

# An Introduction to Helicopter Stories April 2018



*Children are hardwired to make  
sense of the world through story -  
Trisha Lee*

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- People only remember 20% of what we tell them
- Story has the power to increase our memory by 100%

### Story gives us the ability to:

- Step into someone else's shoes
- Recount the adventures of our day
- Identify with a characters hopes and dreams - empathy
- Serves as a flight simulator to the challenges we might one day face - allows you to make choices



*It is our responsibility to provide a rich environment to develop stories*  
- Trisha Lee

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## 4 Stage Process

1. Introduce children to the stage and stories that have already been written.

SHORT, SIMPLE, ACTION

2. Children tell their own stories - adult scribes story

### Recap steps 1 and 2

3. Private stories - scribe 1 to 1 with children

4. <sup>who have shown an interest</sup> End of session bring together and act out

the childrens private stories

Only redo the introduction around the stage if:

- New group
- Children get stuck in a theme
- Model different types of stories
- Model narrative

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## Working with 2's

1. Short stories, may just be one word and all join in
2. Mainly done in a group around a stage, needs to be acted immediately!

Private stories perhaps with some children, for most it should just be done around the stage.

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# Video in action



Introduction to helicopter stories with Trisha Lee - 1:53

<https://www.youtube.com/watch?v=7mwFIKI-zgk>

Child initiated writing

<https://www.youtube.com/watch?v=RthrwSmeZOQ>

Working with 2's

<https://www.youtube.com/watch?v=t6tE90-TOSk>

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# Practicalities



## The Stage

- Use masking tape and put down with the children
- The stage needs to be as big as the group you are working with
- The stage can be taken up or left down for the children to access independently

## Time

- Take around 5 stories per session
- Use A5 paper to make sure that stories are not too long
- Alter size of writing as needed

RULE: all stories written need to be acted out!

## Keeping Track of Stories

- Each child has their own book
- Have a list of the children tick off as you record the story
- If a child says NO to telling a story, that's ok, just keep asking each time - be persistent

## Themes

- Around the stage the themes of stories can be the same
- During private stories themes will be different
- Themes tend to fade over time
- Children tell stories about what they are passionate about at the time

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# Practicalities



## Language

- Try not to model the action, let the children have freedom - sit on your hands if you need to.
- Prompt the children:
  - Can you be a ...?
  - Can i see ...?
  - Can you show me how to be ...?
  - Tell me how you can ...?
- Record yourself with the children to observe yourself

## Acting

What happens in a child's acting tells a whole different story

- Children show knowledge and understanding, even in very small movements
- Get the children around the edge involved in sounds and speaking
- Children can be objects e.g. windows, doors, castles etc.
  - Be careful what you ask them to be, make sure it is manageable. E.g. you can't be a park BUT you can be a swing/slide
- Move around the circle allocating parts so everyone gets a turn
- Needs to be inclusive - only the storyteller gets to choose what character they are going to be.

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# Practicalities



## Scribing

- Physically sit beside the child
- Say the words as you write them
- They can see where you are on the page and can see when you finish writing
- Read back the story to the children
- Circle the character the child wants to be in their story
- Underline the 'cast list' you will need
- When reading out the story, be enthusiastic and use animation in your voice

## Grammar

- Playing with language is important for a story
- Being creative and having a voice at this point is more important than the grammar
- There is a rhythm to children's language, they need to explore in a different way.
- Scribe EXACTLY what the children say - gives a good indication of their language development
- Read back what the child said **BUT** then when questioning use the correct grammar.

*See the connection between stories and writing*

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