



How can storytelling benefit the learning of science?

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Telling stories is the most ancient way of transmitting knowledge from generation to generation. The story allows the creation of a safe, affectionate and positive environment, where a closer relationship with the students is established. Memory and attention are enhanced by a good atmosphere, which could be supplied when a new scientific concept is introduced starting from a story. Learning and emotions walk side by side and in order to learn effectively, it is necessary that students are willing to do so, and a well narrated story can provoke great emotions. The story allows to awaken the students' imagery, since imagination is essential in the science area. The introduction of scientific concepts must be surprising so that its memorization is strengthened. The act of telling a story must be interactive as it must allow the participation of the students who are called to interact in this process, making it more meaningful. Telling stories in science learning aims the active involvement of all agents involved in its acquisition; to awaken the students' imagery; provide a multisensorial language and improve attention/ concentration, retention and motivation, which will lead to better academic results. In this context, several activities have been developed, where it is present the action of telling a story with science. In the classroom, stories were told and concepts like atomic structure, periodic table of elements, among others, were subject of approach. In order to celebrate Halloween and Saint Valentine's day, story based thematic science shows were performed. With the support of technologies, some animated short films available in the You Tube platform were created. These animated short films approach concepts such as length and area, for primary students. Also, a volunteer extra curricular activity in the pediatric area of a hospital was developed, in which a story was told : " The Imagination Circus". In this story, the characters were candidates who wanted to make part of a circus. During the narration, several experiences approaching a certain scientific content are introduced. During these activities, it was possible to verify student involvement, more focus and concentration as well as quality students' participation.