

Oral Storytelling/Story Card Game

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Some information taken from 9000 Years of History in the Land of the River People.

The Stó:lō developed an elaborate oral method of passing on history and information from one generation to the next; they did not have a written language. In general, the term 'oral traditions' refers to all aspects of spoken society. The term 'oral narratives' makes up an important aspect of the larger oral traditions. Oral narratives can be thought of as spoken stories which embody the history, philosophy and oral teachings of the Stó:lō culture. Oral narratives are different from oral literature; oral literature are stories that have been written down by various people in an attempt to show some aspects of Stó:lō culture. Once an oral narrative has been written down, it loses much of its character because the interaction between the storyteller and the audience is lost, as is the interaction between the storyteller and audience and the lesson being taught by the story. Oral narratives are a very rich and dynamic way of passing information from one generation to the next.

The following information can be adapted to be suitable in all grades of English Language Arts.

First Peoples Principles of Learning:

- I can explain how learning recognizes the role of Indigenous Knowledge.
- I can explain how learning is embedded in memory, history and story.

Story Cards

Story cards a fun and interactive way to create a class story following prompts on story cards. All students have a chance to participate and add to the story. Story Cards can be found on the Strong Nations website (see the link below):

<https://www.strongnations.com/>

Story Telling Resources

The following links are videos of Stó:lō Elders telling stories:

<https://vimeo.com/141123309>

<https://vimeo.com/190010026>

Oral Narrative:

- Unrecorded stories traditionally told by an **Elder, Knowledge Keeper, or Storyteller** that embody the history, philosophy and moral teachings of Stó:lō culture.
- The storyteller, audience, expressions, and nuances of the storyteller and audience are all **vitally important to the story and its meaning.**



- **Legend**
- **Folktale**
- **Myth**
- **Fairy-tale**



Invite an Elder, Storyteller, Knowledge Keeper, or Indigenous community member to share from their Oral Tradition. Could be **Sxwōxwiyám** or **Sqwélqwel**

Oral Literature:

- Stories that have been *captured* and recorded in some kind of written format.
- Can be **Sxwōxwiyám (origin story)** or **Sqwélqwel (news story)**



- Teaching stories that are meant to offer guidance in *how to live*.
- These stories don't really fit into categories of *fiction* and *non-fiction*.
- **Traditional Story** is better language than **Legend**.

****Remember:** *Live* details are lost when words are captured, and this impacts the *message* of a story.



Borrow books specifically from the **YG section** of the Ray and Millie Silver Community Indigenous Library to read and share with your class.

Fable and Folktales:

- Stories that have been published over and over again by many authors and told many ways but generally all have the same message.



Usually a story about morals (this is better than that). The message is clear in the printed word. Authorship and audience are not big factors in communicating the message.



Look for books in the 398.2 section of any school library to read and share with your class.
*Be aware that you may find some Indigenous Oral Literature here as well, this does not mean it is a folktale.

Source: Carlson, Keith. *You Are Asked to Witness: the Stó:lō in Canada's Pacific Coast History*. Stó:lō Nation, 2000. Pages 181-194.



Indigenous Storytelling

Leilani Diablo & Loreleigh Epp



Introductions

- Our knowledge comes from families and community. We are grateful for their gifts of story they have shared with us.

Discussion:

- Does storytelling have a place in your family or classroom?
- What are your storytelling traditions?

Learning Targets

- I can learn about two different types of Sto:lo story: Sxwōxwiyám (origin stories or how things came to be) and Sqwélqwel (“news” stories from the recent past).
- I can learn how story can connect students to the core competencies (Communication, Creative & Critical thinking, Personal & Social).
- I can make meaning with story (storywork) .
- I can practice storytelling with my peers.

Why storytelling & storywork?

- Stories teach us about how our world came to be and how to live and be in the world
- Stories show us that everything is connected

Storytelling

Is about:

- Communicating
- Engaging
- Connecting
- Relating

Ṣxwọ̄x̣wiyám
Sqwélqwel

Storywork

Is about:

- Nurturing and nourishing heart, mind body and spirit.
- Communicating learning in a meaningful way.
- Connecting personally & socially to a story in order to think critically about how to live in our world.

Protocols

- Protocol is different in each territory. Some general rules:
- Be sure to acknowledge the source of the story:
 - The Indigenous culture of the storyteller & story
 - How did the story come to you?
- Practice the 4 R's while working with the story (Respect, Relevance, Reciprocity, Responsibility-Verna Kirkness)
- Following protocol is important in developing relationships, accessing and sharing knowledge, and speaking with our Elders.
- Following protocol helps us remember we must carry knowledge in a good way.

Two types of Stó:lō Stories

- **Sxwōxwiyám**- origin stories or how things came to be.
- **Sqwélqwe**- Personal life experience “news” stories from the recent past.

A type of storyteller = Ská:sls-those who keep track of everything they strive to document for their audiences exactly how they came to know what they know.

Jobs/Roles/Responsibilities:

With storywork everyone has a job to do:

Storyteller:

- Prepares the space and self for the work about to take place (remove distractions, engage the senses).
- Shares where the story came from & how the story came to them.
- Cares for their audience by being engaging and interesting.
- Knows where to start and end the story based on the audience's needs.
- Is prepared to offer guidance on storywork based on the audience's needs.

Story Listener:

- Listens carefully to the story in order to find meaning from the story.
- Thinks about the work happening on the inside.
- Makes efforts to learn from the story & demonstrates this learning.
- Understands that hearing knowledge comes with a responsibility.
- Thanks the storyteller for sharing.

I can practice storytelling with my peers.

➤ Storytelling partners:

- Pick a role, will you be Storyteller or Story listener?
- Pick a shape
- What does the shape remind you of?
- In your mind connect your shape to a memory
- Connect your memory to an emotion
- Bring it all together into a story you can share with a partner

Resources & Ideas

- Strong Learners story cards (Strong Nations)
- Retell the story suppressing a sense.
- Try a one word story circle
- Retell the story using story vines
- Try a digital storytelling tool.

Credit:

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--On the Pedagogical Potential of Storywork. Vimeo, 31 July 2018, vimeo.com/46515750.

--On Including Indigenous Stories. Vimeo, 7 Mar. 2018, vimeo.com/46515730.

--Tells the Story of Lady Louse. Vimeo, 15 Oct. 2018, vimeo.com/46993790.

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