs to them." (Elementary Aosta Valley)

In conclusion, past experiences testify to the impact of the project on the school climate and, more globally, the relationship with the group.

"This project can have beneficial effects on the school climate" (France)

"The need to pool ideas made it possible to understand that by uniting the children were more productive and thus they learned to respect each other." (France)