

# User's Guide

## Telling Tales from Southeast Asia and Korea: Story Picture Cards (2012)



### Introduction

This set of story illustrations contains one folktale from each of the following countries, namely, Brunei, Cambodia, Lao PDR, Indonesia, Malaysia, Myanmar, Philippines, Singapore, South Korea, Thailand, Timor-Leste and Vietnam. The Story picture cards are themed under the titles of people, places, and animals. Within each folder the full text of each story can be found. These stories, as well as additional stories, can also be found in the SEAMEO-APCEIU publication “Telling Tales from Southeast Asia and Korea” available in print and online. An accompanying DVD of the same title is also available for those interested to see and hear the stories being told by storytellers from Southeast Asia and Korea

### First Steps

Before using the story picture cards first become familiar with the story that is to be told. It is important to feel confident with the stages of the story as it unfolds. However, as noted by storyteller Tim Sheppard:

“Avoid memorising the text itself – storytelling is an oral art, not a literary recital, and

is as much about expressing your understanding as it is about getting the story 'right'. Traditional tales are plot-driven, depending on actions and events. If you know what happens next you know the plot, and you can tell that in your own words – which will probably change with each telling. There may be a certain repeated phrase or formula that the story depends on – learn this” ([www.Timsheppard.co.uk](http://www.Timsheppard.co.uk)).

On the reverse or back of each picture card is a short summary of what is happening in the story at that stage of the plot. This is there as a prompt or reminder for the storyteller and is not intended to be read word by word. Remember that as a teacher telling the story to engage the students and stimulate their interest, eye contact should be kept with the audience at all times. Tips on storytelling techniques can be found in the “Telling Tales from Southeast Asia and Korea” publication and watching the DVD could also prove useful and provide some insights into how to become a good storyteller.

### **From Story-building to Story Telling**

Using the picture cards as a prompt the process of story-building begins and the teacher brings the story alive. Apart from the teacher telling the folktale, another way to use the picture cards is to have the students use their imagination to create a story orally by looking at the cards one by one. As an alternative this could also be done as a written activity if the objective is focused on writing skills. Once completed the students could then tell their stories to the class. Working individually, in pairs or small groups – all are possible depending on what suits your class best. As a follow-up activity, when the teacher has told the story, key questions could be asked of the students in order to generate discussion.

For example:

What surprised you about this story?

What did you like about the story?

What didn't you like about this story?

What is the key message of the story?

Do you know of a similar story?

### **Collecting More Stories**

As an extension project ask the students to find out if their parents, family, and friends have any stories to share. A folktale collection can be a useful teaching aid for your school. Telling tales can be used to improve and practice oral and written skills. It is also a creative artistic process that can stir the imagination and over time, boost confidence.

### **Get to Know More**

For more stories, guidelines on how to tell them, and information on the SEAMEO-APCEIU Folktales Project please visit <http://asianfolktales.unescoapceiu.org>