

Kamishibai-theatre: a creative tool for the agency and engagement in reading

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IKI-StoRe

StoRe = Stories make Readers

- A literature-based approach to education aiming at creating meaningful connections between children and literature
- The Store-project strives for its goals with the following principals:
 - 1) Educators' and adults' consciousness of their readership.
 - 2) Educators' agency as a literature instructor.
 - 3) A positive culture of reading in their groups which enable the society of readers.



The aim of this presentation

Is to illustrate how creative learning methods are integrated to reading in primary education and what are the benefits of this kind of learning projects.



Creative and arts-based activities as a part of reading engagement

- Creative and arts-based activities in connection to reading provide a tool for visualizing and expressing thoughts and feelings aroused during reading (Drew & Rankin, 2004).
- Art is considered partly an expression of the subconscious, and arts-based activities provide insight into children's personality and emotional experiences. (Aerila et al., 2019; Essa, 2012).
- Children can experience and find themselves in different ways. Instead of wording, they can make self-expression by colors, body, instruments or puppets. (McClure & King Fullerton, 2017)
- Arts-based activities take many forms and offer learners multiple ways of learning, gaining information, and being engaged (Drew & Rankin, 2004)).

What is kamishibai?

- Kamishibai-theater (Paper Drama) is a form of Japanese theatre and storytelling. It consists of a stage, storyboards and a storyteller.
- Kamishibai-performances can take various forms: the storyteller can
 - 1) read aloud published kamishibai-stories
 - 2) create own stories
 - 3) incorporate drama, visual art and members of the audience to the performance.



Previous studies about kamishibai

- Previous studies (Katagiri, 2019) show that kamishibai supports the learning in culturally diverse classrooms and that creating kamishibai-stories requires spatial, logical, linguistic, kinesthetic and interpersonal skills (Lee, 2003) as well as composing the story co-operationally.
- Kamishibai-theatre might have positive effects on the agency and participation of children (Wigfield et al. 2008).
- Kamishibai has also been studied to develop primary school children's understanding of how the story is constructed and their ability to structure the story in parts (Geier, 2006).
- Early childhood educators have found that children enjoyed kamishibai stories and were calm during the kamishibai storytelling time (Vermeir & Kelchtermans, 2020).



Finnish curriculum: transversal competence (ages 7-15)

1. Thinking and learning to learn

2. Cultural knowledge: interaction and expression

3. Taking care of yourself and knowing everyday skills

4. Multiliteracy

5. ICT skills

6. Working life skills and entrepreneurship

7. Participation, influencing and building a sustainable development

The research context

1

The data of this study was collected during the 2020–2021 from Finnish primary schools 2.–5. grades (8–11-year-old students)

2

Kamishibai method was used for two weeks in the classroom: children could write their own kamishibai stories and illustrate them with a variety of fine art techniques.

3

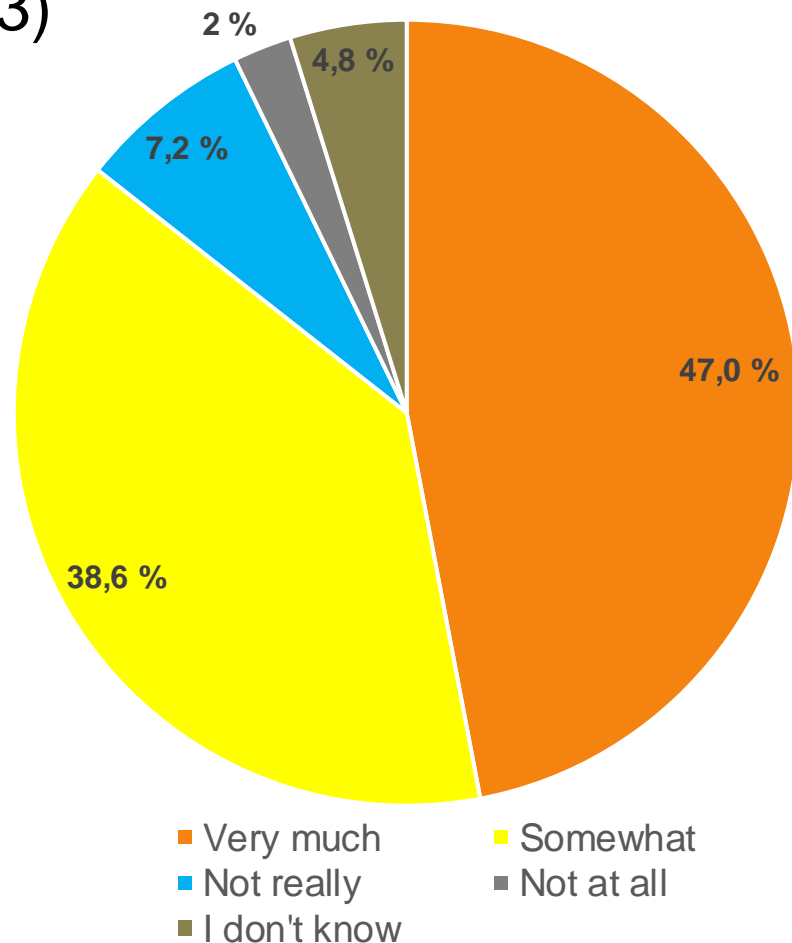
After testing the kamishibai method, the participated students (n=83) completed a survey about their kamishibai experiences.

4

How did students experience kamishibai theatre as a creative method?

Positive kamishibai experience

Did you enjoy kamishibai theater?
(N=83)



- The children were mostly from Finnish speaking families. However, 14.1 % were from multilingual families and did not speak Finnish at home.
- Children from multilingual families (Mdn = 2.00) did not enjoy reading as much as children from monolingual families (Mdn = 1.00, $U = 590$, $p < .001$.)
- However, children from multilingual families (Mdn = 2.00) enjoyed kamishibai as much as other children (Mdn = 2.00), $U = 317$, $p = .890$).

Kamishibai is suitable for all students

	Likes to read aloud (N=29)	Does not like to read aloud (N=48)	Fisher's exact test
	%	%	p
Likes kamishibai (N=69)	96.6	85.4	.246
Does not like kamishibai (N=8)	3.4	14.6	
	Likes (N=15)	Does not like (N=36)	
Was nervous about presenting kamishibai (N=15)	20.0	30.6	.513
Was not nervous about presenting kamishibai (N=36)	80.0	69.4	
	Likes (N=27)	Does not like (N=44)	
Wants to do more kamishibai (N=52)	81.5	68.2	.276
Does not want to do more kamishibai (N=19)	18.5	31.8	

	Likes giving presentations at school (N=54)	Does not like giving presentations at school (N=20)	Fisher's exact test
	%	%	p
Likes kamishibai (N=68)	94.4	85.0	.334
Does not like kamishibai (N=6)	5.6	15.0	
	Likes (N=38)	Does not like (N=14)	
Was nervous about presenting kamishibai (N=14)	26.3	28.6	1.000
Was not nervous about presenting kamishibai (N=38)	73.7	71.4	
	Likes (N=51)	Does not like (N=19)	
Wants to do more kamishibai (N=52)	78.4	63.2	.226
Does not want to do more kamishibai (N=18)	21.6	36.8	

Favourite thing about kamishibai

Categories	Examples of students' answers	Mentions	%
Drawing	<p><i>"I liked the creating: drawing and writing was fun."</i> (5th grader)</p> <p><i>"Drawing the space shuttle because in our story we had a space shuttle."</i> (3rd grader)</p>	46	55 %
Teamwork	<p><i>"I liked when I did theatre with my friends. We split up the writing and it was fun."</i> (2nd grader)</p> <p><i>"Nicest thing was being with my friends and inventing a story together."</i> (5th grader)</p>	21	25 %
Inventing own story	<p><i>"You got to be creative and think how to draw the story. When you can come up with the idea yourself, you need imagination!"</i> (4th grader)</p>	19	23 %
Performing	<p><i>"Changing the pictures"</i> (2nd grader)</p> <p><i>"Pulling the curtain"</i> (3rd grader)</p>	19	23 %
Listening	<p><i>"I liked to listen."</i> (2nd grader)</p> <p><i>"The nicest thing was drawing and listening to others perform. :)"</i> (5th grader)</p>	12	14 %

Discussion and conclusion

- Kamishibai is a well-suited method for oral presentations as it is enjoyed by students who do not like to read aloud or give presentations and students who have multilingual backgrounds.
- → Kamishibai might offer a pedagogical tool for enhancing the agency, participation and engagement in reading in linguistically diverse classrooms.
- The study supports previous studies' (Lee, 2003) which highlight that kamishibai supports children in expressing their creativity and using their social skills.
- Kamishibai is a versatile method.
- *"It's helpful for teacher to see the texts behind the pictures, I could really focus on my children's expressions. When we read a book, students' eyes wander easily from page to page, but kamishibai helped them focus one thing at a time."*
- What next? How teachers use kamishibai and how the kamishibai method supports reading experience? How can kamishibai be used widely in all subjects?

14. Mikä oli sinun mielestäsi kivointa kamishibai-teatterissa?



14. Mikä oli sinun mielestäsi kivointa kamishibai-teatterissa?



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