

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:

- a. support inclusion, empathy, diversity, education & equality
- b. 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).
- c. 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
<p>I. Welcome to the world of books!</p> <p>Week 1: <i>Getting to know each other</i></p>	<p>Discussion on the topics presented in the framework of the Weaving Webs of Stories project</p> <p>Getting to know each other</p> <p>-Getting to know each other/Tell about each other hobbies</p> <p>Games: each participant introduces themselves and answers their peers' questions. (The teacher also participates in the activities)</p> <p>- Favourite stories Discussion about what reading books means to children; presentation of their favourite stories & books.</p> <p>Children, in pairs, write a five-line poem on <i>Reading is</i></p>	<p><u>General objectives</u></p> <p>-Making children feel safe and comfortable so that they can express themselves freely and creatively.</p> <p>-Creating a pleasant and relaxing atmosphere</p> <p>- Raising children's awareness about different ways of expressing our emotions and ideas.</p>	<p>- Getting to know each other</p> <p>- A safe space to feel free to be creative.</p> <p>-Breaking down the fear of literacy.</p> <p>-Steps in engaging children in reading experiences</p> <p>Knowledge of gender inequality and examples of overcoming this</p> <p>Developed confidence of written and verbal communication skills</p>	<p>-Setting children in the mood</p> <p>-Creating atmosphere (quiet pleasant place, nice colours; children sit wherever they want)</p> <p>-Starting each session with a warm up activity</p> <p>-Establishing commonly agreed upon ground rules for the sessions so the children feel they are safe and protected in the environment.</p> <p>- Encouraging children to work in pairs and in groups- having different</p>
<p>Week 2: <i>Dottie</i></p>	<p>Getting to Know Stories</p> <p>Diversity</p> <p>The role of the cover, title and pictures of books</p> <p>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.</p> <p>Making predictions about the story - children predict what is going to happen in the story, relate events to their personal experience and express their opinions.</p> <p>Trailing Diversity in their own community: finding clues to the presence of different cultures</p> <p>Discussions on what kind of stories they love?/ Why do</p>	<p>- Analysing artists' use of the world around them to create art.</p> <p>- Getting familiar with methods to analyse the work of artists.</p> <p>-Developing empathy</p>	<p>-Encouraging children to work in pairs and in groups- having different</p>	<p>-Encouraging children to work in pairs and in groups- having different</p>



	they love them?			partners each session.
Week 3: Focussing on Stereotypes	Stereotypes 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 the introduction of a story (the first lines). -Discussions with children about symbols -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 - Developing children's autonomy	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>	Friendship -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. The main elements of the plot of the story: 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	-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>-Creating a comic strip of the story Other suggestions: - Reconstruct the story being given the introduction/ the ending/ main ideas/ main ideas in the form of questions. -Children are given the first lines of the story/the ending/ the main ideas and asked to write their own story. - Children are asked to: Find an introduction to the given story Give another ending to the given story Work with summaries: T prepares a summary of a famous story children are familiar with, containing deliberate mistakes; T asks children to find the mistakes; T asks children to prepare their own silly summaries for another pupil to correct. -Story Jigsaw Puzzle Children are given cards with jumbled stories. They are asked to put them in order and recreate the story.</p>	<p>marginalized</p> <p>- Raising awareness of the effect of our own behaviour on others</p> <p>-Boosting confidence</p>		<p>-Using pictures</p> <p>- Stretching children's imagination & developing their critical thinking (What if... /?Why?/ What would you do if.....)</p>
<p>Week 6: <i>Isata</i></p>	<p>Education The session will focus on education. -Using pictures -Reading the story (prediction, comparing predictions to the story connecting the story to children's experience, personal opinions, personalisation) - Values Discussion about the role that education and school play in our lives</p>	<p>-Broadening knowledge of literature</p> <p>Keywords/ literacy words related to the topic will be examined</p> <p>Keywords/ literacy words related to the topic will be examined</p>		<p>-Identifying the main elements of a story</p> <p>- Discussing the lesson of the story/ what they have learned (What is the message of the story?).</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>II. The way I see the world</p> <p>Week 7: <i>Characters</i></p>	<p>What's in a story? Characters Discussion on characters: 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>Fears and how we can overcome them Setting (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>Perceptions and stereotypes 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.		
<p>Week 10:</p> <p><i>Apsara, the girl from Nepal</i></p>	<p>Focus on Inclusion 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>			
<p>Week 11:</p> <p><i>Modernizing fairy tales: Little Red Riding Hood</i></p>	<p>Modernizing fairy tales: Little Red Riding Hood 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>			
<p>Week 12:</p> <p><i>An interview with a favourite writer</i></p>	<p>An interview with a favourite writer 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>			