



## **ERASMUS+ Weaving Webs of Stories Project**

### **Intellectual Output 2**

# **Creation of the literacy project curricula in partner countries and piloting creative activities**



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## ERASMUS + Weaving Webs of Stories Project UK

Activity Title	Description	Learning Objectives	Expected Outcomes	Activity Structure	Activity Duration
<p>Week 1: <u>Creating and writing without words.</u></p>	<p>This session focusses on the works of two artists and their methodologies that they use to create their works. The children act as art critics. The artists and works examined will be David Hockney's landscapes paintings and his use of colours to express feelings and the work of Lowry and his figures and use of the world around him.</p> <p>Within the first seven sessions they will be:</p> <ul style="list-style-type: none"> <li>- Asked in their groups to come up with a way to retell/present the stories told within the works to the class.</li> <li>- "The bigger picture moment". What do we think the story is about? What do you think comes next after this scene?</li> </ul>	<p>Overall for the project</p> <ul style="list-style-type: none"> <li>- For the children to understand they are in a space where they can be free to be creative without judgement.</li> <li>- To understand the art and illustration is a means of expression and creativity just as the written word. As this may be their instinctual way to express their thoughts.</li> <li>- Literacy can be seem to very intimidating and this is a way to help break this fear down.</li> <li>- Analysing the artists' use of the world around them in their making and understanding.</li> <li>- Understanding that not everything has to</li> </ul>	<ul style="list-style-type: none"> <li>- A safe space to feel free to be creative.</li> <li>- The children feel ensured by the use of art and illustration as its instinctual ways to express thoughts and creativity.</li> <li>- Breaking down the fear of literacy.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the register.</li> <li>- Each session will begin with time for the children to have a quick drink &amp; snack and time to refresh after their school lessons.</li> <li>- In the first week we will introduce ourselves and ask the children about themselves in a few words. Their names and favourite animal or if they have a pet.</li> <li>Each week this change to a different subject.</li> <li>- In the first week we will discuss the overall aim of the project and each week we will discuss the</li> </ul>	<p>5 mins</p> <p>2 - 5 mins</p> <p>2 mins</p>



Every Child  
an Achiever

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<p>-----</p> <p>Week 2: <u>Acting as a journalist.</u></p>	<p>-----</p> <p>The session will teach the children how write a simple news report: Key information in very short, clear sentences, using simple languages. The place the report took place. The date, and what took place should be said in the first two sentences of the report.</p>	<p>-----</p> <p>- Understand the purpose and role of journalism. Question its purpose and benefits? -To learn the key methods to write a journalist report. - To introduce short and precise literacy. - To stimulate imagination in the world around the children.</p>	<p>-----</p> <p>- Gained knowledge of journalists' role. - To be able to write a short journalist report. - Ability to use short and precise bullet-point literacy to form a story.</p>	<p>-----</p> <p>individual aim of the session. - Each week will involve a fun icebreaker game – an activity to get the children moving, engaged and breakdown shyness. Example of icebreakers are: - On my way to school today I saw....” - Fantasy Pet size - What’s your “Dark Materials” demon? -The first week we will explain the ground rules for the sessions so the children feel they are safe and protected in the environment. Each week we will question and ask the children why the rules are important? - Each child will be given a scrapbook</p>	<p>5 mins</p> <p>1 - 5 mins</p> <p>1 - 5 mins</p>
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<p>-----</p> <p><b>Focussing on areas of inclusion and diversity.</b></p> <p>Week 3: <u>Physical and mental difficulties.</u></p> <p>-----</p> <p>Week 4: <u>Invisible difficulties, mental health and mindfulness.</u></p>	<p>-----</p> <p>The next handful of sessions will be focusing on areas of inclusion and diversity.</p> <p>Week 3 and 4 will combine into areas for visible and invisible differences, difficulties and disabilities. In week 3 we will be focussing on areas of physical difficulties and disabilities. The children we be asked to create stories which include a physically disabled or impairment character. This is a session which focusses on empathy and realising that anyone could who have a disability.</p> <p>-----</p> <p>This session will focus on invisible difficulties like ADHD, Dyslexia, and as well as mental health and mindfulness.</p>	<p>- Analyse the use of comic books and their use of journalistic methods.</p> <p>-----</p> <p>Within this inclusion and diversity sessions each week 5 words keywords literacy words regarding this subject will be examined.</p> <p>-The children to learn &amp; discuss what learning difficulties are.</p> <p>-Discuss mental health &amp; mindfulness.</p> <p>- How to look after themselves and one another.</p> <p>-To learn 5 key learning difficulties names, symptoms and strategies to overcome</p>	<p>- To carry on the next level/part of the story.</p> <p>- Knowledge of the benefits of comic books and their use of journalistic methods.</p> <p>-----</p> <p>5 keywords regarding the subject matter will be examined and learnt.</p> <p>-knowledge of various learning difficulties.</p> <p>5 learnt invisible learning difficulties, symptoms and strategies to overcome these.</p>	<p>to keep for the project and after the project is finished.</p> <p>In the first week will hand out the Scrapbooks and explanation of how the scrapbooks enable them to act as a practising practitioner.</p> <p>- In each session we will usually split the class into groups of 2-3 children. The aim would be the children would pair up with someone different each week.</p> <p>-In their pairs we would work together as a collective group analysing the subject materials.</p> <p>For example, in the first week we will discuss the artist's work. Questioning and discussing</p>	<p>1 min</p> <p>10 mins</p>
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<p>Week 5: <u>Gender equality.</u></p>	<p>----- This session will focus on a handful of one-minute BBC animations on great women in history who were not given the same chances as more famous men around them. We will discuss gender equality and ask them to think of/write about other trailblazing women. -----</p>	<p>----- To understand there is gender inequality in history and society and discuss why. How we can this? -----</p>	<p>----- Knowledge of gender inequality and examples of overcoming this -----</p>	<p>together Hockey's use of colours and Lowry's themes in his paintings. -Ask the groups to come up with a way to retell/present the story to the class. Each week randomly pull a group number out of a hat: the selected group will present to the class. -Each member will have a role (either they pick or we decide); one re-tells the story, the other explains the graphics. One asks important questions. (prepared by tutor) from the other group. ("The bigger picture moment". What do we think the story is about? What do you think comes next) This is the time that we</p>	<p>10 minutes</p>
<p>Week 6: <u>Immigration/war/racism.</u></p>	<p>----- Focusing on two storyboard books according to the age range of the children, <i>Illegal</i> by Eoin Colfer and Andrew Donkin for secondary schools. <i>The Journey</i> by Francesca Sanna for primary schools. We'll cover the subjects of immigration, war and race. -----</p>	<p>----- Look at these subjects and the hurdles these people involved have to overcome. -----</p>	<p>----- Empathy and knowledge of this subject. -----</p>	<p>----- ----- -----</p>	<p>5 minutes</p>
<p>Week 7: <u>LGBTQ &amp; Julian is a mermaid.</u></p> <p>----- <b>NEW WORLDS</b></p>	<p>----- This session will be focussing on LGBTQ and the freedom of expression and freedom to just be who you are. We will be focusing the pictorial book <i>Julian is a Mermaid</i> by Jessica Love. ----- The next six weeks is to focus on the children creating a storybook or collective one-page stories focussing on a New World of Fiction. A world which will bring forward all the elements previously taught on the first seven weeks. Here the children should be more equipped with techniques,</p>	<p>----- To gain knowledge of this subject. ----- ----- To develop life skills and confidence and supports English verbal and written communication skills.</p>	<p>----- Empathy and knowledge of this subject. ----- ----- Developed confidence of written and verbal communication skills.</p>	<p>----- ----- -----</p>	



<p>Week 8: <u>Explore the craft of Fiction!</u></p>	<p>Knowledge and confidence to bring their creativity forward. These sessions will break down techniques used in creating storybooks. The children will be given more time within the sessions to create and progress their own stories.</p> <p>This session will summarise and question-what is literacy? (visual literacy, language and cultural story telling)</p> <ul style="list-style-type: none"> <li>- Ways to tell a story? (work in pairs to come up answers) - TV, Books, scripts for films, computer games, comics, photo journalism, art, poetry, aural storytelling, conversational story telling in playground)</li> <li>- Examine and discuss Paratolia (high energy practical 20 mins) – drawing skills and illustration as communication. Who thinks they can't draw?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>- Where do we get ideas from?</li> <li>- describe and explore objects INTERNAL vs EXTERNAL stimulus (Inner/Outer worlds)</li> <li>- ways of recording ideas (story grid/mind map etc)</li> <li>- Genre swap (write it as if you're writing a recipe, murder mystery, newspaper report.</li> <li>- intention statements - fill in the blanks. (don't worry, they can change!)</li> </ul>	<p>Exploring the craft of Fiction.</p> <p>Learning how to write the story in depth.</p> <p>In depth sessions exploring the craft of creating brilliant fiction stories through pictures, writing and drama.</p> <p>Key skills covered: language and communication, visual literacy, empathy, responsibility, working together, teaching each other.</p>	<p>Knowledge and ability to a story in depth.</p> <p>Knowledge of how to dissect authors' techniques.</p> <p>Key skills learnt in language and communication, visual literacy, empathy, responsibility, working together, teaching each other.</p>	<p>want them to understand the overall message of the week.</p> <ul style="list-style-type: none"> <li>- We'll have a quick sketch moment that we can do in various styles.</li> </ul> <p>How would you imagine the character or scene? How would you describe them? (Children can use words, or illustrate their thoughts).</p> <ul style="list-style-type: none"> <li>- The MY WORLD moment: Children will individually write/illustrate true stories about themselves or other people; it can be a scene or an interesting moment.</li> </ul> <p>The stories have to tell us some about the topic discussed in each lesson or describe how they felt or whether it</p>	<p>5 mins</p> <p>10 mins</p>
<p>Week 9 – <u>Sparking Ideas</u></p>					

<p>Week 10 - <u>Character and Plot</u></p>	<p>Creating characters and plots. Drawing expressions (drama into drawing – actor and direct roles) What if? (motivation) - Which comes first character or plot? - Obstacles/weaknesses for the characters. - Costume and props (could develop independently by thinking in detail and depth about costume, collecting samples/textures/drawing/designing.)</p>		<p>has changed their opinion. - Time allocated for those keen to share their stories. -Scrapbook time; sticking things in.</p>	
<p>Week 11- <u>Pick your battles</u></p>	<p>- Character in the HOT SEAT (getting to know your character well) - Empathy and drama -Actor/Director roles - Speech and dialogue - Plot and Status (Gruffalo predator/prey) - Pick a key moment or scene to start (not the beginning of the story!)</p>		<p><b>New Worlds</b> - As we move into the New Worlds – six weeks part of the project the children will be given more time to create and progress their own stories.</p>	<p><b>New Worlds</b> - 20 minutes for session and 40 minutes for developing their own stories</p>
<p>Week 12 – <u>“Show don’t tell”</u></p>	<p>- Drama into writing - degrees of emotion tableaux - Practicing “Show Don’t Tell” for - character (angry Bob) - Develop settings (mad, murky, moody)</p>			
<p>Week 13 - <u>Editing, improving and polishing</u></p>	<p>- What makes a good ending? (unexpected twist, satisfying end, cliff hanger, is there a sequel/prequel?)</p>			



## Project: School Workshops

### Timeframe

12 weeks, each individual session is 1-1,5h (can be agreed upon)

### Group

15 people max, age approx.. 10-14- year-olds

### Abstract

Stories engage people, create connections, and build empathy. They encourage people to think about the world around them and reevaluate what they know and what they think they know about the world. This series of workshops (12 weeks) is designed to help participants tell their own stories and become receptive to the stories of others, those coming from similar and different backgrounds and cultures. It encourages the development of creative writing and storytelling skills and takes the participants from thinking about their favorite stories to learning about different story elements to telling their own stories about things that matter to them. In small groups, the participants will create and present a written text and accompanying cover art.

### Goals

- Develop creative thinking, ability to communicate in different situations
- Develop reading, listening, and reflective skills
- Develop teamwork, and cooperation and consensus finding skills
- Develop appreciation for difference and inclusive attitudes

### Workshop Outline

Week	Activity	Outcome
1	<p><b>Get to Know Each Other</b>  <b>-Tell about each other</b>            In pairs, participants tell each other about themselves: their name and three fun facts about themselves. Then all together, each participant tells the group about their partner.            E.g. This is Jose. He is from Oulu. He loves horseback riding, and has a pet chinchilla named Tutti.</p> <p><b>- Stories We Love</b>            Free-form discussion about the participants' favorite stories: movies, books, TV shows, video games, comic books. What kind of stories they love? What kind of stories are they: sad, funny, silly? Why do they love them?</p>	- Getting to know each other

2	<p><b>Get to Know Stories</b></p> <p><b>-Cover Game</b> The participants are shown book covers without titles. They then discuss what do they think the book is about, who are the characters, what is the genre, who is the audience?</p> <p><b>- Mime a Tale</b> Each participant thinks of one story (book, movie, comic book, etc.) They then mime the plot of the story for the other participants who need to guess the name of the story.</p>	<ul style="list-style-type: none"> <li>- Learn about visual aspects of storytelling</li> <li>- Learn to communicate ideas in an unconventional way</li> </ul>
3	<p><b>Story Structure</b></p> <p><b>-Story Jigsaw Puzzle</b> Participants are given index cards with story beginnings, middles and ends. They need to put them in order.</p> <p><b>-Filling in the Blanks</b> Participants are given 2 index cards with parts of a story (beginning, middle, or end) and one blank card. They need to create the missing part of the story and write it down on the card.</p>	<ul style="list-style-type: none"> <li>- Learn about story structure</li> <li>- Develop creativity</li> <li>- Learn to work within a structure but think outside the box</li> </ul>
4	<p><b>Stories that Matter</b></p> <p><b>-Mind maps</b> Participants are asked to think about topics, ideas, events that are important to them and write them down on a piece of paper (e.g. Family; Climate change; Elections). They are then asked to create mind maps of words, ideas, images that they associate with these things.</p> <p><b>-Prompt a Story</b> To help participants to come up with story ideas they will be given visual prompts (provided). In groups of 2-3 they will need to come up with story ideas for the visual prompt.</p>	<ul style="list-style-type: none"> <li>- Learn to craft their own stories with visual aids</li> <li>- Consider the topics that matter to them</li> </ul>
5	<p><b>Starting One's Tale</b></p> <p><b>- Brainstorming the Tale</b> The participants are put into groups of 3-5. Using markers and sticky notes they need to come up with as many story ideas as they can. They then display all the story ideas and as a group eliminate all the story ideas they don't want to do until they find one idea that they all want to work on</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Brainstorming</li> <li>- Learn to negotiate and to find consensus</li> </ul>
6	<p><b>Characters</b></p> <p><b>-Who's Who</b> Participants are asked to come up with characters for their story. They need to discuss why these characters?</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Develop decision making skills</li> <li>- Public speaking</li> <li>- Develop empathy</li> </ul>



	<p>Why do they think their story needs to be told? Who are they? What are their motivations? Write a brief description of each character</p> <p><b>-Hear them Speak</b> Participants choose 2-3 characters and write s short dialogue between them. The dialogue should tell something of what the characters want and who they are. Each group does a little scene, reading out the dialogue for others to hear</p>	
7	<p><b>Setting</b> <b>- And then This Happened</b> Participants are given a few settings (e.g. Desert, Highway, Enchanted Forest, Living room). They are asked to write down a few (5-10) ideas of what could <u>happen</u> in this setting. But it has to be something unexpected, something that usually doesn't happen in this setting.</p> <p><b>-Set the Scene</b> In their groups, participants are asked to brainstorm where they want their story to take place. They write their ideas on post-it notes and then choose the setting. Is it one place? Does the setting shift?</p>	<ul style="list-style-type: none"> <li>- Develop creative thinking</li> <li>- Learn to subvert expectations</li> </ul>
8	<p><b>Plot Development</b> Using index cards, participants are encouraged to create an outline for the plot with the guidance of the tutors.</p>	<ul style="list-style-type: none"> <li>- Develop writing skills</li> <li>- Learn to structure ideas</li> </ul>
9	<p><b>Storyboarding</b> First, participants and tutors discuss what storyboarding is. Then, participants create their story scene by scene by creating a storyboard.</p>	<ul style="list-style-type: none"> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>
10	<p><b>Putting it all together</b> The participants in groups use their plot outline and the storyboard to write their story.</p>	<ul style="list-style-type: none"> <li>- Develop writing</li> <li>- Develop team work</li> <li>- Develop cooperation</li> </ul>
11	<p><b>Title &amp; Cover art</b> Participants in groups decide on the final title and create cover art that is appropriate for the story.</p>	<ul style="list-style-type: none"> <li>- Learn to express their ideas in a concise way</li> <li>- Develop visual presentation</li> </ul>
13	<p><b>Telling the Stories</b> Participants share their stories with the others. Final thoughts and discussion.</p>	<ul style="list-style-type: none"> <li>- Develop public speaking skills</li> <li>- Learn to listen, and give and receive feedback</li> </ul>

### Outcomes

- Creative writing and visual storytelling skills



- Prioritizing and structuring ideas
- Empathy, communication and tolerance
- Writing, listening and reflection skills
- Teamwork and consensus building
- Public speaking and presentation skills

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## 12 Weeks Storytelling Courses for Elementary School Classes

### The idea:

A series of workshops on creative writing, creative reading and storytelling that aim to cultivate a “reading for pleasure” mentality, help children express themselves through reading and writing stories, make them connect through the ancient art of storytelling, enhance literacy and language, tackle stereotypes and racism and promote understanding, tolerance, diversity and equality.

### Target Group

Children studying in Greek schools, most of them coming from disadvantaged environments, ages 10-14 years old

### Duration

12 weeks / Each workshop lasts approx. 75 minutes.

### Workshop Outline

Week	Activity	Outcome
1 <sup>st</sup> WEEK	<p><b>Getting to Know Each Other (if the children already know each other because they are in the same class, you can make this part shorter )</b></p> <p><b>Truths and lies</b></p> <p>Each child takes a post-it and writes down 3 statements for himself, from which 2 are true and 1 is false. Example: -I have 2 cats</p>	<ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Make the children feel comfortable, in a safe environment where they can freely express themselves</li> <li>-Make a space for creativity and fantasy to develop</li> </ul>



	<p>-I was born in Egypt -I have travelled with an airplane more than 10 times Then he sticks the post-it on his shirt, and start mixing with the other kids. They meet in pairs and discuss: each child must guess which statements are true and which is the lie. Then they gather in the circle and each kid reveals the true and the false statements.</p> <p><b>I am and I like</b> During this workshop the children, with the facilitation from the teacher, discuss about their favorite stories. Why do they like them? Is it a book, a story, a movie, a theatre play? What happens in the hero in the story?</p> <p><b>Reading is free</b> Discussing with the children what could be the strangest place / strangest way that someone could read. Is there a place where you would like to read but we haven't done it yet? Leaving your imagination free...</p>	<p>- Remove the fear of literacy and reading</p> <p>See the idea of reading in a new perspective, out of the academic, strict, educational activity. Make reading funny, make them feel comfortable with the idea that I can open a book whenever, wherever and however I am.</p>
<p>2<sup>ND</sup> WEEK</p>	<p><b>Play with the stories</b></p> <p><b>Mix and Match</b></p> <p>You show to the children a bunch of books, but you have the titles covered. Then you show them some cards that have titles written on them. The children should guess which title fits with each book.</p> <p>Then you choose one – two books and you invite the children to guess what the book is about, who are the characters, what is the genre, who is the audience etc.</p> <p><b>Phototelling</b></p> <p>You share the class to groups of 3-4 persons and you hand to each group a photo taken from magazines or the web, showing for example “a sea wreck” or “a teddy bear in the trash” and you ask them to make a story based on it or for example to guess what</p>	<p>- Learn about visual aspects of storytelling</p> <p>- Learn to communicate ideas in an unconventional way</p> <p>Develop creativity, fantasy and imagination</p>



	<p>happened before and after the moment the photo was taken. Then every group presents its story in the whole team.</p> <p><b>Show me the tale</b> Each participant thinks of one story (book, movie, comic book, etc.) and then they try to mime the plot of the story for the other participants who need to guess the name of the story.</p>	
3 <sup>RD</sup> WEEK	<p><i>The next 4 weeks will be focused on values like cooperation, inclusion, gender equality, empathy.</i></p> <p>This week we read a book called "The Stone soup" by Jon J. Muth, that focuses on the values of cooperation and teamwork.</p> <p>First we create a cozy and warm environment (a must for all the workshops!) We show the cover to the kids and invite them to guess the plot, or the topic of the book. We read the story, we discuss what the kids liked or not about it, we compare their predictions with the original story, we ask them to give an alternative end if they wish. We invite the kids to draw what make them the biggest impression, what they liked or any other idea they wish, always connected with the story.</p> <p>(Or alternatively we ask from the kids to dramatize a scene from the book that they will choose.)</p>	<ul style="list-style-type: none"> <li>- Learn to listen actively</li> <li>- Learn about the main elements of a story and its structure</li> <li>- Develop creativity / imagination</li> <li>- Learn to detect the lesson of the story</li> <li>- Be more aware of concepts like teamwork, cooperation, inclusion</li> </ul>
4 <sup>TH</sup> WEEK	<p>This week we read a book called "The stories of Voula in the Red Book" by Stavroula Pagona, that focuses on inclusion, acceptance, diversity, tolerance and sense of belonging.</p> <p>First we create a cozy and warm environment (a must for all the workshops!) We show the cover to the kids and invite them to guess the plot, or the topic of the book. We read the story, we discuss what the kids liked or not about it, we compare their predictions with the original story, we ask them to give an alternative end if they wish. We invite the kids make a story-map of the main concepts of the book, noting down the most important key words.</p>	<ul style="list-style-type: none"> <li>- Learn to listen actively</li> <li>- Learn about the main elements of a story and its structure</li> <li>- Develop creativity / imagination</li> <li>- Learn to detect the lesson of the story</li> <li>- Be more aware of concepts like inclusion, tolerance, diversity and acceptance.</li> </ul>



	<p>We discuss about moments we thought we don't fit in certain environments and how we finally dealt with it.</p> <p>We invite them to create their own dots (with paper, clay, plasteline, fabric, etc) and try to find other places with dots where they could fit.</p>	
5 <sup>TH</sup> WEEK	<p>This week we read a book called "Guardian Angel" by Stavroula Pagona, that focuses on gender equality and identity.</p> <p>First we create a cozy and warm environment (a must for all the workshops!)</p> <p>We show the cover to the kids and invite them to guess the plot, or the topic of the book. We read the story, we discuss what the kids liked or not about it, we compare their predictions with the original story, we ask them to give an alternative end if they wish. We invite the kids make a story-map of the main concepts of the book, noting down the most important key words.</p> <p>We play the game "My life, my choice" where we present 4 cards with different options on a specific question. For or example we may ask, "what is your favorite fruit?" and present 4 cards writing banana, apple, strawberry, watermelon. You put these cards in the four corners of the class and the kids should choose their favorite fruit by standing on the specific corner. Then you can introduce cards with gender-based questions like what is your favorite hobby and can have answers like football, ballet, skating, dancing.</p> <p>Depending on the answers of the kids, you can discuss about the freedom to chose what we like without restrictions coming from our gender, or being brave to choose something that isn't popular just because we like it.</p>	<p>Learn to listen actively</p> <ul style="list-style-type: none"> <li>- Learn about the main elements of a story and its structure</li> <li>- Develop creativity / imagination</li> <li>- Learn to detect the lesson of the story</li> <li>- Be more aware of concepts like gender equality, freedom of choice, self acceptance and self respect.</li> </ul>
6 <sup>TH</sup> WEEK	<p>This week we read a book called "The day you begin" by Jaqueline Woodson, that focuses on emotions, empathy, understanding, authenticity and friendship.</p>	<p>Learn to listen actively</p> <ul style="list-style-type: none"> <li>- Learn about the main elements of a story and its structure</li> </ul>





	<p>First we create a cozy and warm environment (a must for all the workshops!)</p> <p>We show the cover to the kids and invite them to guess the plot, or the topic of the book. We read the story, we discuss what the kids liked or not about it, we compare their predictions with the original story, we ask them to give an alternative end if they wish. We invite the kids to draw what make them the biggest impression, what they liked or any other idea they wish, always connected with the story. (Or alternatively we ask from the kids to dramatize a scene from the book that they will choose.)</p> <p>We invite the kids make a story-map of the main concepts of the book, noting down the most important key words.</p> <p>We elaborate questions like: Why is friendship important? What does a good friend do? What is authenticity and why it's important? How can we handle difficult emotions?</p>	<ul style="list-style-type: none"> <li>- Develop creativity / imagination</li> <li>- Learn to detect the lesson of the story</li> <li>- Be more aware of concepts like empathy, friendship, authenticity, understanding</li> </ul>
7 <sup>TH</sup> WEEK	<p>We introduce to the kids the main elements of the story Hero / Setting / Problem / Action / Climax / Solution / End</p> <p>We split the team in groups of 4 persons and through the "Story for Glory Cards" tool we invite the children to create their own story, choosing one card from every category.</p> <p>Then they present their story in the class, in the way they will choose (drama, film, drawing, pantomime, puppets etc)</p>	<ul style="list-style-type: none"> <li>- Learn the basic elements of a story</li> <li>- Develop creative thinking</li> <li>- Develop decision making skills</li> <li>- Develop self expression, fantasy and imagination</li> <li>- Develop teamwork and Public speaking</li> <li>-Learn to structure ideas</li> </ul>
8 <sup>TH</sup> WEEK	<p><b>Making our own character</b> <i>This workshop is dedicated to help children develop as complete and interesting characters as possible.</i></p> <p><b>Who is who?</b> The kids are given cards that write a name on it, for example "John Brave", or "Rabbitman" or "CherryQueen" and they have to make a hero out of it. Who could own such a name? How he/she would look like? What work would he do?</p> <p><b>My hero</b></p>	<ul style="list-style-type: none"> <li>- Develop writing skills</li> <li>- Develop creativity</li> <li>- Learn to structure ideas</li> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>



	<p>Working individually, the kids are asked to come up with the characters for their story. What do they look like? What are their best and worst elements? Why do they think their story needs to be told? Who are they? What are their motivations? The kids are invited to write a brief description of each character</p> <p><b>Give them voice!</b> Sharing the kids in pairs, we ask them to write a short dialogue between their heroes. The dialogue should tell something of what the characters want and who they are. Each group does a little scene, reading out the dialogue for others to hear.</p>	
9 <sup>TH</sup> WEEK	<p><b>Finding the setting</b> <i>This workshop is dedicated to help children develop a suitable and interesting setting for their story.</i></p> <p><b>Where am I?</b> Participants play a scene with pantomime, pretending they are their hero, acting in a setting. The other kids must guess what setting is this (e.g. Desert, Highway, Forest, House etc).</p> <p><b>Set the Scene</b> Every kid takes some time to imagine the setting of their story... where their hero acts? What is the time of their story? Future, present or past? The setting is just one or it changes during the plot? When they decide as many details as possible, the kids are asked to draw their settings and their hero in it.</p>	<ul style="list-style-type: none"> <li>- Develop writing skills</li> <li>- Develop creativity</li> <li>- Learn to structure ideas</li> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>
10 <sup>TH</sup> WEEK	<p><b>Plot Development</b> <i>This workshop is dedicated to help children develop an interesting plot, put the problem of the hero and find a solution to it.</i></p> <p>Using index cards, participants are encouraged to create an outline for the plot with the guidance of the tutors. Some of the questions that kids should consider are: What is the problem of your hero? What does he/she wants? What makes it difficult to obtain it? How does</p>	<ul style="list-style-type: none"> <li>- Develop writing skills</li> <li>- Develop creativity</li> <li>- Learn to structure ideas</li> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>



	<p>he find the solution? Does he have helpers? How this journey transforms your hero?</p> <p>Then, participants create their story scene by scene by creating a storyboard.</p>	
11 <sup>TH</sup> WEEK	<p><b>Finalizing the Story</b> <b>Title &amp; Cover art</b></p> <p>Participants finalize their stories, make final editing and adding last details. They decide on the title and create cover art that is appropriate for their story.</p>	<ul style="list-style-type: none"> <li>- Learn to express their ideas in a concise way</li> <li>- Develop visual presentation</li> <li>- Develop writing skills</li> <li>- Develop creativity</li> <li>- Learn to structure ideas</li> <li>- Create a visual story</li> <li>- Learn to pay attention to details</li> </ul>
12 <sup>TH</sup> WEEK	<p><b>Telling the Stories – Every end is a new beginning!</b> Participants share their stories with the others. (Tip: They can let their mates guess the end. Comparisons with the original story. ) Discussion and final thoughts.</p> <p>Evaluation – Bye bye Short evaluation of the workshops. What they keep, what they take with them, how this experience has changed them, suggestions for the future.</p>	<ul style="list-style-type: none"> <li>-Develop creativity</li> <li>- Develop self expression skills</li> <li>-Develop public speaking skills</li> <li>- Learn to listen, and give and receive feedback</li> </ul>

#### Books / Bibliography:

The adventures of Voula in the Red Book, Stavroula Pagona, Ellinoekdotiki Publishing  
Guardian Angel, Stavroula Pagona, Ellinoekdotiki Publishing  
The day you begin, Jaqueline Woodson, Nancy Paulsen Books  
The stone soup, Jon J. Muth Scholastic Books  
Last stop on the Market Street, Matt de la Pena, G.P Putnams Sons Books  
The Grammar of Fantasy, Gianni Rodari  
In our mothers house, Patricia Polacco, Philomel Books

“A story for story” cards

<https://docs.google.com/document/d/1t298k6qce4LEb7pLHQqPzmCKzCnj1kMn/edit>

THANK YOU!

The You in Europe Team

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## A schedule for the Weaving Webs of Stories meetings series plus activities for the children:

Developed by Zinev Art Technologies, Bulgaria

**Initial meeting for interested teachers: Spa session for the teacher's soul** – a gift by the project to the teaching staff (those willing and interested to participate) – a suggestopaedic performance by Ina Petkova in order to demonstrate how learning can be greatly facilitated by stories, delivered in a carefully designed package (use of words, use of voice, use of images and appropriate clothes, use of classical music).

**As a second meeting for the teachers or at the end of meeting one, the teachers and the facilitator/s go through:**

– a discussion on the topic of what we would like to do with the children in the framework of the Weaving Webs of Stories project – approaches we propose and approaches, which the teachers can come up with.

- a discussion on how we are going to work – rules we need to observe when communicating with the children, which may influence also the work that the teachers do on a regular daily basis.

**On a weekly basis the meetings with the children may progress as follows:**

**Meeting (week) 1: 1 hour or more depending on the size of the group. 8 participants are fine with 1 hour.**

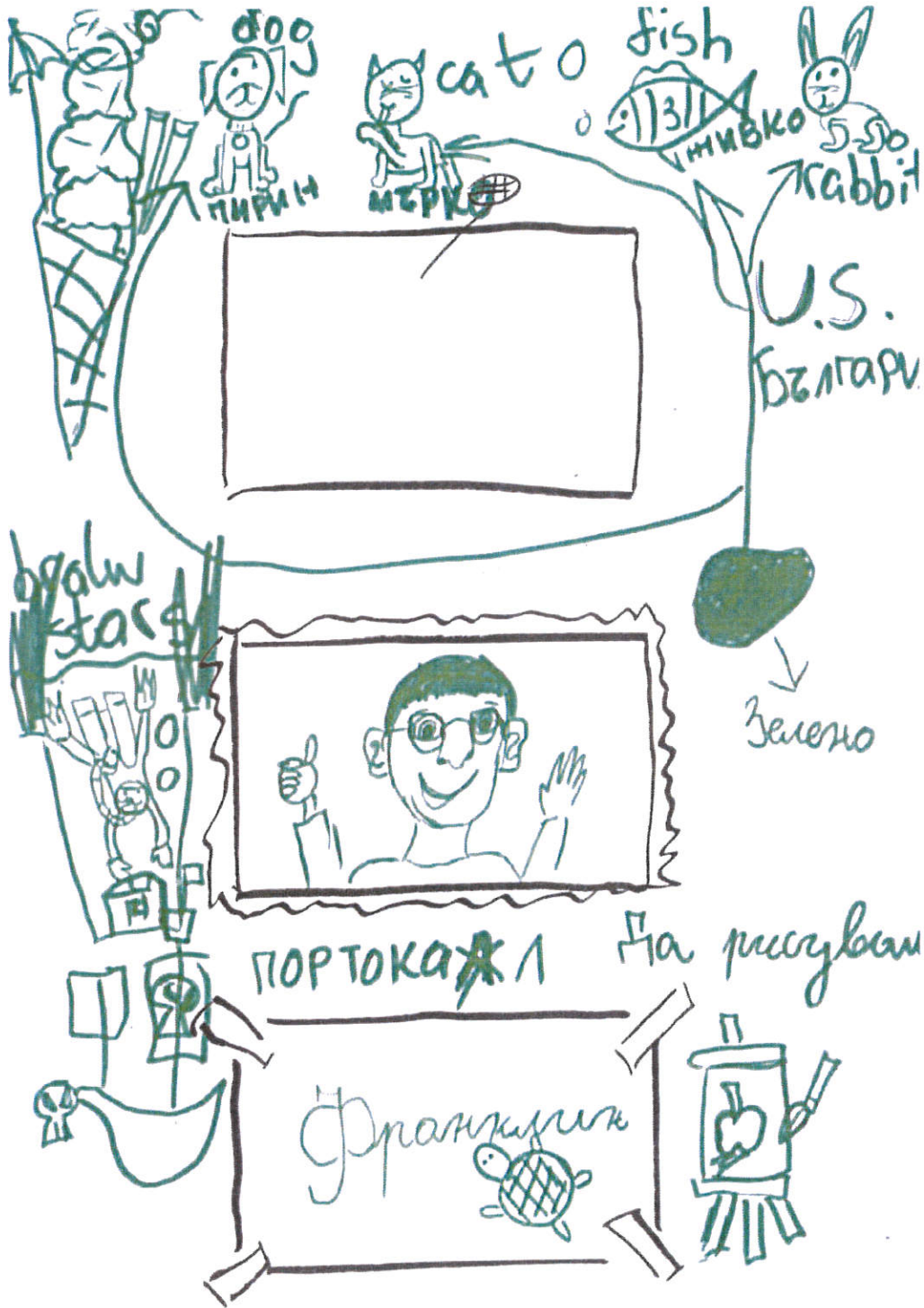
An hour long meeting about creating an ensemble out of the group of children (the groups having from 8 to 16 participants) who do not necessarily know each other and need to discover each other in a different light.

**Activity 1:** Each child as well as each facilitator obtains a sheet of paper with some pre-done drawings on it and a small blank card. Each child writes on the small blank card its own name. The A4 sheet of paper has 3 predefined spaces – one for a card with the name of the child – on top of the sheet – then a space for a self-portrait and at the bottom a space for favorite books and literary characters.

The free space around those three rectangular boxes is for drawing and righting things that present who we are: pets and/or favorite animals, favorite foods, favorite subject at school, favorite music or sport or game, anything, which the children love.

Here below you can see one of the self-description cards of a member of a WWS group.





After the children are done drawing and writing. The facilitator collects the small name cards and mixes them. Then each child draws a card from the pile and has to present the descriptive A4 of the child whose name is on the card. This way the children present other children's descriptors and not their own. A great exercise for getting to know each other and bonding with the group.

At the end of this meeting the children are encouraged to think of common grounds, on which the work in the work should be based on. We decide not to call them rules, but to use the word "contract", because contracts are and will be a part of our lives, we need to be used to them, and are also something that we are a party to and not just something that someone else has drawn for us and imposed on us.

The facilitator/s collect all the descriptive cards for further reference and building a repository of favorite books and characters to use further on.

### **Meeting (week) 2: 1.5 – 2 hours**

**Let's prepare a nice working corner** – with a blanket, cushions and a fire in the middle, a crown or other symbol for the one who reads or tells a story, and group rules.

Materials needed: cushions, shape-cut paper-faced foam board, a blanket, paints, pastel coloring materials, a box for all the materials, a black marker and a large sheet of white thick drawing paper. (we provide the materials)

#### **Activity 2: Work with visual materials – how to prepare our work/meeting space**

The children go through a workshop for working with paper-faced foam board and elaborate the materials (fires, crowns, light bulbs, etc.).

There is a nice music background during the time of this first meeting or, while the kids work, there may be a story played to them – e.g. "The little prince" as an audio story or other recorded stories.

While the kids work, they may be asked to further discuss the contract for group work, fixing the points, which will be observed by everyone in the group. The contract points will be summed up and will be connected to the materials they have been creating (e.g. when you have an idea you do not interrupt your friend, but grab the light bulb so that everybody becomes aware that you have an idea and will give you the floor when the speaker is done).

### **Meeting (week) 3: 1 hour**

**Activity 3: Read as if...**

The facilitators bring a children's book to the meeting. In our case it was the Gruffalo by Julia Donaldson.

The children in the group were encouraged to read small parts of the text "as if" they were a tiny bird, an elephant, Santa Claus. The group did not press those members who felt reluctant to read. The book passed from child to child and everyone read and the others cheered and enjoyed. Those who refused to read were left to simply relish what the others were giving them. The facilitators read on an even par with the children.

The activity achieved enjoying a story together, reading using artistic approaches and generally having a lot of fun with a single shared book.

#### Meeting (week) 4: 1 hour

##### Activity 4: Understanding what makes a good story.

This meeting has the purpose of telling the children what it means for a story to be "catchy", interesting for other people and how this is achieved.

##### 1. Give your story a dramatic content

"They shook hands and made friends" is not really compelling. There is little in it. While "They shook hands and made friends, but that was only in Robert's mind. Actually Manny had a completely different idea for their month together in school." – there is a promise there. Something will be happening between these two and one of them is totally oblivious.

So, what are the key elements of a story that is properly dramatic?

There is some kind of **conflict**. If the characters all love each other and are bound to live happily ever after this means that your story ended before it even began. You know how most fairytales end with "And they lived happily ever after". Why? Because there is nothing else to add there. Now "They lived happily the next 10 years, until something unexpected happened." Is a completely different thing. It add the second element – **tension**! Something is about to happen and we are apprehensive. Usually what happens is not something that we would have expected. There is a **surprise** to it. The first person lives with an idea about the other person, which is obviously wrong. So he/she is in for a big surprise.

If we want our readers to remember our story, our **characters** need to be extraordinary or they need to behave extraordinary. The second one, that shakes the hand and gives a smile behave in a way, which is not acceptable for an adversary.

Usually, both good and evil characters have **controversial** moments or do controversial things. That brings an extra dimension to your story and makes it interesting, because the characters are not boring. They leave us dubious. Thus for example the first character,

regardless how positive and shiny he/she is at present, must have done something improper in the past in order to turn the other character against him/herself.

Last but not least, if you manage to insert some **mystery** and **suspense** in your story, you are ready to go to the publisher. And that is something yet to expect from the story.

## 2. Make your characters memorable

It could be a unique facial expression, a booming and very high-pitched voice, one leg shorter than the other, hence a slightly twisted walk, a patch on one eye, nails that are always freshly polished in different colors, desire to win an impossible marathon or to build a plane for two passengers from scratch. If you just describe your character by age or eye color that will not be enough. Imagine what it would take you to remember someone in the shop that you stand in line with for not more than 15 minutes.

## 3. Make the important parts of your story effective

When you make your great intro you need to keep it real and evolving by making each part of the story effective. This means that this part of the story will be used in some way further on in the story. What you can do is you can introduce new characters to help or to bother, hinder your primary characters. You can explain why your characters have the goals you establish at the start of the story and of course why they act the way they do.

## 4. Think about the setting.

It is not just the characters and the action they got themselves into that is intriguing. The setting also needs to be immersive. It is not enough to say that the house is painted yellow and has two floors. Think about it from other perspectives. Is there enough light? Is there a screech in some of the wooden staircase boards? Is there a specific smell? Has there been a room that no one went into for some reasons? If your characters grow up in your story, change something in the setting as well. The house must be screeching more and there could be a leak on the ground floor where the bathroom is, etc. etc.

## 5. Create a captivating beginning

The beginning is what elevates a good story to become a great one. For a good beginning you can describe a character doing something unexpected (A boy sitting alone in a damp house with shutters down, putting on a huge fake beard). Introduce something that needs to be explained (From somewhere above kept coming muffled bird shrieks). Introduce others with suspense (The boy had just placed the huge beard on his face, when someone knocked three times on the door. The bird upstairs grew silent.)

## 6. Last but not least, deliver unique endings

A good story ending resolves the primary conflict of the story without being predictable.



The facilitator can ask the children about examples on these from the books they have read.

### **Meeting (week) 5: 1 hour**

#### **Activity 5: Create a story together (version 1)**

The activity starts with a welcome of the children. Then each child needs to think of 3 things, which they like or love to do. The children that shares first gets encouraged with its 3 things by others confirming that they also like to love to do the same. When the child is done presenting, its points the next one to share and so on.

Depending on the group size, the children are divided into smaller groups of 4 or 5. Together in their groups they need to create the following:

- Group 1 – creates the hero of the story. What he/she looks like, his/her name, where is he/she from, etc.
- Group 2 – creates the core of the story – what is happening to the hero.
- Group 3 – creates the whole story, putting the activity and the hero together and reaching a closure.

### **Meeting (week) 6: 1 hour**

**Activity 6: A suggestopedic performance – a children’s book by the Greek author Stavroula Pagona is presented to the children.**

**The suggestopedic performance includes a telling of a story in a very specific way, supported by appropriate clothing and music background.**

Materials needed: cushions, shape-cut paper-faced foam board, a blanket, paints, pastel coloring materials, a box for all the materials, a black marker and a large sheet of white thick drawing paper. (we will provide the materials and will bring them to the first meeting even if we will not use all of them immediately)

### **Meeting (week) 7: 1 hour**

#### **Activity 7: Create a story together (version 2)**

What could be the continuation of the story of the little black spot presented via the book used in the previous session? The characters can be the family of the little black spot, characters from the book or newly created characters.



Try to figure out who, where, what, why, how and reach a story ending, which is accepted by the whole group.

**Meeting (week) 8:** Can be 1.5 - 2 hours

**Activity 8: Getting to know each other through the OH cards** – first demonstration to the children. We all tell our stories through a card we associate ourselves with. The facilitators are the ones who begin.

**Activity 9:** OH cards are drawn at random by the children. The facilitator can decide whether it will be 1, 2 or more cards per child. The children will have 10 minutes to consider a story connecting their cards.

**Possibilities to do during summer breaks or corona virus isolation**

**Activity 10: Characters or moments from favorite books**

The facilitator/s create the beginning of the story, which includes characters from all the favorite children's books, which were given at the beginning of the group work. The story does not have to follow anything related to the separate books, but can put the existing literary characters into a completely new situation, which is common for them all.

Then the children from the group are invited to try and recognize which character/s from their book they are able to recognize. When all book characters are recognized, the children are organized in a succession and the first one has to continue the story in whatever way he/she likes following the rules that make a good story. When he/she is done with his/her continuation, it is passed on to the whole group and the one who is next in line needs to continue with his/her part, following the logic of the first continuation and observing the rules that make a good story. Then this new continuation is shared with the group so that everyone reads and the story is continued by the next in line. The last child in the group will propose a closure to the story.

The entire story is then video recorded by the facilitators and shared with the children as their common product.

**Activity 11: Record your favorite part from your favorite book for the others to hear**

The children are invited to pick a favorite spot from their favorite book and read it to the others through an audio recording.

**Activity 12: The facilitators record on audio or video parts or whole books to share with the children during the time of no physical contact.** The facilitators can give tasks related to comprehension and imagination/creativity related to the stories that are being presented.

**Meeting (week) 9: 1.5 hours**

**Activity 13: A story around the fire**

Materials needed: the cushions, the fire, the blanket

**Activity description:**

The meeting starts with everyone sitting around the fire and brainstorming about a new story.

The children's suggestions are recorded.

The facilitator then has the task to create a proposal for a story for the children in the group, based on their recorded suggestions.

**Meeting (week) 10:**

**Activity 14: Your story returns to you** - The facilitator brings back the story to the children in the form of a suggestopaedic concert session. The children recognize the elements and parts of their stories included in the big thing.

**Meeting (week) 11:**

**Activity 15: Others' stories** - The stories created by other groups from other schools visit the group and the group has to read them together and discuss.

**Next meetings** – will continue with reading and story making. The topics will be decided by the facilitation team depending on the interest and feedback from the children.

The final product of the project will be a common story for each country, created by all involved groups and supported by visual materials (drawings for example) and audio materials (recordings of voices), which will be included in a large book at the end of the project. Each child who participated in the project will receive a personal book and all children's names will be in the book – as authors of the stories. The schools will also receive such books for their libraries.

## School Workshops in Spain

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## Abstract

### Project Activity

School workshops “[Storywebs](#)”

### Timeframe

12 weeks, one session per week, 1-1,5h

### Targeted Group

12 people max, age approx. 10-14-year-old

### Abstract

Certainly, we are living unprecedented times. Therefore, these school workshops will add a new dimension to the initially planned goals of improving literacy and creating a culture of reading and interest in writing in the frame of Weaving Webs of Stories Project. Emotional welfare has become a major need in these strange times. More than ever students need to be heard and validated. And here again, storytelling, reading, understanding, enjoying and, hopefully, writing stories can undoubtedly help to achieve calm and resilience.

Due to the great level of uncertainty, the proposed 12 sessions are intended to be as flexible and interchangeable as possible. Face-to-face sessions will be always preferable but online sessions are also forecast. Depending on further clarity at the time of implementation, a hybrid model can be used. In each case, an agreement should be reached so that students feel comfortable enough and eager to participate.

Each session is thought of as a creative “capsule” where different creative tools are suggested. The blend between more traditional and more innovative techniques will allow higher interest to be drawn to reading, writing, and creativity in general. The suggested books and stories in “Book Resources” section will be used in different sessions. Some sessions require previous homework in terms of resources. Most of the “capsules” will try to achieve the outcome of a finished creative product. Others will serve as material for another session and/or as a basis for the continuous moulding of the final story.

Having each time shorter attention span (made even shorter in midst of global uncertainty), we plan to use the collateral effects of storytelling and creativity to organically expand it. At the same time, we’d like to also benefit from the opportunity to close some of the sessions with a finished outcome which is independent of the previous and the following one. This itself is important in terms of motivation and reward, too.

Although face-to-face and/or online group activity will be the core of the school workshops, reading and writing also need some time of solitude. Therefore, we’ll be encouraging some of the suggested reading/writing tasks to be done at home. The idea of certain discipline and focus-related work will be explored since focus is clearly essential in creativity.

In all sessions, on the one hand, there will be intrinsically promoted values as mutual understanding, empathy, respect towards different points of views, teamwork and cooperation, and on the other, the suggested topics and resources will enhance specific values as gender equality, inclusion and diversity.

There are many unconventional creative techniques and tools suggested in the present proposal and while some might seem quite ambitious, we consider that achieving even more modest results will be an enriching approach to arouse curiosity and to enhance reading and writing skills.

Finally, sessions are adaptable and open to interaction with other partners’ suggestions. A discussion before and after implementation can lead to an improved selection of methods, techniques, books, and other resources.

### Overall Goals

- Developing creativity and out-of-the-box thinking
- Experiencing the art of the word as a form of expression of feelings and emotions
- Promoting reading habits and appreciation for literary works
- Enriching vocabulary and improving writing, listening and speaking skills
- Enhancing safe and respectful use of modern technologies
- Broadening horizons on other cultures and traditions
- Promoting values education with an emphasis on gender equality, inclusion and diversity

# New Normality Stories

Week 1

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## Activity Description

Children have been living in a strange and complicated atmosphere for a few months: locked up at home, being away from some of their loved ones and friends. The return to the “new normal”, with coming back to school, too has been quite stressful. And then uncertainty adds a new “new normal” once and again. We are adding a new dimension to the circumstances, the one of storytelling both through their own stories and fiction. A story from “Cuentos para una nueva realidad” (Stories for a new normal reality) by Marisa Morea is used as a tool to work on emotions in the face of the “new normal”: recovering routines, expressing and managing hidden fears (fear of contact, fear of the outside, fear of new security measures, fear of death). But the reality is also used as a basis to emphasize and maintain all the positive things of these times: creativity, simplicity, being with the family, solidarity between neighbors, resilience, adaptability. After the discussion students are encouraged to transform their own experience from the past months into a story.

## Outcomes

- Speaking openly about their own emotions
- Understanding the importance of emotional welfare and establishing a healthy communication
- Discussing the blending between reality and fiction

# Booktubers

Week 2

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## Activity Description

The activity starts with a short description of what is BookTube and watching some video examples. Students are invited to become booktubers. They are going to introduce their favorite book (or a book from the StoryWebs recommended reading list) to the audience and they will recommend it, including the following elements: *-Introduce yourself. -Introduce the book: It's... /It's written by... /-Express your feelings while you were reading it /-Talk about the main character and minor characters. Describe them and explain the reasons why you like them /-Give a summary of the plot /-Which are the influences of this book? /-Explain important things in the book /-Talk about the main topics in the book /-Which aspects of the novel do you like? /-Why is it your favorite book? /-Make a little summary to end the video /-Explain the target group. Who do you recommend the book to? /-Say goodbye to your viewers*

Students will be given book reviews advice, instructions and useful language and then they will write their scripts, practice the pronunciation and finally, they will record them and post them on YouTube and/or other social media of their preference.

## Outcomes

- Safe and responsible use of ICT
- Socializing and sharing reading experiences, so that reading become a group activity
- Public speaking
- Learning how to approach books and research on them

# Ask a Writer

Week 3

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## Activity Description

This activity allows us to bring students closer to the interview technique and at the same time get to know a writer through it. We start reading a story or part of a novel by a writer who has previously agreed to visit the school (or participate in a video conference). The students then interview the writer about the chosen story/novel, but also about their work and professional life in general. As homework the student will write their version of the interview following some basic rules introduced before the end of the session. During the interview, students are also encouraged to ask for first-hand advice on how to create their own story from a "real" writer.

## Outcomes

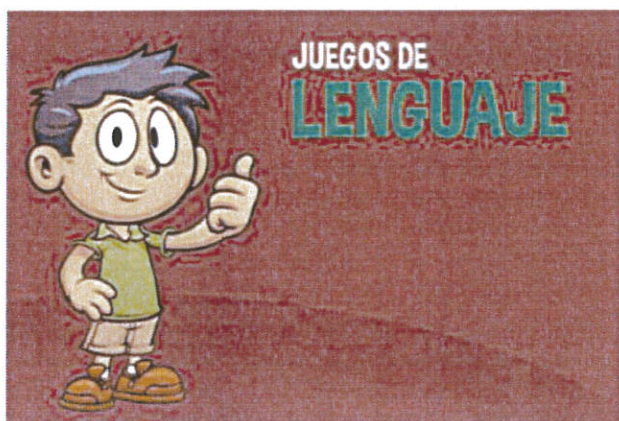
- Putting a face to the writer behind a fictional story
- Interpersonal abilities
- Summarizing information and editing an interview



# IdeaStorming

Week 4

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## Activity Description

We offer several language games aimed at entertaining, motivating and “opening the valve” of students’ creativity:

1. We form a phrase in which each word begins with the next letter from the alphabet. We write increasingly long, absurd and funny sentences. We divide the students into two or three groups.
2. Warp words. In a small text we deform the words by changing the order of the syllables. You can choose which rules to follow, for ex. which words to deform and in what order to put the syllables.
3. We form several groups. Each one has to say as many more words as they can from a certain category in a limited time, e.g. animals, countries, professions.
4. We choose a short story, we then remove some words from the context, and allow students individually or in groups to create different stories. We discuss the results, creating the “best” story as a puzzle from the many variations.

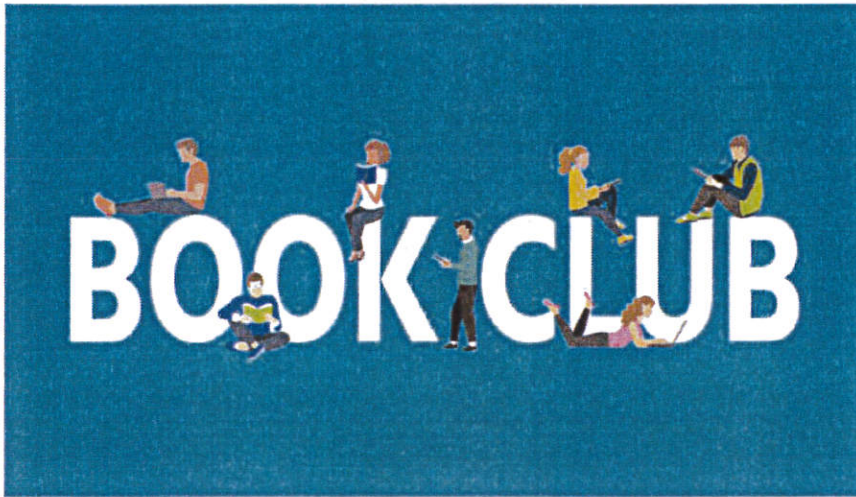
## Outcomes

- Stimulate language comprehension and sensitivity
- Develop a more advanced competence of linguistic communication
- Sharing the process of creation and reaching a common consensual result

# Book Clubbing

Week 5

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## Activity Description

Students will get a guide on how to create a book club. Our storytelling workshop is quite like a book club itself. So, students who are eager to continue sharing their passion for stories can use the suggested tools for creating their book club. Instructions will be given on the steps to follow, such as finding a space, selecting books, finding and engage members, organize meetings, finding creative ways to maintain the enthusiasm. Tools will be given to open a classical book club, but also an online one. Preferably, a successful book club nowadays will be a hybrid one, where real-life meetings are combined and enriched by the possibilities of online technology and social media. Apart from the pleasure of reading, a book club also stands for sense of community, friendship, solidarity, inclusion.

## Outcomes

- Socializing a normally private activity as reading and developing social skills
- Comprehensive, reflexive and pleasurable reading
- Enhance human relationship and respect for other's opinions

# Haiku Words

Week 6

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## Activity Description

The activity starts with a short description of what is a Haiku poem (definition, origins, structure and composition, topics). Students are invited to read together some Haiku examples of classic Japanese authors Bashō, Buson, Issa, Masaoka, and, in parallel, some Haiku examples in Hispanic literature written by Antonio Machado (Spain), Jorge Luis Borges (Argentina) and Mario Benedetti (Uruguay). The concept of Haiga (Japanese painting that incorporates the aesthetics of Haiku) will be introduced and this singular combination of a simple, imperfect picture and a handwritten short poem inspired by Nature and everyday life will be analyzed.

Students will be given instructions to compose their own Haiku poems and to paint accompanying pictures. The results will be shared in the classroom.

## Outcomes

- Fostering creativity through the combination of two different art disciplines: poetry and painting
- Learning about different cultures and traditions and building bridges between them
- Developing observation skills (details and miracles of Nature and everyday life)
- Encouraging students to identify and express their feelings through a different poetry language

# Let's Movie

Week 7

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## Activity Description

The activity starts with a short discussion about favorite movies based on books. Which one is better, the movie or the book? Students will learn about the main characteristics of cinematic language and film adaptations. Then they will share in classroom their impressions of the movie "[The Little Prince](#)", a 2015 French 3D animated fantasy adventure family drama film directed by Mark Osborne and based on the 1943 novella of the same name by Antoine de Saint-Exupéry. Watching the movie and reading the book will be assigned as homework in a previous session, so that now students will be invited to discuss differences and similarities between both, as well as advantages and disadvantages of each one.

## Outcomes

- Exploring audiovisual language as a vehicle to tell a story and learning specific movie vocabulary
- Developing analytical and critical thinking skills
- Presenting and defending ideas and opinions and respecting different points of view

# Globetrotters: Storytelling from Around the World

Week 8

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## Activity Description

The activity starts with an introduction to the world of short stories: origins, most characteristic characters, most iconic stories from around the world. Then students will learn how to convert a text into orality and how to apply different storytelling techniques. They will work on oral and body expression, breathing techniques, use of space, use of energy and silence in the narration, improvisation exercises, use of objects and clothing. In groups, they will choose a story to tell and will try to engage the audience's attention and to transport it to different countries and epochs.

## Outcomes

- Developing oral and body expression
- Enhancing creativity and imagination
- Encouraging teamwork and cooperation
- Fostering intercultural and interreligious dialogue

# Kamishibai

Week 9

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## Activity Description

The activity starts with a short description of what is Kamishibai (“paper theatre” in Japanese), a form of Japanese street theatre and storytelling. Students are invited to experience this fun and captivating way of storytelling and to share their impressions afterwards. Then they will be given instructions to create their own Kamishibai in groups, telling a story targeted to a smaller age group of children.

## Outcomes

- Fostering creativity through the combination of three different art disciplines: storytelling, painting and theatre
- Learning about different cultures and traditions and building bridges between them
- Developing socialization and public speaking skills
- Developing teamwork

# Book Social Networking

## (¿Bookwormers or Book Stars?)

Week 10

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## Activity Description

The activity presents, on one hand, the role of social media as a tool for promoting reading and writing skills. Book-themed social networks and digital groups are growing more popular, letting participants share good books, discuss great stories, and review the latest bestsellers. Students will be introduced to the most popular book-oriented social networks like [Falsaria](#), [Tu que lees](#), [Goodreads](#), [LibraryThing](#), [BookCrossing](#), [Litsy](#), etc. On the other hand, this session will provide students with tools and tips on how to create an attractive ebook, using free programs and apps like [Book Creator](#), [Dote Pub](#), [Bookwright](#), etc., and will introduce them into the world of self-publishing.

## Outcomes

- Promoting reading and writing skills through the use of social media
- Using an appropriate writing style when posting on the networks and discover the importance of respectful dialogue and debate with other users
- Developing essential e-book creation and self-publishing skills

# Creating Your Own Character

Week 11

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## Activity Description

We discuss the characters of the suggested readings and the students' favorite characters from books, films, comics. We try to see what happens if we modify some of their characteristics. After that we introduce some basic ideas about the creation of characters. Then, as writers, we advance creating our characters. We create one or more of our characters using various modalities of a character profile template. We define various characteristics, such as age, profession, physical appearance, fears, talents, hobbies. We will also play relating different characteristics, for example, age-profession-hobbies. Another funnier technique will be to create several characters by mixing their characteristics at random. We will certainly realize the unconscious stereotypes that start appearing. This result will allow us to introduce in a more natural way the idea of stereotypes and values related to the project. We continue molding our characters: are they convincing, attractive?

## Outcomes

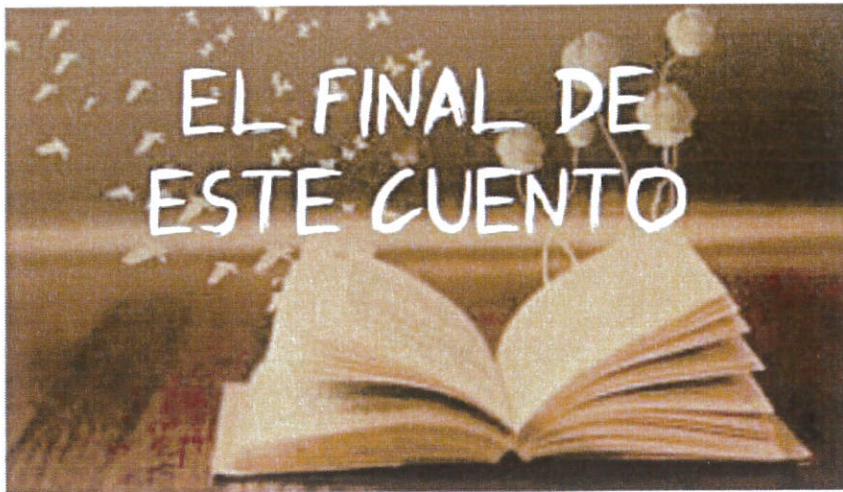
- Creating interesting, convincing, lifelike characters
- Getting involved in sharing and discussing fictional characters and favourite books
- Enhancing imagination through various language techniques



# The Mysterious Ending

Week 12

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## Activity Description

An open/multiple end gives the students the opportunity to apply their imagination on one of the most important parts of storytelling. No matter how good a plot is, if an ending is disappointing for a big number of readers, there is no more time nor space for improvements. We start this activity with reading a short story from a "real" book. When the story is about to come to its end, we stop reading and close the book. Then we let participants who decide how it ends. The multiple "ends" will be held together. The book is left within everyone's reach to check. There is a short discussion about what makes a good "The End".

## Outcomes

- Feeling more active part of the creative process
- Creating closer ties between writers and readers
- Owning the story

## Book Resources

### Gender Equality



Un precioso álbum por las mejores ilustradoras del momento, con cuentos inspiradores sobre situaciones injustas a las que nos enfrentamos niñas y mujeres, y también niños y hombres, y cómo sus protagonistas se empoderan para transformarlas.

«La princesa se cortó la trenza y tejió con ella una escalera. Se salvó sola. Y cambió el cuento.»

Estos son los relatos que tenemos que contamos las unas a las otras, y también a los otros, para cambiar el final del cuento para siempre. Para poder empezar a escribir, tod@s junt@s, una historia distinta. **Cuentos únicos y actuales para dar paso a un futuro en el que las chicas se salven solas, y los chicos puedan pedir ayuda de vez en cuando.** Agustina Guerrero, María Hesse, Ana Santos, Aitor Saraiba, Naranjalidad, Lady Desidia, Laura Agustí, Elena Pancorbo, Amaia Arrazola y Alex de Marcos se reúnen en este precioso volumen para ilustrar cuentos únicos desde una óptica feminista. Y así dar paso a un futuro en el que todas las princesas se salven solas, y los príncipes puedan pedir ayuda de vez en cuando.

### Inclusion



Una novela que no se parece a ninguna otra. Ganadora del Premio Whitbread y el Premio de la Commonwealth al Mejor Primer Libro, ha merecido la aprobación masiva de los lectores en todos los países donde se ha publicado.

Su protagonista, Christopher Boone, **un joven de 15 años con Síndrome de Asperger**, es uno de los más originales que han surgido en el panorama de la narrativa internacional en los últimos años y está destinado a convertirse en un héroe literario universal de la talla de Oliver Twist. Christopher conoce las capitales de todos los países del mundo, puede explicar la teoría de la relatividad y recitar los números primos hasta el 7.507, pero le cuesta relacionarse con otros seres humanos. Si bien nunca ha ido solo más allá de la tienda de la esquina, la noche que el perro de una vecina aparece atravesado por un horcón, Christopher decide iniciar la búsqueda del culpable. Emulando a su admirado Sherlock Holmes -el modelo de detective obsesionado con el análisis de los hechos-, sus pesquisas lo llevarán a cuestionar el sentido común de los adultos que lo rodean y a desvelar algunos secretos familiares que pondrán patas arriba su ordenado y seguro mundo. Una historia narrada en primera persona por su protagonista.

Diversity



La amistad no conoce fronteras. **Ahmet acaba de llegar nuevo al colegio y no puede comunicarse con nadie.** Después de regalarle muchos caramelos, él y yo nos hemos hecho muy amigos. Es un buen chico. **Me ha contado que viene de Siria y que sus padres se han quedado atrás.** Estos días las noticias dicen que levantarán las fronteras de Londres, pero entonces ¿cómo van a reunirse con Ahmet? ¡Ya lo sé! Tenemos que hacer algo. Josie, Tom y Michael y yo hemos trazado el mejor plan de la historia: ir a ver a la Reina y pedirle EN PERSONA que nos ayude a encontrar a los padres de nuestro amigo.

**Basada en hechos reales** y escrita por una de las 100 mujeres más inspiradoras e influyentes del mundo según la BBC.

Obra ganadora del Waterstone Prize 2019, el Sheffield Children's Book Award 2019 y el Blue Peter Book Award 2019. Finalista del premio Strega, el galardón literario más prestigioso de Italia, y para la Carnegie Medal 2019.

«Una historia esclarecedora, enriquecedora y esperanzadora sobre cómo la compasión y la voluntad de hablar pueden cambiar el mundo.» School Library Journal

«Unos personajes totalmente creíbles que usan sus voces para ayudar a otros y crear cambios, además de conseguir que los lectores comprendan mejor la crisis de refugiados.» Publishers Weekly

«Inspirador y dulce... este es un debut que debería ayudar a los niños a ser lo mejor que puedan ser y darse cuenta del poder de la bondad.» Booktrust



## ERASMUS + Weaving Webs of Stories Project EuroED RO

### Recruiting schools:

- visits to schools to present the project (a very short PowerPoint presentation), including the project's main objectives, activities and outputs
- initial meetings with interested teachers, to discuss what we would like to do with the children in the framework of the Weaving Webs of Stories project and how we are going to work with the children – rules observed when communicating with the children.

### Target groups

Children aged 10/11

**Duration:** 12 weeks

### The aims

The workshops:

- support inclusion, empathy, diversity, education & equality
- focus on developing and stimulating children's literacy, love of reading and breaking down fears (a range of engaging activities meant to instil lifelong love of reading is suggested; the teacher chooses what best suits their children).
- focus on developing and stimulating children's writing skills

### Books

Erus and the Patience Valley – Alec Blenche

Therapeutical stories–Sempronia Filipoi

Tell me a story.. –Giles Diederichs

Stories about virtues and values–\*\*\*

Dottie, Stavroula Pagona

The Guardian Angel, Stavroula Pagona

Teratex, Stavroula Pagona

The Grammar of Fantasy, Gianni Rodar

My life changed – A story telling resource pack for schools, The Steve Sinnot Foundation


**Note**

Some of the sessions can be carried out online.

Activity Title	Description	Learning Objectives	Expected Outcomes	Structure
<b>I. Welcome to the world of books!</b>  Week 1: <i>Getting to know each other</i>	Discussion on the topics presented in the framework of the Weaving Webs of Stories project <b>Getting to know each other</b> -Getting to know each other/Tell about each other hobbies Games: each participant introduces themselves and answers their peers' questions. (The teacher also participates in the activities) - <b>Favourite stories</b> Discussion about what reading books means to children; presentation of their favourite stories & books. Children, in pairs, write a five-line poem on <i>Reading is .....</i>	<u>General objectives</u>  -Making children feel safe and comfortable so that they can express themselves freely and creatively.  -Creating a pleasant and relaxing atmosphere  - Raising children's awareness about different ways of expressing our emotions and ideas.	- Getting to know each other  - A safe space to feel free to be creative.  -Breaking down the fear of literacy.  -Steps in engaging children in reading experiences	-Setting children in the mood  -Creating atmosphere (quiet pleasant place, nice colours; children sit wherever they want)  -Starting each session with a warm up activity
Week 2: <i>Dottie</i>	<b>Getting to Know Stories Diversity</b> The role of the cover, title and pictures of books Anticipation through keywords (suggestions): Teacher selects the key words of the story and asks children to create their own story; T invites them to compare their story with the original version. <b>Making predictions about the story</b> - children predict what is going to happen in the story, relate events to their personal experience and express their opinions. <b>Trailing Diversity</b> in their own community: finding clues to the presence of different cultures Discussions on what kind of stories they love?/ Why do	- Analysing artists' use of the world around them to create art.  - Getting familiar with methods to analyse the work of artists.  -Developing empathy	Knowledge of gender inequality and examples of overcoming this  Developed confidence of written and verbal communication skills	-Establishing commonly agreed upon ground rules for the sessions so the children feel they are safe and protected in the environment.  - Encouraging children to work in pairs and in groups- having different



	they love them?			partners each session.
Week 3: <b>Focussing on Stereotypes</b>	<b>Stereotypes</b> The session will focus on <i>Stereotypes</i> Our world and its issues - source of artistic inspiration - Children are given the opportunity to analyse and reflect on stereotypes -Using children's experience, personal opinions, personalisation Discussions	-Developing creativity  -Developing analytical and critical thinking skills	Empathy and knowledge of this subject.	- Introducing the new story to the children (role of covers, title, pictures)
Week 4: <i>The Guardian Angel</i>	The session will focus on <b>the introduction of a story</b> (the first lines). -Discussions with children about <b>symbols</b> -Talk about the role of the first paragraph in a story -The main elements of an introduction and writers' strategies to make memorable introductions -Reading the story (prediction, comparing predictions to the story connecting the story to children's experience, personal opinions, personalisation) -Lessons learned	-Negotiating and accepting peers' opinions  -Raising children's awareness of the role of education and its benefits	Key skills learnt in language and communication	- Anticipating/ predicting activities (What do we think the story is about? What do you think comes next?).  -Reading the story: engaging children in the reading; dialogues between the reader and children which should not spoil the pleasure of reading but stimulate children's natural curiosity and imagination.
Week 5: <i>The Guardian Angel</i>	<b>Friendship</b> -Using pictures -Reading the story (prediction, comparing predictions to the story connecting the story to children's experience, personal opinions, personalisation) Discussions on friendship Understanding how a story is organized. <b>The main elements of the plot of the story:</b> What are the components of a plot? -A story map or chart: the children have to choose the moments and problem situations and then draw a story map of their story/drawings -Create the plot diagram of a story -Putting the elements of a plot in order	- Developing children's autonomy  -Raising children's awareness about stereotypes through the media; the use and misuse of images to provide information and to evoke emotive responses  -Raising children's awareness of the difficulties experienced by people who are excluded or		





				<p>Keywords/ literacy words related to the topic will be examined</p>	<p>- Engaging children in a range of activities meant to instil lifelong love of reading (Teacher chooses what best suits their children).</p>
<p><b>II. The way I see the world</b></p> <p>Week 7: <i>Characters</i></p>	<p><b>What's in a story?</b> <b>Characters</b> <b>Discussion on characters:</b> Children are encouraged to express their ideas and be as creative as possible. The children are given the opportunity to talk about their favourite characters and analyse who the character is, what they value, what their problems are or where they live. They also examine what techniques writers use when creating their characters.</p>	<p>Developing life skills and confidence</p> <p>Exploring the craft of Fiction</p>			<p>In the last part of the project the children will be given more time to create and progress with their stories.</p>
<p>Week 8: <i>Teratex/ Setting</i></p>	<p><b>Fears</b> and how we can overcome them <b>Setting</b> (activities raising children's awareness about the main elements of setting) Using words creatively: moving from telling the reader to showing the reader Recreating reality through sense words; children examine sense words and how they can use them to recreate the reality of the story they write.</p>	<p>Learning how to write the story in depth.</p> <p>Exploring how to use pictures, words to create fiction.</p>			
<p>Week 9: <i>Teratex story/endings</i></p>	<p><b>Perceptions and stereotypes</b> Raise children's awareness about the ending of a book and its significance Types of endings Ask children to write a story about a new classmate with an interesting ending. Encourage</p>	<p>Key skills covered: language and communication, visual literacy,</p>			





	them to tackle different types of endings.	empathy, team work, responsibility, working together, sharing, teaching each other.		
Week 10: <i>Apsara, the girl from Nepal</i>	<p><b>Focus on Inclusion</b> Improving style: reporting verbs what other words they can use instead of saying Create a story cube having six general questions related to stories on all its sides (revising the elements of a story)</p>			
Week 11: <i>Modernizing fairy tales: Little Red Riding Hood</i>	<p><b>Modernizing fairy tales: Little Red Riding Hood</b> How to rewrite the story with the same characters and basic story concept but add modern twists to their modern version in order to convey a message. Children discuss the key elements of a fairy tale, brainstorm a list of objects or things specific to the past and reflect on how things are different now. They also discuss problematic issues in the fairy tale and question whether there are any stereotypes that can be dealt with in their new version. Children present their stories. Children are asked to draw a cover to the story and organise a picture gallery (role play:critics/ parents/ children comment on their cover).</p>			
Week 12: <i>An interview with a favourite writer</i>	<p><b>An interview with a favourite writer</b> The session focuses on how to organize a writer's visit to school. In this session the children are given the opportunity to speak with their favourite writer about book reading and writing.</p>			