

# **Student Use of Storytelling to Write Autobiographies including Connections to their Community and Exploration of other Communities**

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## **Overview**

Storytelling can be thought of as our easiest form of communication, it is something we have known how to do since we learned how to speak. It is a natural way for us to understand the world around us. Adolescents, the young adults that are students in high schools, are at a time when there are trying to understand themselves and how their world fits into the big picture of life. When someone asks you how your day went, that's an invitation for a story. We allow the listener to participate in our lives by sharing interesting highlights of events we experience.

Autobiographical writing leads to learning and growth. It allows students to bring a sense of order to life, to highlight moments of decision, to bring closure to painful events, and to gain insight into their own development. Often, students develop a deeper understanding of their own world and their goals in life. Themes such as family, friends, neighborhood, and significant emotional events are good starting points for student autobiographies.

Storytelling and autobiographies help us understand ourselves and each other. Storytelling is not just a man dressed as a leprechaun coming to the first grade classroom, on St. Patrick's Day, to tell of gold at the end of the rainbow. Storytelling is when young and old tell their peers, their friends, their family, their co-workers about an event in their life. It is what adolescent males and females do on a daily basis when they are describing a major event in their life, a crush on a true love, who got into a fight at school today, how my grandfather did not let me drive his car like he promised.

Storytelling is not just pointless chatter among our young people, it is therapeutic in nature. How many of us can recall being grounded? It seemed to me at the time that the worst part of being grounded was not that my television was taken away or that I couldn't go to the movies with my friends. Instead, it was the fact that I wasn't even allowed to *talk* to my friends on the phone! The cruelest thing my family could do was prevent me from venting! I had a story to tell and I couldn't tell a soul! I was stuck in my room with no one to talk to.

Storytelling often allows listeners to let go of their own problems and live the life of the character(s) of the story. This can also be therapeutic in nature. Don't we all talk to friends and family, and sometimes find it easier to listen to others' ordeals that deal with our own? Storytelling offers an escape. It also allows us to identify with others and realize we are not the only ones experiencing these feelings, thoughts, and emotions. As we listen, we analyze our own stories. We make decisions about the importance of our stories, the similarities and differences of our story and that of the story teller. Perhaps listening causes us to remember a part of our story that was previously repressed. Storytelling helps us make sense of the world and our experiences.

In the classroom, storytelling is an important activity with links to literacy. Storytelling can push students to explore their unique fluency and can heighten a student's ability to write thoughts and feelings in an articulate, logical manner. Storytelling can be a fostering way to remind children that spoken words are powerful, that listening is important, and that apparent communication between people is ideal.

This curriculum unit will ask high school students to tell their own story. This unit on storytelling will lend itself to students eventually writing their own autobiographies. There will be special emphasis on the student details about place. By place, I mean, asking students to really explore how their environment, their home, their street, their neighborhood, their city, their state, affects them. I often talk with my colleagues about the perception that Pittsburghers are notorious for not traveling outside of the Pittsburgh region. It is even more apparent when speaking with adults who have grown up in the city that have never left the side of town they grew up on. Many of us never/rarely travel to the opposite side of town, regardless of the less than ten minute car ride and less than thirty minute bus/trolley ride. Residents who grew up on the South Side don't normally go to the North Side. It's not that there is any bad blood or distaste for people or places on opposite sides of the river, there's just no interest in exploring or experiencing things elsewhere. Our students are the same way and, often times, experience a more severe isolation. Many of our students do not have the means to travel except by foot and possibly bus, if fare is accessible. They rely on transportation of older family and friends and they, too, often do not have access

to transportation. So, they are, like so many of us, stuck on their side of town. Many of my students have never even been outside the city. Washington, PA is less than one hour away and my students could not tell you where it is or anything that happens there. This is why each student's story will include information about place.

Storytelling and autobiography will work in tandem in this unit to accomplish student analysis of their own experiences with special regard to place.

### **Rationale**

This unit is designed for a mixed grade level special education class that includes students in ninth through twelfth grade with a learning and/or emotional disability. The students are mixed grade level because the classes are grouped according to the student's instructional reading level. This unit can be adapted for reading levels as low as fourth grade. By nature of their learning disability, these students have average to above average intelligence but their achievement does not match their aptitude. Students with emotional disabilities are typically students with Attention Deficit (Hyperactivity) Disorder, Oppositional Defiant Disorder, and/or Conduct Disorder (a misdiagnosed disability). Some students with high functioning mental retardation are also included in the class. These particular students are borderline mentally retarded and sometimes lacked education due to their behavior interfering with their education and/or nonattendance during formative school years. They are limited academically but their adaptive skills do not fall within the mental retardation level.

Adolescence is a period in a person's life when interest, thoughts, and preoccupation with the self is high. What better moment is there to cash in on students' thoughts about themselves and their lives than when they are in high school? At this time they begin to see themselves as somewhat separate from their families, and they can reflect back on their "youth" as well as give serious thought to their future.

Setting up the beginning of the school year with activities where students can see success is very motivating. Writing tends to be a skill that many of my students are not well versed in. Writing an autobiography allows them to use their expertise as a teenager to complete a writing piece. Students will also learn about each other, as some students are freshmen and new to the school. Valuing each others' stories will create classroom pride and a feeling of belonging that is exceedingly important as students begin the journey at high school.

Many of the district's English 1 core curricula road maps include asking students to be able to answer questions that relate to writing autobiography.

Overarching unit questions include the following: How is self-perception formed? How do the challenges we face affect our cultural or religious identity? How do stereotypes often shape our awareness of self? How do family and peers influence an individual's identity? How does our acceptance or not within a group help to formulate our social identity? How does culture or society influence our identity? Once students complete their autobiographies, these above listed questions will be more easily answered. Their writings will serve as a spring board to more deeply examine these relevant societal questions. Many students with disabilities are included in regular education classes and receive instruction in the regular education curriculum that includes the roadmaps and overarching questions listed above. There are also several students who, because of their significantly below grade level reading ability and/or significant behaviors that interfere with their learning and the learning of others, do not participate in the regular education classroom nor curriculum. These students participate in a special education resource classroom where remedial reading and/or extremely structured behavior management is implemented. Students often use alternative curriculum. Regular education core curriculum is "sprinkled" throughout the daily activities as the teacher deems appropriate. The use of the autobiography to answer the English 1 overarching questions is an ideal way to integrate pieces of the regular education curriculum into the special education pull-out classroom.

From Jimmy Neil Smith's in *Homespun: Tales from America's Favorite Storytellers*, "Everyone has a story to tell. . . it is the simple telling of the tale that's important. Something as ordinary as the events of the day, an old joke, or a traditional story we heard as a child. Storytelling comes from the heart, not the head, and nothing should keep us from the exhilaration and sheer pleasure of telling a story." My goal is that my students feel the exhilaration and sheer pleasure of telling their own life's story that they are motivated to write and listen to one another.

## **Objectives**

Students will use storytelling as a springboard to write a productive autobiography through prewriting activities. Students will create a positive classroom environment by learning to know one another early in the school year. Students will stipulate their life goals and plans for their future and put focus on time spent in high school as valuable and necessary to achieve life's goals. Each student's cultural background, unique attitude and experiences will show as they write autobiography and tell their story in words and gesture.

One objective of this unit is to help the students' creativity and their need to listen carefully to each other. Learning how to tell a story by writing it down, talking about it, and learning to actively listen to someone else's story – all these

activities teach important language skills in meaningful contexts. Sharing stories from your life can be scary and requires a degree of comfort with your audience. This aspect of storytelling can be difficult for students.

My goal is not for students to memorize their autobiographies. Instead, I would like them to use pictures, photos and memories to merge together the tale of their life. I want them to feel comfortable in front of the classroom. I want their natural voice, tone, speech patterns to come through in their telling of their life story. They will visualize the stories they tell to help the audience create scenes in their own minds.

Storytelling in any form is a natural way for students to build literacy skills. It helps students to build up spoken fluency and confidence. Students will use a graphic organizer (storyboards) to brainstorm ideas they will include in their autobiography. Students will develop a rough draft by organizing their ideas into paragraphs and will use peer editing to receive feedback on their rough draft. Students will write a second draft using feedback from peers and self-correcting techniques learned in class and will create their autobiography in Word using a computer. Students will demonstrate mastery of spelling, punctuation, capitalization, and organization skills in final product.

Students will assess their storytelling and written autobiographies they will answer questions including what were the easiest and most difficult parts of the assignment? What would you do differently for the next writing assignment? What did you learn about yourself as a student? As a person? What was the most beneficial part of the assignment? Would you recommend the storytelling and autobiography to another class? Why or why not?

### **Strategies**

Students will participate in group discussions, be provided a context for personal experiences, and feel safe in telling their tale. They will practice and have peer coaches before presenting to the entire class. Students will eventually analyze their own personal growth as they write their autobiography.

I will demonstrate and model storytelling. By modeling storytelling, I can help my students gain an important benefit: higher self-esteem. By revealing something of myself to students, I hope to show my students that they too have stories worth telling. I will tell a short story from my own autobiography. Students will start in much the same way. Points to convey to students include being loose, animated and sometimes even goofy. Talking in front of a group of people is an important life skill, therefore, students will be encouraged to practice. Storytelling is not easy for everyone. The classroom community will play a large

role in the success of this portion of the unit. Students will need to be taught and reminded to be respectful, patient and encouraging to help their peers become great storytellers and public speakers.

From Learning Disabilities Association of America, Lee Swanson (1999) and his colleagues found two major intervention techniques for students with disabilities. One is direct instruction and the other is the learning of strategies. Key strategies to teach students include: chunking material into smaller parts, providing meaningful feedback, using visual aids, like graphic organizers and pictures to support the task, model instructional strategies, cue students to use strategies, and scaffolding. Specific, individualized attention to each student is important.

Although current practice calls for the writing process or writer's workshop approaches to be used to teach children how to write stories, compositions, persuasive essays, and the like, these approaches often fall short for children with learning disabilities. Steve Graham and Karen Harris, professors of special education at the University of Maryland, offer their ideas for effective writing instruction for students with learning disabilities: They include:

Student attitudes about writing must be addressed. Teacher and students should discuss feelings about writing, and then teachers can reassure students that they'll be taught the skills they need to be successful. Teach explicitly and directly. Repetition is almost always a must. Intensive instruction (that can take place during writing workshop time) should focus on the following: writing strategies, knowledge of the elements of various genres (story, persuasive essay, exposition, etc.) and self-regulation strategies (goal-setting, how to talk oneself through the writing process, assessing their progress in meeting goals). Teachers need to provide continuous support. The first writing project can even be written together by the teacher and the student. Even as students begin to write independently, teachers should provide prompts, graphic organizers, and mnemonics to help students remember the steps they need to follow to complete assignments. Teach grammar and through intensive instruction. If the actual hand writing or printing is a struggle for students, allow them to use the computer so that the illegibility of their writing does not interfere with their ability to produce written material.

### **Classroom Activities**

Prompts for student autobiographies include but are not limited to: Have you ever been badly hurt? Have you ever been scared? Have you ever laughed so hard that you fell out of your chair? How did you learn to swim? Did you ever play a practical joke? Have you ever had one played on you? Have you ever done

something you are proud of, something heroic, something brave? Have you ever been to a dangerous area? What did you do when you were a kid? Where? Where did you hang out? When were you in a lot of trouble? Do you have stories about your brothers, sisters, interesting relatives, or neighbors? Who are your best teachers, worst teachers, and best friends? Who do you think of when I say, "That person just drives me *nuts!*" Why? Other possible prompts to get students thinking include: Where you were born? Where did you first live? Where you went to kindergarten? Where did you go to middle school? Where you want to go to college? Career after college? What are some major events you envision for yourself after college? Are all the members of my family represented?

More specific prompts directly related to a particular portion of the student's life include: Family Topics - How did you get your name? Does your family have stories about when you were born? Where have you lived? What were the houses, the neighborhoods, and the town like? Where are you in your family birth order? Do you remember any of your brothers or sisters being born? Have you spent time with your grandparents? What are your best memories of going to grandma's house? Did your aunts, uncles, or cousins make time to have fun with you? Have you had a very best friend? What adventures have you shared? What is special and unique about you and your family? Does your family have holiday traditions? Do you have a favorite memory of a family holiday? Activities Topics - Did you have a favorite hobby? What was it? How long did you keep it up? Did you ever play a musical instrument? Which one? Did you take lessons? How did you feel about practicing? When did you attend your first dance? Did you ever go to dancing school? Please demonstrate your favorite dance step for the audience. What was your favorite sport? What did you like best about it? Were you ever on a team? What position did you play? Travel Topics - What was the best family vacation you can remember? Where did you go? Who came along? When was the first time you traveled alone? Where were you headed? What happened on the trip? School Topics - Did you like school? Why or why not? Describe a favorite teacher. What subject gave you the most headaches? How much homework did you have every night? Were you allowed to watch TV on weeknights? Summertime Topics - Did you ever go to camp? What's your best memory? What's your worst memory? Who was your favorite counselor? Why? How old were you when you learned to swim? Do you remember who taught you? Ever have a scary moment in the water? What was your first summer job? How much were you paid? Describe a typical day on the job. Were you ever bored during the summer? What did you do when there was 'nothing to do'? World history topics - What major world events influenced your daily life? What newspaper headline can you still see in your mind? Who were your heroes?

If the student has a hard time coming up with any of their own stories, I'll ask them to think of a story a relative or friend has told. I'll ask them to make it their own until they can think of their own story.

If you ask student what is a story, they will usually tell you a story is something they have read or a fable or fairy tale they've been told. They may tell you the plot to a movie they've seen. Chances are they *won't* tell you a story from their own lives, simply because they don't know that these too are good stories. My student will probably not sing me a song, show me a journal, a dance, a painting, or a cartoon, but they need to know all these too can be stories. For the purpose of this unit, storytelling will focus on family stories and personal histories and their relation to community and place. I hope that some students will have different stories from different places and therefore will be more interested in exploring other communities. A culminating activity for this unit will include the class traveling as a group to different neighborhoods in the city of Pittsburgh. Students will have the opportunity to add to their bibliography upon return from our outing. This additional piece of their story will include an experience that was not in their community. My goal is to open up their experiences and consequently encourage them to pursue adventures/experiences outside of their typical comfort zone, their home neighborhood.

The following is a list of key classroom activities:

- Students will be asked to brainstorm some story ideas. They will be reminded to not get hung up on how great they are, but just to brainstorm. One idea should be put into a sentence. Decisions about whether to tell the story in first or third person will be discussed.
- Next, students will be asked to write down the sequence of facts. From there, they will add the details, descriptions, situations, time reference, colors. Finally, they will add feelings and emotions, adjectives and colorful language that will entice the listener/reader. They will be encouraged to put in a few sound effects, vocalizations, facial expressions, and silences. Students will be assigned peer coaches who will listen to their ideas. The peer coaches are reciprocating relationships where these two or three students have the opportunity to bounce ideas off of one another before they present to the large group. This is following with the district's adoption of the *Institute for Learning's (IFL)* notion of "Think, Pair, Share." Students will think about the timing of the story. They can cut it up and rearrange it out of real time or chronological sequence if it sounds better that way.

- Students will be encouraged to practice. Once they have a story they like, they will be asked to take the story outside of the classroom. Students will tell a different group of students, friends, family, other than their peer coach, their story. Telling a story to many different audiences is suggested. Students may be encouraged to ask another teacher if they can tell it to the class. If students have access to video taping, they may use video taping to help analyze their methods. Students will be told that making changes to their story is normal. This may happen before or during the performance, both are okay. Often, as stories are being told, the teller remembers other details or thinks of other ways to entice the original story. At times the story may even depart from its original version, this too, is okay. If students have stories that are more easily told with embellishments or added details, then it enhances the story and eventually their writing.

Once stories are complete, students will be asked to dissect their story in efforts to begin compiling the pieces of their autobiographies. Students will be reminded to think about the first and third person telling. Some students may be more willing to disclose difficult stories if told in the third person. Either will be acceptable. Next, students will make a list of the events in sequence. They can use story boards or separate sheets of paper to manipulate the sheets to suit the sequence as it will occur in the autobiography. A storyboard is a visual script for a story, a series of images that simply and briefly illustrate the key events. Using blank story panels, students can draw highlights of their story. Students will then use these illustrations to guide them as they write their autobiography. I will demonstrate use of storyboard for my own autobiography. Another method can be a class creation of a storyboard for a familiar story. We may choose a well know fairy tale or the progression of students from kindergarten to high school and common events in between.

An autobiography does not necessarily need to be told in chronological order. If students have had an overall good experience and have learned to be respectful, I may consider allowing them to give feedback, if the class agrees. Students will have the opportunity to submit feedback forms to their peers telling the strengths and needs of their story.

An extension activity can include a discussion about oral history. Oral history is a real experience, as told by the person who lived through it. It is first hand account of events; they are not gossip or rumor. Students can act as interviewers and record the story to be shared. Students will collect oral history from a relative to be shared with the class. If relatives are not available, they may

choose a family friend or neighborhood friend as a good resource. This story will be told, in a similar way as the students told their own stories. There is some flexibility and depending upon the reception of the class to initial storytelling lessons, I may choose to have them start with the oral history piece. This may be easier for some students, and more difficult with others. Flexibility in the unit's sequencing is feasible.

Students will interview relatives by asking for a description of an adventure or an event the relative witnessed or experienced during their youth or in more recent times. Students will write a description of the adventure they witnessed or experienced in either first or third person, whichever the student decides and feels more comfortable with. Students will pay special attention to feelings and descriptions. Students can use all the same methods and skills they used to write their own stories. They should share these stories in a similar fashion as they shared their own stories. As a class, we will discuss similarities and differences between students' personal experiences and those of their relatives. An added extension activity can include having the class compile a book that include all the students' and their relatives' stories. This, too, lends itself well to building pride and self esteem of self, class, school and area's unique history.

My own evaluation of the success of the unit will include asking myself the following questions: Were the students able to tell their stories through their storytelling and autobiographies? Am I satisfied with the communication that I had with my students? Do I feel that I know them better? Do I feel that they know me better? Did every student finish their autobiography being sure to include the issue of community and place?

## **Annotated Bibliography/Resources**

### **Teacher/Student Bibliography**

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Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, FL. (ERIC Document Reproduction Service No. ED 379 656)

Danoff, B. (1993). Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities. *Journal of Reading Behavior, 25*(3), 295-322.

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Milem, M., & Garcia, M. (1996, Spring). Student critics, teacher models: Introducing process writing to high school students with learning disabilities. *TEACHING Exceptional Children*, 28(3), 46-47.

Ormrod, J.E., & Jenkins, L. (1988, April). *Study strategies for learning spelling: What works and what does not*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 293 871)

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## **Appendix A - Standards**

### Pittsburgh Public School District – Division of Instructional Support – English 1 PA State Standards for Grade 9

#### **1.4 TYPES OF WRITING**

*1.4.11.A* Write short stories, poems and plays.

*1.5.11.B* Write using well-developed content appropriate for the topic.

*1.5.11.C* Write with controlled and/or subtle organization.

*1.5.11.D* Write with a command of the stylistic aspects of composition.

*1.5.11.E* Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.

*1.5.11.F* Edit writing using conventions of language

*1.6.11.A* Listen to others

*1.6.11.C* Speak using skills appropriate to formal speech situations.

*1.6.11.D* Contribute to discussions.

*1.6.11.E* Participate in small and large group discussions and presentations.

*1.6.11.F* Use media for learning purposes.