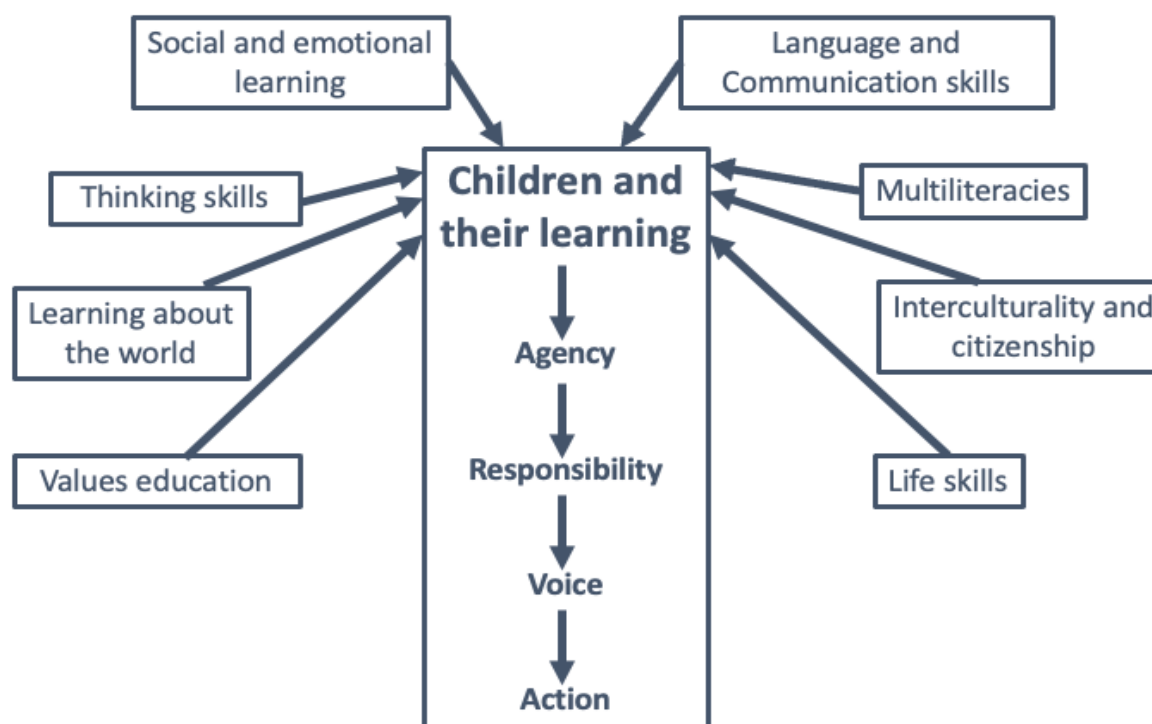


How to develop global skills through storytelling with young children

Webinar handout

By Carol Read

A framework to develop global skills with young children



Applying a basic 3-stage storytelling model to developing global skills

Select a suitable story following criteria in relation to language level, length, concepts, content, culture, accessibility, interest, appeal, global skills and other potential learning and educational affordances.

Pre-storytelling: make this an opportunity to arouse interest, curiosity, motivation and encourage prediction and hypothesizing. Set the context and relate it to the children's own experience and lives. If you're using a picturebook, use peritextual features, e.g. front and

back cover, blurb, title page, endpapers and dedication to develop visual literacy and critical thinking. Introduce key language items.

While-storytelling: use a combination of techniques to mediate or scaffold children's understanding of the story and to foster and build on their emerging language. Techniques include using your eyes, voice, gesture and facial expression to convey meaning and mood as well as appropriate questioning, clarifying, commentating, re-casting and think-aloud techniques to stimulate children to notice, infer, predict, think, imagine, participate and express a personal response.

Post-storytelling: do a range of multisensory activities that extend and deepen children's understanding of the story, explore related content and connect with their experience and lives at home and at school. Activities may focus on values, intercultural and citizenship education, or link to other areas of the curriculum. They involve different multiliteracies and aim to develop children's agency and give them a personal voice and confidence in applying the content of the story to their own world. They also include regular reflective learning reviews.

Examples of global skills based on the story *Something is stuck in my tummy*

Plan activities designed to lead to learning outcomes in all relevant global skills areas:

Global skills areas	Example outcomes
Language and communication skills	<i>Sea animals and parts of body; items made of plastic Can you help me, please. Are you ready? Tiger sharks are ... / live in ... / eat ... / Let's make a ... / I think ...</i>
Social and emotional learning	<i>Empathy with the story character; willingness to help others; collaborating with others to make something / play a game / solve a problem /organise a campaign.</i>
Learning about the world	<i>Effect of plastic on the environment / what we can do to reduce, reuse and recycle plastic / life of animals under the sea (SDGs 6, 14);</i>
Thinking skills	<i>Predicting, inferencing, logical deduction, problem-solving, creative and critical thinking, reflecting on learning.</i>
Values education	<i>Understanding the value of helping others / protecting the environment / the positive benefits of working with others.</i>
Multiliteracies	<i>Constructing meaning from images and text; environmental literacy; visual literacy; digital literacy</i>
Interculturality and citizenship	<i>Sense of personal and collective responsibility for protecting the environment</i>
Life skills	<i>Finding your voice to express personal opinions about real life issues; taking collaborative action to make something or organise a campaign</i>

References

Global skills framework: Carol Read, *Teaching and Learning English in the Early Years*, Pavilion ELT, 2023 <https://pavpub.com/pavilion-elt>

Example story: *Something is stuck in my tummy*, Carol Read & Gisselle Anderson, Ybernia 2025 <https://www.ybernia.com>

Story Time with Carol: <https://www.carolread.com/story-videos/>

Magic Pencil: <https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/magic-pencil>

Tell it Again! The Storytelling Handbook for English Language Teachers: <https://www.teachingenglish.org.uk/publications/resource-books/tell-it-again-storytelling-handbook-primary-english-language-teachers>

Promoting diversity through children's literature: <https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/stories-and-poems/promoting-diversity-through-childrens>

Picturebook lesson series: Exploring social issues: <https://www.teachingenglish.org.uk/publications/resource-books/picturebook-lesson-series-exploring-social-issues>

Picturebooks in European Primary English Language Teaching: <https://pepelt21.com/mini-e-lessons/>

ICEPELL: <https://icepell.eu/index.php/icekits/>