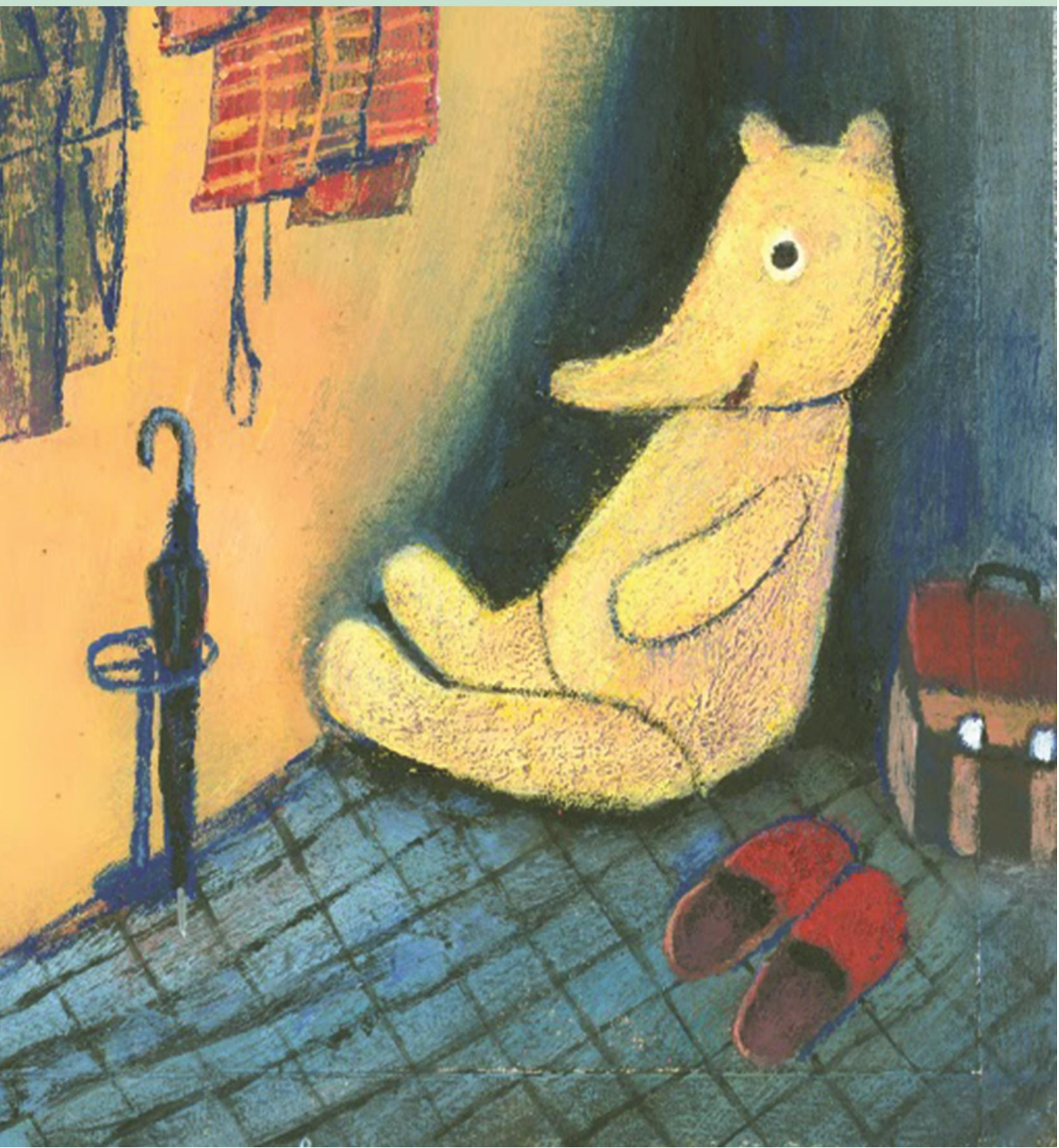


BOOK OF ACTIVITIES



MULTILIB: THE MULTILINGUAL LIBRARY FOR CHILDREN IN EUROPE

2016-1-SE01-KA201-0221012016-1-SE01-KA201-022101

Viksjöfors skola, Sweden

<https://artinedviksjofors.webbstjarnan.nu/>

The Mosaic Art and Sound Ltd., United Kingdom

<http://www.mosaicartsound.com/>

International Yehudi Menuhin Foundation, Belgium

<http://www.menuhin-foundation.com/>

PELICAN, Czech Republic

<http://skolapelican.com>

University of Çukurova, Turkey

<http://www.cu.edu.tr/tr/>

The Research Committee of the Technical University of Crete, Greece

<https://www.tuc.gr/>

www.multilibproject.eu

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PREFACE

Stories for children are a wonderful thing. They help children to adopt basic models of behaviour, realise the difference between good and evil and believe that good always prevails in the end and the bad is punished. Moreover, they also develop the knowledge of communication, listening and empathizing with characters.

To understand other nations through children's stories – this is the goal of MultiLib project. Through the use of the resources, teachers enable primary school children, both from local and migrant background, to:

- develop a sense of social inclusion
- enhance intercultural understanding
- make children from ethnic minorities, and particularly from newly arrived migrant families, proud to share their culture and language, and pleased to learn about others
- acquire skills that will contribute to their future employment in a labour market increasingly requiring multicultural knowledge, mobility (therefore language skills) and ICT competences
- enjoy collaborative educational activities with creativity and fun while enhancing love of reading, literacy, language and artistic skills.

Within the project, a **multilingual on-line library** with 12 books in 6 European languages (Czech, Swedish, English, French, Greek and Turkish) and 12 books in the languages of immigrants that are heading towards Europe these days. 156 illustrated children's books overall will be accompanied with a book of activities focused on creative work with a story, and a handbook for instructors. E-book formats are accompanied with audio versions of books in the native language, as well as in English.

The Book of Activities contains **27 various activities** aimed at the exploitation of the stories described in the books. With the outputs of the project, teachers in primary schools will be able to develop the sense for social inclusion, enhance intercultural understanding, support pride for their origin and culture at children from ethnic minorities, develop competences vital for their future employment and enjoy cooperative education activities, based on creativity and fun.

The Book of Activities is accompanied by a **Teacher Guide** that is designed to help teachers to find their own reasons and expand ways to work continuously on the topics of inclusiveness, multicultural and multilingual experiences, love of reading and embedding the arts into education. Moreover, it describes basic learning-teaching scenarios of implementation (lesson plans) and the use of self-evaluation tools.

The emphasis is put on children education towards openness to diversity, but also pride for their origin and traditions. The growing number of multi-ethnic classes places new demands on teachers in primary schools and it is necessary to offer them tools that help to overcome problems related to diversity of children and their approaches.

The Teacher Guide is freely available as online versions in Swedish, Czech, Turkish, Greek, French and English. We are grateful for the help we have received in developing these activities from all the teachers and educators.

For more information on the project, its outcomes and its partners, please refer to our website: **www.multilibproject.eu**. For up-to-date information, you can also follow us on our Facebook: **www.facebook.com/multilib**.

INTRODUCTION TO THE ACTIVITIES

All activities have been tested over two periods and adapted following the comments and suggestions of practitioners working both in pre-schools and primary schools in six different countries. There are activities for specific age groups. However, whatever activities you use should suit you, your situation and the ability of the children you work with; some of the activities might not appeal to you or fit your situation.

In order to achieve positive results please:

1. Read carefully the game in advance;
2. Prepare the room and the necessary materials;
3. Follow the instructions;
4. Debrief the activity with the group;
5. Keep cautiousness with energetic activities/exercises;
6. Feel free to adapt the games to the needs of the particular group;
7. Make sure the children understand the purpose of the exercise.

The activities include comprehension, creative expression, reflection, task-based learning, collaborative interplay and the use of art forms such as music, dance, visual arts and digital storytelling. The activities are addressed to both native and migrant students.

A classification of activities is used in this book for easier reference and is also available in the Teacher Guide.

THE STRUCTURE OF THE DESCRIPTION OF THE ACTIVITIES

NUMBER AND TITLE – the number and the title of the activity

AGE GROUP – the age of children and pupils for whom the activity is most suitable (could be different in your group)

EXTRA SPACE – indicates that the activity needs extra space

METACOMPETENCES – defines competences that enable children and youth to benefit from intercultural education through art according to META project¹.

KEY WORDS – summary of the content and aim of the activity

AIM – expected impact of the activity

TIME – expected duration of the activities (depends on the group size and age)

MATERIALS – list of materials and resources needed for the activity

PROCEDURE – instructions to implement the activity

HOW TO STIMULATE REFLECTION – suggestions for questions to help children and pupils understand the aim of the activity and reflect on their action

SOURCE OF THE ACTIVITY – source of inspiration for each activity that have been adapted

¹ Minorities Education Through Art. 54564662-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD

INDEX OF ACTIVITIES

+ more space

NR	TITLE	METACOMPETENCES	KEY WORDS	AGE FROM	AGE TO	SPACE NEEDED
1	Fairy Tale Chaos	Creativity, Communication, Individual and collective responsibility, Literacy	Team work, Role playing, Emotional intelligence, Diversity, Intercultural understanding	7	10	+
2	From Paper To Story	Creativity, Communication, Understanding/Acceptance, Love of reading, Literacy	Art, Team work, Role playing, Emotional intelligence, Diversity, Intercultural understanding	5	8	+
3	Draw an Unknown Character	Creativity, Artistic expression, Self-awareness & Self-Empowerment, Resilience, Multicultural awareness	Listening, Art, Understanding, Expression, Empathy, Fun	5	8	
4	Alternative Endings	Creativity, Communication, Resilience, Leadership, Empathy, Individual and collective responsibility	Improvisation, Rethinking, Expression, Concentration	7	10	
5	Animate a Story	Artistic expression, Understanding/Acceptance, Communication, Commitment, Empathy, Creativity	Team work, Computational Participation, Computer Programming, Digital Storytelling, Emotional Intelligence	9	12	+
6	Dramatize a Story	Artistic expression, Understanding/Acceptance, Communication, Commitment, Individual and collective Responsibility, Empathy, Leadership, Self-Awareness & Self-Empowerment, Creativity	Team work, Dramatization, Expression, Emotional Intelligence, Art	6	12	+
7	Sing a Story	Artistic expression, Understanding/Acceptance, Communication, Empathy, Leadership, Creativity, Resilience, Leadership	Art, Poetry, Music, Singing, Expression, Emotional Intelligence	6	12	+
8	Remix a Story	Artistic expression, Understanding/Acceptance, Communication, Commitment, Inclusivity, Empathy, Resilience, Leadership, Creativity	Creative writing, Expression, Language learning.	8	12	+
9	Make an E-book	Artistic expression, Understanding/Acceptance, Communication, Creativity	Creative creating, Artistic expression, Communication	8	12	
10	Put Music On	Artistic expression, Understanding/Acceptance, Communication, Creativity	Creative creating, Expression, Traditional music	8	12	
11	Work With an Artist	Artistic expression, Understanding/Acceptance, Communication, Creativity	Creative creating, Expression, Artistic expression	8	12	
12	Write a Poem	Artistic expression, Understanding/Acceptance, Communication, Creativity,	Creative creating, Expression, Writing, Multicultural awareness, Artistic expression	6	12	
13	Colour My Rainbow	Artistic expression, Understanding/Acceptance, Communication, Inclusivity, Creativity	Inclusivity, Artistic Expression, Self-understanding, Art	7	10	

NR	TITLE	METACOMPETENCES	KEY WORDS	AGE FROM	AGE TO	SPACE NEEDED
14	Fractured Stories	Empathy, Understanding/Acceptance, Commitment, Individual and collective Responsibility, Communication, Inclusivity, Creativity, Literacy, Love of reading	Humour, Different points of views, Creativity	7	12	
15	Jigsaw	Communication, Commitment, Inclusivity, Individual and collective Responsibility, Resilience, Artistic Expression, Love of Reading, Multicultural Awareness, Intercultural communication	Cooperation, Dramatization, Communication, Artistic Expression	7	12	
16	Treasure Hunt	Communication, Commitment, Inclusivity, Individual and collective Responsibility, Resilience	Inclusivity, Cooperation, Problem solving, Communication	7	12	
17	Make a Poster	Artistic expression, Understanding/Acceptance, Communication, Creativity, Multicultural awareness	Creative creating, Expression, Drawing, Listening, Cooperation	7	10	
18	Guess the Story	Creativity, Empathy, Understanding/Acceptance, Communication, Self-awareness & Self-empowerment, Literacy, Love of reading	Concentration, Story-telling, Imagination, Empathy, Expression	7	10	
19	Guess the Word	Inclusivity, Understanding/Acceptance, Creativity, Resilience, Communication, Literacy	Listening, Concentration, Imagination, Communication, Language sensitivity	7	10	
20	Singing Words	Multilanguage awareness, Inclusiveness, Creativity, Artistic expression	Sound of different languages, Listening and singing, Improvisation	7	10	
21	Our Fabulous Dance	Multicultural awareness, Love of Reading, Inclusiveness, Creativity, Artistic expression	Learning through dancing, stimulating learning about different cultures	7	10	
22	Whispering Words	Multicultural and multilanguage awareness	Sounds of other languages, Learning while having fun, stimulating learning about different cultures	7	10	
23	Remembering Language Characters	Multicultural and multilanguage awareness	Characters of other languages, Learning while having fun	7	10	
24	Let's Play the Role Of...	Understanding/Acceptance, Communication, Commitment, Empathy, Creativity	Dramatization, Stereotypes, Stories, Images	7	10	
25	Similarities	Understanding, Acceptance	Interpretation, Languages, Acceptance, Recognition, Valorization	7	10	
26	Twenty Words For a Poem	Creativity, Commitment	Mutual learning, Innovation, Leadership	7	10	
27	Visualization	Inclusivity, Creativity	Understanding, Diversity, Stereotypes, Visualization, Images	7	12	

1 FAIRY TALE CHAOS

AGE: 7–10

METACOMPETENCES

- Creativity, Communication, Individual and collective responsibility, Literacy

KEY WORDS

- Team work, Role playing, Emotional intelligence, Diversity, Intercultural understanding

AIM

- to introduce different characters from various cultural backgrounds to the children
- to stimulate children's imagination
- to focus the attention

TIME

30-40 minutes

MATERIALS

Cards of characters (e.g. dwarf, troll, king, witch, etc.) – either pre-prepared or made just for this game
Pens/pencils and paper

PROCEDURE

1. The teacher divides children to groups of 4-6 members.
2. Each child takes a card from the deck (it can be e. g. Wolf, Witch, Princess and Golden Hair in the same group).
3. If children do not understand some character, they can ask the teacher and be given hints of what the character is like.
4. Children in the group try to make up the best story from characters they have taken from the deck
5. Teacher goes around, observes the work of groups and intervenes, if there is some argument among children or if only one child does work and others do not contribute to the output/are not allowed to.
6. After the preparation of the scenario is made (20-25 minutes), children present their scenarios to "jury" and other children.
7. Alternatively, children can take roles of each character and show the story to others (or combine – e. g. part of the story is read by the storyteller, some selected scenes are played by others).
8. Jury judges the stories and awards prizes (Oscars, Golden Bears, Crystal Globes, etc.). Both individual efforts and collective output can be awarded (main character/side character, man/woman, etc. – according to the group of children).

HOW TO STIMULATE REFLECTION

1. Was it difficult to combine your selected characters in the scenario? What was difficult, what was sensible and what was funny?
2. Did you understand the characters you have obtained? Was it difficult to imagine their behaviour in the story?
3. Who was the main leader in your group? Did all of you contribute to the scenario?
4. Did you experience some new character/cultural sphere in your card selection? How it was to work with such character?

!

- Activity for up to 30 children
- Alternatively, they can first take cards and then an instructor divides them into groups
- Alternatively, they can decide to perform some excerpts of the scenario

SOURCE OF THE ACTIVITY

Hranostaj.cz – Sběrka nejen skautských her. On-line: <https://www.hranostaj.cz>



2 FROM PAPER TO STORY

METACOMPETENCES

- Creativity, Communication, Understanding/Acceptance, Love of reading, Literacy

KEY WORDS

- Listening, Understanding, Expression, Empathy, Fun

AIM

- to support children's creativity and ability to express their ideas through drawings
- to train listening to the story and
- to support imagination

TIME

10-15 minutes

MATERIALS

Paper and pencils/pens/crayons
(Children's book)

PROCEDURE

1. A storyteller finds classic children's story (can be one from the MultiLib library or any other well-known story).
2. The children are divided in 2 groups.
3. The second group leaves the room.
4. The first group stays and listens to the chosen story.
5. Each child from the first group, while listening, draws some of the items that appear in the story (but not too strikingly – e. g. Red Riding Hood – a small cap).
6. After the story is finished, the second group members come to the room and each sits next to anyone from the first group.
7. Children from the second group try to guess what story had been written to the first group
8. Whoever is the first one guessing correctly, is the winner.

HOW TO STIMULATE REFLECTION

No reflection needed, the game is just a short let-off game to enjoy some fun and relax a little.

!

- Activity for up to 20 children

SOURCE OF THE ACTIVITY

Hranostaj.cz – Sbíрка nejen skautských her. On-line: <https://www.hranostaj.cz>

3 DRAW AN UNKNOWN CHARACTER

METACOMPETENCES

- Creativity, Artistic expression, Self-awareness & Self-Empowerment, Resilience, Multicultural awareness

KEY WORDS

- Listening, Art, Understanding, Expression, Empathy, Fun

AIM

- to support children's creativity and ability to express their ideas through drawings
- to train listening to the story and
- to support imagination

TIME

15 minutes

MATERIALS

Paper and pencils/pens/crayons
(Children's book)

PROCEDURE

1. The children sit down around the storyteller.
2. The storyteller reads a story from different culture/geographic area.
3. When a character appears in the story that is typical for other culture/children do not know it (e. g. troll, sultan, etc.), the storyteller asks children to remember this character.
4. When the story is finished, each child makes a drawing of the character they did not know in the story.
5. Children then present their character drawings and discuss the real meaning.

HOW TO STIMULATE REFLECTION

1. Can you imagine some other character from children's story you know that would be similar to this character?
2. What led you to the assumption that the character would be like this? Did you take into account its appearance, behaviour or some wider context of the culture the character was coming from?
3. Did you find out some surprising characteristics that you would not expect from this character?
4. Did the character revelation tell you more about the culture it is from?

!

- Activity for up to 20 children
- Alternatively the children can cooperate in small teams and discuss their imaginations before actual drawing
- Alternatively, unusual places (e. g. oasis, caravanserai, fjord, etc.) can also be drawn in this game

SOURCE OF THE ACTIVITY

MultiLib

4 ALTERNATIVE ENDING

METACOMPETENCES

- Creativity, Communication, Resilience, Leadership, Empathy, Individual and collective responsibility

KEY WORDS

- Improvisation, Rethinking, Expression, Concentration

AIM

- to increase the ability to improvise with new characters in old children's stories plots
- to enhance communication skills and empathy

TIME

10-15 minutes

MATERIALS

Cards of characters
(Children's book)

PROCEDURE

1. Children sit down around the storyteller.
2. The storyteller reads the first part of the story.
3. Then any child takes a random card from character pool and gives it to the storyteller.
4. The storyteller shows the card to the children and "invites" this character to the story (e. g. "And suddenly, the bushes parted and a Dwarf stood in the meadow, between Red Riding Hood and Wolf").
5. The children start thinking of the next development of the story, once a new character entered the story.
6. The group continues its own story with how the situation continues; each child tells just 1 sentence, then gives speech to another child, until all members of the group have told their sentences. Each child thus has to react to what has been told before.
7. The storyteller does the recapitulation of current situation (e. g. "the dwarf has protected the Red Riding Hood from being eaten by the Wolf, but the Wolf follows the Red Riding Hood and waits for his next chance...").
8. Another card can be played with different character and the story is again told by children, now backwards (so the last one from the first round now starts).
9. When children get to the end of the story by themselves, the story is ended.

HOW TO STIMULATE REFLECTION

1. Was it difficult to imagine another character in the story?
2. Did you enjoy to react quickly to what has been told before your turn? Was it difficult?
3. Did this game change the moral fibre of some characters (e. g. good/evil, strong/weak, brave/coward, etc.)?
4. Can you now imagine other alternative endings to the story?

!

- Activity for up to 10 children (or in more groups)

SOURCE OF THE ACTIVITY

Adapted from Once Upon a Time – a collaborative card play (www.atlas-games.com)

5 ANIMATE A STORY

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Commitment, Empathy, Creativity

KEY WORDS

- Team work, Computational Participation, Computer Programming, Digital Storytelling, Emotional Intelligence

AIM

- to identify characters and plot of a story
- to give life to characters using digital storytelling
- to stimulate children's imagination
- to promote computational participation

TIME

90-120 minutes possibly organized into 2-3 sessions

MATERIALS

Digital storytelling software/platform like Scratch or Tynker

Story to be animated has already been selected and presented to the students

Character illustrations and background images prepared by the teacher or taken from story illustrations

PROCEDURE

1. The teacher divides children to groups. Each group adopts a character of the story.
2. The teacher presents to the children the digital storytelling environment and how it can be used to create sprites that represent the characters of a story.
3. Each group uses the prepared sprites to create a corresponding sprite in the storytelling platform that will represent the character.
4. Each group considers the actions and emotional background of the adopted character and enriches the sprite by creating appropriate poses and sounds for expressing emotions.
5. The groups gather together and decide on the plot of the animated story. They could either use the plot of the original story or make their own version.
6. The teacher facilitates the integration of the sprites prepared by the groups in the digital storytelling environment.
7. Based on the plot decided, the students select appropriate backgrounds and divide the story into separate scenes.
8. The students now are divided into groups based on the scenes to be animated. Each group should have at least one student from initial groups that correspond to each character/sprite participating in the corresponding scene.
9. Each group animated the corresponding scene exploiting the knowledge of participating characters from the students that have participated in their creation.
10. The groups gather together to integrate the scenes into the final animated story with the facilitation of the teacher.
11. The teacher uploads the animated story to the Internet so that it could be disseminated to parents, other students and teachers.

HOW TO STIMULATE REFLECTION

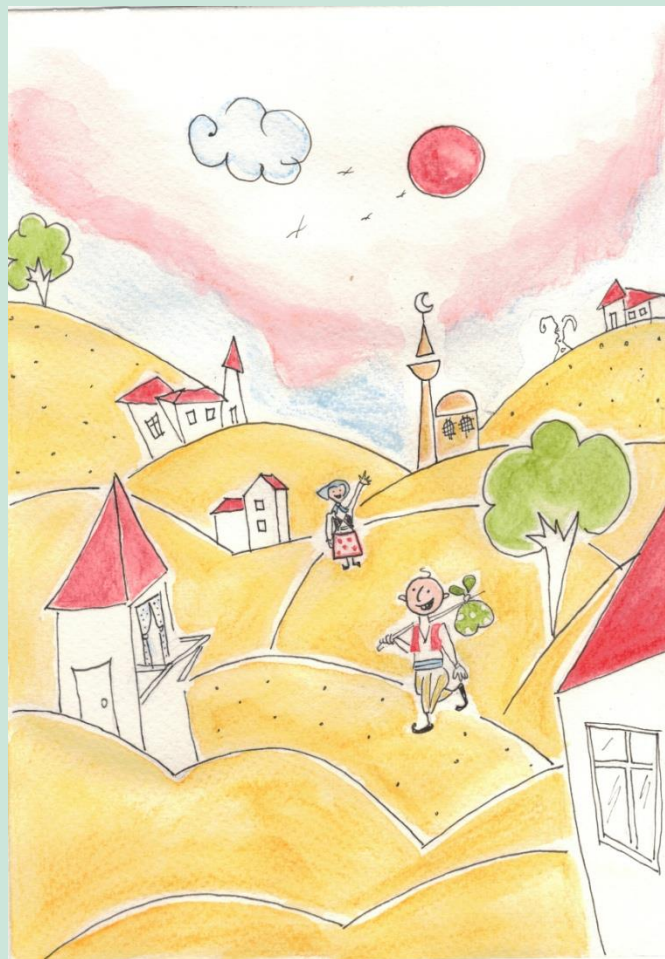
1. Did you find new things about the story characters and their behaviours and traits?
2. Do you like the combination of traditional art forms with computers?
3. How did you organize the work in the group? What were the different roles undertaken by its members?
4. What did you learn about computer programming and digital animation techniques?

!

- Activity for up to 30 children
- The final animated story can be presented to parents or other students, teachers and other people in a special event where the creators can also explain how they have worked.
- The illustrations used for creating the sprites and the scene background could be prepared by the students themselves before the actual activity takes place and based on their understanding of the story. There could use any material to make these illustrations and then scan them.
- Instead of creating illustrations, the children could create 3-D models using play doh or other appropriate material. In that case, the animated story could be developed with stop motion animation techniques.

SOURCE OF THE ACTIVITY

MultiLib



6 DRAMATIZE A STORY

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Commitment, Individual and collective Responsibility, Empathy, Leadership, Self-Awareness & Self-Empowerment, Creativity

KEY WORDS

- Team work, Dramatization, Expression, Emotional Intelligence

AIM

- to identify characters and plot of a story
- to give life to characters using bodily expressions and movement within a drama-based framework
- to stimulate children's imagination
- to cultivate empathy and communication skills

TIME

40-60 minutes possibly organized into 2-3 sessions

MATERIALS

Appropriate space to allow for theatrical improvisations

PROCEDURE

1. The teacher presents a selected story to be dramatized.
2. The students discuss how the story can be dramatized. Especially in cases when the story is initially written in non-dialogic form.
3. Each student adopts a character of the story. If the characters are less than students, many students can adopt the same character and participate in dramatization of separate scenes.
4. The students divide the story into scenes and decide which student will participate in what scene with what role.
5. The teacher, acting as a storyteller, introduces each scene and the students that have been selected to dramatize it initiate a short improvisation.
6. After the dramatization ends, the students can discuss on the strengths and weaknesses of their own improvisations and the improvisation of their peers with respect to the plot of the story, the traits of each character of the story and the main idea that is communicated by the story.

HOW TO STIMULATE REFLECTION

1. Did you find new things about the story characters and their behaviours and traits?
2. Was it difficult to use your body, face and voice to give life to the character you have been assigned?
3. How could you select your clothes and other accessories to be more convincing in your role?

!

- Activity for up to 20 children
- The improvisations could be recorded so that the students can see the video after the end of the dramatization and reflect more effectively on their achievements and weaknesses.
- The process could continue to create a theatrical play that could be presented in public.

SOURCE OF THE ACTIVITY

MultiLib

7 SING A STORY

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Empathy, Leadership, Creativity, Resilience

KEY WORDS

- Poetry, Music, Singing, Expression, Emotional Intelligence

AIM

- to cultivate language skills for personal expression
- to transform a story into a song
- to stimulate children's imagination

TIME

30-45 minutes

MATERIALS

No special materials required

PROCEDURE

1. The teacher presents a selected story to be used to create a song.
2. The students discuss how the story can be used to create a song. The teacher may propose certain verse patterns (employing examples) to trigger the imagination of the students.
3. The students decide on the structure of the song, its length and genre. They could adopt the melody of an existing song that they already know.
4. The students create the song with the facilitation of the teacher.
5. If no melody has been pre-selected, the students make improvisations to conclude with a melody.
6. The students sing the song together with their teacher.

HOW TO STIMULATE REFLECTION

1. Did you find new things about the story characters and their behaviours and traits?
2. Was it difficult to follow the song structure/rhythm/melody?
3. How could you select/create melodies that are in harmony with the theme of a story?

!

- Activity for up to 30 children
- The final singing of the students with their teacher could be recorded and further enriched with digital images of story illustrations to create a video. The video could be uploaded in Youtube.

SOURCE OF THE ACTIVITY

MultiLib

8 REMIX A STORY

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Commitment, Inclusivity, Empathy, Resilience, Leadership, Creativity

KEY WORDS

- Creative writing, Expression, Language learning

AIM

- to cultivate language skills for personal expression
- to transform a story into a new one
- to stimulate children's imagination

TIME

60-120 minutes organized in two sessions

MATERIALS

Special cards presenting and explaining techniques for remixing a story:

- Change beginning / middle / end
- Change time / place / cultural context
- Reverse characters
- Introduce new characters (possibly from other stories)
- Replace characters (possibly from other stories)
- Continue the story beyond its end or before its beginning to create a sequel
- Combine with other stories (possibly offering a multi-cultural universe)

Sticky notes

PROCEDURE

SESSION A

1. The students propose and final select one story that they like and wish to make their own version.
2. The teacher presents ways of remixing the story using the special cards.
3. The students decide on the technique that they will employ or randomly select the cards with the techniques that they will employ (usually 1-3). The selected cards are put on a wall.
4. The teacher facilitates a brainstorming session to give each student the possibility to propose ideas for the new story using the selected cards. All ideas are written in sticky notes so that everybody can see. Each child prepares one sticky note, presents it and puts it on the wall under the corresponding card/category selected in the step 3.
5. The teacher helps the students combine the sticky notes to specify 5-6 basic ideas for the story remixing at the end. Similar sticky notes can be combined into one.

SESSION B

1. The students are organized into groups of 2-4 and create their own version of the story.
2. The groups present their stories.

HOW TO STIMULATE REFLECTION

1. Did you find new things about the story characters and their behaviours and traits?
2. What was the main idea of the initial story and how this changed in the remixed story?
3. How did you organize the work in the group? What were the different roles undertaken by its members?

!

- Activity for up to 12 children
- The stories produced by the student groups in session B can be further used for additional activities (e.g. they could be animated, dramatized, etc.).

SOURCE OF THE ACTIVITY

MultiLib



9 MAKE AN E-BOOK

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Creativity

KEY WORDS

- Creative creating, Artistic expression, Communication

AIM

- to design and produce objects from different materials using appropriate equipment.
- to use narratives as sources of inspiration and models for pupils' own ideas and creativity.
(Curriculum for the compulsory school, preschool class and the recreation centre 2011:202)

TIME

3-4 lessons about 45-60 minutes each

MATERIALS

Different material and tools that is available in the craft lessons, Computer and camera or i-pad, A program to make e-books in.

PROCEDURE

LESSON 1

1. The students select and read 4 stories from the MultiLib library.
2. The students select 2 or 3 of the characters from the stories each.

LESSON 2

The students are now supposed to create those characters in the craft lesson. The characters do not have to look the same way as in the story, but they should to have the same personality.

LESSON 3-4

1. The students get divided in groups of 3.
2. Together the group makes a story with their handmade characters.
3. The group takes pictures of their characters that fit to their story.
4. The group put together the pictures and make an e-book on the computer or i-pad.
5. Each group present their story to their classmates.

HOW TO STIMULATE REFLECTION

1. Is it possible to create a new character with the same personality?
2. Do you think a character has to be different if they come from other countries? Why?
3. Perhaps your story contains character from different countries. Does that affect your new written story?
4. Have you heard a similar story before? What was that story about?

SOURCE OF THE ACTIVITY

MultiLib

10 PUT MUSIC ON

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Creativity

KEY WORDS

- Creative creating, Expression, Traditional music

AIM

- to analyse and discuss musical expressions in different social, cultural and historical contexts.
- to understand the Impact of music's physical, conceptual and emotional characteristics on people in different contexts.
- to use music together with pictures, text and dance. How different aesthetic expressions can interact.
- knowledge about classical music, folk music and popular music from different cultures and their musical characteristics.(Curriculum for the compulsory school, preschool class and the recreation centre 2011:95)

TIME

60-90 minutes

MATERIALS

Computer, internet and a computer program like moviemaker.

PROCEDURE

1. The students are divided in groups of 3 pupils. The teacher presents ways of remixing the story using the special cards.
2. The students choose 3 stories from the library of MultiLib.
3. The students use internet to search for traditional and popular music from the countries the stories come from.
4. Together the students choose different music that present the different countries and put the music together with the pictures from the stories in a programme like moviemaker.
5. The students can try to put different music to the stories.
6. Each group present their story/music/movie to their classmates.

HOW TO STIMULATE REFLECTION

1. How does music affect the stories?
2. Are there any differences between the music from different countries?
3. Are there any similarities in the music?
4. How did you organize the work in the group?
5. Was it easy to find music from your selected countries?
6. Is it possible to say that a special kind of music can present a country?

SOURCE OF THE ACTIVITY

MultiLib

11 WORK WITH AN ARTIST

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Creativity

KEY WORDS

- Creative creating, Expression, Traditional music

AIM

- to make production of narrative pictures, such as illustrations for story books and text.
- to learn words and terms for interpreting, writing and discussing a picture's design and message. (Curriculum for the compulsory school, preschool class and the recreation centre 2011:23)

TIME

90 minutes + time to finish the pictures and have vernissage

MATERIALS

Invite an artist, paper, pencils, colours

PROCEDURE

1. Invite an artist and let the artist present him- or herself.
2. The students choose 1 story from the library on MultiLib.
3. The students read but do not show the pictures of the story to the artist.
4. The artist is going to interpret the story and make some new pictures while the students are watching. (How many pictures depends on the volume of the story)
5. The artist tells the students how he/she works/thinks when he/she create art.
6. Each student selects a part of the story to make their own picture too. This task may need one more lesson.
7. Put the pictures of the artist and the student on a wall.
8. Invite other classes to a vernissage. Have some music and offer something to drink.

HOW TO STIMULATE REFLECTION

1. Did the artist interpret the story the same ways as the story's original artist?
2. What was similar? What was different?
3. Do you think the pictures would look different if the artist come from another country?
4. What do you think affect the way we interpret stories?

SOURCE OF THE ACTIVITY

MultiLib

12 WRITE A POEM

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Creativity, Multicultural awareness

KEY WORDS

- Creative creating, Expression, Writing

AIM

- to express themselves and communicate in speech and writing,.
- to acquire knowledge about narrative texts and poetic texts for children from different times and different parts of the world. (Curriculum for the compulsory school, preschool class and the recreation centre 2011:212)

TIME

60-90 minutes

MATERIALS

Computer or pen and paper

PROCEDURE

1. The students select and read 3 stories from story library on MultiLib.
2. The students write down 12 words they are thinking about when they read the stories.
3. Together with the teacher the students choose 10 different words to write on the whiteboard.
4. The class write a poem together on the whiteboard that includes these 10 words.
5. Each students writes one poem or more individually that includes the 12 words he or she selected

HOW TO STIMULATE REFLECTION

1. Do we get the same association when we read stories?
2. What do you think affect the content of a poem?
3. Are there any limits about what we can write in a poem?
4. In what way can we say that poems are a way to express?

SOURCE OF THE ACTIVITY

MultiLib

13 COLOUR MY RAINBOW

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Inclusivity, Creativity

KEY WORDS

- Inclusivity, Self-understanding

AIM

- to create a mutual learning environment for students
- to encourage students to understand another's point of view when different from their own
- to help students interpret other people's expressions, emotions and attitudes through artistic activities
- to enhance self- understanding
- to stimulate children's imagination

TIME

45-90 minutes organized in two sessions

MATERIALS

Paper and crayons

PROCEDURE

1. Students think of some personal traits that they like about each character in the story such as fun, caring, honest, kind, helpful etc.
2. Each student makes a beautiful rainbow with his / her favourite colours and writes the words about the personal traits into the different colours of the rainbow.
3. The students are organized into groups of 2-4. Each student shows his/her rainbow to others in his / her group explaining the words and the corresponding colours in his / her rainbow.
4. Students may exhibit their rainbows on the walls of their classroom.

HOW TO STIMULATE REFLECTION

1. Why is a rainbow so beautiful?
2. How can we make a beautiful rainbow? (Elicit the answer that it takes all colours to make a beautiful rainbow just as it takes all kinds of people to make a beautiful world)
3. How can we make a beautiful world?

!

- Appropriate for larger groups
- Choose an appropriate story that includes various characters

SOURCE OF THE ACTIVITY

MultiLib

14 FRACTURED STORIES

METACOMPETENCES

- Empathy, Artistic expression, Understanding/Acceptance, Commitment, Individual and collective Responsibility, Communication, Inclusivity, Creativity, Literacy, Love of reading

KEY WORDS

- Humour, Different points of views, Creativity

AIM

- to create a cooperative learning environment for students
- to encourage students to understand another's point of view when different from their own
- to help students interpret other people's expressions, emotions and attitudes through artistic activities
- to help students recognize the effects of different emotions
- to strengthen the students' capability to innovate
- to stimulate children's imagination

TIME

45-90 minutes organized in two sessions

MATERIALS

Five or six copies of a story
Paper and pens

PROCEDURE

1. Teacher selects a story, possibly a traditional one.
2. Students are organized into groups of 4-6 and read the original version of the story.
3. Each group chooses a different character in the story and rewrites the story (might be a shorter version) from that character's point of view. Alternatively, students might create an episode which takes place in the following few months after the original finale.
4. Each group tells the class their version of the story.

HOW TO STIMULATE REFLECTION

1. Who has told the story?
2. How do you think the other characters feel?
3. What would the story be like if another character told the same story?

!

- Appropriate for up to 30 students
- Explain students that a fractured story is designed to be humorous by changing the story in an unexpected way;
- Choose an appropriate story that includes various characters

SOURCE OF THE ACTIVITY

MultiLib

15 JIGSAW

METACOMPETENCES

- Communication, Commitment, Inclusivity, Individual and collective Responsibility, Resilience, Artistic Expression, Love of Reading, Multicultural Awareness, Intercultural communication

KEY WORDS

- Cooperation, Dramatization, Communication, Artistic Expression

AIM

- to create a cooperative learning environment for students
- to stimulate children's imagination
- to help and encourage students to convey a variety of emotions and enhance communication using body language and vocal tone
- to keep the tradition of reading aloud a story alive

TIME

60-90 minutes organized in two sessions

MATERIALS

Paper and pens

PROCEDURE

SESSION A

1. Divide the class into three or four groups and have them sit in a circle. (All groups must have an equal number of students)
2. Assign a different part of speech to each group. You may assign nouns, adjectives and adverbs, verbs, and conjunctions as parts of speech.
3. Read a story aloud in a way that captivates the students. You need to dramatize out the story using your body language and voice. You can alter your vocal tone, pitch, volume and pace to convey a wide variety of emotions. For example, for sadness, you may use a slow pace with low voice.
4. Before you read aloud the story, tell the groups to note down any word that corresponds to their part of speech as they listen to the story.
5. Tell the groups that they are all about to become experts on one part of speech, and in order to do so, they will have to cooperate and prepare a whole list with the words that they have noted corresponding to their part of speech (10-15 minutes).

SESSION B

1. Regroup the students into three or four new groups so that each new group has a student who has a list of words corresponding to a different part of speech. So, Group 1 should have nouns, adjectives and adverbs, verbs, prepositions and conjunctions, and so forth.
2. Ask the groups to rewrite the story that they have listened to using the list of words available.
3. Each group reads their version of the story aloud by dramatizing the story using their body language and voice. They divide their story into sections so that each student in the group has the opportunity to read aloud and dramatize.

HOW TO STIMULATE REFLECTION

1. Do you like listening to a story?
2. When was the last time you listened to a story? Who told / read the story? What was it about?
3. Do you like reading a story aloud?
4. How can we dramatize a story?

!

Jigsaw is the main concept in this activity. You may adapt the activity and prefer to jigsaw other things, such as cultural elements in a story. For example, depending on the story you choose, you may assign groups to note down different cultural elements in the story, such as:

- Artefacts
- Legends / Jokes
- Rituals, rites, ceremonies, celebrations
- Beliefs, assumptions
- Attitudes
- Places

SOURCE OF THE ACTIVITY

MultiLib



16 TREASURE HUNT

METACOMPETENCES

- Communication, Commitment, Inclusivity, Individual and collective Responsibility, Resilience

KEY WORDS

- Inclusivity, Cooperation, Problem solving, Communication

AIM

- to create a cooperative learning environment for students
- to stimulate children's imagination
- to encourage students to be creative and see several ways to overcome problems and move forward

TIME

60-90 minutes organized in two sessions

MATERIALS

Paper, scissors and glue

PROCEDURE

SESSION A

1. Divide the class into two big groups (possibly groups of 5 or 6).
2. Give each group a different story.
3. Ask the groups to cut the story into sections or scenes, and paste each section on a separate page / or a card. Allocate a different colour for each group.
4. Each group hides the cards out of sequence throughout the classroom when the other group is kept away. If you have a large group, you may plan your treasure hunt throughout school where there's plenty of space for them to run between locations and stand around reading the clue.
5. Each group prepares a treasure map / or clues showing the exact location where all their cards / pages are hidden.

SESSION B

1. When each group has found the other's story tracing the clues, they are considered to have found the treasure.
2. They need to assemble the cards into correct order so that they can be the winner of the game.

HOW TO STIMULATE REFLECTION

1. Do you know what a treasure hunt game is?
2. Have you ever played a treasure hunt game?
3. Do you like playing treasure hunt game?
4. What do you need to play a treasure hunt game?
5. How can you be successful at treasure hunt game?

!

- Appropriate for smaller groups of students to minimize chaos
- Contemporary stories could be more appropriate so that assembling the story into correct order is challenging enough for the students.
- You can tailor the game to the ages and abilities of the children. If your students are too young to write clues, you as a teacher can write down the clues. You need to make sure that the clues are difficult enough to be a challenge, but not so hard that makes the kids frustrated. An example clue for a seven-year-old group could be:

If you are in a hungry mood, you go here first and find some food.

SOURCE OF THE ACTIVITY

MultiLib



17 MAKE A POSTER

METACOMPETENCES

- Artistic expression, Understanding/Acceptance, Communication, Creativity, Multicultural awareness

KEY WORDS

- Creative creating, Expression, Drawing, Listening, Cooperation

AIM

- to express themselves, communicate and cooperate on common work
- to understand a story, identify main characters and catch the atmosphere of the story in picture
- to develop understanding for different cultural environment and context in arts

TIME

60-90 minutes

MATERIALS

Paper, pencil, crayons, old posters/internet

PROCEDURE

1. Teacher shows children some old posters (movie, theatre, etc.) and explains functions of the poster. It should be an old-style poster with strong graphic element that contains all main characters and catches the atmosphere or basic plot of the story it advertises.
2. Then the teacher explains basic characteristics of the poster. It should contain name of the story with BIG letters, all main characters and catch the atmosphere or basic plot of the story (e. g. Red Riding Hood – there should be a small girl, a wolf, a grandmother etc. and the background should be forest with some houses, etc.). But it should not be a directive instruction (“do it like this”), rather an inspiration for children.
3. Children are then separated to several groups of 4-5 and each group listens to/reads a different story, either from the project bookcase or other. It is good to work with stories from different cultural environments.
4. Each group then starts working on the poster that announces the story. The work starts with discussion of how the poster should look like.
5. Then children make a rough outline of the poster with pencils. Each child can make its own part of the poster or they can cooperate in description and one of them works with pencils, catching the ideas of others to the poster.
6. After the basic outline is done, all children will start working with crayons, making colours and sharp contours of the poster.
7. After all groups finish preparing their posters, they present it to others. They first explain what the story is about and then present the poster.
8. The teacher with other children evaluates the poster and can award the best ones.
9. All posters can be then presented on the notice board of the class or photographed and presented on the web page with names of the creators.

HOW TO STIMULATE REFLECTION

1. Did you contain all characters of the story in your poster? If not, why?
2. Did you try to catch a particular scene of the story or rather overall atmosphere? Why?
3. Was it difficult to imagine some characters? How did you deal with it?
4. Did you experience some characters/environments/scenes that you had not known from before? How did you deal with it?
5. Did the story tell you something new about different cultures/environments? What was that?

SOURCE OF THE ACTIVITY

Inspired by activities of EuroLib project (Become an Illustrator, Culture on Poster)

Developed by MultiLib



18 GUESS THE STORY

METACOMPETENCES

- Creativity, Empathy, Understanding/Acceptance, Communication, Self-awareness & Self-empowerment, Literacy, Love of reading

KEY WORDS

- Concentration, Story-telling, Imagination, Empathy, Expression

AIM

- to express themselves, communicate and cooperate on common work
- to enhance concentration ability and analytical skills by analysing illustrations and trying to decipher the story that lies behind them
- to understand a story, identify main characters and catch the atmosphere of the story
- to develop improvisation skills and empathy by reacting on suggestions of other children and synchronizing their ideas with your own
- to develop sense for other cultures and environments

TIME

15-20 minutes

MATERIALS

Illustrations from project books (or other illustrations of children's story)

PROCEDURE

1. Teacher shows children illustrations of one of the stories in the project online library (alternatively any story with enough illustrations related to the plot can be used).
2. Children start analysing what could have happened there – e. g. what is the plot of the story.
3. Teacher can help them with organisation of the story unfolding with helping questions, such as: Who is on the picture? Is it a good or a bad character? What has happened to him on the second picture? How could this have happened? Etc.
4. Children try to make up a story that would fit in the pictures; the teacher (or one child) writes down the story.
5. When the story is finished, teacher reads the story to the class.
6. Then the teacher introduces the real story that stays behind the pictures.
7. Children do the comparison of their version of the story with the original one.

HOW TO STIMULATE REFLECTION

1. How did you decide which characters will be the main ones in the story?
2. What are the characters like in your story? What led you to the assumption that they are like that? (e. g. evil, good, clever, dumb, selfish, altruistic, etc.)
3. Did you add some more characters to your story? Why and what is their function?
4. Did you understand the environment where the story is happening?
5. Did you have any difficulties in identifying what are some characters about? How did you solve it?
6. Did the story tell you something new about different cultures/environments? What was that?

SOURCE OF THE ACTIVITY

Inspired by activities of EuroLib project (Become an Illustrator, What Could Be The Story About?)
Developed by MultiLib

19 GUESS THE WORD

METACOMPETENCES

- Inclusivity, Understanding/Acceptance, Creativity, Resilience, Communication, Literacy

KEY WORDS

- Listening, Concentration, Imagination, Communication, Language sensitivity

AIM

- to enhance concentration ability and language analytic skills
- to get the feeling for foreign languages by trying to reveal words in the text
- to decipher proper meaning of words by listening to the text around

TIME

15-20 minutes

MATERIALS

Audio files of the stories

PROCEDURE

1. Teacher explains that children are going to listen to the story in the language they do not know.
2. Teacher chooses one or several words and writes it down on the table.
3. Children will try to read the words; after their try, teacher will show them words in audio file separated from the story.
4. Then the children are told to do a particular thing (e. g. raise a hand) when hearing the word in the recording. If more words were chosen, children are told to do a different thing for each word (e. g. word 1 – hand up, word 2 – stand up, etc.).
5. The story is then played and all children try to do proper movements when they think they have just heard any of the words chosen.
6. The teacher stops the story each time the word is said or somebody does a movement and asks what word has been told.
7. After the story is told, teacher gets back to the words written on the table and asks children what they think it can mean.
8. Children try to decipher the meaning of the words. Teacher can read short excerption of the story in native language of the children or in other language to help.

HOW TO STIMULATE REFLECTION

1. Was it easy for you to decipher the words in the story? Which were difficult and which were easy? Why?
2. Can you imagine what could each word mean? Do you have any tips?
3. How did the language you have just listened to sounded to you? Could you repeat some word/phrase from that language? What do you think it can mean?

SOURCE OF THE ACTIVITY

Inspired by activities of EuroLib project (What Could Be The Story About?)

Developed by MultiLib

20 SINGING WORDS

METACOMPETENCES

- Multilanguage awareness, Inclusiveness, Creativity, Artistic expression

KEY WORDS

- Sounds of different languages, listening and singing, improvisation

AIM

- Acquiring multilingual awareness
- Acquiring music skills

TIME

Part 1: 25 minutes
Part 2: 15 minutes
Part 3: 30 minutes

MATERIALS

MultiLib library
MultiLib audiofiles

PROCEDURE

PART 1

1. The teacher shows on a globe or on a map all the countries whose children's stories are included in the MultiLib library.
2. The teacher plays the audiofile of a MultiLib story in its original language without telling the children the country of origin of the story. The children will have to guess to which country that language belongs.
3. The teacher plays the audiofile of another story and again the children will guess the country, until the right answer comes up.
4. At least five different audiofiles will be played.

PART 2

1. The teacher selects a story and reads aloud its translation into the local language, so the children will know the content. The teacher will also show the illustrations while reading.
2. The teacher plays the audiofile of some of the original words included into the story (not more than three words) and tells the children their meaning.
3. The teacher asks the children to repeat aloud those words, in the original language.

PART 3

1. The teacher uses the same words to sing a known melody (i.e. Frere Jacques) and asks the children to sing all together the song by using only the words in the foreign language.
2. Once children and teacher are happy with their singing (they find it pleasant), the teacher splits the class into two groups.
3. The two groups form two concentric circles.
4. The children of the inside circle sings the song softly (i.e. Frere Jacques: still using the foreign words as the lyrics of the song), while the children in the outside circle accompanies the song by clapping hands and by making any kind of rhythmic sound with their body.
5. The children will swap the circles: those who were inside will go outside and vice-versa.

HOW TO STIMULATE REFLECTION

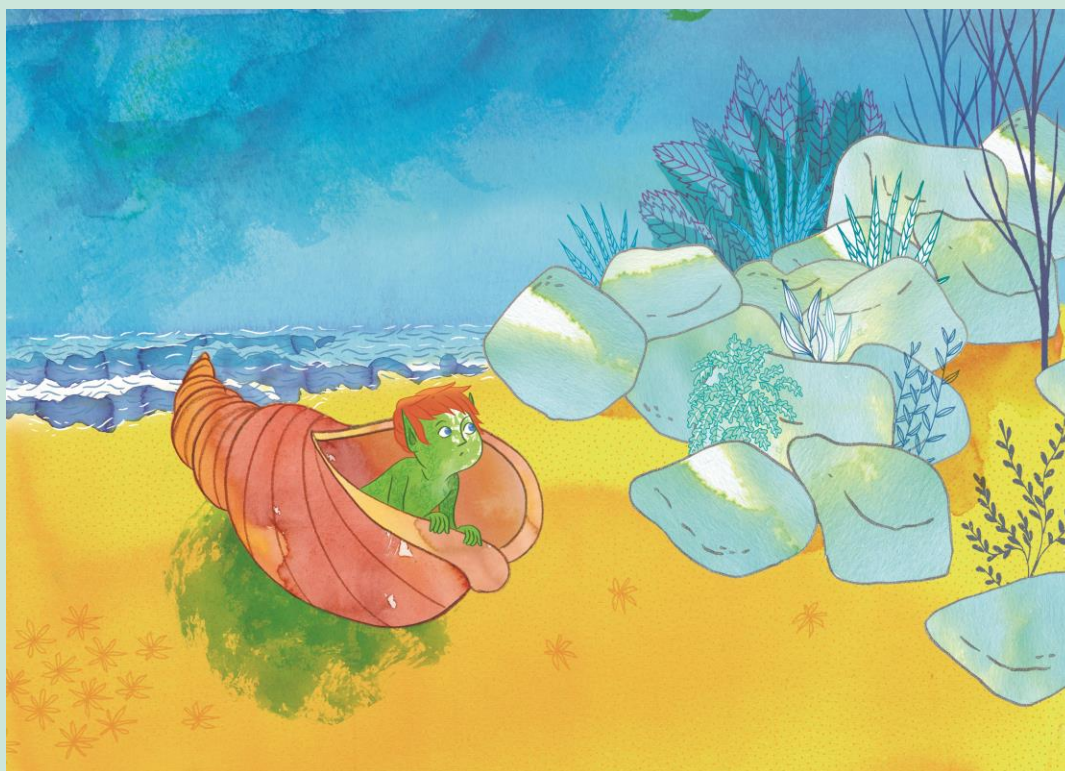
1. Were the sounds of the languages you heard very different from the local language? Were there similar sounds?
2. How do you imagine the people speaking those languages?
3. Do you think that your language may sound strange to them?
4. Imagine a child speaking one of those languages and coming to live in our country. What could we do to help him adapt to a place where people speak a different language?
5. Was it difficult or easy to listen to the other children singing in the circles? Did you enjoy being part of the music ensemble?

!

- In Part 1, play the audiofile of the narrated stories for 50 seconds if you do not have much time available.
- If you have a child with a cultural background belonging to one (or more) of the languages and cultures represented by MultiLib, use the stories that correspond to his/her culture.
- Allow children to have fun while listening to new languages as this may be part of their experience, but also explain them that we have to respect all languages. Also our idiom can sound funny to others.
- When children pronounce foreign words, do not expect that they will repeat the exact pronunciation. They just need to go as close as they can. We only aim to create awareness of a language, we are not teaching it.
- In Part 3 encourage children to be creative in producing sounds by using their body (clapping, whistling, beating arms, legs...).
- Activity for up to 30 children

SOURCE OF THE ACTIVITY

Designed for MultiLib (The Mosaic Art And Sound – UK)



21 OUR FABULOUS DANCE

METACOMPETENCES

- Multicultural awareness, Love of Reading, Inclusiveness, Creativity, Artistic expression

KEY WORDS

- Learning through dancing, stimulating learning about different cultures.

AIM

- Acquiring multicultural awareness
- Developing creativity and problem solving skills through dance
- Developing team work

TIME

Part 1: 30 minutes

Part 2: 30 minutes

MATERIALS

MultiLib library – Internet research

PROCEDURE

PART 1

1. The teacher selects a story from the MultiLib library. S/he reads it aloud to the children and shows the illustrations.
2. The teacher tells the children that they will add “dance action” to the story. S/he asks questions like: “In which point of the story may we add a dance?” “Who would be dancing? The protagonists or who else? What would be the outcome of the dance: everybody will be happy, something else?”
3. By listening to each other’s suggestions, the children agree upon a “dance act” that enriches the story as they like it.
4. With some help from the teacher, a child writes on the whiteboard their “dancing part” of the story (who is dancing, where, why, what happens while the dance is on, outcomes, etc.).
5. The teacher asks the children to invent a dance choreography. The children decide on the movements they want to do and rehearse their “dancing act”.
6. A child reads the whole story aloud and adds the new part on the dance (written on the whiteboard) at the right point. When s/he reads the “dancing part”, all the other children dance according to the agreed choreography. The child who reads the story can reach his classmate and dance with them. After the dance, s/he will continue reading the story till the end.

PART 2

1. To complete the session, the teacher and the children use internet for a research on the traditional dances of the countries that the library represents, starting with the country of the story used in the activity. The children notice movements, clothes, the social purpose of the dance (specific celebrations, etc.) and other characteristics.

HOW TO STIMULATE REFLECTION

1. Which part of the stories did you particularly like?
2. Was the story nicer after you added the dance? Why?
3. Did you enjoy creating a dance together? Was it easy to include the ideas of everybody?
4. Would you like to dance more often during your daily lessons?
5. What did you notice in the traditional dances of the different cultures that you researched?

!

- To start the dancing process, you may want to use some icebreaker activity. An example: children in circle will, one by one, create a movement with all or any chosen part of the body and the others will repeat...
- Let the children free to express their dance movements.
- If children will not know how to choreograph their dance, start with a simple choreography: just divide the class into groups and each group will move differently.

SOURCE OF THE ACTIVITY

Designed for MultiLib (The Mosaic Art And Sound – UK)



22 WHISPERING WORDS

METACOMPETENCES

- Multicultural and multilanguage awareness

KEY WORDS

- Sounds of other languages, learning while having fun, stimulating learning about different cultures

AIM

- Acquiring multicultural and multilanguage awareness
- Developing interest for research

TIME

Part 1: 20 minutes

Part 2: 20 minutes

MATERIALS

MultiLib library – Internet research

PROCEDURE

PART 1

1. The teacher listens to the audiofile of a word in a foreign language included in the audio part of the MultiLib library. Children do not listen to that word, only the teacher does.
2. Children are sitting in a circle.
3. The teacher whispers the word in the ear of one child. This repeats the word in the ear of the child sitting next, and so on, until the last child utters loudly the word that s/he has heard.
4. The teacher tells the children the original word or makes them listen to the audiofile of the word.
5. The teacher selects another word and the game continues, as above.
6. After having whispered six or seven words, the teacher tells the children from which stories each of the words used had been taken.
7. The teacher selects one of those stories and reads it aloud in the local language version.

PART 2

1. The teacher googles the name of the country to which the story belongs and finds information about it: where is it on the map, what kind of natural landscapes, personal names used in the country, etc.
2. The teacher let the children listen to the story in the original language and asks the children to raise their hand when they listen to the word that was whispered in the first part of the activity.

HOW TO STIMULATE REFLECTION

1. What did you like most in the story? Why?
2. Which country would you like to visit? Why?
3. From which country would you like to have a new friend?
4. Do you think that speaking another language (different from the local one) can be an obstacle to get new friends? If so, how could this be overcome?

!

The activity can continue with children individual and collective drawing and painting dedicated to the foreign countries.

SOURCE OF THE ACTIVITY

Designed for MultiLib (The Mosaic Art And Sound – UK)

23 REMEMBERING LANGUAGE CHARACTERS

METACOMPETENCES

- Multicultural and multilanguage awareness

KEY WORDS

- Characters of other languages, Learning while having fun

AIM

- Stimulating curiosity towards different languages
- Acquiring Multilanguage awareness

TIME

40 minutes

MATERIALS

MultiLib library: pdf files with the texts of the stories in their original language.

PROCEDURE

1. The teacher asks the children to see the text of a story written in its original language.
2. The teacher asks the children to comment on the characters of the language. The teacher explains that the language of a foreign text can be identified by looking up characters specific to that language.
3. The teacher tells the children the name of the language and of its country of origin.
4. The teacher shows the original language text of other stories and asks the children to compare characters and marks. The teacher tells them the name of the languages and their country of origin. The teacher continues by showing all the original texts included in the MultiLib library, one by one.
5. Once all the texts have been shown and commented by the children, the teacher shows at random one of the texts and asks the children if they remember the name of that language and its country of origin.
6. A child earns one point every time s/he is able to remember the name and the country of a language.
7. At the end, the child with more points is appointed "The Language Star Child".

HOW TO STIMULATE REFLECTION

1. Which language characters did you like most? Why?
2. Would you like to listen how the texts sound?
3. How old do you think a language is?
4. Do you think that a language is more important than another? If so, in which sense?
5. Do you know how many different languages are spoken in the world? And in your country?

!

As a continuation of the activity, children can use enlarged printing of the texts, cut words and create a collage made of words and drawings representing characteristic elements of countries (i.e. forests covered by snow for Sweden or high mountains for Tibet). The collage would be the result of a collective work and hung on the classroom wall.

SOURCE OF THE ACTIVITY

Designed for MultiLib (The Mosaic Art And Sound – UK)

24 LET'S PLAY THE ROLE OF...

METACOMPETENCES

- Understanding/Acceptance, Communication, Commitment, Empathy, Creativity

KEY WORDS

- Dramatization, stereotypes, stories, images

AIM

- recognizing stereotypes
- acting as a stereotype
- improving communication
- learn by playing

TIME

Two sessions of 45 minutes

MATERIALS

MultiLib library: pdf files with the images and texts of the selected stories.

PROCEDURE

1. This activity is for a group of 10-15 children.
2. The teacher and the children open the MultiLib library and go through the stories collected in the library.
3. The teacher helps the children to start a discussion about the characters of the MultiLib stories.
4. The children select some of the characters of the MultiLib stories that fit into stereotypes: here some examples: the Queen, the King or any other characters that you find appropriate.
5. The teacher helps the children to find more about the selected characters of the stories and what they represent.
6. The teacher asks 5 volunteers to be hot seated as one of the selected characters of the MultiLib stories.
7. The 5 volunteers sit in front of the class and answer questions in role as the character they are playing.
8. The teacher asks the rest of the class to ask the volunteers (one at a time or one after each other) questions to find out as much as they can about the characters.
9. The teacher asks the volunteers to be true how the characters were represented in the story.
10. The rest of the class who are asking the questions are out of role e.g. they are not playing a character in the story, they are playing themselves.

HOW TO STIMULATE REFLECTION

1. What did you do in the story?
2. What do you think about the other characters in the story?
3. What do you think will happen next?
4. What do you think will happen for your character in the future?
5. How do you feel about what happened?
6. What do you think will happen next?
7. What do you think will happen for your character in the future?

!

As a continuation of this activity the children exchange role and in turn – if they like – they can act as volunteers so that everyone in the class can perform. This activity can become an inspiration for a dramatization of the MultiLib stories or new stories about stereotypes created by the students.

SOURCE OF THE ACTIVITY

MultiLib (The International Yehudi Menuhin Foundation – BE)



25 SIMILARITIES

METACOMPETENCES

- Understanding, Acceptance

KEY WORDS

- Interpretation, Languages, Acceptance, Recognition, Valorization

AIM

- promoting the appreciation of similarities among languages
- breaking languages barriers
- promoting common understanding
- facilitating the acceptance of the others

TIME

45 minutes

MATERIALS

MultiLib library: pdf files with the texts of the selected stories and audio files, A4 white papers, crayons, pens

PROCEDURE

1. The children work in small groups.
2. The teacher shows the children the MultiLib library.
3. The teacher with the contribution of the children selects one story and the translated versions of the same story and opens a discussion with the children to identify the country where the story come from.
4. Once the children have identified the country of origin of the story the teacher facilitate and differences between the country of the story and the country where the children actually live, about the languages spoken in the two countries etc.
5. Then the teacher explains to the children the basic rules of game they are going to play: they have to read and look carefully to the original text of the story and to its translation. The aim is to try to recognize and identified with a circle the words that have the same meaning in two different languages.
6. The teacher provides to the students of each group the materials and the stationery they need.
7. The students working in groups try to identity as many couple of words as they can in 10 minutes time.
8. The students using a white paper write the words that they have identified in two different columns (one column for each language).
9. Once all the groups have finished this activity each child in each group starts reading the first word and the correspondent in the other language. The other children will follow (one for each group) till they have presented all the couples of words they have selected.
10. Their peers will say if the words are correct or not and the teacher will support this activity.
11. For each right couple of word the group will gain one point.

HOW TO STIMULATE REFLECTION

1. What do you know of the country of the story?
2. Have you ever been there? If yes, what is your best memory? If not, would you like to visit this country?
3. Have you ever read other stories from that country?

4. Did you find easy to find the similarities among the two different languages?
5. Was this activity fun? Why?
6. Would you like to change some rules in this game? Which of them? Please explain.

!

This activity can be use also to learn about different alphabets or to practice vocabulary with an exercise among peers. One student begins by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly. The last student will then pronounce the word correctly in the two different languages.

SOURCE OF THE ACTIVITY

Designed for MultiLib (The International Yehudi Menuhin Foundation – BE)



26 TWENTY WORDS FOR A POEM

METACOMPETENCES

- Creativity, Commitment

KEY WORDS

- Mutual learning, innovation, leadership

AIM

- enhancing problem solving skills
- improving writing skills
- promoting leadership attitude

TIME

45 minutes

MATERIALS

MultiLib library, pens and white papers to write the poem, photocopies of the MultiLib selected story for this activity and the audio file

PROCEDURE

1. The children work in small groups.
2. The teacher selects one or two stories in the MultiLib library.
3. The teacher explains to the children the activity that they are expected to do using the MultiLib Stories: they will carefully select twenty words among those ones used in the text of the story and then they will use the selected words to create a new poem.
4. The teacher read the story/stories or use the audio file of the stories.
5. The teacher hands over the stationery and the photocopies of the text of the story/stories to each group of children.
6. The teacher explains the children that they can use the twenty words and many times as they want to but they cannot use any other word apart from the selected ones.
7. The children begin the activity when everybody has got its stationary and the photocopy of the text.
8. Children working in group select the most appropriate twenty words, prepositions, adjectives and verbs from the text they have received.
9. Once the children have selected and written the twenty words they will try to write a new poem.
10. This exercise is very challenging and the winner is the first group who will be able to complete a poem.

HOW TO STIMULATE REFLECTION

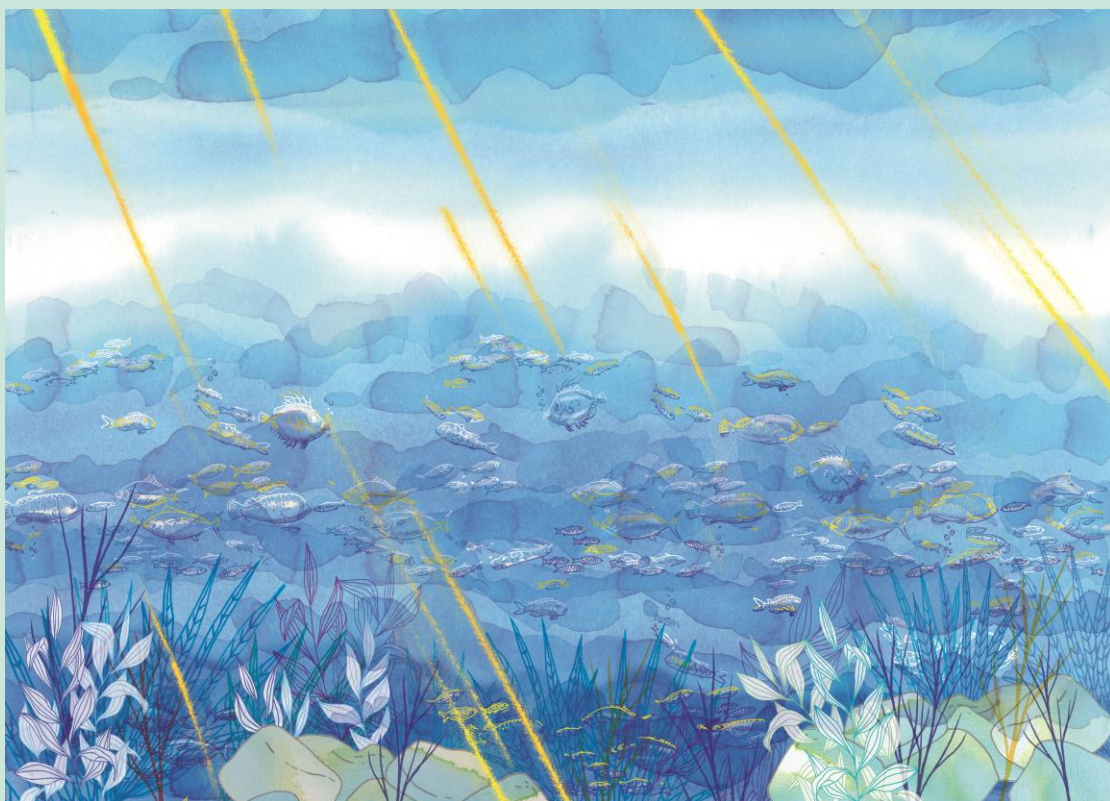
1. What do you need to create a poem?
2. That do you need to create a sentence?
3. Can you write a poem without using verbs?
4. What do you want to tell about your poem?

!

As a continuation of this activity the children can try to use words in a second language to do the same activity in the classroom or to write a story instead of a poem. This exercise can be useful also to learn about grammar.

SOURCE OF THE ACTIVITY

Designed for MultiLib (The International Yehudi Menuhin Foundation - BE)



27 VISUALIZATION

METACOMPETENCES

- Inclusivity, Creativity

KEY WORDS

- Understanding, Diversity, Stereotypes, Visualization, Images

AIM

- promoting understanding of different cultures
- acquiring awareness of different cultures through images
- thinking about a new world

TIME

40 minutes

MATERIALS

MultiLib library: pdf files with the images and texts of the selected stories, audio files of the same stories, A4 white paper, scissors, glue, crayons

PROCEDURE

1. The children work in small groups.
2. The teacher shows the children the stories collected in the MultiLib library.
3. The teacher selects two or three stories depending on the country of origin of the children participating to this activity.
4. The teacher reads the stories aloud or asks a volunteer to read the stories or can use the audio files of the MultiLib library.
5. After reading the stories the teacher promotes an open discussion among the children about the characters of the MultiLib selected stories. She/he indicates the country of origin on a map and the main characteristics/costumes of the country. In case that some children in the class have their country of origin in the country represented in the story the teacher may ask the child/children to select at home and bring few representative images, objects of their country to school.
6. The teacher explains the children that using the images from the MultiLib stories they will create new invented characters and landscapes.
7. The teacher distributes photocopies in colour of the selected stories and asks each group to cut the images.
8. The children are free to cut the images as they like.
9. Children practise visualization, make visual comparison, recognise part of the body, or of a landscape.
10. Children mix the cut elements of the images in a collage and are free to add missing parts for completing a new figure and creating new characters and new landscape images.
11. The focus is on the creation of new character and of new landscape representations.
12. The teacher asks each group of children to present to the other groups new images and to describe them.

HOW TO STIMULATE REFLECTION

1. Which characters are representative of each selected tale? And why?
2. What are the main characteristic of these characters?
3. What do you like more of the selected characters?
4. Do you know anyone who resembles the selected characters? What are the similarities?

5. Describe the main aspects of the new character.
6. Which language the character of the story speaks?
7. Which language does the new created character speak?
8. Can you stimulate the new language?
9. Have you ever seen a landscape like that one represented in the MultiLib tale?

!

As a continuation of this activity the children can write a new story mixing characters and landscapes. They can draw new scenarios representing a dreamed world. The new story can be represented during a performance or illustrated and shown to the public during a school celebration/party.

As alternative to this activity the children could create the image of a new friend and present him/her/it to the peers. During this activity the teacher can work on representation of stereotypes and visualization of children feelings.

SOURCE OF THE ACTIVITY

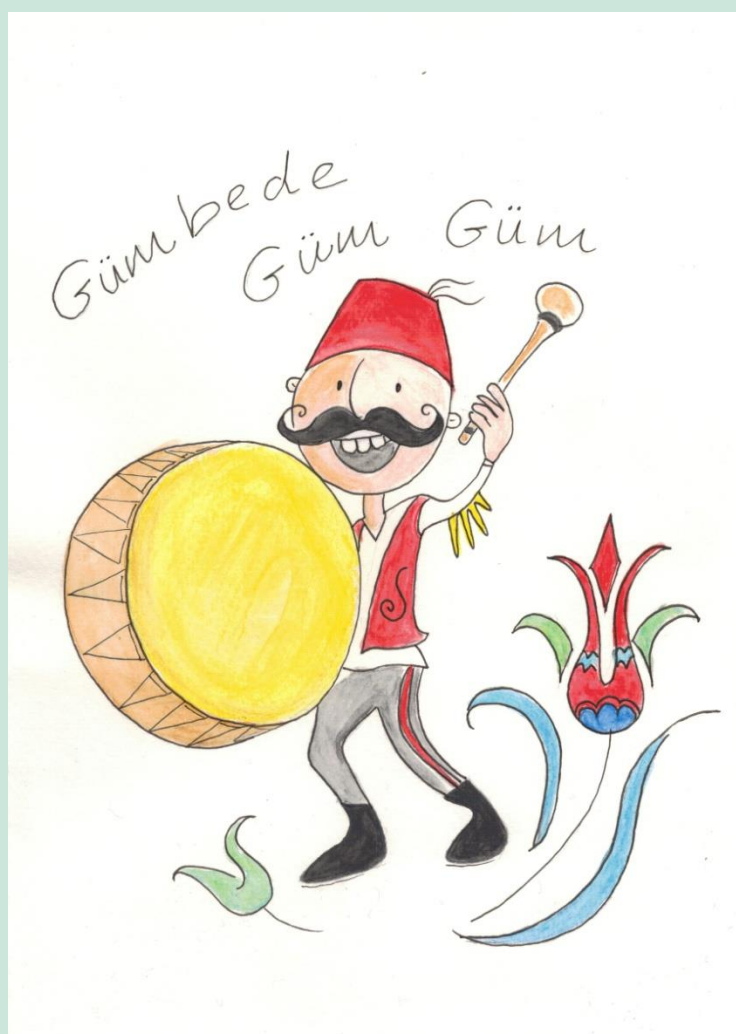
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Erasmus+

