STORY
CHANGERS
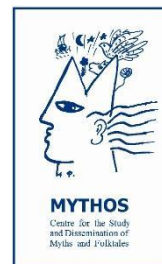
Story Changers: Enhancing Pupils' Social Skills and
Enriching Teaching Methods Through Storytelling
and Virtual Reality

Intellectual Output:	**IO4**
Intellectual Output Title:	**"Change the Story" Teaching Package for Pupils**
Activity:	**A1**
Activity Title:	**Development of the Teaching Package**
Partner:	**MMC Management Center**

Coordinated by

Partners

Apostolos
Varnavas
Primary School

Program:	Erasmus+
Key Action:	Cooperation for innovation and the exchange of good practices
Project Title:	Story Changers: enhancing pupils' social skills and enriching teaching methods through storytelling and virtual reality
Project Acronym:	Story Changers
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1. Introduction

1.1 Aim of the Teaching Package

The aim of this teaching package is to provide teachers with guidelines, as well as the educational materials, to train pupils in the art of storytelling, while also enhancing their social and digital skills. For the delivery of the teaching package's content, the teachers will have to utilize all of its aspects, since each one will serve a specific purpose during the experiential "Change the Story" teaching events for pupils.

The teaching package contains:

1) A short discussion on the art of storytelling
2) Guidelines on the implementation of the Teaching Package
3) Ice-breaking, team-building and implementation activities
4) Tools for storytelling
5) The "You Tell" stories developed in IO2
6) The "You Tell" VR scenarios developed in IO3
7) The Guide on how to create the "You Tell Stories"
8) The Guide on how to use the "You Tell Stories"
9) The "Guide on how to use the stories and the VR scenarios"

The "You Tell" stories, together with the "You Tell" VR scenarios, consist of the main deliverables of the Story Changers project, thus, they constitute the most important tools in the teachers' training package.

1.2 Implementation of the Teaching Package

The implementation of the Teaching Package for the purposes of the Story Changers project, will take place in the form of a pilot testing at the primary schools of the consortium. Pupils from 3 age -range groups (1st and 2nd Grade, 2nd and 3rd Grade, 5th and 6th Grade) will be selected. The pilot testing will take place in 3 separate events in each school, for the 3 age – range groups.

It is important to note that the Teaching Package will be tested, evaluated and finalised. After the end of the Story Changers project, the Teaching Package will be available to be used by any teacher in any school that wishes to introduce Story Changers content in their curriculum.
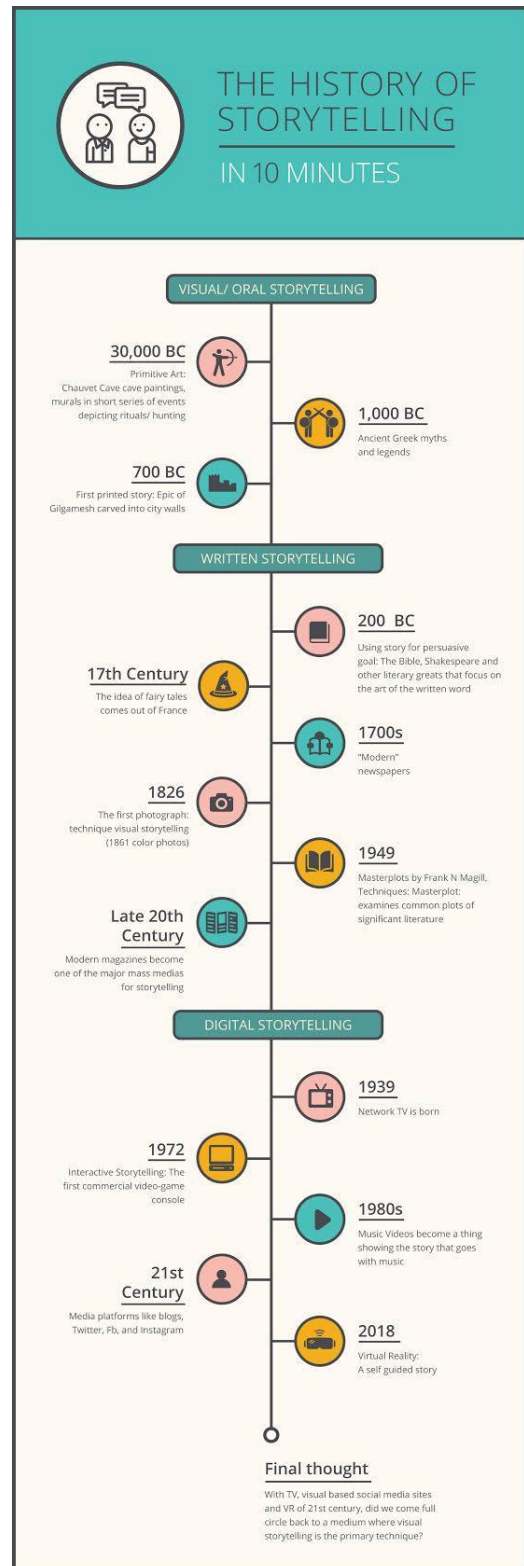
2. Discussion on the Art of Storytelling

Storytelling is a human characteristic and has existed ever since human cultural activity has been recorded, with the Chauvet cave being the first example of verified storytelling. *Image 1* chronologically demonstrates the evolution of storytelling throughout the years. Storytelling is recognized, by some, as a form of art that differs from the most recognizable art forms such as theatre, dance etc.

As it has already been analysed in the Guide for the "Creation of the "You Tell" Stories (Annex 1), there are techniques that can be used for storytelling, especially by non-experts such as teachers. The Guide focuses on the methodologies of Vladimir Propp, Gianni Rodari and Eugene Trivizas. According to the US National Storytelling Network there are five characteristics that a successful storytelling includes:

1. Storytelling is interactive – There is always an interaction between the storyteller and the listener, which distinguishes storytelling from other forms of art, such as the theatre.
2. Storytelling uses words – There is always the use of language, either this spoken or written which distinguishes storytelling from other forms of dance, such as dance.
3. Storytelling uses actions such as vocalization, physical movement and/or gesture – There is the use of other means other than language.

THE HISTORY OF STORYTELLING IN 10 MINUTES

VISUAL/ ORAL STORYTELLING

30,000 BC
Primitive Art: Chauvet Cave cave paintings, murals in short series of events depicting rituals/ hunting

1,000 BC
Ancient Greek myths and legends

700 BC
First printed story: Epic of Gilgamesh carved into city walls

WRITTEN STORYTELLING

200 BC
Using story for persuasive goal: The Bible, Shakespeare and other literary greats that focus on the art of the written word

17th Century
The idea of fairy tales comes out of France

1700s
"Modern" newspapers

1826
The first photograph: technique visual storytelling (1861 color photos)

1949
Masterplots by Frank N Magill, Techniques: Masterplot: examines common plots of significant literature

Late 20th Century
Modern magazines become one of the major mass medias for storytelling

DIGITAL STORYTELLING

1939
Network TV is born

1972
Interactive Storytelling: The first commercial video-game console

1980s
Music Videos become a thing showing the story that goes with music

21st Century
Media platforms like blogs, Twitter, Fb, and Instagram

2018
Virtual Reality: A self guided story

Final thought
With TV, visual based social media sites and VR of 21st century, did we come full circle back to a medium where visual storytelling is the primary technique?

Image 1 - Cortex

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4. Storytelling presents a story – While other forms of art present a story as well, along with the other four characteristics, storytelling becomes unique

5. Storytelling encourages the active imagination of the listeners – There is an active and vivid image-creation in the listener's mind.

3. Guidelines on the implementation of the pilot testing

Overview

The Guidelines for the implementation of the pilot testing have been prepared in order to give basic information and instructions to the Story Changers partners that are responsible for the implementation of the "Change the Story" Teaching Package for Pupils. The Guidelines will provide instructions for the practical aspects of the pilot testing as well as the necessary documents that will be used before and after the implementation, as follows:

1. General information
2. Before the pilot implementation
    a. Instructions
    b. Documents
3. During the pilot implementation
    a. Instructions
    b. Documents
4. After the pilot implementation
    a. Instructions
    b. Documents
5. Appendices

Objectives

The objectives of the Guidelines are the following:

1. To give structure and a timeframe to the pilot implementation process.
2. To provide suggestions to the teachers on the implementation of the teaching package in the classroom.
3. To establish some minimum requirements and indicators to be reached during the pilot implementation.
4. To provide the teachers with the necessary documents that they will need to give the parents/pupils before and after the pilot implementation
5. To provide the necessary documents for the evaluation of the pilot implementation by the teachers and the pupils

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General Information

The pilot testing will be implemented by Apostolos Varnavas Primary School (Cyprus), Escola A. Aguilera (Spain), St. Joseph Mater Boni Consilii School (Malta), Ellinogalliki Sschool – Jeanne D'Arc (Greece) and Eurocircle Organisation (France).

Indicators

3 events in each country will take place (except in France where only 1 event will take place); 13 events in total. 20 pupils should participate in each event in each country; 260 pupils in total.

Duration

6 hours for each event (school hours). The teachers may decide to divide the school hours between different subjects and days.

Participants

The participants are primary school pupils from 3 different age range groups (1st and 2nd, 3rd and 4th and 5th and 6th grades). The teachers responsible for the implementation of the piloting, need to choose 20 pupils from each age range group for each event.

It is important to ensure that the school performance of the students selected in each age range group, vary. Additionally, it is important to ensure gender balance in the groups selected, whenever it is possible.

Examples:

    a)   Pupils of a school at the ages 10-12: 15 boys and 15 girls

    ☐   Pupils participating in the pilot implementation: 10 boys and 10 girls

    b)   Pupils of a school at the ages 10-12: 20 boys and 10 girls

    ☐   Pupils participating in the pilot implementation: 12 boys and 8 girls

    c)   Pupils of a school at the ages 10-12: 10 boys and 20 girls

    ☐   Pupils participating in the pilot implementation: 8 boys and 12 girls

Before the pilot implementation

Instructions

1.   The first step for the teachers is to study the Story Changers existing materials. Namely, the **Guide for Using the "You Tell" stories (Change the Story Teaching Package, Annex 2)** in order to familiarise themselves with the Story Changers material. Also, the teachers who will use the VR stories (5th and 6th Grades) should study the **Guide for Using the "You Tell" VR scenarios (Change the Story Teaching Package, Annex 3)** in order to familiarise themselves with the concept of

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storytelling through VR as well as the actual use of the VR scenarios. Finally, the teachers should study the Evaluation Questionnaires for Teachers and Pupils in order to be prepared on the feedback they will need to collect after each event.

2. Before teachers run the pilot testing, they should select the subjects, in the framework of which Story Changers teaching package will be used.

Suggestions for the classes

- Language Class (either the language class of the language of each partner country or another language class)
- ICT or Computer Education Class
- Theater Class
- Skills Development Workshop (Greece)
- Health & Life Education (Cyprus)
- Other school workshops, international days (e.g., Book Week celebration)

3. The third step is to decide which "You Tell" stories (including the VR stories) will be used for the pilot testing, in each group. The teachers should always take into account the 5 topics which the "You Tell" stories are likely to develop skills on:

- Diversity
- Resilience
- Friendship
- Respect
- Limits

The stories are divided in the different age range groups and topics, as follows:

'You Tell' Story	Age range group	First Topic	Secondary Topic
The Scary Dictionary (VR)	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade	Respect	Reading books as a timeless method for knowledge acquisition
	☐ 1st-2nd Grade ☐ 3rd-4th Grade	Friendship	Cooperation Respect

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'You Tell' Story	Age range group	First Topic	Secondary Topic
The Journey of the Animals (VR)	☒ 5th-6th Grade		Resilience
May It Shine for Them All: The Mystery of the Missing Moon	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade	Diversity	Friendship
The red crabs island	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade	Resilience	Friendship
Kike and Redfeathered	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade	Friendship	Fighting Stereotypes
"The brightest firefly" - A story about the value of respect	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade	Respect	Value of friendship Importance of collaboration and self-awareness
"How can I say no to you?" – A story about the value of having limits	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade	Limits	Importance of self-regulation and taking responsibilities

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'You Tell' Story	Age range group	First Topic	Secondary Topic
Rospo	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade	Limits – going beyond our limitations and respecting boundaries - our fear can be our limit	Standing up to bullies – and respecting others
The girl with the enchanted voice (VR)	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade	Diversity	Respect
The Carob Tree (VR)	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade	Resilience	Limits

Table 1: You Tell Stories

4. There are 5 stories suitable for the 1st and 2nd Grades, 6 stories suitable for the 3rd and 4th Grades and 6 stories suitable for the 5th and 6th Grades. The teachers should decide, according to the time available, which and how many stories they will use in each event. It is suggested to use **at least 2 stories** for each age range group.

5. The teachers should bear in mind that the age range group of the 5th and 6th Grade will have to view the stories through the VR application. The 5 VR stories are: The Scary Dictionary, The Journey of the Animals, The Carob Tree, May It Shine for Them All: The Mystery of the Missing Moon.
In this framework, it is important that the teachers test the VR headsets and know how to use them before the pilot testing.

Documents

The documents to be ready prior to the pilot implementation:

1. **Consent Forms (Appendix 1)** – Data collected from the students will require ethical clearance from the parents. This will take the form of consent obtained by sending a consent form to the

parents/ guardians of the students to be signed. As concerning the pupils of the 5th and 6th Grades, the ethical clearance is compulsory for the VR equipment too and the parents/ guardians will have to sign the respective Consent Form. These documents should be sent to all the parents/ guardians of the pupils that will be participating in the pilot implementation and be returned to the teachers, at least 2 days before the beginning of the pilot implementation.

1. **Participants List (Appendix 2)** – This document should be signed by all of the participants at the beginning of each event.

2. **Activities and handouts** – The teachers should decide beforehand, the suggested activities they will use for the pilot implementation of the teaching package, in order to print handouts that (some of) the activities have. The activities to be used are found in IO4A1 "Change the Story" Teaching Package for Pupils, sections 3. Activities and 4. Tools.

During the pilot implementation

Instructions

1. At the beginning of each event, the teacher should provide the pupils with the Participants List to be signed.

2. Subsequently, the teacher should use the activities that have already been selected from IO4A1 "Change the Story" Teaching Package for Pupils, **section 3. Activities and 4. Tools**. This section consists of 16 activities (Activity 15 serves both as an ice-breaker activity and as a team-building activity). The activities correspond to 1 or more age range groups and are divided into 4 parts. The teacher should use the activities, before (ice-breakers and team-building activities) and after (implementation activities) the reading/viewing of the stories, in the following order:

a. <u>Ice-breakers</u> – The teachers should use, at the beginning of the event, 1-2 ice-breaker activities, in order to introduce storytelling as a concept and familiarize the pupils with it.

b. <u>Team-building activities</u> – As the pupils, participating in each event, will be from groups with an age range, the teacher should use at least 1 team-building activity in order to facilitate the group to feel comfortable with each other.

c. <u>Implementation activities</u> – Then, the implementation activities should be used, after reading/ VR viewing the "You Tell" stories. The teachers should use 1-2 implementation activities in order to elaborate on the "You Tell" story. The implementation activities can be applied to all "You Tell" stories.

d. <u>Tools</u> – It is not compulsory to use this part during the pilot implementation. However, teachers can find some useful tools that can be either added as tools to some of the implementation activities or used as additional implementation activity for the pilot testing.

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3. Reading/viewing of the stories take place after the ice-break and team-building activities. The teacher may choose whether they will read the "You Tell" story in a group or whether they will let each pupil read the "You Tell" story, individually.

4. The 5th and 6th Grade age range group in each event, will view the stories using the VR glasses. The teacher should dedicate 10 minutes to showing the pupils how to use the VR headsets.

5. The teachers should ensure that evidence, such as pictures or videos, are collected during the implementation of the pilot testing in each event.

Documents

The documents to be ready for the pilot implementation:

1. **Participants List (Appendix 2)** – This document should be signed by all of the participating pupils at the beginning of each event.
2. **"You Tell" Stories (Change the Story Teaching Package, section. 4)** – The stories selected by the teacher for each event should be available either in a printed version or available in a digital form, e.g., tablet, ppt, pdf.
3. **Activities and handouts (Change the Story Teaching Package, section 3. Activities and 4. Tools)** – Some activities have handouts to be given to the students. The teachers should ensure that they have an adequate number of handouts for all the pupils.

After the pilot implementation

Instructions

1. After the end of each event, the teacher responsible for the implementation of the pilot testing, should proceed with the following steps:

   a. Provide the pupils with the **Evaluation Questionnaire for Pupils (Appendix 4)** and ask them to fill it in. The Evaluation Questionnaire for Pupils is a close-ended reaction questionnaire, based on Likert scale.
   - If possible, all the pupils who took part in each event, should fill in the questionnaire at the same time and within 15 minutes.
   - The teacher should explain to the pupils how to fill in the questionnaire using the *Likert* scale.
   - The teacher should collect the questionnaires, scan them and upload them on the dedicated folder for the evaluation of the pilot implementation.

   b. Complete the **Evaluation Questionnaire for Teachers (Appendix 3)** that is a quantitative and qualitative reaction questionnaire, based on Likert scale in Google Forms.

   c. Complete the **National Evaluation Report Template (Appendix 5)** that is going to be a part of the aggregated pilot evaluation report.

Documents

The documents to be ready after the pilot implementation:

1. **Appendix 3** – Pilot Evaluation Questionnaire for Teachers (Google Form) – The questionnaire consists of close-ended questions and an open-ended question, that will lead to record the experience of the teachers, regarding the Teaching Package as an educational tool and its impact on the pupils.
2. **Appendix 4** – Pilot Evaluation Questionnaire for Pupils – It is a questionnaire, based on Likert scale, that will lead to the data collection, regarding the experience of pupils with the "Change the Story" Teaching package in class.
   The experience of the pupils will be recorded by asking questions on 4 different elements: Storytelling, "You Tell" Stories, VR scenarios.
3. **Appendix 5** – National Evaluation Report Template – The National Evaluation report includes the following sections:
   a. Introduction – Some basic information about the national pilot implementation
   b. Demographics – Number of participants (boys and girls)
   c. Data Analysis – Analysis of the quantitative data provided by the pupils and analysis of the quantitative analysis of the teachers as well as qualitative analysis of the teachers' suggestions for improvements.
   d. Conclusions – Summary of the data analysis with recommendations.

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Guidelines - Appendices

Appendix 1 – Parents/Guardians Consent Forms

Story Changers_IO4A5_Cons

Story Changers_IO4A5_Cons

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/Story-Changers_IO4A5_Consent-Form-for-Pupils.pdf

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/STORYC-1.pdf

Appendix 2 – Participants List

Story Changers_IO4A5_Parti

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/Story-Changers_IO4A5_Participant-List.pdf

Appendix 3 – Pilot Evaluation Questionnaire for Teachers (Google Form)

https://docs.google.com/forms/d/e/1FAIpQLScojNl6DVvOWeNrbu_fJPA88IL76dWX7aQxNyrfI-3LHHEDQg/viewform

Appendix 4 – Pilot Evaluation Questionnaire for Pupils

Story Changers_IO4A1_Pilot

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/Intellectual-Outpu1-1.pdf

Appendix 5 – National Evaluation Report Template

Story Changers_Pilot evaluation report tem

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/Intellectual-Output-1.pdf
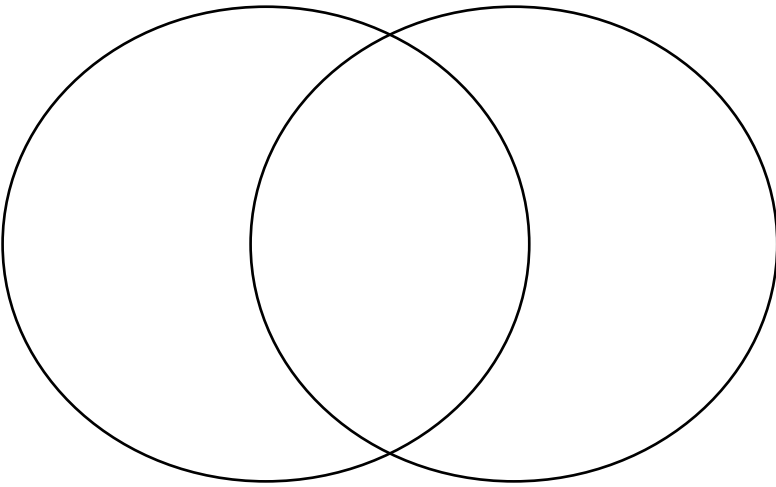
3. Activities

Ice – breaker activities

Activity 1: Meet me in the middle

Title of activity	Meet me in the middle
Type of activity	☐ Ice breaking ☐ Team building ☐ Other *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☒ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	1 hour
Goals or learning outcomes	● To get to know each other ● To be able to share about one-self ● To be able to identify common characteristics ● To foster respect and active listening
Activity description	In this activity, pupils will have the opportunity to learn more about themselves and the others, to share and listen, and to empathise with one another. To do so, they will be encouraged to explore what they have in common and what makes them unique. To start, please split the pupils in pairs.

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Title of activity	Meet me in the middle
	1- Once the groups are formed, make sure that they are relatively far apart from each other. They should only communicate with the person in front of them.
	2- Give them a paper with two concentric circles drawn on it. The two outer side circles correspond to each one of the pupils, whereas the middle part, where the two circles meet, will be used by both pupils. Give each pupil a pens and ask them to write their first name (and last name) on the paper – these will be used again at a later stage.
	3- Ask them to reflect on the characteristics that differentiate them and those that they have in common. Then, ask pupils each pupil to write any different personal traits on their respective outer sides of the circles, and those traits that have in common in the middle where the two circles meet.
	In order to help them reflect, here are the questions you can ask them:

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Title of activity	Meet me in the middle
	- What do you like to do with your friends? *- Which school subjects are you favourite?* *- What do you like to do in your free time?* - Who is your favourite superhero? After 20 minutes (5 minutes per question), you can invite 2-3 groups to present what they have in common. Be sure to collect the papers at the end of the activity.
Materials needed	- Activity Handout (paper with two circles printed on it) X no. of pupils PDF Story Changers_Meet Me in the Middle_Han https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/Meet-me-in-the-middle.pdf - Pens - A paper board to write down the questions
Tips for the teacher/trainer	1- Be careful to respect their privacy and not to put them in uncomfortable situations. 2- Define a safe space so that everyone feels comfortable in sharing about themselves. 3- It is important to mix the groups as much as possible. It is better to avoid having friends do the activity together. 4- Please be very clear in the instructions and do not hesitate to ask them several times if they have any questions.

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Title of activity	Meet me in the middle
	5- Depending on the size of the class group, you can move from one group to another and ensure the proper implementation of the activity.

Table 1: Activity 1

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Activity 2: Story Starters

Title of activity	Story Starters
Type of activity	☐ Ice breaking ☐ Team building ☐ Other *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☒ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☒ 1st - 2nd Grade ☒ 3rd - 4th Grade ☒ 5th - 6th Grade
Expected duration	1 hour
Objectives or learning outcomes	● To develop creativity ● To develop storytelling skills
Activity description	1. Create groups of 4-5 pupils. 2. Distribute the "Story Starters" cards to each group randomly (see "Story Starters" handout) 3. Each group use the phrase on the card as a starting point and creates a short story based on it (20 minutes)

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Title of activity	Story Starters
	4. Each group should appoint a representative, who will be the narrator of the group's story 5. After the presentation of all the stories, the groups can vote the most interesting/funny story
Materials needed	- "Story Starters" cards PDF Story Changers_Story Starte https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/2.-Story-Starters.pdf - Pencils/pens - Paper
Tips for the teacher/trainer	1. Assist the pupils in continuing their stories when needed 2. After the presentation of each story, read the title of each story and ask the pupils to vote by raising their hands. 3. If some of the pupils feel really uncomfortable presenting in front of other people, can participate in the creation of the story instead of the narration.

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Activity 3: BINGO

Title of activity	BINGO
Type of activity	☒ Ice breaking ☐ Team building ☐ Other ⁣ ⁣ ⁣ ⁣ ⁣ ⁣ ⁣ *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes ⁣ ⁣ ⁣ ⁣ ⁣ ⁣ *Please specify: Kike and the Redfeathered* ☐ No
Target age group	☒ 1st-2nd Grade ☐ 3rd-4th Grade ☐ 5th-6th Grade
Expected duration	10-15'
Goals or learning outcomes	- Get information on the meaning that pupils give to friendship - To promote the value of friendship - To learn about friendship - To learn more about their classmates
Activity description	1. Teachers provide each pupil with the "Bingo" card and explain them the concept of the activity

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Title of activity	BINGO
	2. Pupils go around the classroom and find which of their classmates agree with the statements on the "Bingo" card 3. Once a pupil fills in names of her/his classmates in all the blank spaces of the "BINGO" card, she/he shouts out loud BINGO
Materials needed	- Bingo card handout 📄 PDF Story Changers_BINGO_Har https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/3.-BINGO.pdf - Pen/pencils **BINGO** **Ask your classmates and fill in the blank spaces with their names. When you finish shout out loud BINGO. Remember that you cannot write the same name more than once.**

You should never quit your dreams _____	You can never share your friend's secret for no reason	You should stand by your friend to chase his/her dream even if you don't believe he/she is not good enough at it

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Title of activity	BINGO
	<table><tr><td></td><td>_____</td><td></td></tr><tr><td></td><td></td><td>_____</td></tr><tr><td>When one of your friends shares with you his/her plans to do something bad, you should tell your parents about it. _____</td><td>You should be honest with your friends and always say the truth. _____</td><td>You shouldn't tell about any damages or mistakes your friend did. _____</td></tr><tr><td>You should keep a friend even if his/her behaviour is not good at you _____</td><td>You should forgive your friends for anything they do against you. _____</td><td>You should keep and support a friend whose behaviour is not good to you and other people. _____</td></tr></table> **Find someone who believes that**
Tips for the teacher/trainer	1. The same activity can be changed with different statements. 2. No pupil is allowed to put his/her name on it.

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Activity 4: Funny Question

Title of activity	Funny Questions
Type of activity	☒ Ice breaking ☐ Team building ☐ Other　　　*Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☐ Yes　　　*Please specify:* ☒ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	15'
Goals or learning outcomes	- To promote self-awareness - To enhance imagination - To get to know their peers better
Activity description	1. The teacher asks the questions of the "Funny Questions" handout 2. The pupils raise their hands, introduce themselves and answer the questions
Materials needed	- "Funny Questions" handout PDF Story Changers_Funny Que:

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Title of activity	Funny Questions
	https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/4.-Funny-Question.pdf
Tips for the teacher/trainer	1. Try to engage all the students by addressing their names in case they have not participated voluntarily

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Activity 5: Tall Tales "Suddenly" Story

Title of activity	Tall Tales "Suddenly" Story
Type of activity	☒ Ice breaking ☐ Team building ☐ Other *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	20'
Goals or learning outcomes	- To develop storytelling skills - To develop imagination and creativity - To observe the others' mindset - To enhance team-working skills
Activity description	1. The teacher forms groups of 4-5 people. 2. The teacher explains the rules of the game:

Title of activity	Tall Tales "Suddenly" Story
	- Each person will tell three sentences of a story and end with the word "suddenly…" The next person will then have to pick up the story and add three sentences of their own. 3. The teacher designates a person to start the game. The person ends with the word "suddenly…" 4. The next person picks up the story and tells three more sentences, taking the story in any direction they'd like. After three sentences, they end with the word, "suddenly…" 5. The game continues until one of the following happens: - Every player gets a turn and the game has filled the time allotted. - The players get stuck, in which case you can either pass to the next person or start a new story. Examples of story starters: a. Jane liked to help her parents on the family's farm, and caring for the chickens was her favorite chore. Every morning she would feed the chickens and collect fresh eggs as soon as she got out of bed and before she had eaten breakfast. But this morning, she heard a strange noise before she entered the chicken coop. Suddenly… b. Jane liked to help her parents on the family's farm, and caring for the chickens was her favorite chore. Every morning she would feed the chickens and collect fresh eggs as soon as she got out of bed and before she had eaten breakfast. But this morning, she heard a strange noise before she entered the chicken coop. Suddenly…
Materials needed	"Tall Tales" Handout 📄 PDF Story Changers_Tall Tales Suddenly Story_

Title of activity	Tall Tales "Suddenly" Story
	https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/5.-Tall-Tales-Suddenly-Story.pdf
Tips for the teacher/trainer	1. Ensure that everyone gets a turn to talk in this icebreaker, so quiet group members have an equal chance to participate.

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Activity 1: Development of the Teaching Package

Team-building

Activity 6: Predict the story

Title of activity	Predict the story
Type of activity	☐ Ice breaking ☒ Team building ☐ Other *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: The illustrated stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	20 minutes
Goals or learning outcomes	- To practise team-work - To respect other's opinion - To enhance creativity
Activity description	1. The teacher will present the characters to the students 2. Create groups of 4-5 students and facilitate a group discussion on what they imagine is going to happen in the story.

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Title of activity	Predict the story
	3. You can provide them with the main points to reflect on: who is going to be the main character, who is going to be the antagonist, what it the ending of the story
Materials needed	-The illustrated stories
Tips for the teacher/trainer	1. Facilitate the discussions in the groups by providing the pupils with ideas, when you notice they run out of ideas 2. Ensure that you stick to the timeframe as it is just an introductory activity 3. Encourage team-working during the discussion

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Activity 7: Acrostic Poem

Title of activity	Acrostic Poem
Type of activity	☐ Ice breaking ☒ Team building ☐ Other *Please specify: Activity for creative writing*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade
Expected duration	30'
Goals or learning outcomes	To create acrostic poems, based on key-words deriving from the topic of each story. To promote teamwork To enhance creativity and creative writing skills
Activity description	1) After reading the story, the teacher forms groups of 4-5 pupils.

Title of activity	Acrostic Poem
	2) The teacher asks pupils to create an acrostic poem for a key-word which is related to the topic of the story (ex. FRIEND, RESPECT etc.). The suggested time for the creation of poems is 15'. **Example of an acrostic poem** **F**ire in my mind **R**est in my life **I**dentical with me in **E**very thought and dream **N**ever betray; in **D**ifficult he/she stands by me 3) A pupil from each group presents the poem to the rest of the classroom.
Materials needed	-"Acrostic Poem" handout (at least one for each group) PDF Story Changers_Acrostic Po https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/7.-Acrostic-Poem.pdf -Pens/ pencils
Tips for the teacher/trainer	In case where a group is struggling to find the correct words to create a poem, the teacher can help them by providing some key-words. (friend-together, respect-polite).

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Title of activity	Acrostic Poem
	A list of such key-words can be prepared by the teacher beforehand.

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Activity 1: Development of the Teaching Package

Activity 8: Interview with a Hero

Title of activity	Interview with a Hero
Type of activity	☐ Ice breaking ☒ Team building ☒ Other *Please specify: Activity for creative writing -role play*
Type of activity (participants)	☒ Group ☐ Individual ☒ In pairs
Related to a "You Tell" story	☒ Yes *All stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade
Expected duration	30'-40'
Goals or learning outcomes	- To enhance pupils' creativity - To promote teamwork
Activity description	**This activity is a role play of an interview with a main character (hero) of the story, which takes place 10 years from now.** **In the case of groups:** This will be a team-building activity.

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Title of activity	Interview with a Hero
	1) After reading the story, the teacher forms groups of 4-5 pupils. 2) The teacher gives the instructions of the activity to the pupils: Each team will consist of a main character of the story, who will be the interviewee, and the rest of the group members who will assume the role of the journalists (interviewers). 3) The teacher appoints who will be the main character (hero) in each team. 4) Every 5 minutes, another member of the group will undertake the role of the main hero and the rest of the member will start a new "future interview". **In the case of pairs:** 1) After reading the story, the teacher divides the group in pairs. 2) The teacher gives the instructions of the activity to the pupils: Each pair will consist of a main character of the story, who will be the interviewee, and the other pupil who will assume the role of the journalist (interviewer). 3) The teacher appoints who will be the main character (hero) in each pair. 4) Every 5 minutes, the two switch roles and start a new "future interview".
Tips for the teacher/trainer	1. Pupils have interviews with the main heroes of the story (any of the You Tell Stories of the target age group), 10 years from now.

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Activity 1: Development of the Teaching Package

Title of activity	Interview with a Hero
	2. If there is any time to spare, some of the groups can present an interview to the rest of the class.
Materials needed	**THE STORY CONTINUES .... AFTER 10 YEARS** **Example 1:** 10 years from now, Redfeathered is a great soprano in the National Band of Singing Birds. She is having an interview about the story of her life… **Journalist:** Ms. Redfeathered, how were your early years? **Redfeathered:** I grew up in a big farm next to a green meadow, with many hens. No one in the farm ever believed in me…except my friend Kike who had also great dreams like me, thank God… **Example 2:** Kike is now the prime ballerina of the National Bird's Ballet. She is having an interview about her life… **Journalist:**

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Activity 1: Development of the Teaching Package

Title of activity	Interview with a Hero
	Ms. Kike, did you have any friends when you were younger? **Kike:** I grew up in a big farm next to a green meadow, with many hens. My beloved friend, Redfeathered and I, had great dreams… actually, only her and myself had dreams in this farm. Thank God we had each other, because nobody in the farm believed that we could escape the fate of our grandmothers who only laid eggs and birds….

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Activity 1: Development of the Teaching Package

Activity 9: The Story Puzzle

Title of activity	The Story puzzle
Type of activity	☐ Ice breaking ☒ Team building ☐ Other *Please specify:*
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☐ No
Target age group	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	20-30'
Goals or learning outcomes	- To enhance creative writing skills - To promote team-work - To practise storytelling skills
Activity description	1. The teacher forms groups of 4-5 pupils 2. The teacher provides each group the "Story puzzle" handout and piece of paper to each member of the group 3. The first person in the group answers the first question on a piece of paper and folds it, the second person answers the second

Title of activity	The Story puzzle
	question and so on. The pupils will have 5' to answer each question. 4. Once everyone writes their answers, they read them aloud and a story is formed. - Who was it? - Where was he/she? - What did he/she do? - What did he/she say? - What happened in the end?
Materials needed	- "Story puzzle" handout (at least one for each group) PDF Story Changers_Story Puzzl https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/9.-The-Story-Puzzle.pdf - Paper - Pen/pencils
Tips for the teacher/trainer	1. In case there is time to spare, each group can repeat the activity more than once.

Implementation

Activity 10: Change the hero

Title of activity	Change the hero
Type of activity	☐ Ice breaking ☐ Team building ☒ Other *Please specify:* Implementation
Type of activity (participants)	☒ Group ☒ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify:* Stories can be a medium to explain pupils that the concept of a hero can be changed. Using the different characters developed in the stories, you introduce a new type of hero: one without powers, who is not always strong and good-looking, who is simple and yet, a real support to the people around him/her. ☐ No
Target age group	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	2 Hours
Goals or learning outcomes	● To be able to define the qualities/ powers of a hero. ● To be able to challenge one's own stereotypes. ● To be able to recognize and define one's qualities.
Activity description	In this activity, pupils will reflect on their view of superheroes: are they strong? do they have magical powers? what kind of tasks do they have to do? By answering the questions above, they will be able to confront

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Title of activity	Change the hero

	stereotypes and open their minds to the reality behind the true role/image of a hero. Based on the stories developed for the Story Changers project, the main goal is for pupils to realize that everybody can be a hero in his/her own way.
	
	Part 1 -
	
	1- Present several pictures of superheroes (male/female/others) on a board/paper board.
	2- Ask the to stand up and choose the superhero they like the most.
	3- Once they are back in their seats, you can ask them to think about the following questions:
	    a. *Why do you like this superhero?*
	    b. *Do you like the superhero's world?*
	    c. *What are the actions of the superhero that you like?*
	    d. *Which power of this superhero is your favourite?*
	
	Part 2 –
	For this part, pupils will work individually.
	1- Provide them with a handout, depicting an unknown figure (without defining their gender or sex).
	2- Based on the previous exercise and the questions asked, they should draw and describe their ideal hero (this one can be totally similar to the one chosen on the board).
	3- They should give their superhero the following characteristics:
	    a. His/her name
	    b. His/her origins (where he/she comes from)
	    c. 5 qualities
	    d. A power that makes him/her a superhero

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Title of activity	Change the hero
	PART 3 – At this stage, the pupils will have to write what they have in common with their "ideal superhero". If they wish, you can provide them with a handout from the activity "Meet me in the middle". Engage the pupils in a discussion by asking the following questions: *- Can you find any similarities between people from your environment (neighbors, friends, schoolmates, teachers) and your superheroes?* *- Do you have to be extraordinary to be a superhero?* *- What really defines a superhero?* It is possible to relate here the stories produced during the project. Depending on the "You Tell" story which will be used, the teacher can ask the pupils to compare their ideal superhero to a hero from the story.
Materials needed	- A board to show the pictures of the superheroes - Paper and pens (color pencils) - Pictures with superheroes (at least 3) - Handout "Change the Hero" (X no. of pupils) PDF Story Changers_Change the https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/10.-Change-the-hero.pdf

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Title of activity	Change the hero
Tips for the teacher/trainer	1- Be sure to respect their privacy and not put them in uncomfortable situations. 2- Set up a safe space for everyone to feel comfortable talking about themselves. 3- Make sure that the instructions are understood by all pupils. 4- You can play music in the background to create a pleasant atmosphere.

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Activity 11: Hero for a day

Title of activity	Hero for a day
Type of activity	☐ Ice breaking ☐ Team building ☒ Other *Please specify:* Improvisation theater
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	2 hours, but it also depends on the number of groups that will perform.
Goals or learning outcomes	● To be able to work in a group. ● To be able to think through and structure a scenario with others. ● To be able to extract and understand the moral of a story. ● To be able to observe theatrical scenes to feel, reflect and understand the subject and the issue.
Activity description	During this activity, pupils will have the opportunity to be both a main character (main hero) and the audience. 1- Form groups of 4 pupils. 2- Each group will have 30 minutes to think of a scenario and prepare for the acting. The scenario will be about an everyday situation where someone could be heroic, where someone could be considered as a hero. Inform pupils that they won't be allowed to

Title of activity	Hero for a day

	speak during their piece of theater and that they will have to play the scenario by simply using their bodies. Moreover, the scenario will have to be divided into 4 main scenes:
	
	    a. Introduction
	    b. A problem
	    c. The solution to the problem
	    d. The conclusion
	
	3- Then, each group will act in front of the class. More precisely, the performance will have to be frozen after each scene (introduction, problem, solution, and conclusion). In this way, 4 main pictures will sum up the essence of the story.
	
	After seeing the scenes, the rest of the group should think about a title for the scenario. Then the group that performed can explain its story. Finally, the teacher can ask the rest of the pupils to compare the title they came up with, with the actual scenario.

Materials needed	1- Paper 2- Pens
Tips for the teacher/trainer	1- At the beginning of the activity, present a scenario as an example. This will make it easier for them to understand the instructions. 2- Create a safe space for everyone so they feel free to participate and play. 3- Assist pupils in the organization and preparation of the scenarios.

Title of activity	Hero for a day
	4- If some of the pupils feel really uncomfortable playing in front of other people, can participate in the preparation of the scenarios, without playing.
	5- Write the title chosen by the class at the end of the play.

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Activity 12: Change the Narrative

Title of activity	Change the Narrative
Type of activity	☐ Ice breaking ☐ Team building ☒ Other　　　　　*Please specify: Activity for the ending (implementation)*
Type of activity (participants)	☐ Group ☒ Individual ☒ In pairs
Related to a "You Tell" story	☒ Yes　　　　　*Please specify: All stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	2 hours
Goals or learning outcomes	- To decide another possible end of the story - To know the main parts of a writing task - To focus on orthography and other relevant aspects
Activity description	1. The teacher reads the story and the pupils conclude on the decision points. (30 minutes) 2. After the reading of the story the teacher will provide the pupils with the "Change the Narrative" handout.

Title of activity	Change the Narrative
	3. Each child will have to answer to the questions and based on their answers, to give a different ending to the story. (1 hour) 4. Depending on the available time, 3-4 students can present their own ending to the story.
Materials needed	-Paper and pen - "Change the Narrative" handout PDF Story Changers_Change the https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/12.-Change-the-Narrative.pdf
Tips for the teacher/trainer	1. The teacher could do some variations. For example, the writing task could be in pairs. For example, one student can start the new end and another one continues. 2. Ensure you stick to the timeframe of the activity. In case you are running out of time, answer the questions included in the handout in a group, instead of dedicating time for the individual answering of the questions.

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Activity 13: Story Painters

Title of activity	Story Painters
Type of activity	☐ Ice breaking ☐ Team building ☒ Other *Please specify: Implementation*
Type of activity (participants)	☐ Group ☒ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade
Expected duration	30'
Goals or learning outcomes	- Enhance creativity - Develop artistic expression - Practise visualisation of ideas
Activity description	1. After reading the story, the teacher prepares a pool of questions. Each question is written on a small piece of paper and is folded. All questions are placed in a box. 2. The teacher invites all pupils to choose on of piece of paper from the box.

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Title of activity	Story Painters
	3. Each student should draw a scene, according to the instruction/question written on the paper they draw.
Materials needed	- "Story painters" handout PDF Story Changers_Story Paint https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/13.-Story-Painters.pdf - Colour pencils - Paper
Tips for the teacher/trainer	Provide assistance and ideas to the pupils, when needed.

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Activity 1: Development of the Teaching Package

Activity 14: Plickers App

Title of activity	Plickers App
Type of activity	☐ Ice breaking ☐ Team building ☒ Other *Please specify: Activity for reading comprehension*
Type of activity (participants)	☐ Group ☒ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	15-20'
Goals or learning outcomes	- To assess reading comprehension in a fun and interactive way - To comprehend a story or a given text
Activity description	1. After reading the story, the teacher reads the statements and pupils use their plickers app to answer. 2. The teacher scans their answers and can see in the computer how many pupils answered correctly. 3. The teacher asks the pupils to justify their answer in each case.

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Title of activity	Plickers App

	Example from 'Kike and the Redfeatherd' story:
	
	QUESTIONS USING PLICKERS APP
	
	1. The hens lived
	
	    a.in a coop
	
	    b. in a green meadow
	
	    c. In a farm
	
	2. Redfeathered was
	
	    a. chubby and clumsy with the sweetest clacking
	
	    b. chubby and clumsy with bright feathers
	
	    c. chubby but very flexible
	
	3. Kikirikos was
	
	    a. A very bad rooster
	
	    b. protective
	
	    c. haughty
	
	4. Kike was
	
	    a. The princess of the farm
	
	    b. chubby and clumsy
	
	    c. very beautiful and flexible
	
	5. All the hens in the farm

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Title of activity	Plickers App
	a. Believed that no hen could escape their fate to lay eggs and birds b. supported Kike and Redfeathered to fight for their dreams c. gossip about Kike's mom
Materials needed	- Tablets/ smart phones - Plickers app
Tips for the teacher/trainer	1. For this activity the teacher should prepare the questions to be included in the plickers app before the class. 2. The teacher can use this activity for all the "You Tell" story

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Activity 15: Roll the Dice

Title of activity	Roll the Dice
Type of activity	☐ Ice breaking ☐ Team building ☒ Other *Please specify:* Implementation
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories of the target age groups* ☐ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☐ 5th-6th Grade
Expected duration	30'-40'
Goals or learning outcomes	- To practice storytelling from a different perspective and add new information according to each pupil's perspective - To recognise the different perspectives of various characters in a story - To show how different the ending of a story can be, depending on the narrator of the story

Title of activity	Roll the Dice
Activity description	1) After reading the story, the teacher gives pupils one or more dice (ideally 3-4). In the case of more than one dice, the number of groups should correspond to the number of the available dices. 2) In each turn, a pupil rolls the dice and starts narrating the story from the perspective of the character that is depicted on the dice. **ROLL THE DICE -TELL THE STORY** ROLL THE DICE AND SAY THE STORY AS THE PERSON OF THE DICE SHOWED **Dice with printed faces** **THE STORY WILL BE NARRATED BY:** 1. THE COCKOREL KIKIRIKOS

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Title of activity	Roll the Dice
	2.　　　KIKE 3. REDFEATHERED 4. KIKE'S SCHOOLMATES 5.　　　THE HENS IN THE FARM

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Title of activity	Roll the Dice
	6. THE TEACHER AT SCHOOL
Materials needed	"Roll the Dice" handout (to be printed and modified in order to create the dice) Story Changers_Roll the Dice_Handout.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/15.-Roll-the-Dice.pdf
Tips for the teacher/trainer	The same activity can be applied with different characters from each story of the target age groups. It is strongly suggested to create more than one dice (even 3-4), in order to give more pupils, the opportunity to participate in the activity.

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Activity 1: Development of the Teaching Package

4. Tools for Storytelling

Tool 1: Dixit

Tool name	Dixit
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	30-40'
Goals or learning outcomes	- To experiment with storytelling - To develop storytelling skills
Activity description	1. The teacher explains the rules of the game: a. Each player starts the game with six random cards. b. Players then take turns being the storyteller, who looks at the six images in their hand. From one of these, the storyteller makes up a sentence or phrase that might describe it and says it out loud, without showing the card to the other players. The storyteller's aim is to provide a description that is ambiguous enough that not all

Tool name	Dixit
	other players will recognize the card from their description, yet relevant enough that some will. c. Each other player then selects from among their own six cards the one that best matches the sentence given by the storyteller. d. Then, each player gives their selected card to the storyteller, without showing it to the others. The storyteller shuffles his or her chosen card with the cards received from the other players, and all cards are then dealt face up. e. The players (except for the storyteller) then secretly guess which picture was the storyteller's, using numbered voting chips. The storyteller scores points if some, but not all, players guess correctly; the other players score points individually for having correctly guessed the storyteller's card, or if another player or players select the card they originally gave to the storyteller. No player can vote for his or her own card. 2. The teacher forms groups of 3-8 pupils and let the students play the game
Materials needed	- Dixit board game
Tips for the teacher/trainer	1. The teacher can use Dixit in various ways: - as an ice-breaker activity in order to introduce storytelling as a concept -as a 'revision tool' after reading the "You Tell" stories and using some of the exercises of the "Change the story" Teaching Package.

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Tool name	Dixit
	2. The game can be played by children age 8+. However, since the pilot testing has a limited timeframe, it is suggested to use it with pupils of the 5th and 6th Grade.

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Activity 1: Development of the Teaching Package

Tool 2: My Story Book

Tool name	My Story Book
Type of activity (participants)	☒ Group ☐ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☒ No
Target age group	☒ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	20'
Goals or learning outcomes	- To enhance imagination - To develop storytelling skills
Activity description	1. The teacher should pick a template from "My Story Book" application or create a new one 2. The teacher shares the template in the Google Classroom as an assignment for the pupils. 3. Ask the pupils who wish to share their stories with the rest of the classroom to do so.
Materials needed	- Tablet/ Laptop - Google account

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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Tool name	My Story Book
	- My Story book application
Tips for the teacher/trainer	1. The teacher can use this application as a tool for the development and enhancement of writing, narrating and creative skills 2. The teacher can use the application in class or as a homework assignment

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Tool 3: The Hat

Tool name	The Hat
Type of activity (participants)	☐ Group ☒ Individual ☐ In pairs
Related to a "You Tell" story	☒ Yes *Please specify: All stories* ☐ No
Target age group	☐ 1st-2nd Grade ☒ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	20'
Goals or learning outcomes	- To analyse a story into important elements - To develop analysing skills
Activity description	4. After reading/viewing the story, the teacher provides "The Hat" handout to the pupils 5. The teacher asks the pupils to fill in the missing parts from the hat 6. The teacher asks the pupils to present their findings in front of the rest of the class
Materials needed	- "The Hat" handout - Pen/pencils

Tool name	The Hat
Tips for the teacher/trainer	1. This tool can be used for all the "You Tell" stories

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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Tool 4: Stop Motion

Tool name	Stop Motion
Type of activity (participants)	☒ Group ☐ Individual ☒ In pairs
Related to a "You Tell" story	☐ Yes *Please specify:* ☒ No
Target age group	☐ 1st-2nd Grade ☐ 3rd-4th Grade ☒ 5th-6th Grade
Expected duration	1-2 hours
Goals or learning outcomes	- To enhance creativity - To combine digital and storytelling skills
Activity description	1. The teacher creates groups of 4-5 pupils and asks them to create a short story (no more than 15') 2. The teacher asks the pupils to create 3-4 figures out of plasticine that depict characters from their story 3. The teacher uses the "Stop Motion Studio" application with each group and together they create a short video of 30 seconds.
Materials needed	- Smart phone/ tablet - Stop Motion Studio

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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Tool name	Stop Motion
	- Internet connection - Plasticine
Tips for the teacher/trainer	1. The teacher can use this activity in combination with the "You Tell" stories or in the context of storytelling concept

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5. "You Tell" Stories (Non Illustrated and Illustrated)

'You Tell' Story	Attachment
The Scary Dictionary	IO2A7_THE SCARY DICTIONARY_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_THE-SCARY-DICTIONARY_EN.pdf IO2A4_The Scary Dictionary_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-Scary-Dictionary_%CE%95%CE%9D.pdf
The Journey of the Animals	IO2A7_THE JOURNEY OF THE ANIMALS_EN. https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_THE-JOURNEY-OF-THE-ANIMALS_EN-1.pdf IO2A4_The Journey of the Animals_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-Journey-of-the-Animals_EN.pdf
May It Shine for Them All: The Mystery of the Missing Moon	IO2A7_THE MISSING MOON_EN.pdf

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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'You Tell' Story	Attachment
	https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_THE-MISSING-MOON_EN_compressed-file.pdf IO2A4_The Mystery of the Missing Moon_ https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-Mystery-of-the-Missing-Moon_EN.pdf
The Red Crabs Island	IO2A7_The red crab island_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_The-red-crab-island_EN_compressed.pdf IO2A4_The red crabs island_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-red-crabs-island_EN.pdf
Kike and Redfeathered	IO2A7_KIKE AND REDFEATHERED_EN.p

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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'You Tell' Story	Attachment
	https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_KIKE-AND-REDFEATHERED_EN.pdf IO2A4_Kike and Redfeathered_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_Kike-and-Redfeathered_EN.pdf
"The brightest firefly" - A story about the value of respect	IO2A7_THE BRIGHTEST FIREFLY_EN https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/THE-BRIGHTEST-FIREFLY_EN_compressed.pdf IO2A4_The brightest firefly_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-brightest-firefly_EN.pdf
"How can I say no to you?" – A story about the value of having limits	IO2A7_HOW CAN I SAY NO TO YOU_EN.p

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
Activity 1: Development of the Teaching Package

'You Tell' Story	Attachment
	https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_HOW-CAN-I-SAY-NO-TO-YOU_EN.pdf IO2A4_HowCanISayNo_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_HowCanISayNo_EN.pdf
Rospo	IO2A7_ROSPO_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_ROSPO_EN_compressed.pdf IO2A4_Rospo_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_Rospo_EN.pdf
The Girl with the Enchanted Voice	IO2A7_THE GIRL WITH THE ENHANTED https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A7_THE-GIRL-WITH-THE-ENHANTED-VOICE_EN.pdf

'You Tell' Story	Attachment
	IO2A4_The girl with the enchanted voice_E https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-girl-with-the-enchanted-voice_EN.pdf
The Carob Tree	IO2A7_CAROB TREE_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/The-red-crab-island-2.pdf IO2A4_The carob tree_EN.pdf https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A4_The-carob-tree_EN.pdf

6. "You Tell" VR Scenarios and Desktop Application

IO3A3_Creation of You Tell VR Scenarios

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO3A3_Creation-of-You-Tell-VR-Scenarios_EN-1.pdf

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7. "You Tell" Android

IO3A5_Android
Version_EN.pdf

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO3A5_Android-Version_%CE%95%CE%9D.pdf

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
Activity 1: Development of the Teaching Package

8. Annexes

Annex 1: Guide for Creating "You Tell" Stories

PDF

IO2A1GuideForCreati
ngYouTellStories.pdf

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO2A1GuideForCreatingYouTellStories.pdf

Annex 2: Guide for Using "You Tell" Stories

PDF

IO2A6_Guide on how
to use the stories_EN

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/08/IO2A6_Guide-on-how-to-use-the-stories_EN-1-1.pdf

Annex 3: Guide for the ''You Tell'' VR for Teachers

PDF

IO3A4_''You Tell'' VR
Guide for Teachers_EN

https://storychangers.projectsgallery.eu/wp-content/uploads/2023/09/IO3A4_%E2%80%98You-Tell-VR-Guide-for-Teachers_%CE%95%CE%9D-1.pdf

Intellectual Output 4: "Change the Story" Teaching Package for Pupils
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