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See the article: [http://www.futureacademy.org.uk/files/menu\\_items/other/ejsbs88.pdf](http://www.futureacademy.org.uk/files/menu_items/other/ejsbs88.pdf)

Karlsson, L. (2014). **Children's voices in context of art education and circumstances for interaction.** In: Ruokonen, I. & Ruismäki, H. (eds.) *Voices for Tomorrow - The 6th Journal of Intercultural Arts Education*. Helsinki: University of Helsinki, Department of Teacher Education. pp.25–34.

Abstract

In this article the possibilities of art and creativity in education, teaching and instructing are examined. The main purpose is to differentiate how to get free space for children's expression. I analyse the theme through three different approaches. In the article, my standpoint is in childhood research and studies of child perspective, which has a socio-cultural perspective. I explore the Storycrafting method and other teaching methods through which children are given a voice. With these methods, children can gain empowerment and find new means for their own expression within art.

See the article: [https://helda.helsinki.fi/bitstream/handle/10138/44696/voices\\_for\\_tomorrow.pdf](https://helda.helsinki.fi/bitstream/handle/10138/44696/voices_for_tomorrow.pdf)

Hohti, R. & Karlsson, L. (2013). **Lollipop Stories: Listening to children's voices in the class-room and narrative ethnographical research.** *Childhood*. doi: 10.1177/0907568213496655

Abstract

This article offers a methodological contribution to the concept of children's voices and the ways of listening to them. Children's voices are studied in a narrative ethnographical research project in a school classroom. The authors follow children's voices from the level of classroom observation to an analysis on narrative data produced by the Storycrafting method and finally to a more reflexive analysis. By defining three interrelated analytical spaces, the study illustrates how voices are emergent, contingent on their social, discursive and physical environments and power relations, and constructed in reciprocal processes of telling and listening. Finally, the authors discuss the significance of reflexive listening to children's voices.

See the article: <http://chd.sagepub.com/content/early/2013/08/12/0907568213496655>

Karlsson, L. (2009). **To construct a bridge of sharing between children's culture and adult culture with the Storycrafting method.** In H. Ruismäki & I. Ruokonen, (eds.) 2009. *Arts Contact Points between Cultures: 1st International Journal of Intercultural Arts Education Conference : post-conference book*. Research Report. Department of Applied Sciences of Education. Faculty of Behavioural Sciences. University of Helsinki. 117-127.

Abstract

This article discusses the issue of participation in activities involving children. It includes theoretical discussion on the border conditions of the activities. Further-more, it examines how we can in practice acquire information on children's way of acting and their way of observing different phenomena. The article also analyses the awarded and acclaimed Finnish method of Storycrafting,



which is based on verbal expression, play and participation, encounter and empowerment. The results obtained by using the Storycrafting method are analysed and discussed.

See the article: [https://helda.helsinki.fi/bitstream/handle/10138/14969/RR312\\_verkkoversio.pdf](https://helda.helsinki.fi/bitstream/handle/10138/14969/RR312_verkkoversio.pdf)

Karlsson, L., Levamo, T.-M. & Siukonen, S. (2014) (first ed. in Finnish 2003, second ed. 2006, third ed. 2012). *Your mango, my mango, our mango—storycrafting across cultures*. Helsinki: Taksvärkki ry.

See the book <http://www.taksvarkki.fi/tv/wp-content/uploads/2014/09/Mango-English-edition.pdf>

Masri, Faizah & Riihelä, Monika 2012. *Utters of Shutters. Personal stories from 2006-2010 as told by Palestinian children and adults*.

The sixty-six stories in Arabic, translated in English, and illustrated with pictures, have been collected using the Storycrafting Method. The stories shed light on the life of Palestinian refugees in Lebanon. Beit Atfal Assumoud and Finnish Psychologists for Social Responsibility have compiled the book with The National Institution of Social Care and Vocational Training.

See the book: [http://www.into-ebooks.com/book/utters\\_of\\_shutters](http://www.into-ebooks.com/book/utters_of_shutters)

## 5. Conclusion

The ideas here can be used as stand-alone activities or as part of a teaching unit. The important thing to remember is that each activity should encourage the children to think about cultural, social, economic and political issues across Europe in a way that encourages understanding and collaboration.

*Together, We Are Europe.*