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**Art Based Learning of Language of
Origin through Didactic Innovation**

STORYTELLING FOR LITTLE ONES MODULE ENG



ABOUT ALADIN

PROJECT NAME

Art Based Learning of Language of Origin through Didactic Innovation

PROJECT NO.

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COORDINATOR

COTA ORG (FRANCE)

PARTNER ORGANISATIONS

Comparative Research Network e. V. (GERMANY)

KOOPKULTUR e.V. (GERMANY)

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STORYTELLING FOR LITTLE ONES MODULE ENG

Participants: children 2-6 years old with a migrant background with parents

Maximum Number of Participants: 12 Families (25 Participants)

Total Duration of the Module Activities: 150 minutes (with breaks)

Developed by / Origin / Original language: MARINESSA RADCHENKO, KOOPKULTUR e.V. / GERMANY, UKRAINE / UKRAINIAN, RUSSIAN

INTRODUCTION/ICE-BREAKING

Activity 1 Step-by-Step



1. Gather the group in a circle, making sure everyone can see each other.

2. Introduction by the facilitator:

Welcome everyone to the workshop and explain that the first activity will help everyone get to know each other through their favourite stories.

3. Name and favourite story:

- Ask each child (and accompanying adult, if desired) to introduce themselves by saying, "My name is [name] and my favourite story is [favourite story]."
- Go around the circle until everyone has had a chance to speak.

4. Story movement game:

- The facilitator then says the name of one of the stories mentioned by a child (e.g. "The Three Little Pigs").
- Ask, "Who else likes 'The Three Little Pigs'?"
- Children (and adults) who like this story will stand up and do a specific movement associated with the story (e.g. pretend to blow like the wolf blowing down the house).
- Repeat with other stories, each with a unique movement. For example
- For "Cinderella" - twirl like you're at the ball.
- For "The Very Hungry Caterpillar" - imitate eating and growing like a caterpillar.

5. Close the activity:

- After going through several stories, thank everyone for their participation.
- Close by explaining that they already have something in common through their favourite stories!

This activity will help the children warm up, feel included and begin to associate fun movement with storytelling, setting the tone for creativity in the workshop.



SAND STORYTELLING

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Recommended Ages: 2 - 6 YO

Group size limits: 10

Time required: 20-30 min

Materials: Kinetic sand, a bag with cardboard characters (3 characters per child).

SAND STORYTELLING

Activity 2 Step-by-Step



1. Introduction to the activity:

- Gather the children around a large table or on the floor, where they can all reach the kinetic sand.
- Explain that today, they will use sand to create magical stories together.

2. Exploring the sand:

- Give each child some kinetic sand. Encourage them to **touch, squeeze, and shape** the sand, explaining how it can become anything they imagine.
- Begin a guided play session where the facilitator describes different natural elements. For example:
 - “Can you make it rain with the sand?” (Let the sand fall between their fingers like raindrops.)
 - “Let’s create a waterfall.” (Move the sand as if it’s flowing water.)
 - “Can you imagine the ocean?” (Flatten the sand to resemble the sea.)
- As you go through each of these, have the children repeat **key words** aloud (e.g., “rain,” “waterfall,” “ocean”) to reinforce the storytelling atmosphere.

3. Building with sand:

- After playing with the sand, encourage the children to create small shapes or structures. Ask them to describe what they’ve built. For example, “What is that you made from sand? Is it a mountain or maybe a castle?”

4. Magic Bag - Choosing Characters:

- Introduce the “Magic Bag” filled with cardboard characters.
- Let each child take turns pulling out **three characters** from the bag.
- Encourage them to describe who their characters are (e.g., “I have a dragon, a princess, and a wizard.”).

5. Creating a story:

- Now that they have their sand structures and characters, guide the children to **create their own short story**. Encourage them to think about how their characters interact with what they’ve built from sand.
- Give examples to help spark ideas, such as: “Maybe your dragon is guarding the sandcastle? Or perhaps the princess is sailing across the sand sea?”

6. Storytelling Time:

- Once the children have finished creating their sand scenes, go around the group and let each child briefly **share their story**.
- Encourage them to use the key words they learned earlier (rain, waterfall, ocean) and point to their sand creations while telling their tale.

7. Closing the activity:

- Thank the children for their creativity and remind them how they used both **sand and imagination** to create their stories.
- Collect the characters and begin the transition to the next activity.



Time required: 15-20 min

Materials: Assorted picture cards with various images (animals, objects, food, etc.), Music player

STOP DANCE WITH PICTURES

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STOP DANCE WITH PICTURES

Activity 3 Step-by-Step



1. Preparation:

- Scatter the picture cards randomly on the floor. Make sure there's enough space between them for the children to move around freely.

2. Introduce the activity:

- Gather the children together and explain the rules of the game: They will dance and move around the room while the music is playing. But when the music stops, they must quickly find a picture, stand on it and freeze!

3. Start the game:

- Play some upbeat music and encourage the children to dance or run around the room.
- After a short while, stop the music.
- The children must quickly find a picture, stand on it and freeze.

4. First round - identifying features:

- Once everyone is standing on a picture, the facilitator gives instructions related to the pictures, for example:
- "If your picture has something red on it, jump up and down."
- "If your picture shows something tasty, clap your hands."
- "If your picture has an animal, shout 'Hooray!'"
- Let some children act out these requests, then repeat with new instructions (e.g. something soft, something round).

5. Second round - Naming in the family language:

- After a few rounds of dancing and freezing, ask the children to look at the picture they are standing on and say the name of the object in it in their native language.
- Go around the room and have each child share their word. This adds a fun, multicultural element to the game and encourages everyone to learn new words.

6. Advanced round - rhyming challenge:

- For an extra challenge, ask the children to think of a rhyme for the object in their picture.
- For example, if a child has a picture of a cat, they might say, "Cat and hat!"
- Help younger children with this task to encourage creativity and playful thinking.

7. Repeat the game:

- Start the music again and continue the game for several rounds, mixing in different instructions and challenges.
- Adjust the tempo of the game to keep it dynamic and engaging.

8. Close the activity:

- After the last round, gather the children in a circle. Thank them for playing and celebrate how they used both movement and language to explore the pictures.

Time required: 20-25 min

Materials: Story cubes (either store-bought or handmade from paper)



WHAT HAPPENED NEXT? GROUP STORYTELLING WITH STORY CUBES

WHAT HAPPENED NEXT? GROUP STORYTELLING WITH STORY CUBES

Activity 4 Step-by-Step



1. Introduction to the activity:

- Gather the children in a circle and explain that they are going to create a group story using story cubes. Each cube has different pictures and these pictures will help them to continue the story.

2. Introduce the cubes:

- Show the children the story cube and explain that each face has a different picture (e.g. animals, objects, symbols). Tell them that after each person rolls a die, they will use the picture to add a new part to the story.

3. The facilitator starts the story:

- The facilitator starts by rolling two cubes.
- Look at the pictures on the dice and use them to start a story. For example, if the cubes show a castle and a dragon, the facilitator might say "Once upon a time, in a faraway land, there was a magical castle where a brave dragon lived".
- Encourage the children to listen carefully as they will soon have to complete the story!

4. Children continue the story:

- After the facilitator has started the story, it's the children's turn.
- A child rolls a cube, looks at the picture and adds to the story based on what they see. For example, if the child rolls a picture of a tree, they might say "One day, the dragon flew into a forest full of tall trees".
- Each child takes a turn, rolling a cube and adding their own sentence to the story, gradually building the narrative.

5. Encourage creativity:

- As each child continues the story, encourage them to use their imagination and be as creative as they like. There are no wrong answers!
- If necessary, help them connect their cube picture to the existing story by asking guiding questions such as "How does your picture fit into what just happened?"

6. Encourage group participation:

- Go around the circle and give each child a chance to roll a die and contribute to the story.
- Make sure that everyone gets a turn and that the story builds with new, exciting elements after each roll.

7. Finish the story:

- After each child has had at least one turn, lead the group in wrapping up the story. The facilitator can help create a conclusion or ask one of the children to end the story with the last roll.

8. Closing the activity:

- When the story is finished, celebrate the group's creativity by summarising the fun twists and turns their story took.
- Thank everyone for contributing to the shared storytelling adventure and highlight how the story cubes helped them to use their imagination.

Following the example of working with cubes, picture cards were also used. They were no less successful.

A high-angle photograph of several children sitting around a light-colored wooden table, engaged in a painting activity. They are using various colored liquid paints (yellow, pink, blue, orange) and tools like pipettes and straws to create colorful designs on white sheets of paper. The children are focused on their work, and the atmosphere appears to be a creative and collaborative classroom setting.

MY FANTASTIC STORY

Time required: 25-30 min

Materials: Thick paper sheets, Liquid paint (various colors), Pipettes, Straws, Markers, Googly eyes, Stickers, Hairdryer (optional, for drying paint)

MY FANTASTIC STORY

Activity 5 Step-by-Step



1. Introduction to the activity:

- Gather the children around a table and explain that they are going to create their own fantasy character or creature using paint, straws and their imagination.
- Show them how they will create shapes by blowing paint onto the paper and then use markers, stickers and eyes to bring their creations to life.

2. Distribute materials:

- Give each child a sheet of thick paper.
- Give them pipettes, liquid paint, straws and markers.
- Place googly eyes and stickers on the table for extra decoration.

3. Make the basic shape:

- Demonstrate how to use a pipette to drop small amounts of paint onto the paper.
- Show them how to blow through the straw, causing the paint to spread out and form unique, abstract shapes.
- Encourage them to be creative and let the paint splashes and lines create their own special designs.

4. Allow the paint to dry:

- If necessary, use a hairdryer to dry the paint quickly before moving on to the next step.

5. Add details:

- When the paint is dry or almost dry, children can use markers, googly eyes and stickers to turn their abstract paint splatters into fantastic creatures or characters.
- Encourage them to think about what their creation might be: "Does your creature have a funny face? Maybe it has wings or tentacles?"
- Let the children add as much detail as they want to bring their creature to life.

6. Tell a story:

- Once they've finished decorating, ask each child to tell the story of their creation.
- Invite them to describe who or what their character is, what their name might be, and what kind of adventure they might go on.
- Encourage creativity by asking questions such as "What special powers does your character have? Where does it live? What does it like to do?"

7. Display the creations:

- After everyone has had a chance to present, display the children's fantastic creatures on a wall or table for all to see.
- Celebrate each child's imagination and creativity by highlighting the uniqueness of their creations.

8. Close the activity:

- Thank the children for creating such imaginative stories and artwork.
- Explain that they can take their creatures home as a reminder of their creative storytelling adventure.

CLOSING SESSION / GATHERING FEEDBACK OF THE PARTICIPANT

Activity 6 Step-by-Step



1. Introduction to the activity:

- Gather the children and parents in a circle. Explain that this is the final part of the workshop, where everyone will have a chance to reflect on their experiences and share their feelings about the day.

2. Present the emotion cards:

- Spread out the emotion/feedback cards on the floor or table. These can have simple pictures (e.g. happy face, heart, thumbs up) or words (e.g. fun, exciting, creative) to represent different emotions and impressions.
- Have everyone take a moment to look through the cards and choose one that best describes how they feel after taking part in the workshop.

3. Share your reflections:

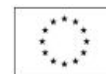
- One by one, invite each child and parent to hold up the card they have chosen and share their impressions.
- Encourage them to explain why they chose this card and what they liked or found interesting about the activities.
- For children, ask questions such as
 - "What was your favourite part of the day?"
 - "How did this activity make you feel?"
- For parents, you might ask:
 - "What did you notice about your child's participation?"
 - "What was a highlight for you?"

4. Optional group discussion:

- After everyone has shared, open the floor for any final thoughts or additional feedback.
- Invite participants to share any suggestions for future workshops or things they particularly enjoyed.

5. Close the activity:

- Thank everyone for their contributions and for taking part in the workshop.
- Close by celebrating the creative energy of the group and the unique stories they've created throughout the day.



Preparation: Find out about the language and skill levels of the participants and decide whether you need parental support. Prepare materials and tasks appropriate to the language and skill level of the participants. You need specific resources and tools to implement the activities, such as games, visual aids, and storytelling materials. These tools can be used in other languages with pictures instead of words.

Expected output: The children were encouraged to speak and inspired to communicate in their heritage language. Parents expressed interest in the games and methods and noted their effectiveness.

Adaptation/Application of the method:

- **a group with varied language proficiency**

This method requires minimal knowledge of the language, a good level of comprehension and at least basic speaking skills. The methods and games can be adapted to different language levels. The tasks can be made more challenging by introducing additional vocabulary and by using longer and more complex sentences. The activities can be carried out with a group of different language levels.

The methods and games are highly adaptable and can be adapted according to the language skills of the participants. For beginners, the tasks can focus on basic vocabulary and simpler sentence structures, while for more advanced participants they can be made more challenging by introducing additional vocabulary and more complex sentence formation. The visual materials and illustration-based activities also ensure that those with minimal language skills can participate, making the approach effective for mixed ability groups.

- **other languages**

All these activities are easily adaptable and can be translated into other languages as they use visual material without the use of written words. All illustrations are easily adaptable to any language.

- **bilingual/multilingual options**

The activities can be adapted to a bilingual or multilingual context. As the methods rely heavily on visual materials without written words, they can be easily translated and adapted to different languages. The flexibility of the tasks allows learners to work in their mother tongue while gradually incorporating the target language. In addition, the activities can be adapted to encourage interaction between learners from different language backgrounds, promoting communication and collaboration across languages. This makes them suitable for different language settings.

- **cultural contexts**

Images and stories for activities can be culturally relevant.

- **other age groups**

The activities can be adapted for other age groups. For younger children, the tasks can focus on simpler vocabulary, shorter sentences and more interactive, game-based learning with visual aids and storytelling. For older participants or adults, activities can include more complex language structures, advanced vocabulary and critical thinking exercises. The flexibility of the methods allows adjustments to be made to the level of difficulty, pace and content, making the activities engaging and suitable for a wide range of age groups



- distance learning options

The activities are adaptable to distance learning formats such as online courses and workshops.

Digital platforms: The activities can be conducted using video conferencing tools (e.g. Zoom, Microsoft Teams) that allow real-time interaction between participants. Breakout rooms can be used for smaller group activities.
Interactive materials: Visual aids and games can be digitised and shared via online platforms. For example, using slideshows or interactive PDFs ensures that all participants have access to the same materials, regardless of location.

Online collaboration: Tools such as Google Docs, Padlet or Miro can facilitate collaborative activities where learners can contribute ideas, complete tasks and share responses in real time.

Recorded sessions: Workshops can be recorded and made available for later viewing, allowing participants to revisit the material at their own pace.

Asynchronous learning: Activities can be adapted for asynchronous learning by providing clear instructions, video demonstrations and engaging online resources, allowing learners to complete tasks independently at their own convenience.

- challenges

- People have different language skills. Some participants may have better language skills than others, which can make it hard to include everyone. Facilitators should be ready to change activities to suit different language abilities and make sure everyone is included.

- Group dynamics: Group dynamics can be hard to manage, especially if people are shy. Facilitators should encourage engagement and create a supportive atmosphere.

- Limited resources or materials: Some workshops may need special materials or tools that are not available on-site. Facilitators should have backups in case of shortages.

- Time management: Workshops may take longer than planned if participants need extra time. Facilitators should be flexible and ready to adjust the schedule as needed.

- Cultural sensitivity: Participants may come from different cultures, so they may have different views on activities or topics. Facilitators should be aware of differences and prepared to deal with any misunderstandings.

- Space limitations: The workshop space may not be suitable for the planned activities. Facilitators should assess the space and adapt activities if needed.

- Long sessions may lead to participant fatigue, reducing engagement and focus. Facilitators should plan for breaks and incorporate varied activities to maintain energy levels.

- Gathering feedback in a live setting can be challenging, especially if there is a large group. Facilitators should consider using quick, anonymous feedback methods to gauge participant responses.

- options for parents

Parents can repeat the activities with their children, especially once they know the rules. The materials and formats are easy to understand, so children can do the activities on their own or with others. The instructions and tasks can be adjusted, so children can practise at their own level. In a group, one child can take on the role of a guide, so the activities can continue without direct supervision. This format encourages children to learn and work on their own.

References, and Resources:

Story Cubes and Cards to purchase:

https://livingtiger.com/de-de/products/guess-what-pantomime-and-sound-game-3035609?variant=42532237639878¤cy=EUR&gad_source=1&gclid=OAAAAC0qloigoxanvDNzLehRpdTxfz2VX&gclid=EAlalQobChMI3rb16tv3jAMVnDwGABOTwvitEAOYASABEgKzefD_BwF

https://livingtiger.com/products/storytelling-dice-3017920?srsltid=AfmB0pewzll6QH1hoyi9SCiduhHV5SubKecv8MORZ_UPaYlGCaZoxi4

<https://amzn.eu/d/d0leftl>

Instagram Marinessa Radchenko with more activities and books for children in Ukrainian: https://www.instagram.com/marinessa_rad