



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 Hockey’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><u>Overall for the project</u></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. 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>

		<p>be literal and realistic which is where creativity comes to play.</p> <ul style="list-style-type: none"> <li>- Taught methods to analyse the work of artists.</li> <li>- Understanding the use of scrapbooks as common practice for a practitioner: how vital these are in building ideas, complying notes, drawings and seeing their own work and ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>-Learnt techniques to critic artists' works and dissect their use of technique and the artists' way of thinking.</li> </ul>	<p>individual aim of the session.</p> <ul style="list-style-type: none"> <li>- 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....”</li> <li>- Fantasy Pet size - What’s your “Dark Materials” demon?</li> <li>-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?</li> <li>- Each child will be given a scrapbook</li> </ul>	<p>5 mins</p>
<p>----- Week 2: <u>Acting as a journalist.</u></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>----- - 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>----- - 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>----- - 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>1 - 5 mins</p> <p>1 – 5 mins</p>

		<p>- Analyse the use of comic books and their use of journalistic methods.</p>	<p>- To carry on the next level/part of the story. - Knowledge of the benefits of comic books and their use of journalistic methods.</p>	<p>to keep for the project and after the project is finished. 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><b>Focussing on areas of inclusion and diversity.</b></p>	<p>The next handful of sessions will be focusing on areas of inclusion and diversity.</p>	<p>Within this inclusion and diversity sessions each week 5 words keywords literacy words regarding this subject will be examined.</p>	<p>5 keywords regarding the subject matter will be examined and learnt.</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>1 min</p>
<p>Week 3: <u>Physical and mental difficulties.</u></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>-The children to learn &amp; discuss what learning difficulties are. -Discuss mental health &amp; mindfulness. - How to look after themselves and one another.</p>	<p>-knowledge of various learning difficulties.  5 learnt invisible learning difficulties, symptoms and strategies to overcome these.</p>	<p>-In their pairs we would work together as a collective group analysing the subject materials. For example, in the first week we will discuss the artist's work. Questioning and discussing</p>	<p>10 mins</p>
<p>Week 4: <u>Invisible difficulties, mental health and mindfulness.</u></p>	<p>This session will focus on invisible difficulties like ADHD, Dyslexia, and as well as mental health and mindfulness.</p>	<p>-To learn 5 key learning difficulties names, symptoms and strategies to overcome</p>			



<p>-----</p> <p>Week 5: <u>Gender equality.</u></p> <p>-----</p>	<p>-----</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>-----</p>	<p>and manage these difficulties.</p> <p>-----</p> <p>To understand there is gender inequality in history and society and discuss why. How we can this?</p> <p>-----</p>	<p>-----</p> <p>Knowledge of gender inequality and examples of overcoming this</p> <p>-----</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>-----</p> <p>Week 6: <u>Immigration/war/racism.</u></p> <p>-----</p>	<p>-----</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>-----</p>	<p>-----</p> <p>Look at these subjects and the hurdles these people involved have to overcome.</p> <p>-----</p>	<p>-----</p> <p>Empathy and knowledge of this subject.</p> <p>-----</p>	<p>-----</p> <p>-----</p>	<p>5 minutes</p>
<p>-----</p> <p>Week 7: <u>LGBTQ &amp; Julian is a mermaid.</u></p> <p>-----</p>	<p>-----</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.</p> <p>-----</p>	<p>-----</p> <p>To gain knowledge of this subject.</p> <p>-----</p>	<p>-----</p> <p>Empathy and knowledge of this subject.</p> <p>-----</p>	<p>-----</p> <p>-----</p>	<p>-----</p>
<p>-----</p> <p><b>NEW WORLDS</b></p> <p>-----</p>	<p>-----</p> <p>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>-----</p>	<p>-----</p> <p>To develop life skills and confidence and supports English verbal and written communication skills.</p> <p>-----</p>	<p>-----</p> <p>Developed confidence of written and verbal communication skills.</p> <p>-----</p>	<p>-----</p> <p>-----</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) - 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) - Examine and discuss Paradolia (high energy practical 20 mins) – drawing skills and illustration as communication. Who thinks they can't draw?</p>	<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. -We'll have a quick sketch moment that we can do in various styles. How would you imagine the character or scene? How would you describe them? (Children can use words, or illustrate their thoughts). - 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. 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>- Where do we get ideas from? - describe and explore objects INTERNAL vs EXTERNAL stimulus (Inner/Outer worlds) - ways of recording ideas (story grid/mind map etc) - Genre swap (write it as if you're writing a recipe, murder mystery, newspaper report. - intention statements - fill in the blanks. (don't worry, they can change!)</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>				