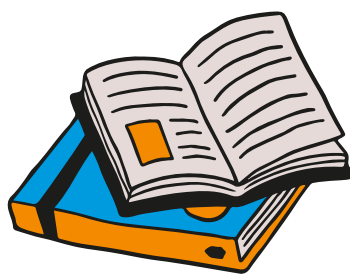




8 STORIES

FOR CREATIVITY

PORTFOLIO



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INTRODUCTION

EIGHT STORIES project aims to use the technique of DRAMATISED IMPROVISATION as a tool to encourage divergent thinking, imagination, fantasy and above all, creativity at schools.

The partners have created a portfolio of 8 universal stories which will be adapted to their country or region by primary and secondary school pupils with the aim of promoting inclusion and preventing early school leaving, through creativity and theatre.

Their dramatization and staging will help these young people to become aware of the problems and their solution, via social inclusion.

Each story includes a short summary and a list of the values portrayed in the story. Then a set of activities are proposed so that teachers can use them in order to promote creative theatre plays in the classroom.



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STORIES

1. **Alice in Wonderland**
2. **Peter Pan**
3. **Pinocchio**
4. **Cinderella**
5. **The Wizard of Oz**
6. **The Little Prince**
7. **Beauty and the Beast**
8. **The Ugly Duckling**



ALICE IN WONDERLAND

Summary

The main hero of the book is a seven-years-old girl Alice who finds herself in a wonderland. There, the girl miraculously gains the ability to change the proportions of her body, encounters the strange inhabitants of this country. Alice's story is a little girl's puberty and journey into the adult world. She feels uncomfortable in her body, so she goes through various changes. The girl wanders in the process of self-realization. Alice is at war with the authorities and seeks to understand the rules of the game of the people around her.

Values portrayed

Self-knowledge and self-confidence.

Alice, a little girl who travels through the magical world of a fairy tale and faces many trials. She observes the changes in her body, tries to understand what feelings they cause. She learns to accept these changes. She experiences fear, anxiety, but after overcoming all challenges, she becomes more self-confident.

Wisdom and patience.

On her journey, Alice meets many different characters who have good and bad character traits and different values. She tries to get know them and understand how to communicate with them. Alice must be patient to learn all the lessons and understand the changing world around her.

Tolerance and empathy.

Alice learns to be empathetic and tolerant by meeting different characters. She realizes that everyone is different. You can be happy when you come across someone in your life who has good values. But on your way you may meet people whose values are not good. Then it's time to understand what makes these people behave inappropriately and how to communicate with them, how to help them?



ACTIVITIES

Alice in Wonderland

1 The group gets to know the characters and their values

Group members sit in a circle. Everyone receives a card with the name of the character and what value is assigned to it. The first player reads his character and the value assigned to him from the card. The second player repeats the first player's character and its value and only then names his own character and its value. The following players must repeat the characters of the previous players with their values, one after the other, and only then name their character with its value.

The goal is for everyone in the group to memorize all the characters and their values. If there are more than 12 people in the group, we can do the task in pairs.



The teacher can print out the following table of characters and values to hand out to each student. Or they can simply use it as a reference to practice the exercise in their classes.



ACTIVITIES

Alice in Wonderland

No.	Character	Value	Character description
1.	Alice	Curiosity	7 years old girl
2.	White Rabbit	Responsibility	The Queen's confidant, constantly in a hurry, late
3.	Queen of Hearts	Authority	The extremely domineering ruler of Wonderland
4.	Hatter	Mistrust	Likes to share biting remarks
5.	Cheshire Cat	Wittiness	A perpetually smiling cat with the power to become invisible
6.	Caterpillar	Wisdom	Sits on a mushroom, smokes a water pipe and gives advices
7.	March Hare	Loyalty	A faithful friend of the Hatter
8.	Duchess	Irritability	A hot-tempered duchess who constantly flirts with her cook
9.	King of Hearts	Indecision	The indecisive ruler of Wonderland
10.	Valet of Hearts	Lies	The arrogant and lying heir to the throne
11.	Mock Turtle	Sadness	A sad, word-slurring turtle
12.	Bill the Lizard	Fear	The fearsome lizard is blamed for everything




ACTIVITIES

Alice in Wonderland

2

Rhythm game



When the whole group has memorized all the characters and their values, we start playing the "Rhythm Game". The leader of the game asks everyone to start clapping their knees in a slow, uniform rhythm. The leader of the game must say his character and his value during the first and second applause. During the 3rd and 4th applause, I will name another character and his value.

One clap one word. After hearing his character with a value, the player must, without pausing, repeat his character with his value while beating the rhythm and during the next two claps, name another character with his value. The goal is not to fall out of rhythm.

3

Improvisations. A cocktail of values

The leader of the game pulls out a card on which the characters and circumstances of acting-improvisation are written. Two students are chosen. They are on their way to the stage. Starts improvising according to the given circumstances according to the characters and values of his characters.

Green and red cards with different values are written on the ground. Positive values in green, negative values in red. Actors develop a dialogue on stage. Every 30 s. the leader of the game rings the bell and the players take turns picking up one card from the ground. One time green, another time red. After drawing a card, they must change their character and behavior according to the written value. Each actor has the right to raise two cards during improvisation.

Circumstances of improvisations:

1. **Alice and the White Rabbit.** The White Rabbit thinks that Alice has hidden the gloves and the fan. Asks her to return the hidden items. Alice tries to convince the White Rabbit that she didn't do it.
2. **Alice and the Hatter.** The Hatter tries to convince Alice that time has stopped at 6 o'clock for tea. Alice tries to convince the Hats to get up from the table, to stop drinking tea. Then time will resume as normal.



ACTIVITIES

Alice in Wonderland

3. **Alice and the Queen of Hearts.** The Queen of Hearts tells Alice to leave the courtroom. Alice refuses to obey and wants to say everything she thinks about the Queen.
4. **Alice and the Caterpillar.** Alice rushes the caterpillar sitting on the mushroom to tell her how to grow as soon as possible. The caterpillar does not like to be rushed and does not rush to tell her the right answer.
5. **Alice and the Duchess.** Alice asks the Duchess to feed her and offers to do various chores (clean the house, wash the dishes, take care of the Duchess's baby, etc.) The Duchess does not want to help Alice and tries to refuse all her offers.
6. **Alice and the Valet of Hearts.** The Valet of Hearts blames and lies that Alice stole the brownies. Alice defends that this is not true.
7. **Alice and the King of Hearts.** Alice blames the King of Hearts for not being able and able to oppose her Queen of Hearts. The king tries to make excuses.
8. **Alice and the Mock Turtle.** The mock turtle is sad because he is too slow and will never be able to dance the Lobster Quadrille again. Alice tries to convince the Mock Turtle to be more determined and then he will succeed.
9. **Alice and the Cheshire Cat.** Alice tries to talk the Cheshire Cat into running and hiding as fast as possible, because if the king's guards catch him, they will cut off his head. The cat is not afraid of anything and constantly jokes.



ACTIVITIES

Alice in Wonderland

10. **Alice and Little Billy the Lizard.** Alice is stuck in the legs of the chair because she suddenly grew up. Only a brownie can help her shrink, but she can't reach it. Alice asks Little Billy the Lizard for help, but he is afraid to help her. Alice tries to convince the lizard that nothing bad will happen to him.

11. **Alice and the bunny Paikis.** Alice tries to convince Paik the rabbit to stop drinking tea with the Hat. Then, he will be free and can do whatever he wants. Bunny Paikis does not want to listen to Alice and remains loyal to the Hat.

Cards of positive and negative values:

Positive values

Curiosity
Responsibility
Empathy
Wittiness
Wisdom
Cooperation
Loyalty
Patience
Trust
Honesty
Love
Tolerance

Negative values

Sadness
Authoritative
Hatred
Mistrust
Irritability
Jealousy
Indecision
Fear
Lies
Insolence
Disgust
Laziness




ACTIVITIES

Alice in Wonderland

4 Good and bad values that I can discover in myself

When the child grows, he forms his own value system. Everyone wants to be accompanied by only positive values, but in life we also encounter negative values, vices that need to be fought and overcome.



From the list of positive and negative values, ask students to choose 5 positive values and 3 negative values.

Each student writes down their positive and negative values on a piece of paper. The teacher reads each value and asks the students to raise their hand to see who chose it. The teacher writes down the number of choices next to the values. This way we can see a list of the most popular positive and negative values.

Question for discussions:

Which values were easier to choose?

Positive or negative?

Is it easy to identify which values you follow, which are close to you?



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PETER PAN

Summary

Wendy Darling meets Peter Pan when he flies in her family's window to retrieve his lost shadow. She convinces Peter to take her home with him to be his "mother." Wendy and her two brothers travel to Neverland where they meet the Lost Boys and have adventures involving Indians, mermaids and pirates. After Peter defeats Captain Hook, all the boys except Peter return with Wendy to London and are adopted by her parents.

Values portrayed

Positive Thought

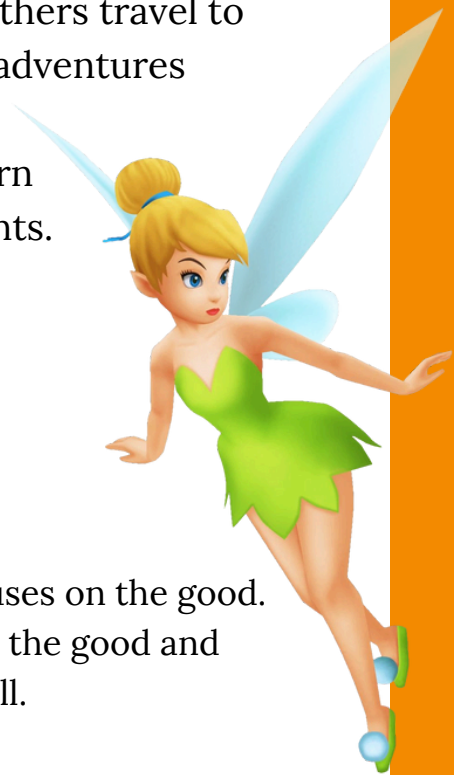
Refers to the attitude of expecting a good result and focuses on the good. Positive thought doesn't ignore reality, but it approaches the good and the bad in life with the expectation that things will go well.

Mutual Help

Synonym with assist one another, collaboration, solidarity, sympathy, and cooperation. Mutual help may create healthier communities and build a happier society.

Friendship

'Friendship' is the close relations between friends who have a feeling of care, admiring, affecting, and supporting each other. They usually share the same interests and things. However, if they have differences, they will not take it as a problem or boundaries because they feel respect between them.



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ACTIVITIES

Peter Pan

1 Fly High

In order to fly, Peter Pan and the Darling children have to think nice thoughts. While students may not be able to fly, they can feel like they are soaring by hearing the nice thoughts their classmates have to say about them. One by one, ask each student to sit in a chair at the front of the class while classmates share what they like about that person, such as that he is a good friend or she is good at soccer. To save time, students might write these thoughts down and put the slips of paper in a basket for each classmate. When you are done with the activity, ask students to think about how the good thoughts from their classmates made them feel, and relate it back to the story. This activity can be used for any age group.

2 Ask your students to colour the face which is more appropriate according to the level of satisfaction about the following aspects of the play

CHARACTERS	 EXCELLENT	 GOOD	 NO GOOD
			
			
			
			
			





ACTIVITIES

Peter Pan

3

Definitions

Write the letter in the blank space next to the correct definition

- | | |
|---------------|---|
| a. polite | _____ to help someone remember |
| b. impressed | _____ thin, overlapping plates |
| c. reminded | _____ to emphasize or urge something |
| d. constantly | _____ to be annoying |
| e. scales | _____ something happening over and over |
| f. irritating | _____ showing good manners towards others |

How would you describe Wendy?

(circle one or more)

kind nurturing sad bossy serious outgoing other _____

Why? Use evidence from the text to support your ideas

What Wendy says: _____

What Wendy does: _____

What other characters say or think about her: _____

Do you think Wendy would be a good sister to have?: _____

4



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PINOCCHIO

Summary

A poor man named Geppetto wants to carve himself a marionette in order to make a living as a puppeteer. He is given a piece of enchanted wood, and as soon as Geppetto carves the puppet, which he names Pinocchio, it begins abusing the old man. Once its feet are made, Pinocchio runs away, and Geppetto is arrested when he seizes the puppet. Pinocchio returns to Geppetto's home alone, and when the Talking Cricket admonishes him, Pinocchio kills the cricket. Going his own way, and ignoring all advice, Pinocchio soon falls in with a variety of bad characters, particularly the Fox and the Cat, who scheme to steal the five gold pieces Pinocchio was given for Geppetto. Eventually, the Fox and the Cat, disguised as Assassins, hang Pinocchio in order to get the gold pieces.

Values portrayed

Be truthful ~ Truthfulness

A lie keeps growing and growing until it's as plain as the nose on your face". During Pinocchio's struggle with right and wrong, we see his nose grow each time he tells a lie and doesn't follow the guidance of Jiminy Cricket. This helps us understand that telling the truth is a big part of doing the right thing.

Be brave ~ Bravery

On a terrifying mission to rescue his father from the whale, we watch Pinocchio take on this scary situation and conquer his fears in order to save someone he loves. This significant act teaches us to be brave in hard times and to trust our own strength.

Be loyal ~ Loyalty

The message of being loyal is displayed throughout the story in Jiminy Cricket's loyalty to Pinocchio, Pinocchio's loyalty to Geppetto, and Geppetto's loyalty to Pinocchio. In the end, they all prove to us that they will be there for each other and for themselves no matter what. And even though our loved ones make mistakes sometimes, it is important to stand by them and help them through challenging times.



ACTIVITIES

Pinocchio

1 THE 'TALKING CRICKET'

This is the famous chapter four of the story of Pinocchio where we see how naughty boys are bored of being corrected by those who know more than they do.

Educational objectives:

1. Make the children understand that they must act responsibly in their actions. Having responsibility means having to give answers to someone. A delicate point in man's life is touched upon here: his moral conscience. We have been called to live by someone, so our life has meaning. We are not stragglers, we have an important task to perform. Every morning we receive an invitation to live life, but we must live by certain rules or we will squander everything, especially the greatest good we possess: our life.

2. A second important goal: to become independent of the judgements of others in a responsible manner, learning to filter out the various voices, pressures and influences that act on each of us.

The most important voices are those of parents, friends, the media, personal values, religion, educators. Being able to synthesise them correctly is a step towards maturity.

They can make the sense of self grow, or condition it to the point of plunging it into the quagmire of the flattest conformism.



ACTIVITIES

Pinocchio

1

The emblem game

The game is based on the distance that often exists in an individual between the image he has of himself and the image he presents of himself to others. This game allows each person to become aware of this difference, when it exists.

There must be about fifteen participants. The material needed is paper and pencil. Each participant chooses a symbol with which they identify themselves (a lion, a ladder, a warrior, etc.), then they draw a symbol for each of the other participants, depending on how they perceive their personality. At the end, the participants explain why they made their choices. Each person can become aware of the self-image they offer others.

2

The lighthouse keeper

This is a game that helps promote the originality of ideas. You need sheets of paper and markers. The game leader proposes to the participants to write on their sheets of paper, in five minutes, the maximum number of ideas and proposals to find an occupation for a lighthouse keeper who lives alone, isolated on his tower.

After the five minutes have passed, each participant reads his ideas out loud. Whoever finds on his or her own paper an idea enunciated by another deletes it.

When everyone has spoken, all 'double' ideas have been deleted.

The original ideas (the ones that only one person found) remain.

Whoever has the most original ideas has won.



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ACTIVITIES

Pinocchio

3 Game "Last Lie"

1. Division into teams. Presentation of the theme and question:

What is the last lie you heard?

2. Each one says it and writes it on a white board.

3. after writing on the board, each one shouts it

4. Gather round and ask each one: "What was the immediate benefit of the last lie you told?".



After the first has answered,
the others say what he lost by
telling the lie and what he would
have gained by telling the truth.
It continues until the round
is complete.



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CINDERELLA

Summary

A beautiful young orphan girl named Cinderella lives with her wicked stepmother and her two daughters, who treat her like a servant. Cinderella is very gentle and beautiful but the girl is not allowed to attend the royal ball where the prince will choose his bride. However, with the help of the fairy godmother, Cinderella and the prince finally meet and the two fall in love.

Values portrayed

Kindness

Despite the humiliations of her stepmother and two stepsisters, Cinderella acted with kindness and good always triumphs.

Forgiving

It is a fairytale about how big forgiveness can be and because of it Cinderella will forgive her sister for everything. At the end when justice has been served Cinderella wasn't looking for revenges and that is the greatness of her.

Bravery / Courage

Somehow, after a long day of hard work, Cinderella still finds the courage to say, "I may be treated like a housemaid, but I deserve to go to the royal ball, too!"

Resilience/Personal development

She believed her circumstances could change, and she didn't give up on her dreams. So when she actually had the opportunity to change certain moments, she was already prepared to embrace them.



ACTIVITIES

Cinderella

1 Two-rounds game

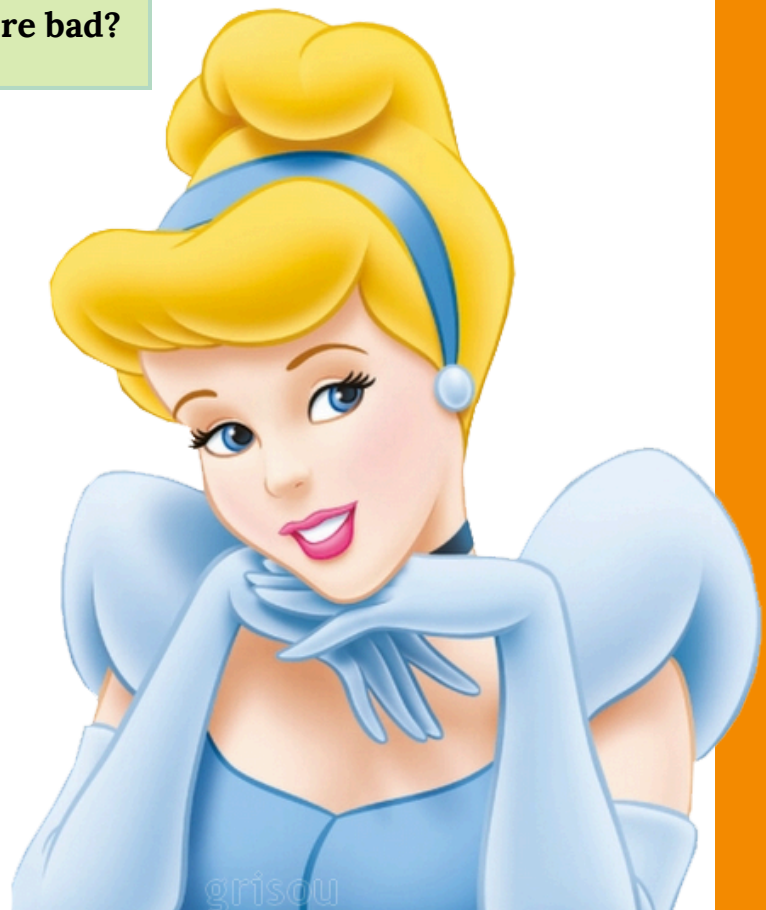
We know that Cinderella features many characters, each with a different role. In this activity we are going to identify the values that each one represents, and we are going to interpret them. We will do two rounds.

(1) In the first round, the bad characters will become good, and the good characters will become bad. The values will be exchanged, and the story will turn around. The students reflect:

What would happen if Cinderella were bad?

(2) In the second round, students must make their character good. Everyone will act with kindness.

Let's see what happens!



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ACTIVITIES

Cinderella

2 Match and make up

The students must first relate the personalities on the left to the list of values on the right. Then, the teacher will assign as many roles as possible so that the whole class can participate in the activity.

Once the students have been assigned a role, they should work individually on the values they should represent and how they would do it. It will be important to remind them of the importance of non-verbal communication (gestures) and tone of voice.

1. Match each character with the most suitable value:

Cinderella	selfishness
Jaq and Gus	jealousy
Lady Tremaine	kindness
Anastasia Tremaine	strength
Drizella Tremaine	generosity
Prince Charming	liar
Lucifer	humility
The Fairy Godmother	egocentrism



ACTIVITIES

Cinderella

2. Distribute the characters among the students
3. They have 10 minutes to rehearse individually their role and study the value that their character represents.
4. The students act out a short play by making up (promoting improvisation) the dialogue but adjusting it to the personality of their character.
5. The play is repeated two times, as explained above.
6. When all the characters behave with kindness, a reflection workshop is held for students to share emotions and thoughts.

Have they ever felt any of the items listed in the left column?

Do they identify with any of the Cinderella characters?

7. Finally, the teacher asks the students to cross the negative values off the list and write their antonyms next to them. The teacher asks a final question:

**Do the students think they could change their
negative attitudes to more positive ones?**

How?

Could they become Cinderella?











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ACTIVITIES

Cinderella

3 Values competition:

Print this table in large size and use a die. Each member of the class should represent a character and situation from the last column according to the number they roll on the die. The important thing is that they must act according to the value assigned to each character:

	CHARACTER	VALUE	PROBLEM
		KINDNESS	YOU ARE INVITED TO A BIRTHDAY PARTY AND YOU TURN DOWN THE INVITATION BECAUSE YOU CAN'T GO
		HUMILITY	YOU APOLOGISE TO YOUR PARENTS FOR SOMETHING YOU HAVE DONE WRONG
		SELFISHNESS	YOU ARE ABOUT TO EAT YOUR FAVOURITE CHOCOLATE BAR AND YOUR BEST FRIEND ASKS YOU TO GIVE HIM/HER HALF OF IT
		GENEROSITY	YOUR COUSIN BORROWS YOUR FAVOURITE BOOK BUT YOU LEND IT TO HIM
		LIAR	YOU HAVE BROKEN THE WINDOW PLAYING FOOTBALL BUT BLAME IT ON YOUR SISTER
		STRENGTH	YOU HEAR YOUR FRIEND BEING INSULTED AND DEFEND HIM IN FRONT OF THE CLASS

Another option is to play the game in reverse: First the pupils make a list of situations from their everyday life and then they have to act them out according to the character and value they get with the die.

The table provided is merely an inspiration for the teacher. The list of situations can be infinite and depends on the originality of the teacher and his/her students.



THE WIZARD OF OZ

Summary

Young Kansas farm girl Dorothy Gale is taken by a tornado to the marvelous Land of Oz. Together with her strange new friends, she will free the people of Oz from the rule of wicked witches and false wizards in her search for a way home.

Values portrayed

Leadership as a development process

Glinda the Good Witch give Dorothy advice on making her decision to come back home at the end of the story. With the advice that she has been given and her own conscience, Dorothy is able to make her own judgement on what to decide.

Determination

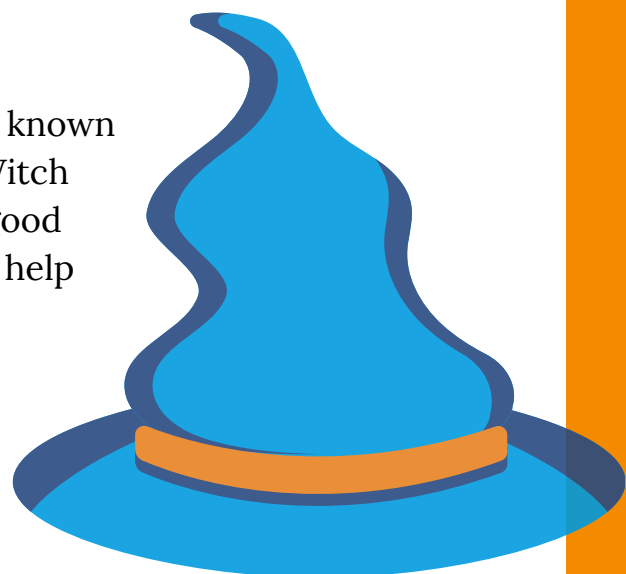
It is portrayed when Dorothy decides that she wants to go home, which is linked to free will, that is, the ability to act at one's own judgement of right and wrong, considering and assuming the consequences.

Support and help

Help along the way is essential. Nowadays it is known as mentoring and coaching. Glinda the Good Witch plays the role of mentor in the story. But also good leaders should act that way, providing genuine help which connects, engages, and sustains people.

Wisdom

Think critically. It's "contemplating" and listening that leads to gaining wisdom.



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ACTIVITIES

The Wizard of Oz

1

It's all about values!

After having read the story in class, the teacher will hand out sheets of paper with the following table printed on them.

Students should match each character with an item from the other table and explain what they wanted each item for.

CHARACTER	VALUE	EXPLANATION
The Scarecrow	HEART	_____
The tin man	COURAGE	_____
The lion	BRAIN	_____

ANSWERS:

- Scarecrow → Brain. He wanted to have a brain to have intelligence.
- The tin man → Heart. He wanted to have a heart to feel love.
- The lion → Courage. He wanted to have courage not to be a coward.

In groups of three, a small theatre is organised to put the above values into practice. In each group there will be a scarecrow, a tin man and a lion.



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ACTIVITIES

The Wizard of Oz

In the first round, the group members have to be true to their character and behave as they think a scarecrow, a tin man and a lion would act in real life.

In the second round, they have to add the value of the table:

How would a scarecrow with a brain act, which would make him intelligent?

How would a tin man with a heart behave, could he feel love and other emotions?

Finally, how would a lion with courage and bravery react? What does a brave lion look like?

TIME TO REFLECT TOGETHER (the teacher can use the following text for inspiration):

If we think about it, the values that the characters think they need are already there. They just don't realise that they have them. And this is something that happens to all of us in real life. We underestimate ourselves and think we can't do things we already do. That is why it is important to make a list of strengths and weaknesses, because it is also necessary to know one's limitations in order to strengthen them and continue working on what we are already good at. If we realise that sometimes we are not generous with a colleague when he or she asks us for something, we have to work to improve that next time and move towards the ultimate goal of being better people.



ACTIVITIES

The Wizard of Oz

2

Dialogue reflection

Show this [video](#) in class about the conversation between the Good Witch and Dorothy at the end of the story. After watching it, reflect on it in class with your students.

In the dialogue, Glinda the Good Witch informs Dorothy she has always had the power to go home. “Then why didn’t you tell her before?” Scarecrow asks. “Because she had to learn it by herself.”

As highlighted in the list of values, support is very important in the process of a person's development. Helping someone in a genuine way gives the tools to achieve one's own goals. Sometimes, we underestimate the advice and warnings given to us by our parents and think that we can achieve whatever we set out to do on our own. But it is important to realise that the greatest successes come from collaboration and from having people who help us altruistically. Anyway, the final moral is that fortunately we have freedom of will, i.e. to act and decide freely. Success only depends on us and the consequences of our decisions.

REFLECTING ON OUR BEHAVIOUR (questions to ask students):



Have you ever been annoyed when your parents gave you advice you didn't want to hear?

Do you often give advice to your friends about things that concern them, and do they give advice to you?

Do you listen to them or ignore them?



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THE LITTLE PRINCE

Summary

The story follows a young prince who visits various planets in space, including Earth, and addresses themes of loneliness, friendship, love, and loss. Despite its style as a children's book, The Little Prince makes observations about life, adults and human nature, introducing a variety of philosophical concepts including authority, loneliness, and ownership.

Values portrayed

Relationships and responsibility

The Little Prince teaches that the responsibility demanded by relationships with others leads to a greater understanding and appreciation of one's responsibilities to the world in general.

Love

The story of the prince and his rose is a parable (a story that teaches a lesson) about the nature of real love. The prince's love for his rose is the driving force behind the novel. The prince leaves his planet because of the rose; the rose permeates the prince's discussions with the narrator; and eventually, the rose becomes the reason the prince wants to return to his planet. The source of the prince's love is his sense of responsibility toward his beloved rose.

Friendship

Friends bring more happiness into our lives than virtually anything else. Friendships have a huge impact on your mental health and happiness. Good friends relieve stress, provide comfort and joy, and prevent loneliness and isolation. Developing close friendships can also have a powerful impact on your physical health. When the fox asks to be tamed, he explains to the little prince that investing oneself in another person makes that person, and everything associated with him or her, more special. The Little Prince shows that what one gives to another is even more important than what that other gives back in return.

Truth and Honesty

The main theme of The Little Prince is the importance of looking beneath the surface to find the real truth and meaning of a thing. It is the fox who teaches the Prince to see with one's heart instead of just with one's eyes.

What lesson do we learn from The Little Prince?

The moral lesson of The Little Prince is that love is all-important and allows us to truly see to the heart and beauty of all things. The Little Prince leaves his rose because her behaviour becomes too difficult for him to bear.



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ACTIVITIES

The Little Prince

1 Roleplay

Work with a partner. Have a conversation. Discuss/brainstorm dialogue for role play.

Student A: You are the rose. The rose is never happy. The rose tells the Little Prince her problems.

Student B: You are the Little Prince. The Little Prince tries to help the rose.

Questions:

- What problems and issues is the Rose experiencing in today's world? (e.g. one of the themes centres around looking beneath the surface to see inner beauty) do young people feel pressure to look/behave a certain way? Explore
- Why is the rose unhappy? Again, link with issues that young people may be facing – Relationships, friendships, love, truth and honesty.
- How can The Prince help the rose? E.g. listening (being a good friend). Empathy, showing compassion, giving advice etc.

Students will work in pairs or small groups and explore the various characters that

The Prince has encountered (see below)

Each group will pick a character.

They will re-write the script from the point of view of The Prince if he were to advise the characters on how to improve the quality of life on that planet.

The groups would come up with a dialogue and

act out the conversation they would have with their assigned character.



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ACTIVITIES

The Little Prince

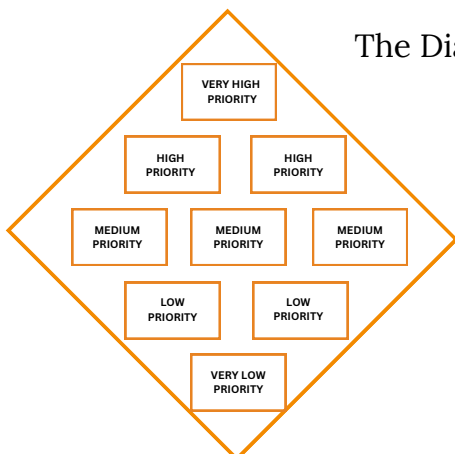
Discussion - Think Pair Share and Diamond 9 Strategy

Discussion on what friendship means, students work on their own and then in pairs, to share their ideas. (Think, Pair, Share Strategy). The teacher summarises these ideas in a mind map and the class reflects on the values of friendship.

Based on the values discussed, the students will get into groups and rank the values from high to low (Diamond 9 Strategy)

They will then answer the questions:

1. The quality that my group agrees is most important in the friendship is because...
2. The quality we had difficulty agreeing on was....because....
3. My idea of what's important in a friendship changed during this activity because.....
4. Something I learned about myself as a result of this activity is....



The Diamond Nine is an oral language strategy that challenges students to work together to evaluate and collectively prioritise nine ideas, opinions or pieces of information into what they consider highest to lowest importance.



BEAUTY AND THE BEAST

Summary

Beauty and the Beast is a story about a young prince that was cast under a spell. His spell could only be broken with true love. Through many ups and downs, he found love with Beauty, and she, in time, returned his love. They marry and the prince's spell is broken, and they live happily ever after.



Values portrayed

Empathy

This value is shown throughout history at various times. One of them is when Beauty decides to heal the wounds that the beast suffered when facing the wolves, in order to save Beauty from the ambush. Another moment where empathy is reflected in the story is when Beauty's father goes alone to the castle to rescue his daughter while suffering a heavy snowfall, and in order for Beauty to find her father more easily, the beast decides to give Beauty the magic mirror.

Love

The value of love is the pillar of this story, and it is particularly evident at the end of the story. When, in the last moment of the beast's life, his spell is broken and he returns to his original form, all thanks to the love that has been created between him and Beauty throughout the story.

Trust

The value of trust can be seen as the story progresses. In other words, as Beauty and the beast's initial fear of Beauty fades and they gain trust in each other, that trust eventually gives way to love between the two.

Tolerance

One of the moments in which tolerance comes to the fore in the story is when Beauty comes to realise that the prince who inhabits the castle is not as mean as he seems. Little by little she leaves behind the prince's appearance as a beast and discovers a compassionate and kind person.



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ACTIVITIES

Beauty and the Beast

1 The guide

This activity will be carried out in pairs, if possible in a large space. Objects of irregular shapes are required, with a starting point and an end point. One of the members of the pair must be blindfolded while the other will be the one who guides them with indications so that they arrive safe and sound at the end of the route. Whoever is blindfolded will be given directions such as "jump over the hoop", "turn right" or "duck". Depending on how the elements are arranged. Each member of the pair must play the role of the guide and the one who lets himself be guided. It doesn't matter how long it takes to complete the journey, it's about getting there safely and feeling confident as you go along.

Hannover Technique 2

It consists of interrogating the character while he or she is acting. A group of students perform the scene in front of an audience, which will be the rest of the students.

Any member of the audience can interrupt the scene at any time and ask the character a series of questions about his behaviour, such as the reason for his behaviour, or even the consequences of behaving in such a way.



ACTIVITIES

Beauty and the Beast

Love others as you love yourself **3**

It consists of interrogating the character while he or she is acting. A group of students perform the scene in front of an audience, which will be the rest of the students. Any member of the audience can interrupt the scene at any time and ask the character a series of questions about his behaviour, such as the reason for his behaviour, or even the consequences of behaving in such a way.

4 Magic circle

Each participant writes on a piece of paper the characteristics of the character on his or her left. The papers are put in a bag and then read out, so that participants have to guess which character they are talking about.

It is a fun game that helps to teach respect.



THE UGLY DUCKLING

Summary

The Ugly Duckling is a very educational story, full of values. It tells the story of a duck that had seven ducklings. One of them was very different from the others and everyone told him that he was very ugly and pushed him away, even his own mother turned away from him. One day, the Ugly Duckling decided to run away from there because he was miserable. He had a very hard winter because he met several people who wanted to take advantage of him and he had to take care of himself. Finally, spring arrived. He encountered a flock of swans who wanted to take him in. At first he thought that they were laughing at him too, but when he saw his reflection in the water, he realized that he was just one of them.

Values portrayed

Tolerance

Educating kids in this value is crucial, the earlier, the better. It is something that we must teach children from the moment their early ages as they are going to live in an increasingly diverse world. This value teaches us to accept the differences of those around us and accept them as they are. In the case of this story, these differences are just physical but we will make them reflect on situations in which there are differences in opinions, ways of thinking, beliefs and many other things we see everyday.

Love

Everyone can see how the Ugly Duckling is very sad and this is because he lacks something very important in his life, love. Not only the love of his family, but the love for himself because others made him feel ugly and useless. At the end of the story we see how when he receives a little love from the flock of swans he is filled with happiness, because we can have many things in life but if we lack love or people to share them with, we are nothing.

Empathy

We wanted to highlight the constant lack of empathy of the characters in the story. The mother duck, who does nothing to prevent everyone from laughing at her son and leaving him aside, or the other ducks, who constantly make fun of him without thinking about what would happen if they were in his place.



ACTIVITIES

The Ugly Duckling

1 Role Play

Students will work in groups of four. One of them will represent the ugly duckling and the other three will represent his siblings and other ducks in the story. In the theater it needs to be shown how the ugly duckling is very sad, feels misunderstood and lonely all the time. The other ducks must act cruel towards him, mocking him, leaving him aside and even pretending to physically attack him. At the end of the performance they will do a reflection group inspired by the following questions:

Why did the animals call the Ugly Duckling ugly?

Does someone become ugly just by looking different?

Does it give us the right to bully them?

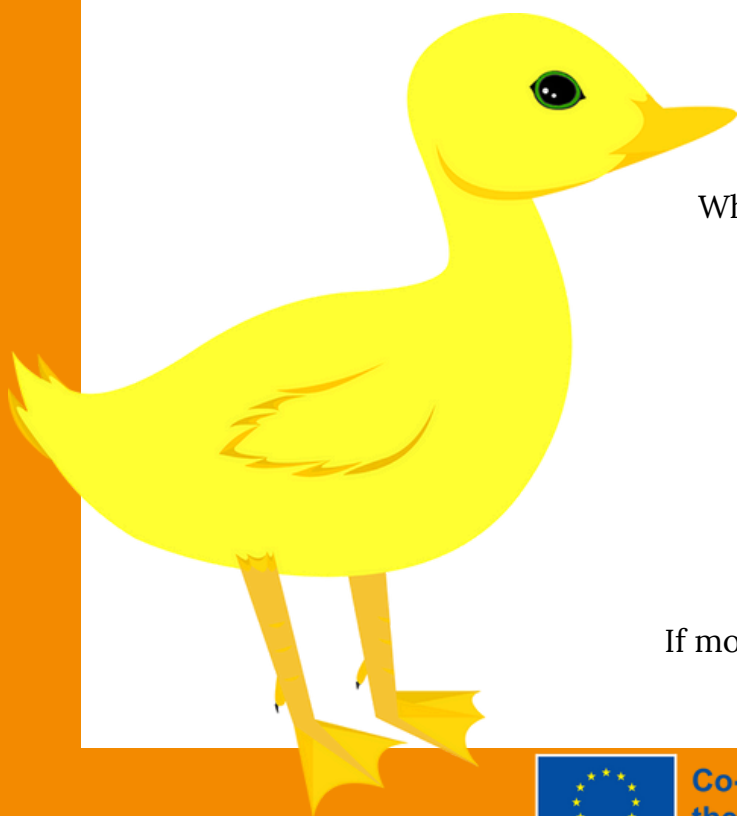
Does the way people look on the outside determine their personality?

Why did the Ugly Duckling have to find other animals that looked like him in order to be happy with himself?

Can you think of any situation in your life when you do this to other people?

Do you think after this role play your behavior is going to change?

If movie princesses were Ugly, do you think they would have their Happily Ever After?



ACTIVITIES

The Ugly Duckling

2 Role Reversal

With this activity, we intend for students to realize the importance of values in a person. To begin with, the students who previously represented cruel ducks, will now be the opposite, sweet and loving. On the other side, the student who represented the Ugly Duckling will now be cruel and unkind. At the end of this part, they will make a small reflection of what they have experienced. Next they will act out the story again, but this time all the characters will be full of values.

What would happen in the world if every person was good?

How can we achieve this goal?

What can you do to help?



Join my team 3

During this activity we will mainly work on the values of cooperation, empathy and trust. On this occasion, we will start working individually. After a group reading of the story, we will create a new character (student's choice) whose mission will be to defend the Ugly Duckling and convince the other ducks to trust him and join his team, welcoming the Ugly Duckling into their group. Allow about twenty minutes for each student to create his or her character and work on a speech that he or she will perform for the other students.



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8 STORIES

FOR CREATIVITY



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