



## 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>	<ul style="list-style-type: none"> <li>- Remove the fear of literacy and reading</li> </ul> <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>	<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> <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!)</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.</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!)</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>	<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.</p> <p>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>

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