



# 8 STORIES

FOR CREATIVITY

## **STRUCTURE OF THE 8 STORIES**

**COMMON EUROPEAN REPORT**



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## **1. Introduction**

## **2. Values Selected by each country**

## **3. Chosen stories**

## **4. Focus group conclusions**

## **5. Workshops**



# INTRODUCTION

The project involves 8 partners who will work on the staging of 8 stories about universal values, each centered around a specific theme. Each of these stories will be structured into 3 essential parts: 1) Development of the story, 2) The core of the story, and 3) Outcome of the story.

In this way, we will have 8 stories, each organized into three parts or chapters. Students will select one story for each group and adapt it to the issues in their region, developing the presentation under the guidance of their teachers.

Once the story has been adapted to its geographical characteristics, student groups will work on dramatizing the story, culminating in a performance in front of the rest of the class or the entire school audience.

The project will focus on creating 8 plays in each of the schools involved in the project, with the collaboration of one additional organization per country.

This part of the project PR3 is divided into two sections:

**Focus group:** teachers and students worked together to identify the real problem in each school and the values they have to enhance in order to minimise it.

**Performance:** The students choose one story for each group and work on the adaptation of that story to the problems of their region, and develop the sharing under the direction of the teachers



# VALUES SELECTED BY EACH COUNTRY

## **De la Salle (Ireland)**

1. Relationships and responsibility
2. Friendship
3. Truth and honesty
4. Appreciation

## **San Giuseppe /IRFIP (Italy)**

1. Difficulty building relationships
2. Friendship
3. Lack of self-confidence
4. Acceptance of oneself
5. One's external appearance

## **Adharaz (Spain)**

1. Inclusion
2. Body image
3. Self-esteem
4. Patient

## **KAI (Lithuania)**

1. Positive thinking
2. Right decision making
3. Cooperation
4. Self confidence



# CHOSEN STORIES

## **De la Salle (Ireland)**

The Little Prince

## **San Giuseppe/IRFIP (Italy)**

Peter Pan

Pinocchio

## **Adharaz (Spain)**

The Wizard of Oz

The Ugly Ducking

The Beauty and the Beast

## **KAI (Lithuania)**

Alice in Wonderland

Cinderella



# FOCUS GROUP CONCLUSIONS

The conclusions drawn by different schools from the analysis of various children's stories highlight fundamental aspects for educational development in a broader context. These observations can be universally applied in school settings:

- **Responsibility and friendship:** The story "The Little Prince" underscores the importance of responsibility in relationships and the appreciation of friendship. Schools can promote the teaching of personal responsibility and the fostering of healthy friendships as integral parts of education.
- **Authenticity and tolerance:** The stories of "Alice in Wonderland," "Beauty and the Beast," and "The Ugly Duckling" emphasize the significance of authenticity, tolerance, and inclusion. Schools can focus on nurturing self-confidence, respect for diversity, and the promotion of inclusive environments.
- **Critical thinking and cooperation:** "The Wizard of Oz" and "Peter Pan" highlight the importance of critical thinking and cooperation. In classrooms, there can be a focus on fostering critical thinking development and teamwork to solve problems and achieve goals.
- **Self-awareness and perseverance:** "Alice in Wonderland" and "Pinocchio" emphasize self-awareness and making the right choices. Schools can promote self-evaluation, informed decision-making, and perseverance in pursuit of objectives.
- **Positivity and support:** "The Little Prince" and "The Ugly Duckling" teach the importance of maintaining a positive attitude and receiving support. Schools can focus on building self-esteem and creating a positive support environment.



# WORKSHOPS

## San Giuseppe & Istituto Religioso di Formazione e Istruzione Professionale (IRFIP) (Italy)

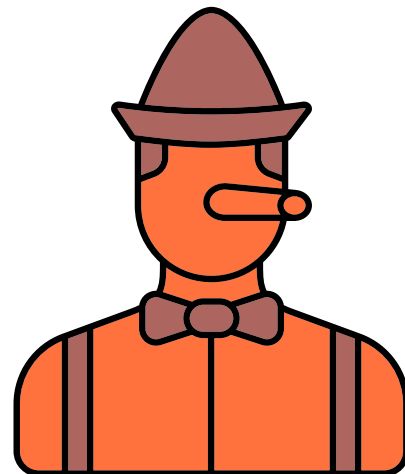


**Number of participants:** 60 in total. 4 performers

**Profile of participants:** Primary school group, first-second and third classes (6-7-8/9 years old). Boys and girls.

**Selected story:** Pinocchio and Peter Pan

**Number of workshop sessions:** 4



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# WORKSHOPS

## San Giuseppe/ IRFIP (Italy)



### Description of the activities

Associazione San Giuseppe and Irfip carried out activities in the primary school of Ascoli Satriano.

In October, preparatory activities were carried out to introduce teachers to the projects and contents. The project coordinators met twice with the school principal and then 20 teachers participated in three online meetings to organise the activities. During the first four Thursdays in November, the students were divided into three groups of 20 to:

- First meeting: The project was discussed and the children's stories to be performed and read. Finally, the younger children painted images related to the stories and the older children talked among themselves about Pinocchio and Peter Pan as characters and what they represent in the stories.
- Second meeting: The stories were elaborated and adapted to the reality of the children today. The older ones created a story told by voice, just like the younger ones, but with the difference that the younger students could rely on a short script to remember everything.
- Third meeting: Improvisation techniques were worked on so that students could become familiar with them when acting out their stories.
- Last meeting: The students performed their stories twice, the first time using only their bodies and the second time with dialogue.





# WORKSHOPS

## San Giuseppe / IRFIP (Italy)



### Description of the theatrical performance

The dramatization was held without any backdrop and costumes because teachers preferred that students stay focused on the activities and the usage of their bodies, expressions, and voices.

The exhibitions were made in front of their peers, teaching staff, a representative group of students coming from another school.

### Conclusions

Teachers appreciated the 8 Stories for Creativity project's methodology and plan to incorporate it into their daily activities with children. Children found the activities significant as they realized that each story carries a message. The use of improvisation techniques helped them understand the importance of their body and expression in creating a positive environment and relationships. Additionally, they reflected on the use of voices and expressions, learning to be mindful of their use in interactions with friends, family, and others.

### Evidences of the performance



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# WORKSHOPS

## Adharaz (Spain)

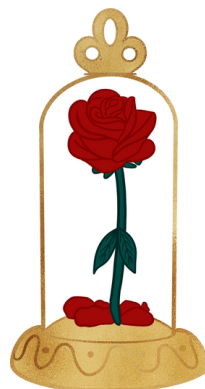


**Number of participants:** 60 in total. 3 groups  
**Profile of participants:** 7-8, 9-10, 11-12 years old.

Groups of girls

**Selected story:** The Ugly Duckling, Beauty and the Beast, Alice in Wonderland

**Number of workshop sessions:** 12



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# WORKSHOPS

## Adharaz (Spain)

### Description of the activities

- Adapting the scripts: Students adapted scripts, improvising freely to suit their needs and age. For instance, in *The Ugly Duckling*, they added animals as friends, altering the plot to allow the protagonist to discover genuine friendships and his true identity.
- Verbal Expression: While reading the scripts, they worked on the rhythm and intonation, in order to express feelings and emotions properly. This workshop was very useful for them to feel self-confident.
- Visual Expression: Each group analysed their story finding the hidden values in it. And made the posters they would use to make sure their audience would SEE and UNDERSTAND them when performing.
- Body Expression: It all was accomplished once they knew about the performance. They had already had different workshops since February and they did not need more.
- Rehearsals for the performance: before each rehearsal, we run very short activities in order to work on body or verbal expression, and in order to relax the students and give them self-confidence.



# WORKSHOPS

## Adharaz (Spain)



### Description of the theatrical performance

Three performances were scheduled over two days, including three sessions and a final rehearsal. The students performed in front of younger schoolmates, with parents invited. The special final rehearsal had a preschool audience (ages 2 to 5). Each group had three practice sessions, aided by older students during breaks. Staging and costumes, created in Arts Class, involved collaboration between students and teachers. High school students contributed by assisting with staging and crafting masks for the performances.

### Conclusions

Teachers and students, after three planning meetings, successfully integrated workshops and performances into the school curriculum. The workshops, spanning several months, proved highly beneficial, enhancing students' improvisation and expressive abilities. Improvements were evident in their interaction with the audience, demonstrating real improvisation skills. Post-performance, audience feedback on the values addressed was satisfying. The project's impact extended to the entire Adharaz community, with the involvement of older students, teachers, and parents during performances. The community's interest prompted requests for additional performances beyond school boundaries, showcasing the project's meaningful impact and promoting theater as an effective methodology for instilling values among students.

### Evidences of the performance

Here is the link of the activities:

[https://drive.google.com/file/d/1Y5NBSV7put\\_qEDM8\\_zclHk2\\_VQrMA4ak/view?usp=drivesdk](https://drive.google.com/file/d/1Y5NBSV7put_qEDM8_zclHk2_VQrMA4ak/view?usp=drivesdk)



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# WORKSHOPS

## KAI (Lithuania)



**Number of participants:** 30 in total

**Profile of participants:** Fifth grade split in 2 groups, average age 10-11. Number of girls- 19, boys- 11.

**Selected story:** Alice in Wonderland and Cinderella

**Number of workshop sessions:** 6



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# WORKSHOPS

## KAI (Lithuania)



### Description of the activities

Workshops were organized 1 time per week duration of each session 1,5 hours.

- Familiarization with the idea of the project and selected fairy tales. Fairy tale characters and their values.
- Verbal Expression, body expression and visual expression workshops, using methodological material and exercises collected during the project.
- Creative workshop of improvisations, further delving into the plots of fairy tales, the values of the characters.
- Distribution by characters and roles. Work in groups and pairs, discussing improvisation scenarios and plots.
- Rehearsals. Demonstration of improvisations, for classmates. Reflection: students, with the help of teachers, discussed what went well in the improvisations and what could be improved?
- Final rehearsals. The students once again showed their improvisations based on the observations made. Preparations were being made for the final improvisation event.



# WORKSHOPS

## KAI (Lithuania)



### Description of the theatrical performance

The Project 8 Stories for Creativity methodology was tested in a 5th-grade drama class with two theater teachers. One group analyzed "Alice in Wonderland," while the other focused on "Cinderella." A final event emphasized improvisation skills, with partially rehearsed performances posing a challenge for actors to stay attentive and adapt to unexpected changes. For "Alice in Wonderland," 8 improvisational situations were created, and students in the "Cinderella" group enacted 4 improvisations, changing character values. The event was open to other Dacho school students. Reflection followed, analyzing actor performance and discussing displayed values. The deliberate exclusion of decorations and costumes aimed to spotlight students' acting and improvisation skills.

### Conclusions

The selected 5th grade participates in theater education from the first grade. By attending drama classes, they have already gained theatrical experience in primary school. Participating in 8 Stories for Creativity activities provided new knowledge and revealed a unique new way to analyze the characters of the play using human values, how to create a play script in a different way and improve your improvisation skills.

6 new students joined the class after the transition from primary to secondary education. Project activities and participation in the creation of improvisations were a great way to help them successfully adapt to the new class and gain self-confidence. The newly joined students showed a high level of interest, motivation and demonstrated their acting skills very well.

### Evidences of the performance

Here is the link of the activities:

<https://drive.google.com/file/d/1LE7ZQeTxcmkrJ6fhgLZfKNesVt0jbDQ-/view?usp=drivesdk>



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# WORKSHOPS

## De la Salle (Ireland)

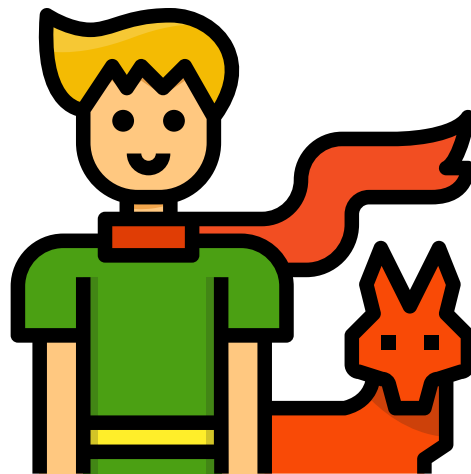


**Number of participants:** 27 in total. 4 performers

**Profile of participants:** First Year group, average age 12. Boys and girls.

**Selected story:** The Little Prince

**Number of workshop sessions:** 4



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# WORKSHOPS

## De la Salle (Ireland)



### Description of the activities

1. Script writing
2. Character development
3. Plot development
4. Role Play- Body Expression
5. Activities to facilitate the outcome of the performance such as The Hand of Friendship Activity, Pointed Star Activity, Walking Debate, Class Rap.

### Description of the theatrical performance

As a class group, we spent a number of weeks facilitating workshops based on the themes of Friendship, Building a Sense of Belonging and Community and Values Portrayed in Relationships.

We then separated the students into smaller groups where they developed their script, experimented with various roles and rehearsed small parts.

We created a small backdrop with some props and simple costumes (a mask and crown, a flower in a vase and simple images for context)

A small group then performed the scripts in front of their peers, teaching staff, members of the Parents Association and a representative from The National College of Art and Design.



# WORKSHOPS

## De la Salle (Ireland)



### Conclusions

The activities carried out in the workshops leading up to the play were practical and relevant to the issues surrounding young people. The issues of Friendship and a sense of belonging, for example, allowed the students to explore and discuss these themes in a manner that benefited them personally and educationally. The final performance was a small but important culmination of the educational value achieved in the process of their educational journey

### Evidences of the performance

Here are the links of the theatrical play:

<https://drive.google.com/file/d/118fHLKS02eZBiOqj8Ptboiz44QoNIlInA/view?usp=drivesdk>

<https://drive.google.com/file/d/118fHLKS02eZBiOqj8Ptboiz44QoNIlInA/view>





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