



HANDOUT for PAEDAGOGUES



An Initiative of PRIX JEUNESSE Foundation, IZI and UNICEF



Responsible for contents

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Author: Dr. Maya Götz

Cooperation: Tanja Petrich, Marie-Therese Hohe, Miriam Auth

Graphic: Anke Seidel

Translations: Textworks Translations, Birgit Kinateder

Address of the editor:

Internationales Zentralinstitut für das Jugend und Bildungsfernsehen (IZI)

Rundfunkplatz 1, D-80335 München

Internet: www.izi.de

E-Mail: IZI@br.de

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Content

Foreword: What makes children strong	1
Guidelines for teachers	3
Structure of the individual modules for the ‘Storytelling Club’	4
Module 1: This is who I am, and I am proud of	5
Module 2: When I was able to overcome my fear	13
Module 3: What I can	20
Module 4: Being allowed to learn	26
Module 5: Solving problems – I always think of something	33
Module 6: Dealing with crises	39
Module 7: Children write their own stories of being strong	43
Module 8: Creating the book and planning the presentation	47

Attachment.....

Module 1: Worksheets, Icebreaker game: ‘My name is.... and I like to eat...’, rule sheet, template: blank bills for notes, game: noise story
Module 2: Worksheets, template: blank bills for tips, game: ‘We’re going hunting for lions’
Module 3: Worksheets, ’Arc of suspense’, game: Packing the bag with movements
Module 4: Learning Story from Canada, worksheets, template: blank bills for tips, singing game: ‘Flee-Fly-Flo’
Module 5: Problem Story, worksheets, theatre exercise: ‘Going through Wind an Rain’
Module 6: Crises stories, worksheets, template: blank bills for tips
Module 7: Meditation, worksheets, game: ‘Guess the number’
Module 8: Worksheet, template: blank bills for tips, template: ‘Invitation’, template ‘Procedure of the presentation’

Foreword: What makes children strong



The power of resilience

Resilience is the ability not to break during a crisis but, after an appropriate period for processing what has occurred, to be full of energy, psychologically healthy and able to take action once again. There are genetic factors that make it easier or harder for a child to deal with difficult situations: children with a positive, moderate temperament have an easier time remaining calm in crises and regaining their emotional balance afterwards than high-spirited children. There are also social factors that contribute toward resilience: a warm, sympathetic environment and groups who show respect and appreciation for the child are also of key importance in crisis situations.

Teachers usually have little influence on these factors, but resilience can also be encouraged in a targeted manner. This starts by teaching the ability to see the positive side of things, not only the problems and deficits in oneself and others. The children's self-esteem and trust in their own abilities can be promoted as well as teaching them to recognise their limits. Encouraging problem-solving abilities and emotional competences makes a child stronger in crisis situations, that is, situations with which they have never been confronted and that present them with serious emotional challenges.

The role of stories

Usually children have a natural resilience that enables them to withstand even difficult situations. Every challenge is an opportunity to grow but also a source of psychological stress that must be emotionally and physically processed. One way of processing is with stories. Stories that the children tell themselves or that others tell, either with direct communication or through media such as books, audio books, or television and movies. The closer a story is to the child's own experiences of the world and the more authentic the story is, the more they can emotionally respond. Stories can show links and help children to recognise values and their own strengths and weaknesses. The stories therefore show how valuable individuals and their experiences are, and give confidence and the necessary optimism that it is worth doing something and working toward a goal.

The Storytelling Club

In the Storytelling Club, children learn to recognise their own strengths by going through their own achievements and telling about them. They learn to tell stories and dramatise. The Storytelling Club is meant to be a place full of sympathy and acceptance, a space in which children find their voices and grow. The Storytelling Club is offered by adults who are trained in pedagogy or therapy. Groups of 10-15 children (ages 8-12) meet regularly, and in each session they produce their own stories. The content focus is on:

- 1. Pride and self-confidence**
- 2. Dealing with fear**
- 3. Discovering our own strengths**
- 4. Experiencing learning**
- 5. Problem-solving strategies**
- 6. Managing crises and danger**
- 7. Stories of strength**



The book designed by the group: ‘The day I realised that I am strong’

Selected stories and tips from the Storytelling Club go into a small book that the group publishes together which is intended to offer inspiration to children in similar situations. The title of the book: ‘The day I realised that I am strong. Stories by children from...’. During the project, stories and materials are continually collected for this book and chosen together with the sympathetic direction of the teachers. The teacher puts the children’s materials into a prepared template from the Internet (www.storytellingclub.org) and prints it as a small book (Din A4) or uses the somewhat more time-intensive possibilities on the page to have the book printed. A nice way to end the group is by telling the stories and presenting the book to each participating child in front of parents and family.

Guidelines for teachers:

We're very happy that you're participating in the Storytelling Club. The project includes 8 units of 2 hours each that take place once a week or could be done in a project week, for example. It offers children the opportunity to look more closely at themselves and their strengths. This promotes resilience and dealing with crises in a pro-social way, as well as conveying techniques of written and oral storytelling.

The collected stories will also help children in similar situations. They will receive strategies to solve problems and be encouraged to tell their own stories. The goal that the group wants to reach together is to create a small book with stories, pictures, and tips for dealing with difficult situations. The book title is:

**'The day I realised that I am strong.
Stories by children from (...)'.**

You can find the template for the book on the website www.storytellingclub.org. At the end, the book should contain at least one strong story from each participating child. Pictures and tips can also be included so that each child participating in the Storytelling Club will be able to identify with it if possible. If the group is interested, then the results can also be presented to parents and families. This is also a nice opportunity to give each child a printed copy of the book.

Carrying out the 'Storytelling Club modules'

We have created a manual that leads you through the eight units in detail. Each unit takes 120 minutes. You can of course leave parts out or add more, adapt it so it fits best with your group. With this manual, we offer you for the first time a basis for planning the time needed, individual steps, and worksheets for each session that you will have to print out. You can find examples of the singing games (in German) at www.storytellingclub.org. Here you can also find the template for the book that is to be created at the end of the lessons from the stories you have chosen. There is also access to the videos that are intended as part of the pedagogical unit.

To carry out the project, in addition to the manual you will need a suitable room and some materials:

- Envelopes (DIN A4, size: 210 x 297 mm)
- High-quality coloured markers
- Blank bills for notes or tips
- Paper (DIN A4, size: 210 x 297 mm)
- Glue
- Television / laptop / projector (device to play movies)
- Camera / mobile phone (device to take pictures)



We hope you and your group have a lot of fun and that your project is a success! We are always happy to hear feedback - and to see your group's book: '**The day I realised that I am strong**'.

Structure of the individual modules for the 'Storytelling Club'

Module topic	Didactic-methodological focus	Time in hours
Module 1: This is who I am, and I am proud of ...	Get to know each other, hear about positive experiences, recognising our own strengths.	2
Module 2: When I was able to overcome my fear	Recognising how to deal with fear resiliently and promoting the ability to act in frightening situations.	2
Module 3: What I can do	Discovering our own strengths and recognising a basic principle of a dramatic arc. Getting to know the basics of presenting / performing.	2
Module 4: Being allowed to learn	Understanding learning as a process (possibly with hardships, setbacks, need to make mistakes) and telling it as a story. Learning to be able to ask for help.	2
Module 5: Solving problems – I always think of something	Becoming aware of our own strengths and developing problem-solving strategies. Learning to tell stories in an exciting way.	2
Module 6: Dealing with crises	Anticipating crisis situations, showing there is always a solution, you have to persevere. Learning to tell stories in an exciting way.	2
Module 7: Children write their own stories of being strong	Writing your own story of being strong, getting experience with meditation and practicing making presentations.	2
Module 8: Creating the book and planning the presentation	Picking stories for the book. The children receive personal feedback on their works. The book presentation is prepared.	2

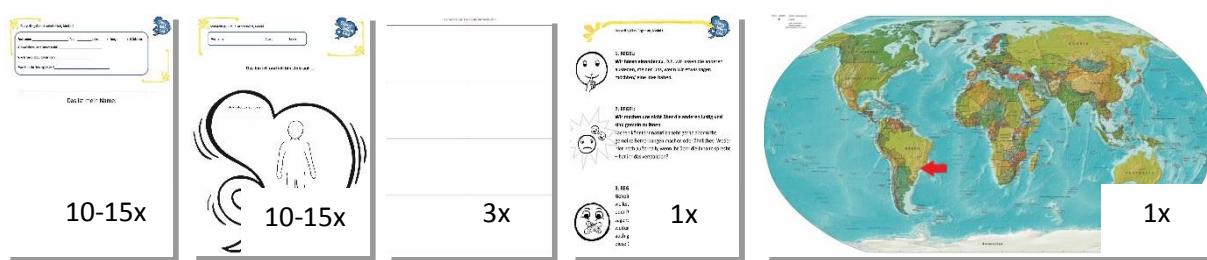
Module 1: This is who I am, and I am proud of ...

Objectives:

- Getting to know each other and making the rules
- Talking about positive experiences, speaking in front of a group
- Recognising our own strengths, and
- Experiencing our own voice
- Explanation of how stories for the book will be chosen

Materials:

- Worksheet no. 1 'Profile'
- Worksheet no. 2 'This is who I am, and I am proud of...'
- A4 envelopes (e.g. letter envelopes)
- Rule sheet
- World map (to show South America)
- Film 'The Boy, the slum and the pan lids'
- Projector / Television / Laptop (for film)
- Template: Blank bills for notes (for writing down what the children are proud of)
- Markers
- Glue
- Scissors



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating). Set aside an A4-sized envelope. You can use this envelope to collect **stories** that everyone **definitely wants to be included in the book**. The so-called '**Put it in the Book Envelope**' stays with the teacher. The other envelopes will be used in module 1 for the profile information and provide the names designed by the children. Each child can use his/her envelope as personal portfolio to collect his stories and drawings. At the end of each module unit, the teacher collects the envelopes and keeps them until the next session.

Information for teachers: Pride and self-confidence

Children need self-confidence, and that starts with self-esteem: the feeling that you are worth something and are proud of certain things. In some cultures it is absolutely normal for children to openly show what they are proud of, but in other cultures it is viewed critically, for example, when children praise themselves. Psychologically speaking, it is important to be allowed to be proud and the 'Storytelling Club' is therefore an appropriate place to experience this.

Time in minutes	Possible lesson steps	Materials
10	Introduction: <i>What are we going to do?</i> Teacher and children greet each other. Teacher describes the project. Children can ask questions.	
20	Production: Children make profiles and envelopes	Worksheet no. 1, A4 envelopes, markers
15	Icebreaker game: 'My name is and I like to eat' and <i>set rules:</i> Teacher explains game and points out the rules for speaking	Rule sheet
3	Transition to film	World map
5	Film ' <i>The Boy, the slum and the pan lids</i> '	Film
5	Discussion of film: Talk about what was in the film	
15-20	Exercise: Children say what they are proud of Teacher notes main points on blank bills for notes	Template: Blank bills for notes
20	Production: 'This is who I am, and I am proud of...'	Worksheet no. 2
5	Explanation: Envelope system Put stories in the envelopes	'Put it in the Book Envelope'
(10)	OPTIONAL Game: Noise story	Noise story
3	Good-byes	
Total time: approx. 101-116 minutes		

Introduction: What are we going to do? (about 10 minutes)

Possible introduction for teacher

'Welcome to the 'Storytelling Club'. You decided to take part in this project for 8 weeks (or for one compact week) to learn how to tell stories and, even more importantly, you aren't just doing it because you want to but because it will help the younger children (in your camp, in other camps, in your school, etc.) learn how to deal with difficulties.'

General:

'We're going to meet once a week here for about 2 hours, we'll watch movies, sometimes we'll draw, and we'll look for stories we can tell other children. At the end, we'll make a book: it will be called 'The day I realised that I am strong: Stories by children from...'. Each of you will write or draw a small part of it. I will collect everything and put it together into a book and later we will design the book together. If you want to, then after the project we can present everything to your parents and relatives.'

'Do you understand what we want to do?'

Possible questions from the children could be:

'Will I write the story using my name?'

Possible answer:

'Some groups that have already done this project have picked out two pseudonyms, for example Sarah and Mohamed. These two children are at the centre of all the stories. Other groups have used their own first names in the stories. We'll decide about that later.'

'Will everybody get a book?'

Possible answer:

'If possible, then at the end everyone will get a copy to keep.' [Please tell them that not all the stories can go into the book. 1-2 stories / pictures per child.]



Production: Children make profiles and envelopes (about 20 minutes)

(Worksheet no. 1 'Profile', markers, glue, scissors and A4 envelopes)

Possible introduction for teacher

'So that we can get to know each other better, each of us is going to fill out a short profile. Below the profile is a little box where you can draw your name. Your name can be designed creatively if you want to.'



When everyone is done with the profile

'Now each of you is going to get an envelope. You can use it to collect all of the stories that you draw and write in this project. I've brought some glue for you. Please glue your profile onto the envelope so that you always know which envelope is yours. Please cut off the upper part and hand it over to me.'



Icebreaker game: 'My name is.... and I like to eat...' (about 10 minutes)

All the children sit in a circle. The first child starts and says, for example: 'My name is Leon and I like to eat ice cream. And who are you?' Then it's the next child's turn.

First he introduces the child before him: 'That is Leon and my name is... and I like to eat...' and so on. Each child has to repeat the names of all the children before him.

Explain the rules (about 5 minutes)

(Rule sheet)

One copy of the rules can be hung up so that everyone can read it.

Possible introduction for teacher: 'Starting today we're going to be spending a lot of time together working on our stories. That's why it's important that we make a few rules so that everyone feels comfortable and we have fun together.'

1. **We listen to each other.** That means we let the other person finish talking, and raise our hand when we want to say something or have an idea.
2. **We do not make fun of each other and are not mean.** Of course you can laugh but do not say mean things, either here or outside of the project, when you're talking about the content. Do you understand that?
3. **Secret.** Sometimes we might hear stories that tell about sad or embarrassing things. Everyone has the right to say: 'This story can't be told as mine.' Then this story has to stay a secret. You can't tell who told the story.

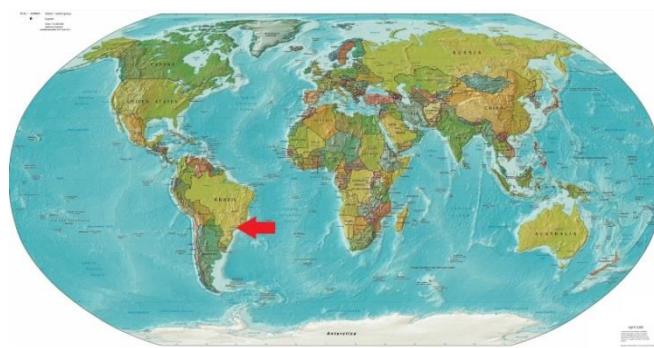


Film: The Boy, the slum and the pan lids (BRAZIL)

Film: 05:11 minutes

Transition to film (about 3 minutes):

'Today the first thing I'm going to do is show you a movie that comes from South America [if possible, point to it on the world map], from Brazil, from the city Sao Paulo, one of the biggest cities in the world. It is a film that takes place in favelas. Those are areas where poor people live, and there are a lot of them in Sao Paulo. The people have very little money, but you will see that the children still make a lot of really neat things.'





© Film screenshots: 'The boy, the slum and the pan lids'
Cultura, São Paulo

Summary for teacher : In a favela in Brazil, a small boy first steals a pan lid from his mother and then one from a neighbour and is then followed by a herd of children who want to get the lids back. Just before they catch the boy, he jumps onto a stage where a group of children are already play music with improvised instruments. He comes just in time to hit both pan lids together for his cue. The children are excited about the music and clap for him. At the end of the concert, the little boy wants to give the pan lid back to the son of the neighbour, but the boy gives him the lid as a present. The little boy starts walking back home. In the twilight, he goes up the hill, and at the top of the hill is his mother's house. In the fading light, she comes towards him and gives him a hug, happy and relieved.

Explanation: '*The little boy isn't a 'real' thief and turns out to be a musician. Borrowing the lid is only a way to use the lid as a musical instrument. The people in the favelas don't have a lot of money, and often they don't even have things they need for everyday life, but they are very proud of their music and their sports, for example. The whole year, all of the communities practices with bands and dancers for Carnival. That gives them strength.'*



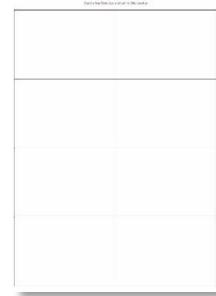
Discussion of film (about 5 minutes)

Questions from the teacher for the students:

'What is it about? What happened? What did the boy want? What did the mother and the other kids think? What did we see of the favelas, what sorts of things do the children do there (play football, make music)?'

Exercise: Children say what they are proud of (about 15-20 minutes)

(Template: Blank bills for notes)



Questions from the teacher for the students:

'Is there something that you're proud of?'

The children have time to think and say what they are proud of. Everything that is said is rewarded by clapping. If any 'stupid comments' are made, please stop these immediately and remind them of the rules.

For each child, note one keyword on an blank bill for notes. The keyword should say what the child is especially proud of. The child then gets the card, stands up with this 'pride card' and presents it. One child after another stands up, and at the end everyone is standing.

Production: 'This is who I am, and I am proud of...' (about 20 min)



(Markers and Worksheet no. 2 'This is who I am, and I am proud of...')



The teacher could say:

'And look, we already have the first page of our book. Now each of you should take a worksheet, draw yourself, and underneath the picture write what you're proud of and why. If you have problems writing, look for someone who can help you. I am also happy to help.'

After 20 minutes bring the exercise to an end.



TIP: use strong, colorful makers

Explanation: Envelope system (about 5 minutes)

The teacher could say:

'Who wants to have his drawing in the book? At the beginning I told you that we will make a book out of all the stories. Each of you should have at least one story in the book. I have an envelope that I call the **'Put it in the Book Envelope'** for stories that should definitely go in the book. If any of you already want to put a story in the envelope, then you can do it now.'

OPTIONAL (+ ca. 10 minutes)

Game: Noise story



The teacher could say:

'Ok, at the end now we're going to make our own story. But this time I will tell the story and you make the noises and movements for it. Everybody stand up. I will give you a sign when you should make the noises or movements. For example: He walked through the forest - now you stomp really loudly on the floor; birds chirped - now you whistle; the wind blew - you blow really loudly... Good, ok, you get it! Let's get started, now everyone please stand still!'

Once upon a time on a beautiful, hot summer day there were two children hopping along the side of the street. They were singing and whistling a song (*sing, whistle*). They had just visited their grandmother and were now on the long walk back to the village where they lived.

They went through high grass (*shshshshsh*), they walked on the street (*stomp*), they walked through a huge, shallow puddle (*splash, splash*). The path became longer and longer, and their legs were more and more tired. Then they met four little dogs who barked at them (*bark*).

'Be quiet!' said the one child. And the dogs were quiet at once. 'Why are you barking like that?' - And the dogs started barking again (*bark*). 'Quiet! I can't understand anything. Is something wrong? Show us what's wrong.' The dogs ran away, panting (*pant*). They led the children to a hunting trap, where a larger dog was trapped and stood there, whining (*whine*). 'Oh, I see,' said the one child, 'that's your mum, right? Just wait and I'll help you.' He looked at the trap from all sides, and the other child pointed out a locked door on the trap (*everyone points*): 'That's where you can open it.' 'I can't do it alone, can you please help me?' Both children pulled and pulled (*everyone pulls*), and finally the trap opened. How happy everyone was! The dogs barked (*bark*) and greeted their mother. 'You'd better get away from here. Whoever set the trap will probably come back very soon.' The dogs barked (*bark*) in thanks and happily ran away.

The children continued on their way, happy that they helped the dogs. All of a sudden a gigantic giant came stomping towards them (*big stomps*), roaring horribly (*roar*). One of the children looked at him, terrified, and the other said: 'Why are you roaring like that?' 'Because I'm soooooo angry,' said the giant and started roaring again (*roar, roar*). 'Why are you so angry?' asked one of the children. 'Because everything hurts,' answered the giant and started roaring again (*roar, roar*). 'What hurts?' asked the one child, bravely. 'There,' said the giant, and pointed to his hand. 'Show us,' said the children and looked closely at his hand. They looked and looked, and looked and looked, and then they saw it: 'There's a splinter! We have to get it out!' 'Oh no, that will hurt,' complained the gigantic giant. 'Only for a second, then it won't hurt anymore. Do you want us to help you?' The gigantic giant looked at them, frightened! 'Will it hurt a lot?' The child looked up at him: 'You can do it! You're brave!' The giant swallowed and then nodded. The thorn was deep in his skin and only a little piece stuck out. When one of the children tried to pull out the thorn, the giant screamed loudly (*Ahhhhhhh*). And the child winced in fright. 'I know it hurts,' comforted the child, 'but trust me, it'll be better soon.' 'It will help if you pinch yourself really hard on the leg, then you won't notice the pain in your hand so much. My mum once taught me that trick.' The giant sniffed, and a giant tear rolled down his cheek. 'If you say so.' And he clenched his teeth together, pinched his leg with all his might and one of the children carefully grabbed the thorn. The other child helped him and together they pulled the thorn out of the giant's finger. 'Oooooowwwwww,' cried the giant, shook his finger and rubbed it. Then he said, 'Much better!' 'How

can I thank you?' he asked. 'We were happy to help you,' said the one child. 'Can I carry you for some of the way?' asked the giant, and the children nodded enthusiastically. And in no time at all they were sitting on the giant's shoulders as he carried them with giant steps through the countryside to their village. When the grown-ups saw the giant coming, they ran to their houses, locked their doors, and shook in fear. But the children called out: 'Everything's fine. The giant is our friend, you don't need to be afraid.' How happy everyone was when the children arrived home with the giant. Carefully the giant put the children down, smiled at them thankfully, and stomped away. The people who lived in the village were very impressed by the children's courage, and they made the children tell the story over and over.

Good-byes (about 3 minutes)

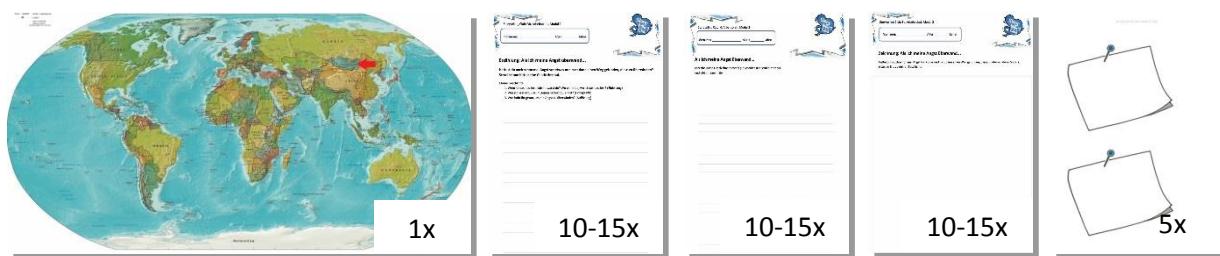
Module 2: When I was able to overcome my fear

Objectives:

- Recognise structure of a story
- Recognise how to deal with fear resiliently
- Promote the ability to act in frightening situations

Materials:

- World map (to show Mongolia)
- Projector / Television / Laptop (for film)
- Film: 'Going for water'
- Worksheet no. 3a 'Drawing: When I was able to overcome my fear ...'
- Worksheet no. 3b 'Story: When I was able to overcome my fear ...'
- Worksheet no. 4 'When I was able to overcome my fear ...' (writing a story in pure form)
- Template: Blank bills for tips (ideas for fighting fear)
- Paper
- Markers



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating), melody 'Wir gehen auf die Löwenjagd' (We're going hunting for lions): Film file with German lyrics. Please watch the video more than once ahead of time. It will make it easier to do the singing and movement game.

Information for teachers: Dealing with fear

Emotions are an important part of the human experience. Each emotion has its own importance (more on that in the summary article by Glasenapp). Fear is the body's natural reaction to perceived threats to our bodies and souls. If our body experienced an important fear reaction, then it is saved in our brain (amygdala) permanently. The more often we experience the threatening situation, the faster our body reacts. The human brain is able to repress the fear reaction if the situation is experienced in a way that is consciously not threatening. For this, it is necessary to intentionally confront the situation and assess the actual threat.

Time in minutes	Possible lesson steps	Materials
5	Greeting Introduction 'Fear'	
3	Transition to film	World map
5	Film 'Going for water'	Film
5	Discussion of film: Talk about what was in the film	
30	Production: When I was able to overcome my fear - draw picture and write story	Worksheet no. 3a, Worksheet no. 3b
20	Presentation: Children tell their own story	
5	Discussion: write down general tips for dealing with fear → Tips should go in the 'Put it in the Book Envelope'	Template: Blank bills for tips
20	Put results in pure form → Put stories in the 'Put it in the Book Envelope'	Template: Blank bills for tips, Worksheet no.4
15	Game: Singing and movement game 'We're going hunting for lions'	Lion-hunting story
3	End: Good-byes	
Total time: approx. 111 minutes		

Introduction: 'Fear' (about 5 minutes)

The teacher could say:

'With your stories, we want to help other children. That's why today we're going to talk about stories where children show us how they overcame their fears.'

'Do you know what that's like? Have you been afraid before?'

Talk about fear and make it clear that fear is an important warning signal from our body to tell us about danger and warn us. It is up to us to decide whether it is really a danger and how we can best deal with it. Note: Please don't demean fear. Feelings are very individual and are always OK, regardless of how they are felt. Please also make sure that no one in the group is teased because they were afraid.

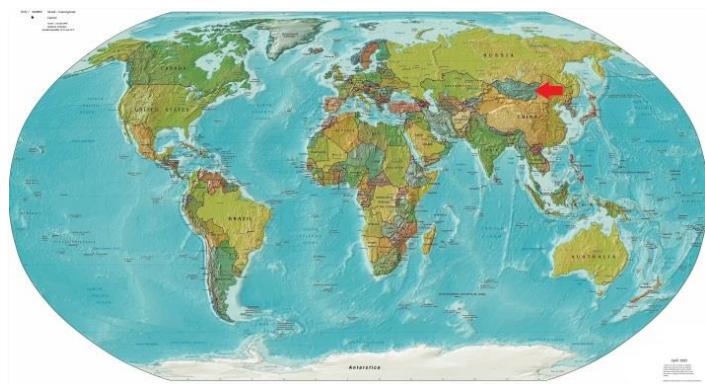


Film: Going for water (MONGOLIA)

Film: 5 minutes

Transition to film (about 3 minutes) :

'Last time we watched a movie from the favelas in Brazil where a boy took a lid to make music. Do you remember? Today we're going to watch a film about a girl from Mongolia [point to Mongolia on the map]. Where she lives there is no running water from the tap and she has to go to the well to get water for herself and her family.'



© Film screenshots 'Going for water'

Summary for teacher:

The story is told of a young girl who encounters a large dog on her way to get water. On the path to the well, the dog is behind a fence and barks at her. She gets scared and quickly runs past it with her wheelbarrow. On the way back, all of a sudden the dog is in the middle of the path. The girl is so scared that at first she hides behind a fence. But then she works up her courage and walks carefully past the dog with her eyes closed. When she gets home, she isn't paying attention and accidentally dumps out the water. She cries, but she wipes away her tears and once again sets off to get water.

Explanation:

The film shows how you can motivate yourself to overcome fear and do what you need to do even if there are obstacles.



Discussion of film (about 5 minutes)

Questions from the teacher for the students:

'What was the story about? What happened to the girl? Why was she scared? Was it really dangerous? [No, the dog didn't show any signs of being aggressive.] What did she do to overcome her fear? What did she learn? Did you like the end? What did you like and what didn't you like? What would you have done in her situation? What is positive about the story?'



Production: When I was able to overcome my fear... (approx. 30 min total)

(Markers and worksheet 3a 'Drawing: The time I overcame my fear...', worksheet 3b 'Story: The time I overcame my fear...')



**TIP: use strong,
colorful makers**

Worksheet 3a: 'Drawing: When I was able to overcome my fear...'

(about 10 minutes)

'Has something like that ever happened to you? Were you ever afraid of something and then found a way to overcome your fear? Draw a picture of your story. I have markers and a piece of paper here. Don't worry about drawing a very pretty picture, just draw something that reminds you of your experience.'

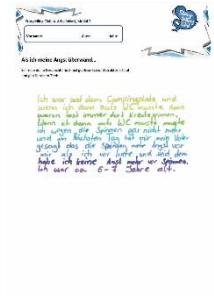




Worksheet 3b: 'Story: When I was able to overcome my fear...' (about 20 minutes)

'Now I want to hear the stories that go with your pictures. Here is another worksheet. Please use it to write:

1. Who did it happen to, how old were you? Where were you when it happened? (Introduction)
2. What happened? Why were you afraid? (Climax)
3. What did you do to overcome your fear?



Presentation: Children tell their own stories (approx. 20 minutes)

'Who wants to tell their story?'

They can sit to do it unless the children want to stand. At the end of each story, the others clap. Make it clear: the child made a decision - that's great! And that leads to development.

Discussion: write down general tips for dealing with fear (approx. 5 minutes)

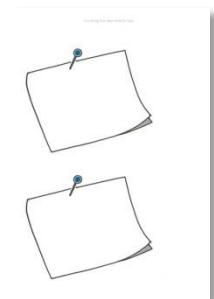
(Template: Blank bills for tips (ideas for fighting fear))



After telling the stories:

'So, what are the best pointers for dealing with fear?'

Please also write down the tips on Tip cards. The tips can then be pinned up on the wall or put on the floor, and the children can look at them and use them as aids in their stories.



Put results in pure form (approx. 20 minutes)

(Template: Blank bills for tips (ideas for fighting fear), markers and worksheet no. 4 'When I was able to overcome my fear')

Divide the children into groups. Some of them will re-write their story in pure form, some will draw pictures for the selected stories, others will write and draw something about the tips for dealing with fear.

Introduction:

'As you know, we want to make a book. We will put in a few stories (2-4). To do that, the stories have to be written so that other people can read them.'

- 'Who wants to have their story in the book and write it out properly?'
- 'Who will help (with writing if necessary) and draw another picture about it?'
- 'Who will write and draw pictures about the tips for dealing with fear?'

At the end, the children can put their stories and pictures in the ‘**Put it in the Book Envelope**’ that you prepared in advance. Of course they can also put their stories and pictures in their own envelopes first.

[**Please note:** At the end, one or two stories and pictures from each child should be in the book.]



Game: Singing and movement game ‘We’re going hunting for lions’ (about 15 minutes)

(Teacher sings the song, group repeats, everyone makes the movements)

Today we’re going to go hunting for lions. Will you come with? Is anyone scared? (If necessary, ask again: Is anyone scared? - Well that’s good then.). OK, put on your coats, put on your shoes, open the door, close the door, and off we go.

1.

We’re going hunting for lions (Group ‘We’re going hunting for lions’)

We want to catch a big one (Group ‘We want to catch a big one’)

We aren’t afraid (*‘no’ gesture*) (Group ‘aren’t afraid’)

We’re soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That’s wet.

We’ll have to swim through it. (*make swimming motions*)

2.

We’re going hunting for lions (Group ‘We’re going hunting for lions’)

We want to catch a big one (Group ‘We want to catch a big one’)

We aren’t afraid (*‘no’ gesture*) (Group ‘aren’t afraid’)

We’re soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That is high grass.

We have to go through it (*Make grass-parting motions*).

3.

We’re going hunting for lions (Group ‘We’re going hunting for lions’)

We want to catch a big one (Group ‘We want to catch a big one’)

We aren't afraid (*'no' gesture*) (Group 'aren't afraid')
We're soooo strong (*show muscles*) (...)
Beautiful day (...)
I see colourful flowers (*Put hand over eyes on the look-out*) (...).
I see green grass (...).
Oh! (*look surprised and point*) (...),
What is that?
That is a mountain (*look up*).
We'll have to go up (*climb up mountain*).

4.

We're going hunting for lions (Group 'We're going hunting for lions')
We want to catch a big one (Group 'We want to catch a big one')
We aren't afraid (*'no' gesture*) (Group 'aren't afraid')
We're soooo strong (*show muscles*) (...)
Beautiful day (...)
I see colourful flowers (*Put hand over eyes on the look-out*) (...).
I see green grass (...).
Oh! (*look surprised and point*) (...),
What is that?
That's a cave (*look inside*), come on, let's go in. Very careful, oh it's dark, do you hear something too?
Shhh quiet, oh, here's something, feel with me, it's soft, it has fluffy ears, a cold wet nose, teeth...
A liiiion!

Everyone together: Run out, run down mountain, through the tall grass, through the lake, to the house, open door, close door, fall on the couch.

5.

We went hunting for lions today (Group 'We went hunting for lions today')
We wanted to catch a big one (Group 'We wanted to catch a big one')
We were almost not at all afraid (*'no' gesture*) (Group 'not afraid')
We're sooo strong. (*show muscles*). (Pat each other on the shoulders)

Good-byes (about 3 minutes)

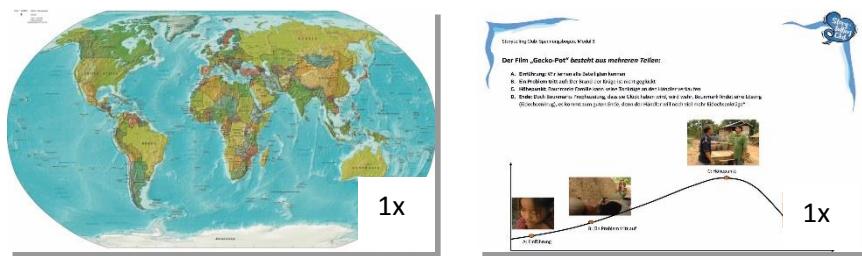
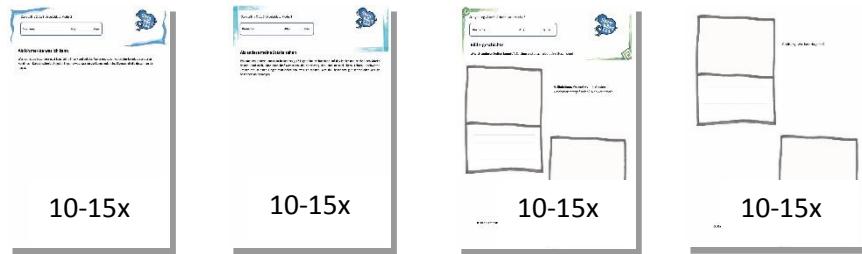
Module 3: What I can

Objectives

- Discovering our own strengths
- Recognising a basic principle of a dramatic arc
- Getting to know the basics of presenting / performing

Materials:

- Worksheet no. 5 'Drawing: When I realized what I am able to do'
- Markers
- World Map (to show Laos)
- Film 'The Gecko Pot'
- Projector / Television / Laptop (for film)
- Demonstrating sheet 'arc of suspense' (with pictures from the film 'going for water')
- Worksheet no. 6 'Picture story'
- Worksheet no. 7 'Drawing: What do others think are my strengths?'



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating).

Information for teachers: Discovering our own strengths

A key element of self-confidence and resilience is knowing our own strengths. Accurately assessing our talents and knowing how others perceive us is an important process in finding our identity. Children usually get told what they cannot do through feedback from adults, e.g. at school. Especially for dealing with crises, this deficit perspective is often debilitating and prevents taking action. Positively naming strengths and appreciating who a child is and what they can do, in contrast, often results in enormous activation and a positive view of life.

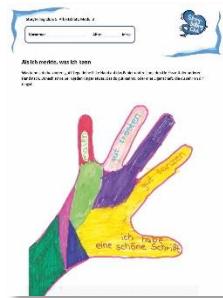
Time in minutes	Possible lesson steps	Materials
3	Greeting	
10	Exercise: 'When I realized what I am able to' Writing in the drawing of the left hand	Worksheet no. 5, markers
10	Presentation: Children present their strengths	
3	Transition to film	World map
16	Film 'The Gecko Pot'	Film
5	Discussion of film: Talk about what was in the film	
5	Discussion: Suspense Arc	Demonstration sheet 'Suspense Arc'
35	Production: Story - 'When I was able to help others'	Worksheet no. 6, markers
20	Presentation: Children present their own story	
5	Game: I pack in my bag a movement	Packing the back with movements
8	End: Put story in the 'Put it in the Book Envelope' and hand out homework → Put story in the 'Put it in the Book Envelope; explaining the homework (for the next session): 'When other people noticed my strength' Good-byes	Worksheet no. 7
Total time: approx. 120 minutes		

Exercise: 'When I realized what I am able to' (10 minutes)

Possible introduction for teacher:

(Markers and Worksheet no. 5 'Drawing: When I realized what I am able to do')

'One thing that is really important when we're faced with difficult situations is knowing what we can do well and, of course, also knowing what we can't do very well. Here is a worksheet. Please take a marker and trace around your left hand on the paper. It will look kind of like this: [show picture: Worksheet with hand.]'



'Now think for a moment: What can you do well? What makes you special? I know it's not an easy question and there are no right or wrong answers. But when you think about yourself, what do you think you are really good at? Or what about your behaviour do you think is really good?'

'Now in each of the fingers on your hand, write something you can do really well. Important: please don't write anything about how you look!' [Some children might not be able to think of five things, then give them help and advice. The children might be able to help each other, too.]

Presentation: Children present their strengths (approx. 10 minutes)



Then come back to the circle and sit:

'So, what did you come up with? Who wants to read what they wrote?' [Whatever is read is commented with a kind, respectful smile. One or two words might be repeated or comments like 'interesting' or 'great' can be made.]

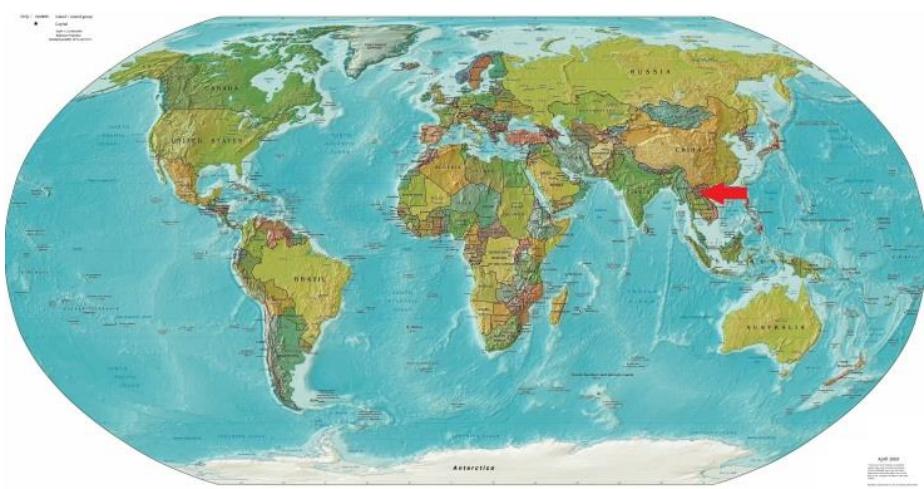


Film: The Gecko-Pot (LAOS)

Film: 16 minutes

Transition to film (about 3 minutes):

'Now we're going to watch another movie with a story. Today the story is about the girl Bounmark. She comes from Laos in Southeast Asia [please show on the map].'





©Film screenshots 'The Gecko Pot' TV-Samarbejds- Fond, DR, Laos

Summary for teacher:

This film is about the young girl Bounmark. Her parents run a pottery workshop. The last firing didn't go well and all the pots broke. Bounmark's family goes to the temple to pray to Buddha that the next firing is successful. For a penny, Bounmark buys a piece of paper that tells her future. On the paper, it is written that she will be lucky and help her family. When she's back home, she thinks about how she can help her family. When her parents can't find a new pattern for the next pots, Bounmark just draws one on the pots. Her father isn't happy. When the trader comes the next day, the family can't sell him any pots. In the night Bounmark sees a little gecko and has an idea. She wants to make her own pot with a gecko pattern. After several tries, she is able to make a pot and the next firing is successful. The father sells the pots to the trader. He likes Bounmark's pot so much that he asks for more pots with her gecko pattern.



Discussion of film (about 5 minutes)

Questions from the teacher for the students:

'What was the film about? What did the girl do? What could she do well? How was she able to help her parents?'

Explanation:

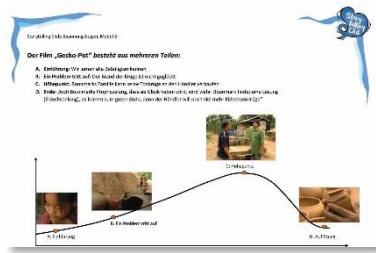
'At the end of the film it said: 'You can do so many things if you really want to.' Bounmark helps her family to overcome a crisis by using her creativity.'

Discussion: Suspense Arc (5 minutes)

(Demonstration sheet 'Suspense Arc' (with pictures from the film))

Possible introduction for teacher:

'If you watch the film closely, you'll see that it's made up of several parts. Let's do that for 'Gecko Pot':



- A. **Introduction:** We get to know everyone.
- B. **There's a problem:** The firing of the pots didn't work.
- C. **Climax:** Bounmark gets a prophecy that she will be lucky. She tries to help her parents and solve the problem. But still, Bounmark's family can't sell any pots to the trader.
- D. **End:** Bounmark finds a solution and there is a happy ending because the trader wants many more of the gecko pots

Then explain the dramatic arc and put the descriptions on the appropriate pictures.

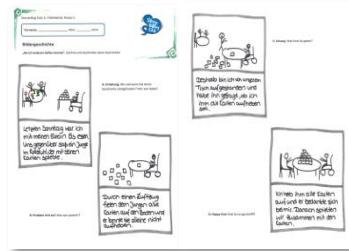


Production: Story - The time I was able to solve a problem (total approx. 35 minutes)

(Markers and worksheet no. 6 'When I was able to help others')

Possible introduction for teacher:

'The story that you should tell today: When did something like that [comparison to film] happen to you? When were you able to help solve a problem because of what you can do well? Sit down quietly and think for a bit. When you have an idea, get a worksheet (storyboard). On the worksheet, you can write your story into the spaces (on the right side).'



When writing your story, pay attention to the following things:

- Who is the story about?
- What is the problem?
- How can it be solved?
- A. Who are the characters in your story?
- B: What problems come up?
- C. What solutions did you find?
- D. How did it end?



TIP: use strong, colorful makers

Give yourself time to think of the story. Sit down quietly and think for a bit. [approx. 5 minutes]

Writing phase (approx. 20 minutes)

Concluding the writing phase:

'If you're already finished, then please draw pictures for your story. That's what the spaces on the left are for' (approx. 10 minutes)

5 minutes before the end: '5 minutes left', 1 minute before the end: 'Please slowly finish your work.'

Presentation: Children present their own stories (approx. 20 minutes)



Possible introduction for teacher:

'And now please come back to the circle and bring your story with you. Who has a story they want to tell us?' [Once someone volunteers] 'Starting today, we're going to practice a new kind of presenting. Whoever is telling the story should stand up, very tall, very proud. Stand up and tell us the story: When were you able to solve a problem using your abilities?' [Tell stories]

Possible introduction for teacher:

*'Whoever wants to can put today's story in the '**Put it in the Book Envelope**', otherwise please put it in your own envelope.'*



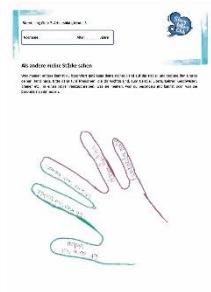
Game: Packing the bag with movements (ca. 5 Minutes)

The teacher starts with: "I pack a bag and put a jump (makes a jump) in it". The first child adds movement for example clapping hands. The whole group says "I pack a bag and put a (everybody jumps and then claps) in my bag". Then the next child adds a movement and so on.

Give homework: Explain the homework (for the next session): 'What do others think are my strengths?' (in the right hand)

(approx. 5 minutes)

(Worksheet no. 7 'Drawing: When other people noticed my strength' (right hand))



Talk about the homework:

'Until our next meeting of the Storytelling Club, I have something I want you to do. Do you remember the first hand you traced today? And in each finger you wrote what you can do well? Now I'm going to give you another worksheet. I want you to trace your right hand on this page. Take the worksheet with you, and ask five people who are important to you, for example your parents, teachers, siblings, football coach, etc, to write something in one of the fingers that they especially like about you. Something that they think you can do really well. Do you understand what you're supposed to do?' [Possibly have someone repeat what they're supposed to do]

Good-byes (about 3 minutes)

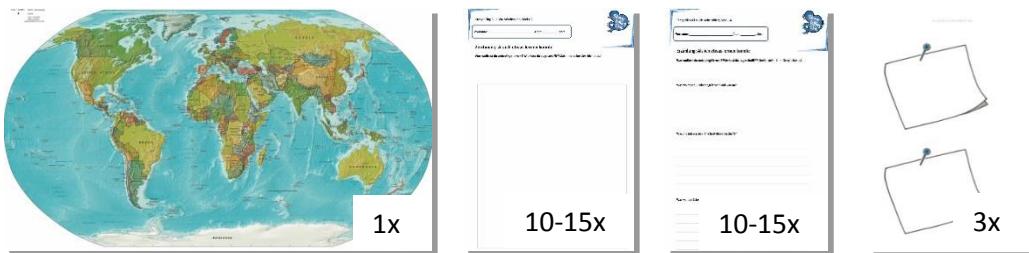
Module 4: Being allowed to learn

Objectives:

- Understanding learning as a process (possibly with hardships, setbacks, need to make mistakes)
- Telling processes as stories
- Identifying as part of networks and learning to be able to ask for help.

Materials:

- Story (on the topic of learning)
- World map (to show Canada)
- Worksheet no. 8a 'Drawing: When I could learn something'
- Worksheet no. 8b 'Story: When I could learn something'
- Template: Blank bills for tips (to note tips for learning)
- Practicing syllables 'Flee-Fly-Flo'
- Videotape 'Flee-Fly-Flo'



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating), melody 'Flee-Fly-Flo' (videotape). Please watch the video more than once ahead of time. It will make it easier to do the singing and movement game.

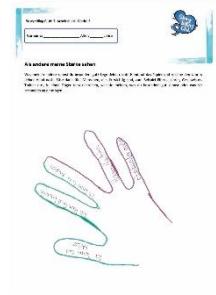
Information for teachers: Experiencing learning

Learning is a key component of human development, indeed it is impossible for humans *not* to learn. Unfortunately, children often experience that learning and working on something is not fun. For others, the path to 'being allowed to learn' is blocked by external circumstances or because the children set standards for themselves that are too high. Here, promoting resilience means that positive learning experiences the children have already had are made clear, and it is shown that every learning process progresses with small steps that are accompanied by effort and mistakes. Often the children need help seeing mistakes as chances and not as failures and understanding hardships as an important moment in successful experiences.

Time in minutes	Possible lesson steps	Materials
10-15	Greeting Introduction: Discussion of the homework (hand)	
3	Transition to the topic 'Learning'	World map
10	Learning Story from Canada 'Making a Speech'	
10	Discussion: Children tell about their own learning stories	
25	Production: Writing a learning story	Worksheet no. 8a Worksheet no. 8b Markers
20	Presentation: Children present their learning stories	
10	Discussion: Tips on the topic 'Learning' → Put stories in the 'Put it in the Book Envelope'	Template: Blank bills for tips
5	Singing game: 'Flee-Fly-Flo'	Flee-Fly-Flo game
10	Production: 'What I always wanted to learn'	
8	Short discussion: Collect ideas; Good-byes	
Total time: approx. 111-116 minutes		

Introduction: Discussion of the homework (right hand) (10-15 minutes)

(Homework, worksheet no. 7 'Drawing: What do others think are my strengths?')



Possible introduction for teacher:

'Now we're meeting for the fourth time, and we've already collected a lot of stories and ideas for other children to help them deal with difficult situations. We have talked about pride and self-confidence, about fear and how you can overcome it. You have found things that you can do especially well and that you can use to help others. And you have brought something with you, your second hand that people who are important to you wrote on to say what they think you can do especially well. Who got someone to write something on their hand?' [Let the children read and always make positive comments]

'I'd like to have some of these hands later for the book. You can think about whether you want to put your hands in the book.'

Transition to film (about 3 minutes):

'The things that you can do well are things that you learned how to do - and that's what we'll talk about today. Learning is important for everyone - but especially for kids. Learning is not always easy, sometimes it's hard, sometimes it's frustrating - and today we're going to be looking for stories about learning, stories about what it's like to learn something and how you can do it even though sometimes it's hard. As an example, today I brought you a story from Canada.'

[Please show on the map]



Learning Story from Canada: 'Making a Speech' (approx. 10 minutes)

The teacher reads:

'Making a Speech'

'Vicky is 10 years old, small and very shy. In her school she almost never raises her hand, not because she doesn't have an idea or hasn't studied but just because she doesn't like to speak in front of a lot of other people. But there is one exception: reading time. In Canadian schools, there are regular reading times, and Vicky is really good at that. She loves to read out loud and breathe life into the words with her voice. When roles are given to the students to read, she especially loves to read the part of the narrator. Then she can put the whole class into the right mood by using her voice. She can make a story interesting, sad, or really funny. When Mrs. Laskin, her English teacher, asked to talk to her after the lesson and asked whether she wanted to make the speech for Remembrance Day in 5 weeks, she was very excited because Mrs. Laskin knew how well she can read. When Mrs. Laskin said, though, that around 300 people will come, Vicky gulped. But then the teacher explained that she should do the opening speech and read a poem or a prayer, and she felt honoured. She hesitated for a moment but then she said yes because she knew: reading out loud is something she can always do.'

But three weeks before the event she got a surprise: Mrs. Laskin mentioned in passing that the speeches aren't going to be read, they're supposed to be said without notes. Vicky started to panic. She can read but she can't just speak. Would she really be able to do it? She took a deep breath: this was really going to be a challenge but it was also a very big honour. She thought about what she could do. One way would be to memorise something. If she was sure of every word, then she should be fine. In the next two weeks, she was always walking around with papers in her hand, quietly talking to herself. During breakfast, in the school bus, during recess and before going to bed she went through the words again and again. Even once the light was off she whispered the speech to herself until she fell asleep.

During the first week she kept needing to look at the paper but in the second week she could almost do without it. It was hard not to hold it in her hand and keep looking at it but every day it got a little easier. The more confident she felt, the better she was at letting her tone change here and there and making her speech more interesting with gestures and pauses. Then she decided to go a step further. She stood in front of a mirror without her paper in her hand. At the beginning it wasn't easy, after just a few words she ran to her room to get the paper and read what she wanted to say. But every time she did it, it got a little easier. At the end, she really liked how she stood there and spoke.

On Monday, the week of the event, she met with her teacher. She could finally show how much she had practised. Vicky started her opening speech. She made it through the first sentence. She made it

through the second sentence without stuttering and her voice was almost normal. She looked at Mrs. Laskin, who was listening attentively to every word and then it happened: all at once, her mind was empty. There were no words there, only a big blank spot. Her face got red and she started to panic. ‘How could that happen?’ she thought, ‘What will Mrs. Laskin think?’ The more Vicky doubted herself, the less she could remember the words. If she only had the paper - everything was written on it! Tears came to her eyes.

But to her surprise, Mrs. Laskin didn’t seem angry or disappointed but looked at her with a nice smile. Sadly, Vicky admitted that she had forgotten everything and promised that she had really practised a lot.

With a calm voice, Mrs. Laskin explained that that was exactly the reason why we practise. Speaking in front of one person was just another step along the way to her speech. Vicky had never thought of it that way. She wanted to be perfect right away but of course she had also had to learn to ride a bike or swim and she felt more confident with it bit by bit. So she started her speech again, and this time the poem and prayer went pretty well. Then she started again and whenever she felt unsure and didn’t really know what came next, she looked at Mrs. Laskin’s smiling face. Her eyes were really very calming. And when Vicky felt calm, then she remembered the words again. They practised every day and each time Vicky felt more confident and better.

Then it was time - the day of the big celebration had come. Everyone was there - 300 people, and the honoured guests sat up front. Vicky was asked to come to the microphone. All eyes were on her as she took her place at the podium. She felt scared but then she remembered to look at Mrs. Laskin. Where was she? Her eyes looked desperately in the crowd for Mrs. Laskin until she finally saw her. But Mrs. Laskin sat in a group of students who were pushing each other and so she couldn’t look at Vicky the whole time. Vicky needed her eyes. She took a deep breath and looked nervously at the floor. Then a miracle happened. She looked at the crowd, and all at once everyone’s eyes became Mrs. Laskin’s eyes. Vicky started her speech: she said the first sentence without a mistake and the second. The whole speech was a big success. Everyone in the audience was moved and cried with pride, especially when Vicky read the poem in her own unique way. And Vicky cried too. Happy tears.’



Discussion: Children tell about their own learning stories (approx. 10 minutes)

Possible introduction for teacher:

‘Do you know the feeling that you really want to be able to do something and then step by step you’re able to learn it, like riding a bike, swimming, reading, doing a cartwheel, or cooking a meal? Can you think of something?’ [Have children tell their stories in the circle]

‘What you did is called learning progress. Was there something that was really hard?’ [Let the children talk and show that it was worth it to stick with it] Did you also make mistakes when you were learning? [Show that it is very important to make mistakes, and some children and even adults think that it is bad to make mistakes but you have to because otherwise you can’t learn.] Who or what helped you?’



Production: Writing and drawing a learning story (25 minutes)

(Markers and worksheet no.8a 'Drawing: When I could learn something', worksheet no.8b 'Story: When I could learn something')



TIP: use strong, colorful makers

Possible introduction for teacher:

'Today we're looking for these kinds of stories. What can you tell children is important if they want to learn something? Tell how you learned something. Here is a worksheet: **what did you really want to be able to do?** How and where did you learn it? What mistakes did you make and then fix? What was especially hard? What helped you or who helped you?'



After 15-18 minutes: 'If you're finished, draw a picture to go with your story.' Plan another **10 minutes** for drawing pictures for the story.



Presentation: Children present their stories (approx. 20 minutes)

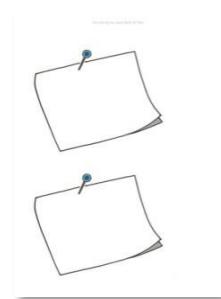
Possible introduction for teacher:

'Let's come back together so we can tell each other our stories. Now when you tell your story, tell it like real storytellers. Stand up or sit - whichever you like best and however everyone can see and hear you best. Tell your story so that we can really imagine it, so we can feel what you felt, what you wanted to do and how you were able to do it bit by bit.' [Let the children volunteer to tell their stories and clap at the end, maybe emphasise especially successful moments - not those that weren't so perfect, that will come later. Now everyone should still be encouraged to give it a try!]



Discussion: Tips on learning (10 minutes)

(Template: Blank bills for tips)



Possible introduction for teacher:

'What can we learn from your stories? What are some good pointers that help with learning? [Teacher writes tips on 'the blank bills for tips']

Who doesn't have a story in the book yet and wants to put their learning story in it? [Collect stories and ideas and put them in the '**Put it in the Book Envelope**']



Singing game: 'Flee-Fly-Flo' (approx. 5 minutes)

A song: The teacher sings first and the group follows.

Possible introduction for teacher:

'Now comes a really hard song, a challenge to see whether you as a group can remember something. I'll sing first and then you sing. But careful, it starts off really easy and then gets harder and harder. Let's see how far you can get, ok? Alright, let's start. This is going to be hard.'



Pointer: The singing game only works well if everyone is really taking part and trying.

Usually you will have to start the song a couple of times: 'Flee.'

Group: '(quiet) flee?' Teacher (winking): 'You're not quite brave enough yet?'

This is a singing game with made-up words (video example)

Flee

Flee-Fly

Flee-Fly-Flo

Gommela, Gommela, Gommela, Vista

Enemene sademene Gua de sademene

Enemene sademene Gua de wa

HI PI BI ABM BIBN BA BA THE DIN DADN SCH

Note: You'll have to have sung the song alone a few times to be able to do the 'Hi-Pi' well.

At the end with the group, use the energy and split up the 'Hi-Pi' into 3 sections (HI PI BI ABM / BIBN BA BA / THE DIN DADN SCH) and sing it two more times. The song is also suited for the final evening with parents or for each of the rest of the sessions. The children are usually very proud of being able to sing the impossible.

Production: 'What I always wanted to learn'

(Group work; approx. 10 minutes)

Possible introduction for teacher:

'I'd like you now to get into groups of two or three. We've talked, told and written so much about learning that now we're all going to learn something new again. The group is going to pick out a common learning goal. In your group, I want you to think about what you would like to be able to do. Nothing really big; something that you can learn by next week. Something from your traditions would be good - something that your grandparents and your parents can already do. For example baking a certain cake or sewing something or doing a certain dance or song. Once you have found something that you can learn together, then think:

- WHO could teach it to you?
- WHO can you ask for help?
- WHAT do you need to do it?
- Which Problem could there be?
- WHAT do you have to watch out for?



'Now think for a moment.'



Short discussion: Collect ideas (approx. 5 minutes)

Possible introduction for teacher:

'What do you think? Can you organise it together by next week? [For children who are not sure, help them to find another thing to learn] The best thing to do would be to ask the person who can teach you today. The next time you can show or explain to the others what you learned. It would be really great if you could bring pictures or something that you made.'

'I'm really excited to see what you all bring with you next week. I hope you all have a lot of fun asking and learning.'

Good-byes (about 3 minutes)

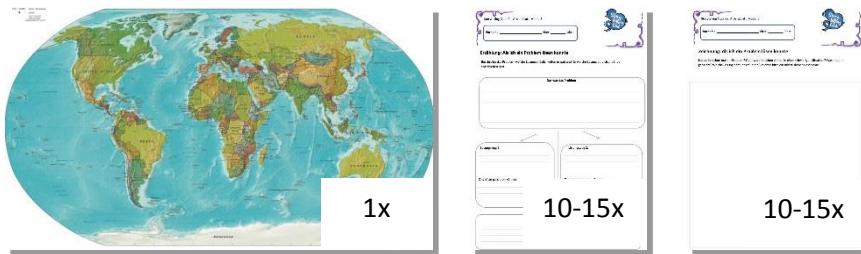
Module 5: Solving problems – I always think of something

Objectives:

- Becoming aware of our own strengths in persevering
- Learning to tell stories in an exciting way.

Materials:

- Camera / mobile phone
- Markers
- World map (to show Malaysia)
- Worksheet no. 9a ‘Drawing: When I was able to solve a problem’
- Worksheet no. 9b ‘Story: When I was able to solve a problem’



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating).

Information for teachers: Problem-solving strategies

Most problems that come up in daily life can be solved to a certain degree. Usually, children find creative solutions without consciously thinking about it. But if they are not immediately successful or if similar problems keep coming up, then targeted problem-solving strategies are important. This means that in a problematic situation, first the problem(s) need to be identified as such. For each problem or partial problem, various problem-solving possibilities need to be considered and their possible consequences assessed. Based on this analysis, the most appropriate strategy needs to be chosen and actively implemented. The more children know about these steps, the easier it is for them to use them spontaneously.

Time in minutes	Possible lesson steps	Materials
10-15	Greeting Introduction: Discussion of the 'learning task'	Camera / mobile phone
5	Reading aloud: Problem story 'Missed the bus'	Problem story
15	Discussion: Working on ways to solve the problem.	
5	Reading aloud: How the story actually ended	
40	Production: Problem-solving story 'When I was able to solve a problem'	Worksheet no. 9a; Worksheet no. 9b
20	Presentation: Children present their stories → Put stories in the 'Put it in the Book Envelope'	
(10)	<i>OPTIONAL</i> Exercise: Theatre exercise 'Going through Wind and Rain'	Story 'Going through Wind and Rain'
3	End: Good-byes	
Total time: approx. 98-113 minutes		

Introduction: Discussion of the 'learning task' (approx. 10-15 minutes)

(Camera / Mobile phone to take pictures of the children's presentations)

'What all did you experience while you learned? Tell me, who managed to learn something?' [Let children tell whom they asked, what they learned, how was it? Always praise them for what they learned!]

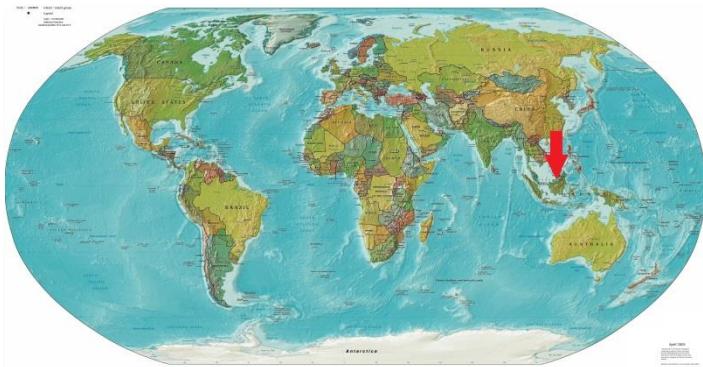
It's possible that only some of the groups prepared something. That's fine. If the others have something then they can also present it during one of the next two sessions.

Afterwards, collect the works, pictures, etc. or take pictures of them for the book.

Problem story: (approx. 25 minutes)



The teacher reads:
(approx. 5 minutes)



'Missed the bus'

'RIIIING goes the bell over the schoolyard at a primary school in Malaysia. Instantly the schoolyard is full of blue uniforms, children's laughter and a multitude of languages. School is out. Finally! There is a crowd at the bus stop when Stefanie and Thaisa arrive. The first-year pupils wait on the side, somewhat uncertain of what they should do. 'Let's go to the playground,' Stefanie suggests. 'The bus is going to come 20 minutes late anyway, and it's too boring to wait here that long.' Thaisa agrees right away and they run to the swings, laughing. Here it's much better, quieter and they can talk about everything - school, what's going on at home, etc. All of a sudden a strong wind blows leaves over to them and dark clouds start to roll in. Stefanie gets nervous: how long have they been sitting there? 'The bus is probably going to come soon.' The girls run but when they get to the bus stop, it's empty. Everyone else has disappeared! No one is there! Stefanie starts to panic as a gust of wind catches her from the side. She gets tears in her eyes and only with a lot of effort can she stop herself from crying. She turns to her friend for comfort. But Thaisa also has big tears running down her cheeks, and her eyes are full of fear.

Then Stefanie sees the public telephone on the other side of the street. They look left and then right and then run across the street. They dig in their pockets for some change to call home. But when they get to the phone, there's a sign: 'Out of order.'

Now Stefanie really starts to panic. Once again she looks to Thaisa, who has always been the stronger of the two. But she can already hear her friend's loud sobs, 'She's going to be soooo angry, she's going to be soooo angry,' she repeats over and over, and Stefanie knows Thaisa is talking about her mother. A strong gust of wind blows around the girls' legs, and the sky grows darker. Stefanie takes a deep breath and says: 'I know how to get home.' Her voice sounds more confident than she really is: 'Let's walk!' Thaisa looks at her, crying. 'No, I have to stay here and wait for Mum. And she's going to be so mad,' she sobs. Stefanie looks at her friend, unsure of what to do. Can she leave Thaisa standing there alone and try to find the way home? The sky grows darker, and soon rain is going to come pouring down and soak them. Then they'll be in even more trouble! Helpless, she looks at her crying friend. What should she do?'





Discussion: Working on ways to solve the problem (approx. 15 min)

Together, the children should think of various solutions to the problem, considering what the consequences of the different solutions are.

Besides this, general tips on solving problems should be discussed (approx. 5 minutes):

'You see, there are always several ways to find a solution. Can we make a pattern from the stories and your solutions to the problem?'

For example:

- WHAT is the problem?
- WHERE do I want to go?
- HOW can I do that? and
- WHAT/WHOM do I need to do it?



Reading out loud: How the story actually ended (approx. 5 min)

'Stefanie decided that there was no way she could leave her friend there crying. And if she didn't want to be soaking wet when she got home, then they really needed to go, otherwise their mothers would be even angrier. 'Listen,' she said with a confident voice, 'We're going to walk to my house together. It's not far, and my mum can call yours and take you home. That will be the fastest way, we'll only be a little bit late and then your mum doesn't have to worry as much.' Thaisa looks thankfully at her friend with eyes that are red from crying and nods. 'Ok, step one is done,' thinks Stefanie, and she starts walking.'

Stefanie knows that it's not a very long way, and she kind of knows the direction they have to go.

They pass a big rice field and have to hold their noses because it has just been fertilised with cow manure. The sky is now dark violet, but it seems to feel sorry for them and doesn't let the rain come pouring down. In the distance, they can hear thunder. The street seems very long, and Stefanie feels herself growing uncertain. There are trees that she has never seen before. And that house doesn't look familiar at all. Is she going the right way? When they come to a fork in the road, she's a little more confident: here she has to turn right. But the pavement looks unfamiliar. Is she on the completely wrong path? And what kind of building is that - she's never seen it before! But then she keeps going and recognises a friend's garden, and then a house she's been to before with her mother. Now they just have to turn left here and right on the little street up there. With every step she grows more confident. And there it is! Her mother is already standing at the front door, worried, as Stefanie runs toward her. Quickly she explains what happened and her mother goes inside to call Thaisa's mother. KABOOM! The storm arrives with a clap of thunder and the rain drums down on the roofs. The children quickly go into the kitchen, where Stefanie's mother has made them cocoa. 'Your mum will be here soon, she's just waiting for the rain to let up,' she says to Thaisa and adds: 'And she's very happy that you both did so well.' But her words are very quiet in the pouring rain.

Relieved, the two friends smile at each other over the brims of their cocoa mugs. As soon as the rain lets up a little, the doorbell rings. You can see how worried Thaisa's mother was when she hugs her daughter close. 'I'm so sorry. We'll never miss the bus again,' says Thaisa in her mother's arms. 'I certainly hope so, I was really worried.' 'I'm sorry, Ms. Kaisa,' says Stefanie, 'It was my fault. I talked Thaisa into going to the playground for a while.' 'Everything turned out OK,' says Thaisa's mother and everyone feels the relief.

When Stefanie's mother gives her a goodnight kiss that night, she says how proud she is of Stefanie. 'Usually you start to cry right away.' Stefanie answers: 'I was just happy that I could help a friend.'



Production: 'The time I was able to solve a problem' (total 40 minutes)

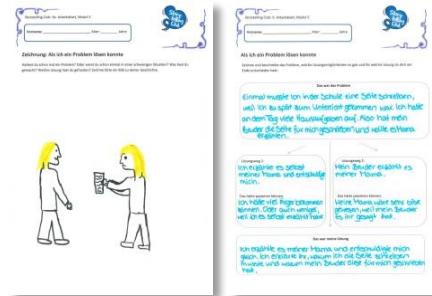
(Markers and worksheet no. 9a 'Drawing: When I was able to solve a problem',
9b 'Story: When I was able to solve a problem')

Possible introduction for teacher:

'Have you ever had something happen to you like what happened with Thaisa and Stefanie? Have you ever had a problem? Have you ever been in a difficult situation? What did you do? What solutions did you find? You're going to get worksheets again to tell your stories.'

20 minutes for the drawing

20 minutes for telling the stories



**TIP: use strong,
colorful makers**



Presentation: Children present their stories (approx. 20 minutes)

After the children tell their stories, answer the following questions together with each child:

What was the problem?

What solution was found? and

What was the result?

Who doesn't have a story in the book yet and wants to put their learning story in it? [Collect stories and put them in the 'Put it in the Book Envelope']

OPTIONAL: (+ approx. 10 minutes)



Exercise: Short theatre exercise: 'Going through Wind and Rain'

Introduction: 'Now at the end I'd like to do a little theatre exercise with you.'

Instructions: 'I'd like everyone to walk through the room without running into or stopping each other. Go all around, this way and that, and pay attention to each other. You shouldn't touch or run into each other. Now when you see each other, nod in a friendly way and smile.'

'Now go walking again. It's a beautiful day and you're walking in the warm sunshine, and you're very happy. How do you walk when you're very happy?'

'It's starting to rain, you're holding your arms over your head, crouching down, you're getting cold, really cold, your teeth are chattering, you're rubbing your arms, so cold. And you're getting sad, walk very sadly, you've lost all hope, it's raining, everything is awful, you're cold... but then you remember: you have an umbrella. Put it up and now the rain isn't coming down on your head anymore. Now you're feeling in a better mood! You've got your hope and courage back. With your umbrella you're dancing through the streets. And then the rain stops and the sun comes out. You close your umbrella. Put it in your bag. You're still a little cold (*rub your arms to get warm*) but the sun is shining, and you're getting warmer again, and you're happy (*how do you walk when you're happy, what does your face look like?*). Now a storm is coming and your steps are getting heavier, it's really hard to walk with the wind blowing against you. You're leaning into the wind... it's getting stronger and stronger. You squeeze in between two houses and stand with your back to the wall. Whew, now the wind stopped. Happily, you keep walking, you've already experienced so much. You're very proud and happy. Imagine that here [*point to your chest / breastbone*] you have an invisible string pulling you and making you walk very tall and proud. Oh, and there you see friends. You can shake their hand (*or however you greet each other in your culture*), say a friendly 'Hello!' and keep going - oh, even more friends. 'How are you doing?' and keep walking. Oh and even more friends (*greeting*). Now you're already at your house. You open the door, go inside, and close it again. How nice it is to be home. You lie down in your bed, ah, that's so comfortable, and you close your eyes. You feel yourself getting quieter and tired. You feel the floor on your back (*pause*). You feel your head on the floor, you notice how your feet are touching the floor - it's nice to lie like this. But it's also not really comfortable. Hm. You open your eyes again, sit up, wiggle your feet, and slowly stand up. It's much too early to sleep, you jump up and down, wake yourself up by lightly slapping your thighs, arms, stomach, you yaaaawn, say 'ooohhh' and hit your chest with your open hand. I'm awake! I'm strong! And pat yourself on the shoulders because you did such a good job. Pat, pat...'

Good-byes (about 3 minutes)

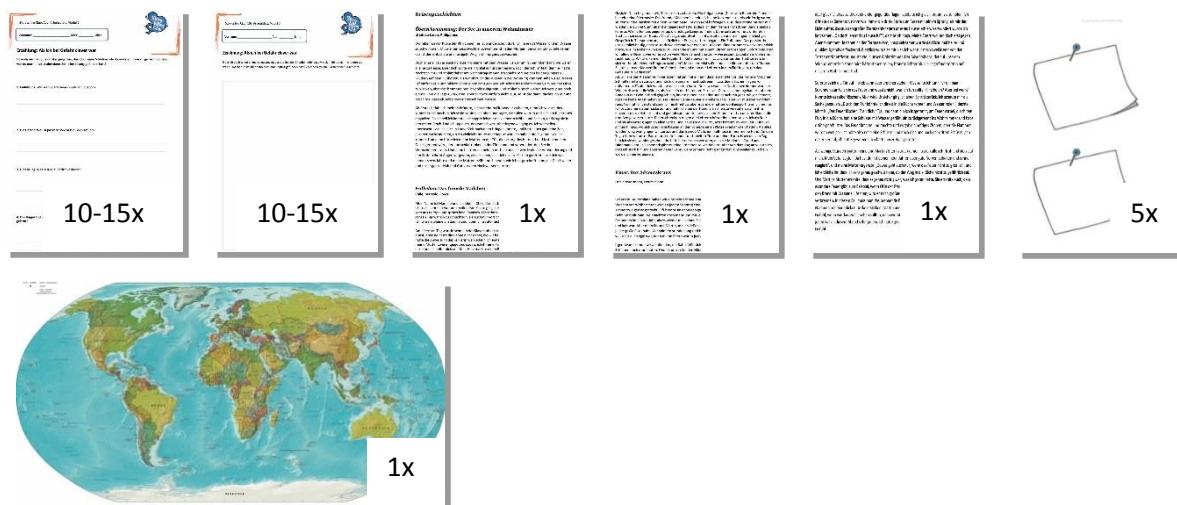
Module 6: Dealing with crises

Objectives:

- Anticipating crisis situations
- Showing there is always a solution and sometimes you need special knowledge
- Learning to tell stories in an exciting way.

Materials:

- World map (to show the Philippines, Brazil and/or Germany)
- Crisis stories
- Worksheet no. 10a 'Drawing: When I was clever in a dangerous situation'
- Worksheet no. 10b 'Story: When I was clever in a dangerous situation'
- Template: Blank bills for tips (to write down how to deal with crises)



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating). Please read the stories on crisis management before the lesson and pick out 1-2 stories. The stories should be suited to your country and possible dangerous situations.

Preparations:

Information for teachers: Managing crises and danger

To deal with crisis situations appropriately, children need specific knowledge. In almost all cases, first this is the reminder to 'remain calm'. Depending on the dangerous situation, the knowledge is different depending on the region of the world (e.g. earthquake zones, flood plains, etc.) and culture. We live in a culture in which hot fat is often used to cook. Here it is very important to know that oil fires cannot be put out with water and even trying to do so could lead to serious injuries. You will know best what the typical dangerous situations are for children in your environment. Use the children's experiences to give them a few basic rules.

Time in minutes	Possible lesson steps	Materials
5	Greeting Introduction	
20	Read out loud: Crises stories from all over the world	World map Crisis stories
20	Discussion: About the stories and what you should do in crisis situations, discuss crises	
30	Production: Find and draw crisis stories in your own life	Worksheet no. 10a, Worksheet no. 10b
10	Exercise: <i>Telling a story in an exciting way</i> - movement exercise	
20	Presentation: Presenting our own crisis stories	
10	Discussion: Tips on how to deal with crises	Template: Blank bills for tips
5	End: Put stories in the 'Put it in the Book Envelope' Good-byes	
Total time: approx. 120 minutes		

Introduction (about 5 minutes)

Possible introduction for teacher:

'We already have a lot in our book. What we can be proud of, stories and ideas for dealing with fear, everything children can do and how they can help others, how we can learn well and how important it is to see the networks we live in and who we can ask for help. But still, sometimes there are crises that means situations in which you at first feel completely overwhelmed and don't know what you should do. Because you have never experienced a challenge like that, I have a few stories told by children from all over the world about their crises. That's what we're going to start with today.'



Read out loud: Crisis stories from all over the world (approx. 20 minutes)

Read the chosen stories out loud (1-2 depending on time). Please point to the country on the map before each story.





Discussion of the crises stories (total approx. 20 minutes)

Discussion of the crises stories (total approx. 10 minutes):

What happened? What did the children in the stories learn? What was exciting, what parts made you sit at the edge of your seat? What did they learn in the stories?

Tips for managing a crises: (Fire, accident, earthquake) collect ideas and discuss possible dangerous situations (approx. 10 minutes). Discuss the individual ‘crises’ in more detail.



Production: Find and draw crises stories in your own life (approx. 30 minutes)

(Markers and worksheet no. 10a ‘Drawing: The time things got really dangerous’, worksheet no. 10b ‘Story: The time things got really dangerous’)

Possible introduction for teacher:

‘Have you ever been in a situation that was really dangerous and at first you didn’t know what you should do? When you thought that everything was hopeless but then you did find a way like the children in the stories we heard today?’

‘Can you think of something? I’d really like to hear you tell your story. Here’s another worksheet that will help you write a story in a way that is really exciting.’

1. Introduction: Who was where with whom in what situation?
2. The danger: What happened? What happened to you? How did you feel?
3. The solution: What did you try first? Expand on your story a little bit, what did it look like, how did it feel?
4. The happy ending: What finally worked? How did it happen exactly? What did you learn?

‘You have about 25 minutes, and when you’re done, draw pictures for your story.’



‘Now I’m really excited to hear your stories. When you present your story, try to make it exciting, take us with you into your situation, use your voice. Do you know what I mean?’



Exercise: Telling a story in an exciting way - movement exercise (approx. 10 minutes)

Possible introduction for teacher:

'By listening to your voice, we can hear how you are doing. Now I have a normal voice - and now I have a very sad voice [speak in a sad voice], I'm letting you hear the sadness. Now all of you say with a very sad voice: 'I'm very sad...' [have everyone do it one after the other] And now mad: I'm mad!' [have everyone say I am mad] Ooohh, I'm scared [have everyone speak with a scared voice]. Now I'm telling you something suspenseful, can you hear how suspenseful it is [have everyone say 'very suspenseful']. Great. You can also emphasise it with your hands and facial expressions. I am angry [make angry hand gestures - have everyone do the same]. And now it's really suspenseful [looking around the room expectantly]. Now look at your story again. Are there parts that are suspenseful or sad, where you were afraid or everything was very exciting?'

Exercise:

'Now take your story. Walk around the room and start to tell it - for yourself, and everyone at once. At first it's strange to tell it while you're walking but you'll see that you can do it. A lot of actors do that when they tell a story. [After everyone has told their story.] Now tell the story again and use your voice and gestures to emphasis things even more. Use your hands and your face to help you. Bring the story to life.'

'Who wants to tell their story to the group?'



Presentation: Presenting our own crisis stories (approx. 20 minutes)

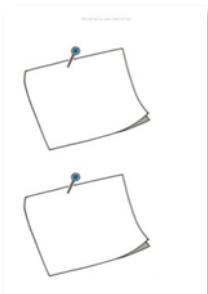
Then have the children present

and emphasise the moments that were conveyed very well. Please don't criticise, the objective is to give the children the courage to present in front of a group. If anyone is too exaggerated, then maybe comment: *'Your story was so exciting that it almost doesn't need that much acting - you can trust in the experiences and the power in your story - they're strong enough.'*



Discussion: Tips on how to deal with crises (approx. 10 minutes)

(Template: Blank bills for tips)



After quite a few stories have been told:

'So what are the most important tips for children when they're in a crisis? What can we write down for them that we learned today?' [Teacher notes important tips that the children derive from their own stories]

End: Put stories in the envelopes

'Who wants to have their story in the book today? We probably won't have the time to write the tips neatly today. Next time, we'll prepare everything for the book again.'

Good-byes (about 3 minutes)

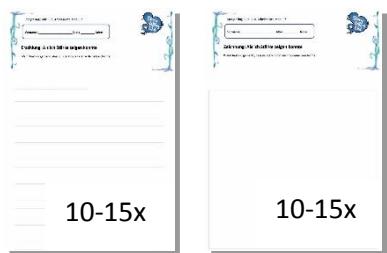
Module 7: Children write their own stories of being strong

Objectives:

- Writing your story of being strong
- Getting experience with meditation
- Practising making presentations

Materials:

- Markers
- Paper
- Worksheet no. 11a 'Drawing: When I could show my strength'
- Worksheet no. 11b 'Story: When I could show my strength'



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating).

Information for teachers: Stories of strength

Being aware of our own strengths and realising how active we have already been in critical situations helps us to also react powerfully and appropriately to current or future challenges. In the stories the children write today, the focus is on recognising their own ability to act. Maybe they will choose events that they have already talked about. That can be a great opportunity, especially for the creation of the book, because stories that are told for the second time are usually even more powerful. What is important is that - no matter what story is chosen - the story emphasises the child's active and competent role regardless of whether you would have personally chosen the solution the child picked. For the child, this is an experience of strength and competence.

Time in minutes	Possible lesson steps	Materials
5	Greeting Introduction	
5	Exercise: Meditation	Paper, Markers (get them out)
13	Transition: moments of strength - the children's ideas	
30-40	Production: Stories 'When did you realise that you're strong?'	Worksheet no. 11a, Worksheet no. 11b
30	Presentation: Children tell their stories → Put stories in the 'Put it in the Book Envelope'!	
(10)	<i>OPTIONAL</i> Game: Guess the number 'We're going hunting for lions' or 'Flee-Fly-Flo'	Going hunting for lions or Flee-Fly-Flo song
10	Stories: Read the stories again and choose some for the book	Envelopes with the children's collected stories
8	End: Note on the topic for the next session (choosing stories); Good-byes	
Total time: approx. 101-121 minutes		

Introduction (about 5 minutes)

Possible introduction for teacher:

'You have already drawn, written and told a lot of stories. Now you know a lot of tricks for telling a story in an exciting way, and you've written down a lot of ideas that can help other children if they're in a difficult situation. Today we're going to add something more because, even though you might not have even realised it, what you also always said was: when you were in a really difficult situation, for example when you were scared or when you had to solve a problem or learned something very hard, then in that moment you were always very concentrated and calm. When you need all of your energy, then the body and mind concentrate, you can also say 'focus', then you only focus on what is really important. And that kind of concentration is called 'meditation' or 'relaxation exercise', and we're going to learn how to do it now. Afterwards, you're going to write and draw a story again, one that is really important to you. So before we do the exercise, please get paper for drawing and markers ready. Here I have another worksheet for you to write down your story.'



Exercise: Meditation (approx. 5 minutes)

Preparations:

Children get everything ready. Then have the children sit on chairs.

Possible introduction for teacher:

'I've already told you that we're going to do a little meditation exercise. It sharpens your mind, makes everything calm, and helps you to concentrate. Are you ready? Please sit up straight, close your eyes and leave them closed for the whole exercise. Imagine that there's a string on the back of your head that connects you with the sky. It pulls you up, you're going to sit very straight - and now it lets you gently back down, you stay sitting but however is comfortable for you. Very good. (Pause) Feel your breathing, how you're breathing in and out (pause). Feel how you're sitting on the chair, the places where you're touching the chair. (Pause) Feel your feet, how they're touching the floor (pause). Feel your shoulders (pause), your arms (pause), your hands. Listen to the noises around you (after about 1.5 minutes). Now slowly come back, give yourself time, and when you're ready, slowly open your eyes. (Pause.)'

When everyone has opened their eyes:

'Today we're going to write and draw a story that is really important to you. Maybe it's one of the stories you've already written and drawn, or maybe it's a story you haven't told us yet. So you can take a story you've already written, or you can discover a completely different, new story. You will also have a little more time for this story than you have for the others.'

Transition:

*'What we're going to draw and write today is a story for the question: (wait briefly) '**When did you realise that you're strong?**' (After a brief pause) Something that happened that made you realise 'I can do something. I am valuable.' Take your time to find the right moment. Again: We're looking for a story / an event that made you realise that you are strong. Once you've thought of something, draw the climax of this situation, the moment that was most exciting. Then you'll write the story, I'll explain that to you again in a moment. First take your time to find the story and then draw.'*

After about 10 minutes or when the first 3-4 children are finished:

'When you're done drawing, then get a worksheet. On the worksheet you'll first describe the situation, where and when it happened, who was there, what was the situation (A Introduction), how the problem happened (B Problem arises). Then you'll tell what exactly happened, what you did (C Main story) and how it ended (D End).'

Walk around and pass out the worksheets, or the children can come get the worksheet when they're done drawing.



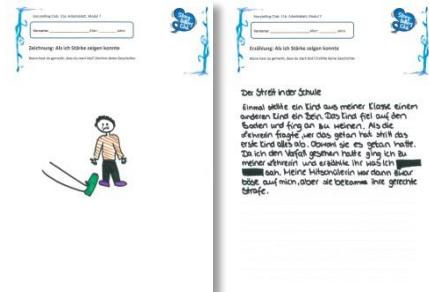
Production: 'When I could show my strength' (approx. 30-40 minutes)

(Worksheet no. 11a 'Drawing: The day I realised that I am strong', worksheet no. 11b 'Story: The day I realised that I am strong')

Let the children draw and write. 10 minutes before the end, say:

'Now please slowly finish. Draw the most important things that you think are still missing to be able to understand your story.'

3 minutes before the end (when about 75% are done), say: '3 minutes left' and then 'please finish up'.



Presentation: Tell stories (approx. 30 minutes)

When everyone is done, the children who want to can tell their stories in the circle. They can stand or sit. Tell stories.

Then the children have another chance to put this story in the '**Put it in the Book Envelope**' and take another one of their stories out.

OPTIONAL: (+ approx. 10 minutes)



Game: Guess the number

Two children play together. One writes a number on the back of the other who then has to guess which number has been written.

Singing or movement game 'We're going hunting for lions' or 'Flee-Fly-Flo'

Depending on which game worked well (Hunting for Lions and/or Flee-Fly-Flo)

Read and look at stories (approx. 10 minutes)

Possible introduction for teacher:

'Get out your envelopes and take another look at all the stories you've written. Which stories do you want in the book?' [Collect the chosen stories and put them in the '**Put it in the Book Envelope**'.]

End: Note on the topic for the next session (about 5 minutes)

Announce that **in the next session you'll prepare the book together**, and they should think about whether they want to present the stories and tips to their parents and families, too: '*Next time we'll decide on the stories for the book. That's why I want you to think about which of your stories you really want in the book. When you pick a story, everyone will be able to read it. If you're not sure, then talk to your friends or your family. Next time you will also have a chance to switch stories if you don't want to have certain story in the book.*'

Good-byes (about 3 minutes)

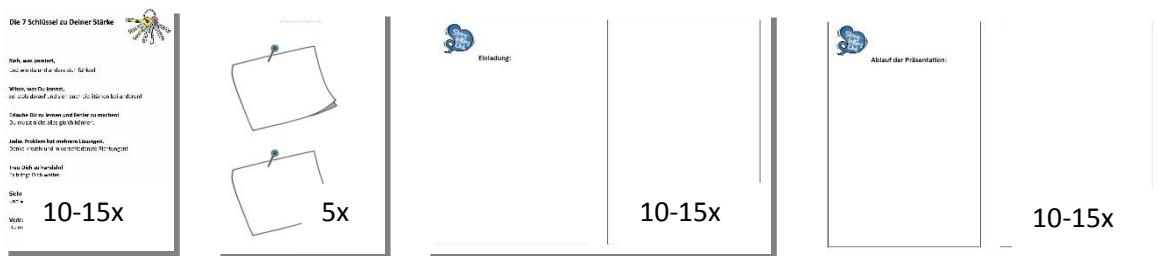
Module 8: Creating the book and planning the presentation

Objectives:

- Picking stories for the book.
- Feedback
- Preparing the presentation

Materials:

- Worksheet no. 12 'The 7 keys to your strength'
- Camera / mobile phone
- Template: Blank bills for tips
- Markers
- Template: 'Invitation'
- Template: 'Procedure of the presentation'



Preparations:

Login on to the www.storytellingclub.org with a password and your e-mail and have look at the template for the book. You can accommodate as needed stories and pictures in the book. If the stories are long, it is better that they are published as large as possible in the book.

Look through the stories in the '**Put it in the Book Envelope**' to see if each child has one thing in it and if all the book categories are covered.

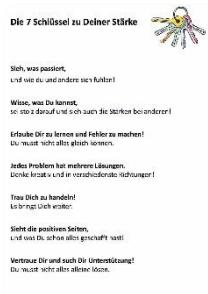
Think about how the group can be divided up so that everyone actively contributes to the book, for example re-writing the tips, drawing a picture, or something similar.

Time in minutes	Possible lesson steps	Materials
5	Greeting Introduction: Repeating content covered	Module overview, Worksheet no. 12
30	Discussion: Picking stories for the book.	All envelopes with stories
25	Production: Putting details in pure form	Template: Blank bills for tips / Paper, markers
30	Discussion: Preparing the presentation → Teacher: Writing schedule	Template: 'Invitation'
30	Exercise: Practising the presentation	Template: 'Procedure of the presentation'
3	End: Good-byes	
Total time: approx. 123 minutes		

Introduction: Repeating content covered (approx. 5 minutes)

(Module overview, worksheet no. 12 'The 7 keys to your strength')

Read through the 7 project units once again and have the children say what parts they really liked. What stories have they remembered?



Discussion: Picking stories for the book (approx. 30 minutes)

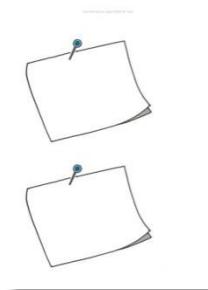
Explain the task for today: '*Today what we want to do is put the book together.*' Repeat which stories the children suggested. Talk about what is still missing, whether another story, e.g. 'The time I was afraid' is still missing, and whether a child can remember which of the stories told at that session was particularly strong.



Production: Details in pure form (e.g. tips) (approx. 25 minutes)

(Template: Blank bills for tips, markers)

Then divide children in groups to pick out tips again and have them write the tips neatly, pick hands on the hand worksheet that should go in the book, etc. If the children want to add their names on their works, they have to write the name in the picture so that it can be scanned or photographed later on together with the picture!



Objective: At the end, the teacher will have all the stories and tips that are to go in the book and takes pictures of them or scans them to make the book.



Discussion: Preparing the presentation (approx. 30 minutes)

(Template: 'Invitation')

Talk about whether the project should be presented to parents and relatives. If yes, who wants to present what? Do we want to present some of the exercises and sing the songs?

Invitation:

Prepare the invitation and write on paper:

Place: ...

Time: ...

Who is invited: ...

How will they be invited / who will invite whom: ...

The invitation form is prepared as a worksheet



Set the order of presentations:

(Template: 'Procedure of the presentation')

As an internal dramaturgical tip: Put the strong stories at the beginning, the weaker stories in the middle, the strongest stories at the end, and the very last thing should be a song that everyone participates in - even the parents.



Moderation: Who should do it, the teacher or one of the children?

What do we do if we forget the order or if someone is too scared?

Talk about other aspects together with the children:

Catering: Will there be something to eat / drink? If so, will all the parents bring something? Will there be a celebration at the end, or will everyone leave after the presentations?

At the end, write everything in the invitation.



Exercise: Practising the presentation (approx. 30 minutes)

One practise run:

Children stand up, who should stand where?

Who will do what when? If necessary, practise again until everyone feels confident and knows the order, when they will stand up front, etc.

Good-byes (about 3 minutes)

Your Task: Creating the book

A step by step instruction how to create a book from the many great stories can be found on the www.storytellingclub.org.

ATTACHMENT

Worksheets Module 1

- Worksheet no. 1 ‘Personal description’
- Icebreaker game: ‘My name is.... and I like to eat...’
- Rule sheet
- Template: Blank bill for tips
- Worksheet no. 2 ‘This is me and I am proud of ...’
- Game: Noise story





First name: _____ Age: _____ years Boy Girl

Which country are you from? _____

How long have you been here? _____

What's your favourite food? _____

X

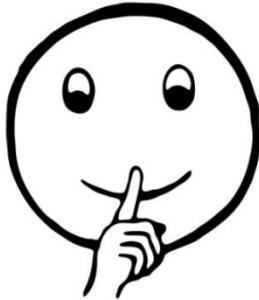
This is my name:

Module 1



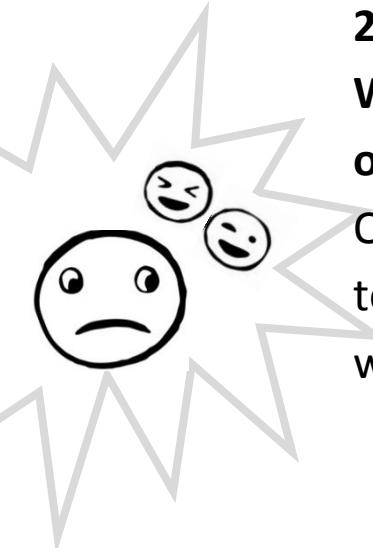
Icebreaker game: 'My name is.... and I like to eat...' (about 10 minutes)

All the children sit in a circle. The first child starts and says, for example: '*My name is Leon and I like to eat ice cream. And who are you?*' Then it's the next child's turn. First he introduces the child before him: '*That is Leon and my name is... and I like to eat...*' and so on. Each child has to repeat the names of all the children before him.



1. Rule:

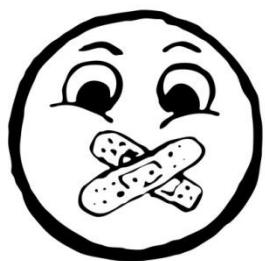
We listen to each other, i.e. we allow the others to finish speaking, we put our hands up if we want to say something/have an idea.



2. Rule:

We don't make fun of others and aren't nasty towards others.

Of course you are allowed to laugh, but you are not allowed to say something hurtful or the like. Neither here nor outside when you talk about the contents



3. Rule:

Secret We may hear stories about sad or embarrassing situations from time to time. And everybody has the right to say: "This must not be spread as my story." The story has to be kept secret then, you must not tell others who told you the story.

Storytelling Club: Blank bills for notes

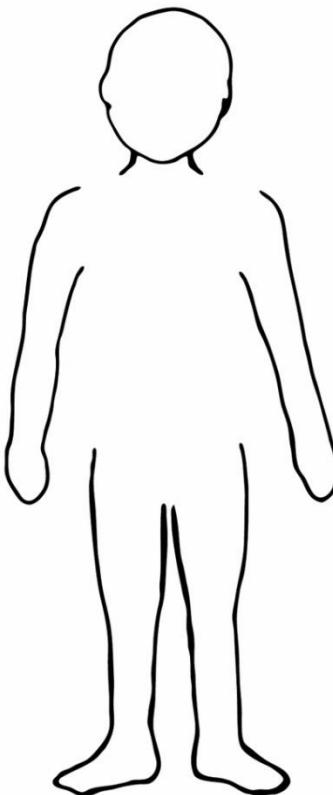


First name: _____ Age: _____ years

This is me and I am proud of ...

I am proud of/that ...

name:



Modul 1

OPTIONAL (+ ca. 10 minutes)



Game: Noise story



Once upon a time on a beautiful, hot summer day there were two children hopping along the side of the street. They were singing and whistling a song (*sing, whistle*). They had just visited their grandmother and were now on the long walk back to the village where they lived.

They went through high grass (*shshshshsh*), they walked on the street (*stomp*), they walked through a huge, shallow puddle (*splash, splash*). The path became longer and longer, and their legs were more and more tired. Then they met four little dogs who barked at them (*bark*).

'Be quiet!' said the one child. And the dogs were quiet at once. 'Why are you barking like that?' - And the dogs started barking again (*bark*). 'Quiet! I can't understand anything. Is something wrong? Show us what's wrong.' The dogs ran away, panting (*pant*). They led the children to a hunting trap, where a larger dog was trapped and stood there, whining (*whine*). 'Oh, I see,' said the one child, 'that's your mum, right? Just wait and I'll help you.' He looked at the trap from all sides, and the other child pointed out a locked door on the trap (*everyone points*): 'That's where you can open it.' 'I can't do it alone, can you please help me?' Both children pulled and pulled (*everyone pulls*), and finally the trap opened. How happy everyone was! The dogs barked (*bark*) and greeted their mother. 'You'd better get away from here. Whoever set the trap will probably come back very soon.' The dogs barked (*bark*) in thanks and happily ran away.

The children continued on their way, happy that they helped the dogs. All of a sudden a gigantic giant came stomping towards them (*big stoms*), roaring horribly (*roar*). One of the children looked at him, terrified, and the other said: 'Why are you roaring like that?' 'Because I'm sooooo angry,' said the giant and started roaring again (*roar, roar*). 'Why are you so angry?' asked one of the children. 'Because everything hurts,' answered the giant and started roaring again (*roar, roar*). 'What hurts?' asked the one child, bravely. 'There,' said the giant, and pointed to his hand. 'Show us,' said the children and looked closely at his hand. They looked and looked, and looked and looked, and then they saw it: 'There's a splinter! We have to get it out!' 'Oh no, that will hurt,' complained the gigantic giant. 'Only for a second, then it won't hurt anymore. Do you want us to help you?' The gigantic giant looked at them, frightened! 'Will it hurt a lot?' The child looked up at him: 'You can do it! You're brave!' The giant swallowed and then nodded. The thorn was deep in his skin and only a little piece stuck out. When one of the children tried to pull out the thorn, the giant screamed loudly (*Ahhhhh*). And the child winced in fright. 'I know it hurts,' comforted the child, 'but trust me, it'll be better soon.' 'It will help if you pinch yourself really hard on the leg, then you won't notice the pain in your hand so much. My mum once taught me that trick.' The giant sniffed, and a giant tear rolled down his cheek. 'If you say so.' And he clenched his teeth together, pinched his leg with all his might and one of the children carefully grabbed the thorn. The other child helped him and together they pulled the thorn out of the giant's finger. 'Oooooowwww,' cried the giant, shook his finger and rubbed it. Then he said, 'Much better!' 'How can I thank you?' he asked. 'We were happy to help you,' said the one child. 'Can I carry you for some of the way?' asked the giant, and the children nodded enthusiastically. And in no time at all they were sitting on the giant's shoulders as he carried them with giant steps through the countryside to their village.

When the grown-ups saw the giant coming, they ran to their houses, locked their doors, and shook in fear. But the children called out: 'Everything's fine. The giant is our friend, you don't need to be afraid.' How happy everyone was when the children arrived home with the giant. Carefully the giant put the children down, smiled at them thankfully, and stomped away. The people who lived in the village were very impressed by the children's courage, and they made the children tell the story over and over.

Workingsheets Module 2

- Worksheet no. 3a: Drawing ‘When I was able to overcome my fear ...’
- Worksheet no. 3b: Story ‘When I was able to overcome my fear ...’
- Template: Blank bills for tips (ideas for fighting fear)
- Worksheet no. 4: ‘When I was able to overcome my fear ...’
- Game: Singing and movement game ‘We’re going hunting for lions’



First name: _____ Age: _____ years



Drawing: When I was able to overcome my fear ...

Do you remember a situation in which you were afraid of something and when you found a way to overcome your fear? Please draw a picture of your story.

A large, empty rectangular area with a thin gray border, intended for the student to draw their personal story related to overcoming a fear.

First name: _____ **Age:** _____ years



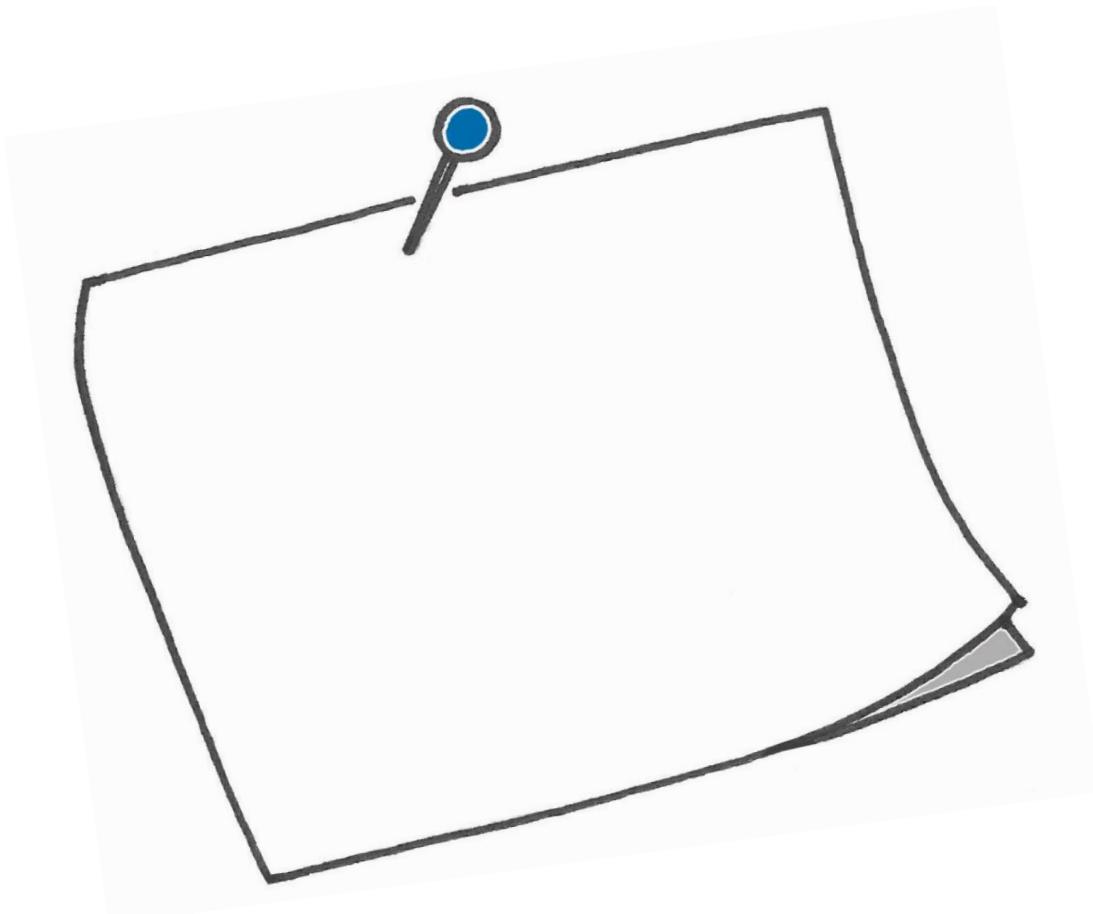
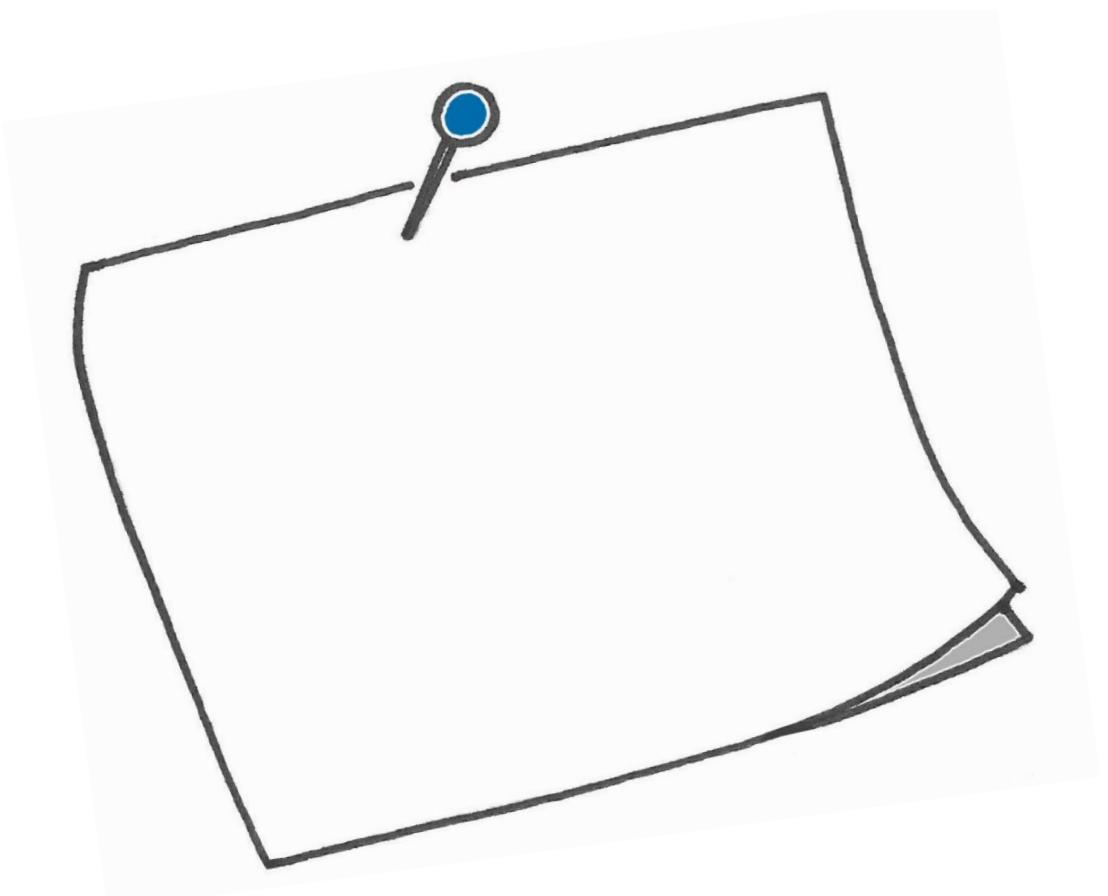
Story: When I was able to overcome my fear ...

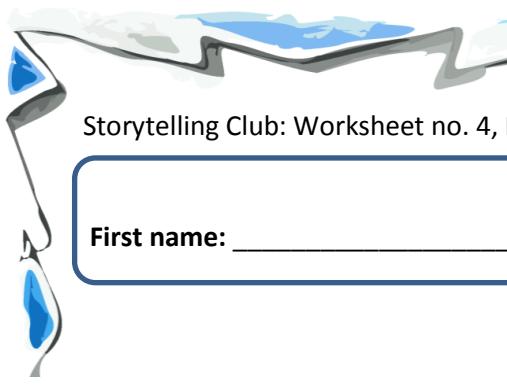
Do you remember a situation in which you were afraid of something and when you found a way to overcome your fear? Please write down your story.

My story:

1. Whom did it happen to, how old were you? Where were you, where did it happen? (Introduction)
 2. What happened, why were you scared? (Climax)
 3. What did you do to overcome your fear? (Resolution)

Storytelling Club: Blank bills for tips





Storytelling Club: Worksheet no. 4, Module 2

First name: _____ **Age:** _____ years

When I was able to overcome my fear ...

Write down your story in a clearly legible and well-structured manner and give your story a title:

- 5 -



Module 2



Game: Singing and movement game

'We're going hunting for lions'

(approx. 10 minutes)

(Teacher sings the song, group repeats, everyone makes the movements)

1.

We're going hunting for lions (Group 'We're going hunting for lions')

We want to catch a big one (Group 'We want to catch a big one')

We aren't afraid (*'no' gesture*) (Group 'aren't afraid')

We're soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That's wet.

We'll have to swim through it. (*make swimming motions*)

2.

We're going hunting for lions (Group 'We're going hunting for lions')

We want to catch a big one (Group 'We want to catch a big one')

We aren't afraid (*'no' gesture*) (Group 'aren't afraid')

We're soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That is high grass.

We have to go through it (*Make grass-parting motions*).

3.

We're going hunting for lions (Group 'We're going hunting for lions')

We want to catch a big one (Group 'We want to catch a big one')

We aren't afraid (*'no' gesture*) (Group 'aren't afraid')

We're soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That is a mountain (*look up*).

We'll have to go up (*climb up mountain*).

4.

We're going hunting for lions (Group 'We're going hunting for lions')

We want to catch a big one (Group 'We want to catch a big one')

We aren't afraid (*'no' gesture*) (Group 'aren't afraid')

We're soooo strong (*show muscles*) (...)

Beautiful day (...)

I see colourful flowers (*Put hand over eyes on the look-out*) (...).

I see green grass (...).

Oh! (*look surprised and point*) (...),

What is that?

That's a cave (*look inside*), come on, let's go in. Very careful, oh it's dark, do you hear something too?

Shhh quiet, oh, here's something, feel with me, it's soft, it has fluffy ears, a cold wet nose, teeth...

A liiiion!

Everyone together: Run out, run down mountain, through the tall grass, through the lake, to the house, open door, close door, fall on the couch.

5.

We went hunting for lions today (Group 'We went hunting for lions today')

We wanted to catch a big one (Group 'We wanted to catch a big one')

We were almost not at all afraid (*'no' gesture*) (Group 'not afraid')

We're sooo strong. (*show muscles*). (Pat each other on the shoulders)

Worksheets Module 3

- Worksheet no. 5 'Drawing: When I realized what I am able to do'
- Demonstrating sheet 'arc of suspense'
- Worksheet no. 6 'Picture story'
- Game: Packing the bag with movements
- Worksheet no. 7 'Drawing: What do others think are my strengths?'



First name: _____

Age: _____ years



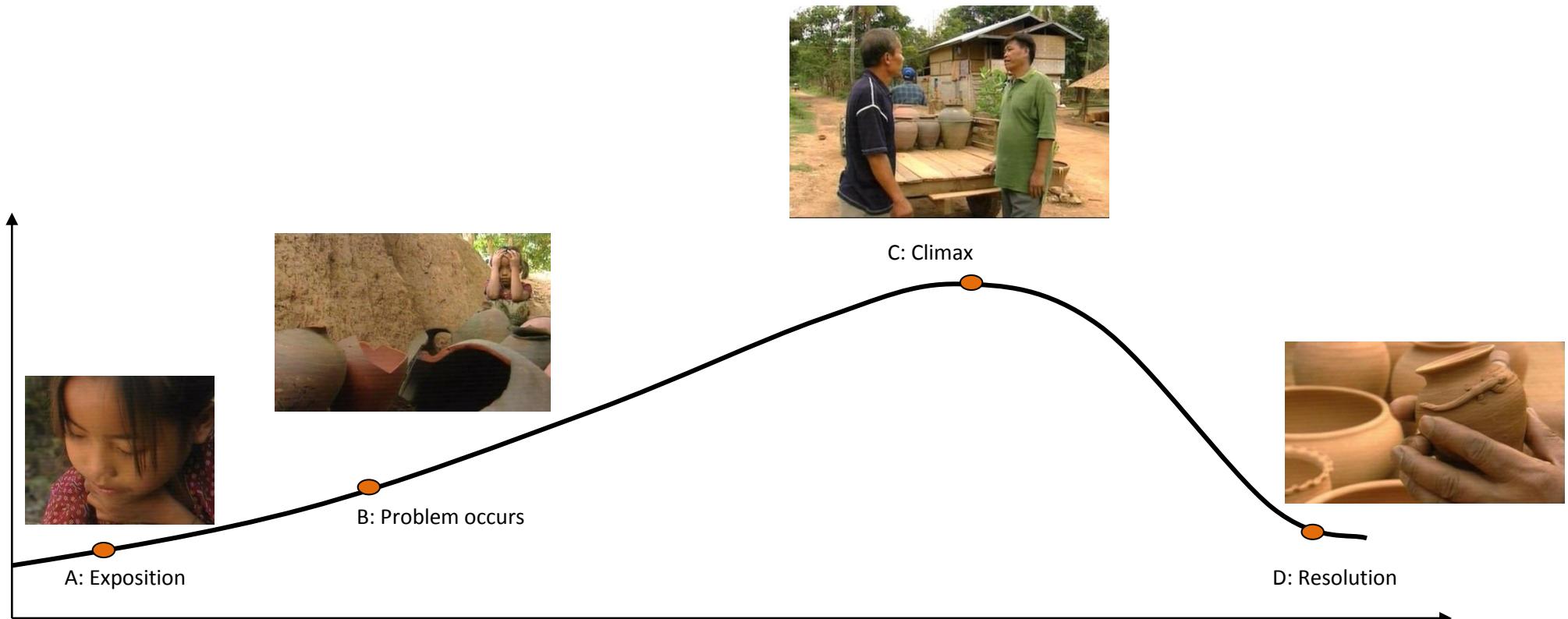
When I realized what I am able to do

What are you especially good at? Put your left hand on the paper and draw the outline of your left hand with the other hand. Then write something which you think you are very good at into each finger or write down a characteristic which you like very much about yourself.



The film „Gecko-Pot“ is made of different parts:

- A. **Exposition:** We get to know all the people involved
- B. **A problem comes up:** The baking of the clay pots fails
- C. **Climax:** Bounmark's family can't sell any clay pots to the trader
- D. **Resolution:** But Bounmark's prophecy that she will be lucky becomes true. Bounmark finds a solution ending, because the trader wants to have even more lizard clay pots

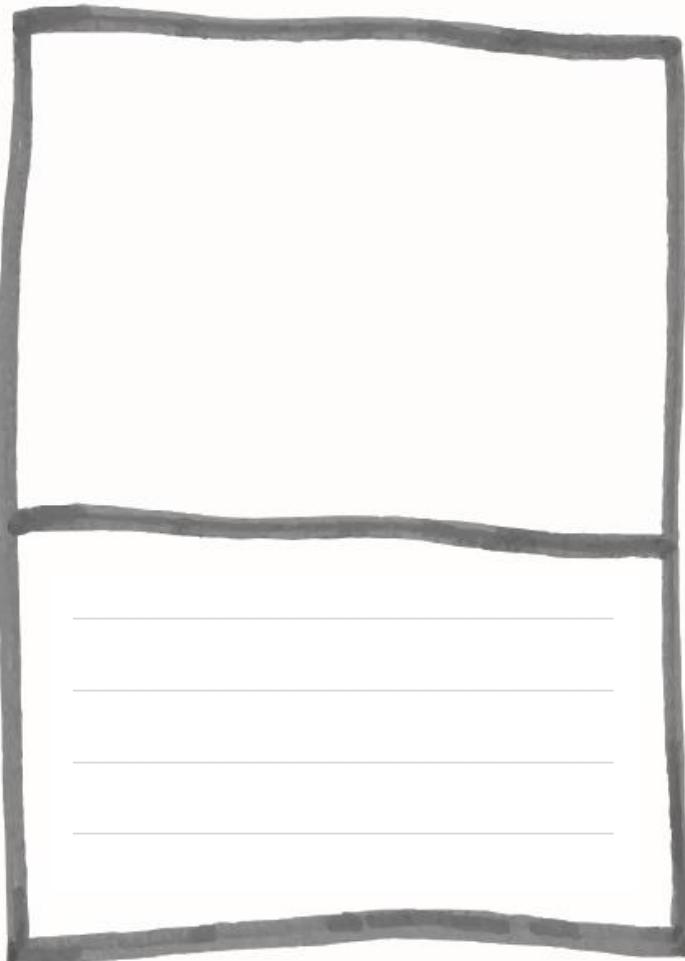


First name: _____ Age: _____ years

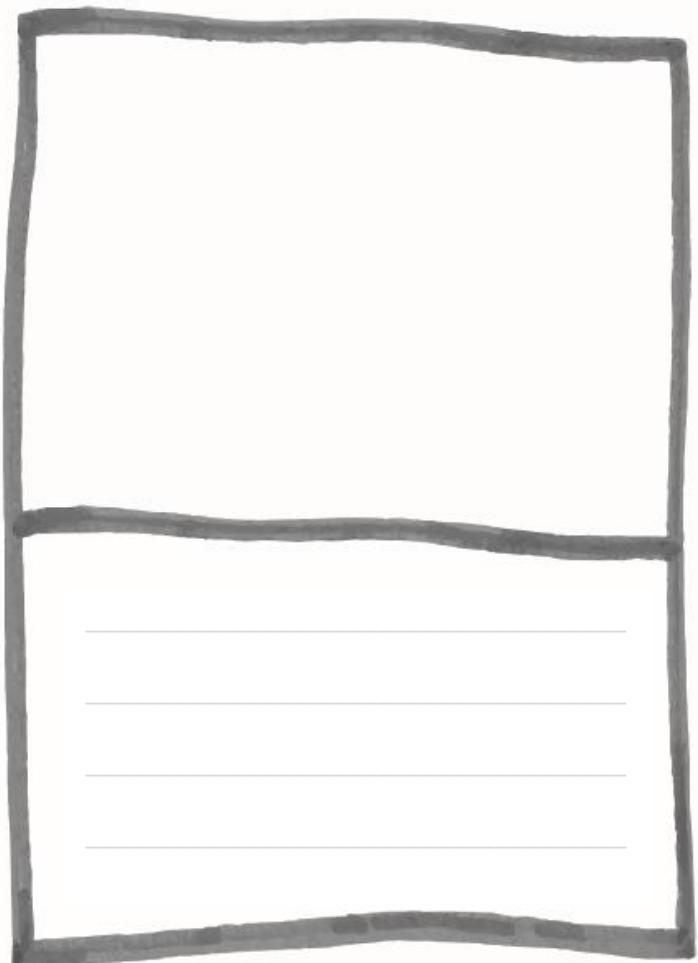


Picture story

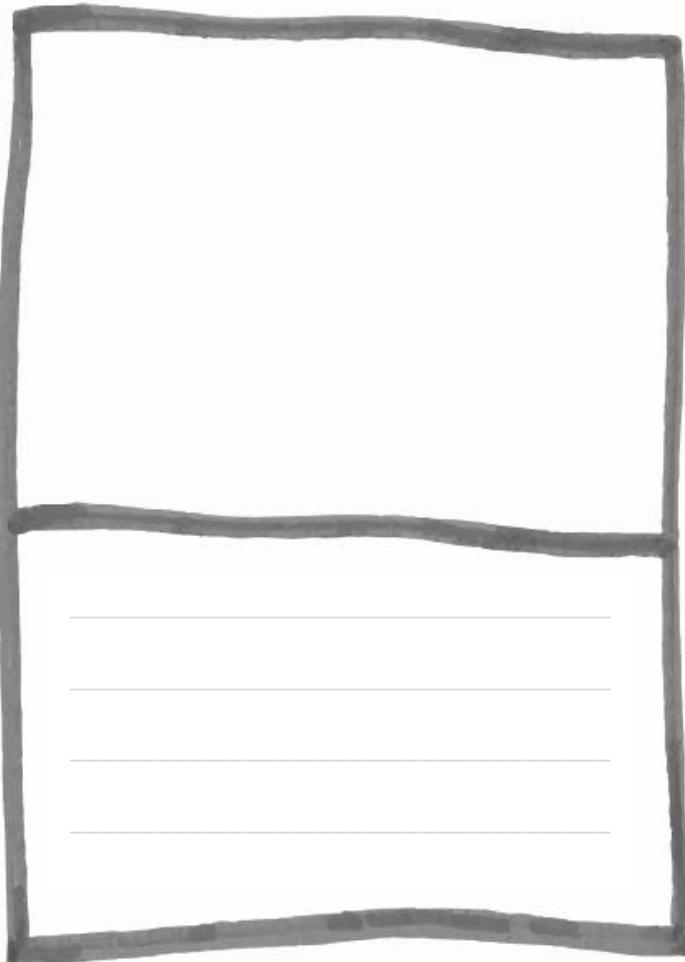
„When I was able to help others“. Please draw and describe your story!



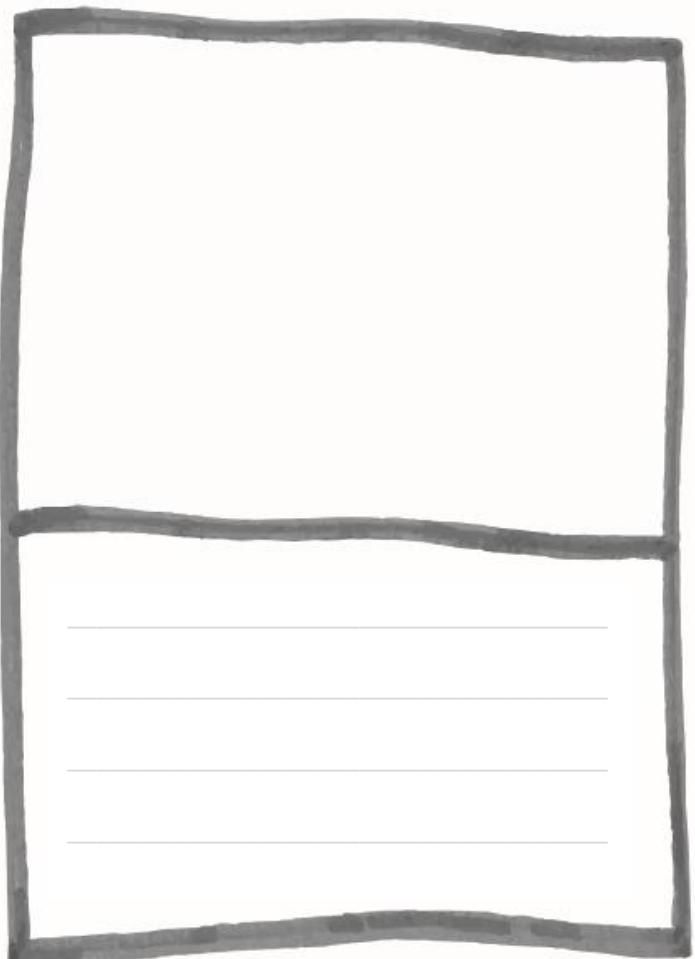
A: Introduction: Where and when did your story take place? Who was involved?



B: Problem occurs: What happened?



C: Solution: What did you do?



D: Happy ending : Did you manage to solve it?

Module 3



Game: Packing the bag with movements (ca. 5 Minutes)

The teacher starts with: "I pack a bag and put a jump (makes a jump) in it". The first child adds movement for example clapping hands. The whole group says "I pack a bag and put a (everybody jumps and then claps) in my bag". Then the next child adds a movement and so on.



First name: _____ Age: _____ years

When other people noticed my strength

What do other people think that you are very good at? Please put your right hand on the paper and draw the outline of your right hand. Then ask five people who are very important to you, e.g. parents, teachers, siblings, trainers etc., to write into one finger what they think that you are very good at or what they especially like about you.

Worksheets Module 4

- Learning Story from Canada
- Worksheet no. 8a 'Drawing: When I could learn something'
- Worksheet no. 8b 'Story: When I could learn something'
- Template: Blank bills for tips
- Practicing syllables 'Flee-Fly-Flo'



Storytelling Club: Learning Story

Module 4



Learning Story from Canada: 'Making a Speech' (approx. 10 minutes)



'Making a Speech'

'Vicky is 10 years old, small and very shy. In her school she almost never raises her hand, not because she doesn't have an idea or hasn't studied but just because she doesn't like to speak in front of a lot of other people. But there is one exception: reading time. In Canadian schools, there are regular reading times, and Vicky is really good at that. She loves to read out loud and breathe life into the words with her voice. When roles are given to the students to read, she especially loves to read the part of the narrator. Then she can put the whole class into the right mood by using her voice. She can make a story interesting, sad, or really funny. When Mrs. Laskin, her English teacher, asked to talk to her after the lesson and asked whether she wanted to make the speech for Remembrance Day in 5 weeks, she was very excited because Mrs. Laskin knew how well she can read. When Mrs. Laskin said, though, that around 300 people will come, Vicky gulped. But then the teacher explained that she should do the opening speech and read a poem or a prayer, and she felt honoured. She hesitated for a moment but then she said yes because she knew: reading out loud is something she can always do.'

But three weeks before the event she got a surprise: Mrs. Laskin mentioned in passing that the speeches aren't going to be read, they're supposed to be said without notes. Vicky started to panic. She can read but she can't just speak. Would she really be able to do it? She took a deep breath: this was really going to be a challenge but it was also a very big honour. She thought about what she could do. One way would be to memorise something. If she was sure of every word, then she should be fine. In the next two weeks, she was always walking around with papers in her hand, quietly talking to herself. During breakfast, in the school bus, during recess and before going to bed she went through the words again and again. Even once the light was off she whispered the speech to herself until she fell asleep.

During the first week she kept needing to look at the paper but in the second week she could almost do without it. It was hard not to hold it in her hand and keep looking at it but every day it got a little easier. The more confident she felt, the better she was at letting her tone change here and there and making her speech more interesting with gestures and pauses. Then she decided to go a step further. She stood in front of a mirror without her paper in her hand. At the beginning it wasn't easy, after just a few words she ran to her room to get the paper and read what she wanted to say. But every time she did it, it got a little easier. At the end, she really liked how she stood there and spoke.

On Monday, the week of the event, she met with her teacher. She could finally show how much she had practised. Vicky started her opening speech. She made it through the first sentence. She made it through the second sentence without stuttering and her voice was almost normal. She looked at Mrs. Laskin, who was listening attentively to every word and then it happened: all at once, her mind was empty. There were no words there, only a big blank spot. Her face got red and she started to panic. 'How could that happen?' she thought, 'What will Mrs. Laskin think?' The more Vicky doubted herself, the less she could remember the words. If she only had the paper - everything was written on it! Tears came to her eyes.

But to her surprise, Mrs. Laskin didn't seem angry or disappointed but looked at her with a nice smile. Sadly, Vicky admitted that she had forgotten everything and promised that she had really practised a lot.

With a calm voice, Mrs. Laskin explained that that was exactly the reason why we practise. Speaking in front of one person was just another step along the way to her speech. Vicky had never thought of it that way. She wanted to be perfect right away but of course she had also had to learn to ride a bike or swim and she felt more confident with it bit by bit. So she started her speech again, and this time the poem and prayer went pretty well. Then she started again and whenever she felt unsure and didn't really know what came next, she looked at Mrs. Laskin's smiling face. Her eyes were really very calming. And when Vicky felt calm, then she remembered the words again. They practised every day and each time Vicky felt more confident and better.

Then it was time - the day of the big celebration had come. Everyone was there - 300 people, and the honoured guests sat up front. Vicky was asked to come to the microphone. All eyes were on her as she took her place at the podium. She felt scared but then she remembered to look at Mrs. Laskin. Where was she? Her eyes looked desperately in the crowd for Mrs. Laskin until she finally saw her. But Mrs. Laskin sat in a group of students who were pushing each other and so she couldn't look at Vicky the whole time. Vicky needed her eyes. She took a deep breath and looked nervously at the floor. Then a miracle happened. She looked at the crowd, and all at once everyone's eyes became Mrs. Laskin's eyes. Vicky started her speech: she said the first sentence without a mistake and the second. The whole speech was a big success. Everyone in the audience was moved and cried with pride, especially when Vicky read the poem in her own unique way. And Vicky cried too. Happy tears.'

First name: _____ Age: _____ years



Drawing: When I could learn something

What did you definitely want to learn? How did you manage to learn it? Please draw your story here.

A large, empty rectangular box occupies most of the page below the instructions, intended for children to draw their story about learning something.

First name: _____ **Age:** _____ years



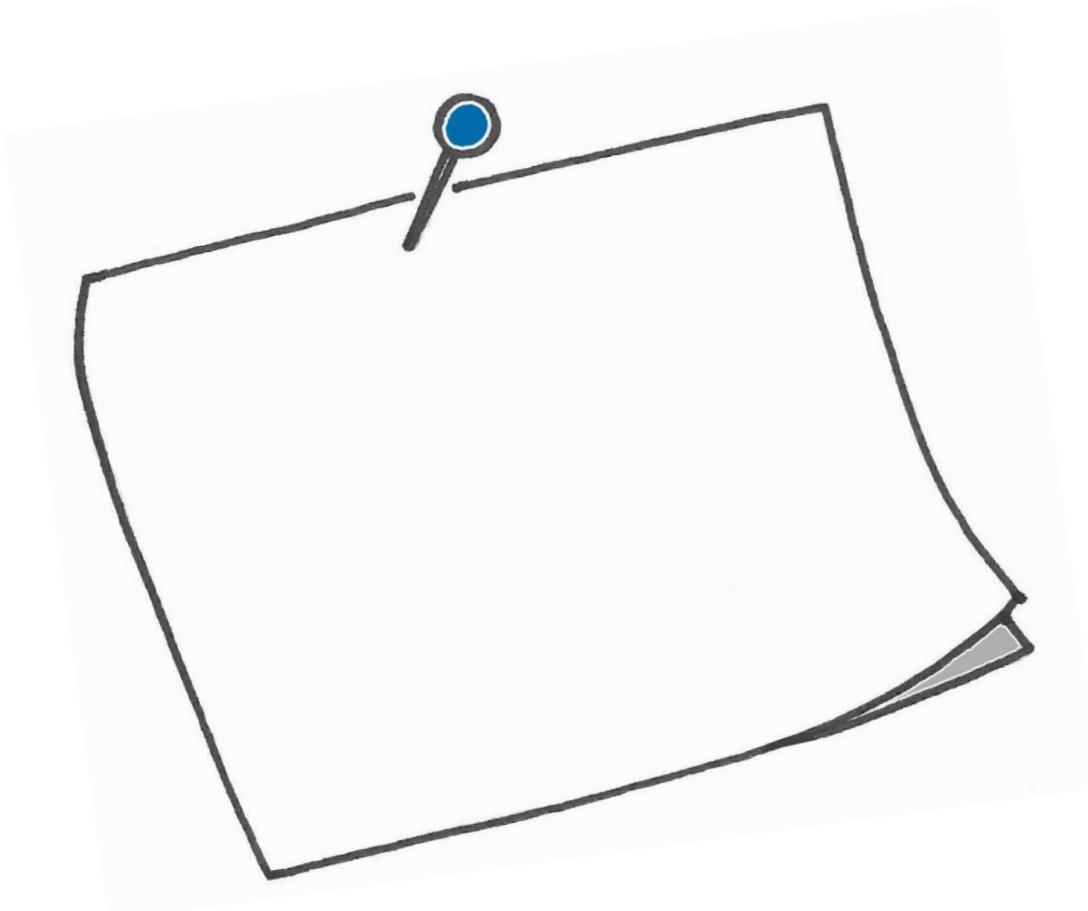
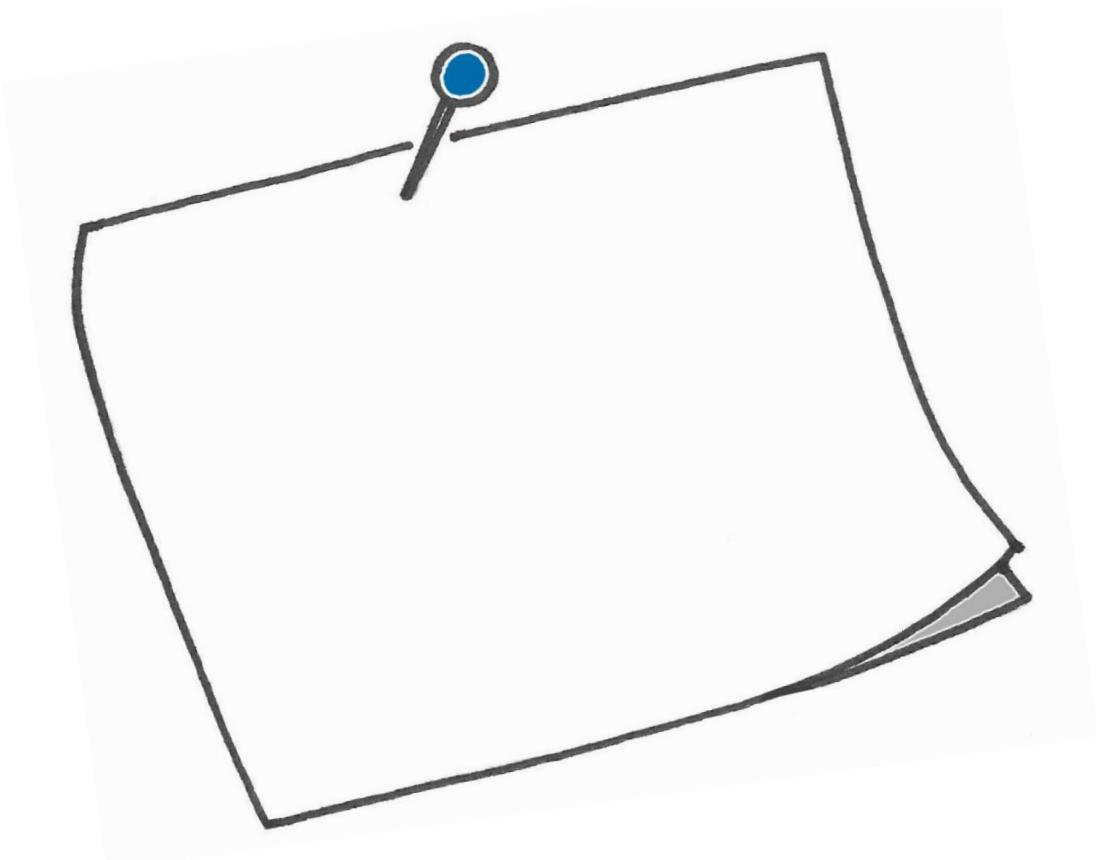
Story: When I could learn something

What did you definitely want to learn? How did you manage to learn it? Please write down your learning-story.

What did you definitely want to learn and why?

How and with whose help did you manage to learn it?

What was the most difficult thing and how did manage to solve it?





Singing game: 'Flee-Fly-Flo' (approx. 5 minutes)

A song: The teacher sings first and the group follows.



Possible introduction for teacher:

'Now comes a really hard song, a challenge to see whether you as a group can remember something. I'll sing first and then you sing. But careful, it starts off really easy and then gets harder and harder. Let's see how far you can get, ok? Alright, let's start. This is going to be hard.'



Pointer: The singing game only works well if everyone is really taking part and trying.

Usually you will have to start the song a couple of times: 'Flee.' Group: '(quiet) flee?'

Teacher (winking): 'You're not quite brave enough yet?'

This is a singing game with made-up words (video example)

Flee

Flee-Fly

Flee-Fly-Flo

Gommela, Gommela, Gommela, Vista

Enemene sademene Gua de sademene

Enemene sademene Gua de wa

HI PI BI ABM BIBN BA BA THE DIN DADN SCH

Note: You'll have to have sung the song alone a few times to be able to do the 'Hi-Pi' well.

At the end with the group, use the energy and split up the 'Hi-Pi' into 3 sections (HI PI BI ABM / BIBN BA BA / THE DIN DADN SCH) and sing it two more times. The song is also suited for the final evening with parents or for each of the rest of the sessions. The children are usually very proud of being able to sing the impossible.

Worksheets Module 5

- Problem story
- Worksheet no. 9a 'Drawing: When I was able to solve a problem'
- Worksheet no. 9b 'Story: When I was able to solve a problem'
- Theatre exercise: 'Going through Wind and Rain'



Storytelling Club: Problem story

Module 5



**The teacher reads:
(approx. 5 minutes)**



'Missed the bus'

'RIIIING goes the bell over the schoolyard at a primary school in Malaysia. Instantly the schoolyard is full of blue uniforms, children's laughter and a multitude of languages. School is out. Finally! There is a crowd at the bus stop when Stefanie and Thaisa arrive. The first-year pupils wait on the side, somewhat uncertain of what they should do. 'Let's go to the playground,' Stefanie suggests. 'The bus is going to come 20 minutes late anyway, and it's too boring to wait here that long.' Thaisa agrees right away and they run to the swings, laughing. Here it's much better, quieter and they can talk about everything - school, what's going on at home, etc. All of a sudden a strong wind blows leaves over to them and dark clouds start to roll in. Stefanie gets nervous: how long have they been sitting there? 'The bus is probably going to come soon.' The girls run but when they get to the bus stop, it's empty. Everyone else has disappeared! No one is there! Stefanie starts to panic as a gust of wind catches her from the side. She gets tears in her eyes and only with a lot of effort can she stop herself from crying. She turns to her friend for comfort. But Thaisa also has big tears running down her cheeks, and her eyes are full of fear.'

Then Stefanie sees the public telephone on the other side of the street. They look left and then right and then run across the street. They dig in their pockets for some change to call home. But when they get to the phone, there's a sign: 'Out of order.'

Now Stefanie really starts to panic. Once again she looks to Thaisa, who has always been the stronger of the two. But she can already hear her friend's loud sobs, 'She's going to be soooo angry, she's going to be soooo angry,' she repeats over and over, and Stefanie knows Thaisa is talking about her mother. A strong gust of wind blows around the girls' legs, and the sky grows darker. Stefanie takes a deep breath and says: 'I know how to get home.' Her voice sounds more confident than she really is: 'Let's walk!' Thaisa looks at her, crying. 'No, I have to stay here and wait for Mum. And she's going to be so mad,' she sobs. Stefanie looks at her friend, unsure of what to do. Can she leave Thaisa standing there alone and try to find the way home? The sky grows darker, and soon rain is going to come pouring down and soak them. Then they'll be in even more trouble! Helpless, she looks at her crying friend. What should she do?'





How the story actually ended (approx. 5 min)

'Stefanie decided that there was no way she could leave her friend there crying. And if she didn't want to be soaking wet when she got home, then they really needed to go, otherwise their mothers would be even angrier. 'Listen,' she said with a confident voice, 'We're going to walk to my house together. It's not far, and my mum can call yours and take you home. That will be the fastest way, we'll only be a little bit late and then your mum doesn't have to worry as much.' Thaisa looks thankfully at her friend with eyes that are red from crying and nods. 'Ok, step one is done,' thinks Stefanie, and she starts walking.

Stefanie knows that it's not a very long way, and she kind of knows the direction they have to go.

They pass a big rice field and have to hold their noses because it has just been fertilised with cow manure. The sky is now dark violet, but it seems to feel sorry for them and doesn't let the rain come pouring down. In the distance, they can hear thunder. The street seems very long, and Stefanie feels herself growing uncertain. There are trees that she has never seen before. And that house doesn't look familiar at all. Is she going the right way? When they come to a fork in the road, she's a little more confident: here she has to turn right. But the pavement looks unfamiliar. Is she on the completely wrong path? And what kind of building is that - she's never seen it before! But then she keeps going and recognises a friend's garden, and then a house she's been to before with her mother. Now they just have to turn left here and right on the little street up there. With every step she grows more confident. And there it is! Her mother is already standing at the front door, worried, as Stefanie runs toward her. Quickly she explains what happened and her mother goes inside to call Thaisa's mother. KABOOM! The storm arrives with a clap of thunder and the rain drums down on the roofs. The children quickly go into the kitchen, where Stefanie's mother has made them cocoa. 'Your mum will be here soon, she's just waiting for the rain to let up,' she says to Thaisa and adds: 'And she's very happy that you both did so well.' But her words are very quiet in the pouring rain.

Relieved, the two friends smile at each other over the brims of their cocoa mugs. As soon as the rain lets up a little, the doorbell rings. You can see how worried Thaisa's mother was when she hugs her daughter close. 'I'm so sorry. We'll never miss the bus again,' says Thaisa in her mother's arms. 'I certainly hope so, I was really worried.' 'I'm sorry, Ms. Kaisa,' says Stefanie, 'It was my fault. I talked Thaisa into going to the playground for a while.' 'Everything turned out OK,' says Thaisa's mother and everyone feels the relief.

When Stefanie's mother gives her a goodnight kiss that night, she says how proud she is of Stefanie. 'Usually you start to cry right away.' Stefanie answers: 'I was just happy that I could help a friend.'



First name: _____ Age: _____ years

Drawing: When I was able to solve a problem

Have you ever had a problem? Or have you ever been in a difficult situation? What did you do? Which solution did you come up with? Please draw a picture of your story.



First name: _____ Age: _____ years

Story: When I was able to solve a problem

Please describe the problem, the possible solutions, and the solution you chose in the end.

This was the problem

(Large empty box for writing the problem)

Possible solution 1:

(Small empty box for writing the first possible solution)

This could have happened:

(Small empty box for writing what could have happened if the first solution didn't work)

Possible solution 2:

(Small empty box for writing the second possible solution)

This could have happened:

(Small empty box for writing what could have happened if the second solution didn't work)

This was my solution

(Large empty box for writing the chosen solution)

Module 5

OPTIONAL: (+ approx. 10 minutes)



Exercise: Short theatre exercise: 'Going through Wind and Rain'



Introduction: 'Now at the end I'd like to do a little theatre exercise with you.'

Instructions: 'I'd like everyone to walk through the room without running into or stopping each other. Go all around, this way and that, and pay attention to each other. You shouldn't touch or run into each other. Now when you see each other, nod in a friendly way and smile.'

'Now go walking again. It's a beautiful day and you're walking in the warm sunshine, and you're very happy. How do you walk when you're very happy?'

'It's starting to rain, you're holding your arms over your head, crouching down, you're getting cold, really cold, your teeth are chattering, you're rubbing your arms, so cold. And you're getting sad, walk very sadly, you've lost all hope, it's raining, everything is awful, you're cold... but then you remember: you have an umbrella. Put it up and now the rain isn't coming down on your head anymore. Now you're feeling in a better mood! You've got your hope and courage back. With your umbrella you're dancing through the streets. And then the rain stops and the sun comes out. You close your umbrella. Put it in your bag. You're still a little cold (*rub your arms to get warm*) but the sun is shining, and you're getting warmer again, and you're happy (*how do you walk when you're happy, what does your face look like?*). Now a storm is coming and your steps are getting heavier, it's really hard to walk with the wind blowing against you. You're leaning into the wind... it's getting stronger and stronger. You squeeze in between two houses and stand with your back to the wall. Whew, now the wind stopped. Happily, you keep walking, you've already experienced so much. You're very proud and happy. Imagine that here [*point to your chest / breastbone*] you have an invisible string pulling you and making you walk very tall and proud. Oh, and there you see friends. You can shake their hand (*or however you greet each other in your culture*), say a friendly 'Hello!' and keep going - oh, even more friends. 'How are you doing?' and keep walking. Oh and even more friends (*greeting*). Now you're already at your house. You open the door, go inside, and close it again. How nice it is to be home. You lie down in your bed, ah, that's so comfortable, and you close your eyes. You feel yourself getting quieter and tired. You feel the floor on your back (*pause*). You feel your head on the floor, you notice how your feet are touching the floor - it's nice to lie like this. But it's also not really comfortable. Hm. You open your eyes again, sit up, wiggle your feet, and slowly stand up. It's much too early to sleep, you jump up and down, wake yourself up by lightly slapping your thighs, arms, stomach, you yaaaawn, say 'ooohhh' and hit your chest with your open hand. I'm awake! I'm strong! And pat yourself on the shoulders because you did such a good job. Pat, pat...'

Worksheets Module 6

- Crises stories
- Worksheet no. 10a 'Drawing: When I was clever in a dangerous situation'
- Worksheet no. 10b 'Story: When I was clever in a dangerous situation'
- Template: Blank bills for tips (to write down how to deal with danger)



Module 6



Crises stories (approx. 20 minutes)

Flood: The Lake in our Living Room

Uriah de Lasan, Philippines

We live on the coast of the Philippines. It's really beautiful there. I love the water and I love swimming in the water. Every morning before we go to school, my siblings and I go swimming. That is the easiest and most fun way to wash ourselves in the morning.

But once we also had a lot of problems with the water. It was in the early evening and we were at home alone. My uncle was supposed to watch us but he was sleeping because he works at night, so he always sleeps in the afternoons. I was playing with my two younger brothers on the floor when we suddenly saw water coming into the flat. The water just came in and started making a lake. I called out into the next room to wake up my uncle but he just grumbled that I should be quiet and fell back asleep. I tried again to explain to him what was happening but he didn't listen. OK, that's how it is, I thought to myself and decided that I had to do something.

First I told my brothers not to bathe in the floodwater anymore because I knew it could make them sick. I told them to go upstairs and said they should wait there and look at a picture book. As fast as I could, I grabbed smaller pieces of furniture and things and carried them upstairs. It was really hard! But I managed it somehow. I was surprised that I was able to take everything upstairs pretty quickly and I didn't have any time to think about whether I might be tired or exhausted. I just did what I could. Then I heard my mother at the door, running worriedly into the house and she almost ran into my uncle, who was standing half-asleep in the doorway and looking in dismay at the lake in the living room. Then they both looked at me and I will never forget the amazement and pride in their eyes when they saw that I had saved our things. I was six years old then and even today my mother still tells the story of how I managed to save my siblings and all of our things from the flood.

Earthquake: The foreign girl

Marcelo Flores, Chile

My name is Marcelo and I live in Chile, that is the long, thin country in South America. When I was six years old and in the first form, a new girl came to our class. She came from Europe and didn't speak any Spanish. The teacher put her at the table next to us and the whole day I was too shy to even look at her from the side of my eyes. During recess, I saw her standing alone at the fence but I was too shy to go over to her.

On the next day, she was already in the room when I came in and sat at her table. We had art but she didn't have the cardboard that we were supposed to bring with us. She probably just hadn't understood what the teacher had said. Luckily, my mother had given me two, so I could give her a piece of cardboard. She took it and smiled at me. My heart leaped in my chest and my face turned a little red. Then we began to make animal masks. We were supposed to make "animals on the farm" and I made a bull mask. The foreign girl made a cat mask. When we were done, we were supposed to put the masks on our head using a rubber band. It was a good thing my mother had given me too many rubber bands so that I could give one to the foreign girl. We helped each other make the right length and set down under our desk as if it is our stable. "Meow," she said. "Moooo," I answered, and we had started a funny discussion in animal language when suddenly the earth began to shake. An earthquake. It happened often where we lived but this time it was much stronger than usual. Everything in the classroom was shaking and I heard glasses falling to the ground and shattering in the room next to us. We all immediately followed the rules because we had done it lots of times - like I said, earthquakes happen a lot in Chile. We all know the rules: 1. "Stay calm," 2. "Go beneath your table" – so suddenly everybody sat under their desks. 3) Then we form a queue at the door and calmly follow the teacher out of the classroom.

When we had all left the classroom, I noticed that someone was missing: the new girl! I quickly ran back and heard the others calling out, "Leave your things there! We have to get out!" But I knew what I had to do. But where was she? The classroom was empty. The walls shook again and I saw her in the very back corner. Curled up on the ground in the corner. I quickly went to her, kneeled down next to her and spoke to her in a calm voice, telling her that she didn't need to be afraid. This building is safe from earthquakes but we still have to get out. She probably didn't understand me, but she must have felt what I meant. I put my bull mask on and took her hand. She seemed to understand, put on her cat mask, and together we ran out of the room and to our class, who was waiting outside. You should have seen the teacher's frightened eyes. I in my bull mask and the girl in her cat mask walked past everyone and I just said: "Come on, it's time." And we went out, where all the classes had gathered at the points they were supposed to. When everything was calm again, we went back and the new girl was still holding my hand. On that day, we shared our snack with each other and played animals on the farm. After that day I never saw her again but she told me that her name was Maline and she came from Denmark. In Denmark they don't have earthquakes like we do. Starting that day, I knew that I was strong and can help others when someone is really afraid. And I will never forget Maline's smile.

Fire: The Advent Wreath

Lars Klostermann, Germany

Here in Germany we have a beautiful tradition that you might know: in the four weeks before Christmas, each Sunday one of four candles is lit on a wreath made of pine tree branches. Often the candles burn the whole day and make a warm, beautiful light. You really get to feel like it's Christmas and every week the excitement grows. Especially last year when there wasn't any snow for sledding - everything was just cold and wet but my friend Martin and I didn't let that get us down because we had a big train set. We played for hours and must have forgotten the time a little but that didn't matter because my parents weren't home.

Somehow we got the idea that we could make the tracks even bigger if we used my tracks. No other houses were close, but our two houses were luckily right next to each other, so I ran off to get them. I opened the garden gate, jumped up to the third step like usual and that's when I noticed the light that was shining out of the big terrace doors on our house. Confused, I went more slowly. "Is someone at home after all?" I thought. My parents weren't planning on coming home until that evening. The closer I came to the terrace, the stranger the light seemed - brighter than darker, somehow it seemed to flicker. Suddenly I realised what it was. I was only about 2 metres away from the terrace door and stared into the living room. The advent wreath that was on our living room table was up in flames. A campfire on the middle of our living room table.

I yanked open the door but then stood still, unsure of what I should do. What should I do? For a few seconds I just stared at the fire and didn't know what to do next. Get help? But from whom? Can I put it out myself? But how? Uncertain, I took a step back. I looked at the situation more closely. "I could go through the hallway and get water from the kitchen," I thought. "Put out the fire. You can do it." And then I ran past the fire, through the hallway, into the kitchen, grabbed a bowl filled with water, ran back to the living room and poured it over the fire. The fire crackled and smoked and there was a loud hiss but the flames went down. I got another bowl and another and after the third bowl, the fire gave up. I had won. I had saved our house.

When Martin's parents and my parents came back a few hours later, they were all very happy and proud of me. My father said: "Well you really kept calm and reacted quickly for only being 9 years old," and my mother added: "You can only do something like that when the fire isn't too big," and I told her that I looked very closely to make sure that it wasn't too dangerous to run to the kitchen. And Martin's mother said that what I had done was exactly right. She also said that there are other kinds of fire, like when oil starts to burn in a pan. If you try to put that kind of fire out with water, then it will only get bigger and the hot fat can burn you very badly. For those fires you have to cover the burning fat, put a lid on it or put out the flames with a thick blanket. Martin and I were very impressed and I had the feeling that if we ever saw that kind of fire, we would know what we had to do. On that evening, I was able to fall asleep very quickly. I had done what was needed and that was a great feeling.



First name: _____ Age: _____ years

Drawing: When I was clever in a dangerous situation

Has it ever happened to you that you found yourself in a situation in which you did not know what to do but you still found a solution? Please draw a picture of your story.

A large, empty rectangular box intended for a child to draw a picture related to the writing prompt above.



First name: _____ **Age:** _____ years

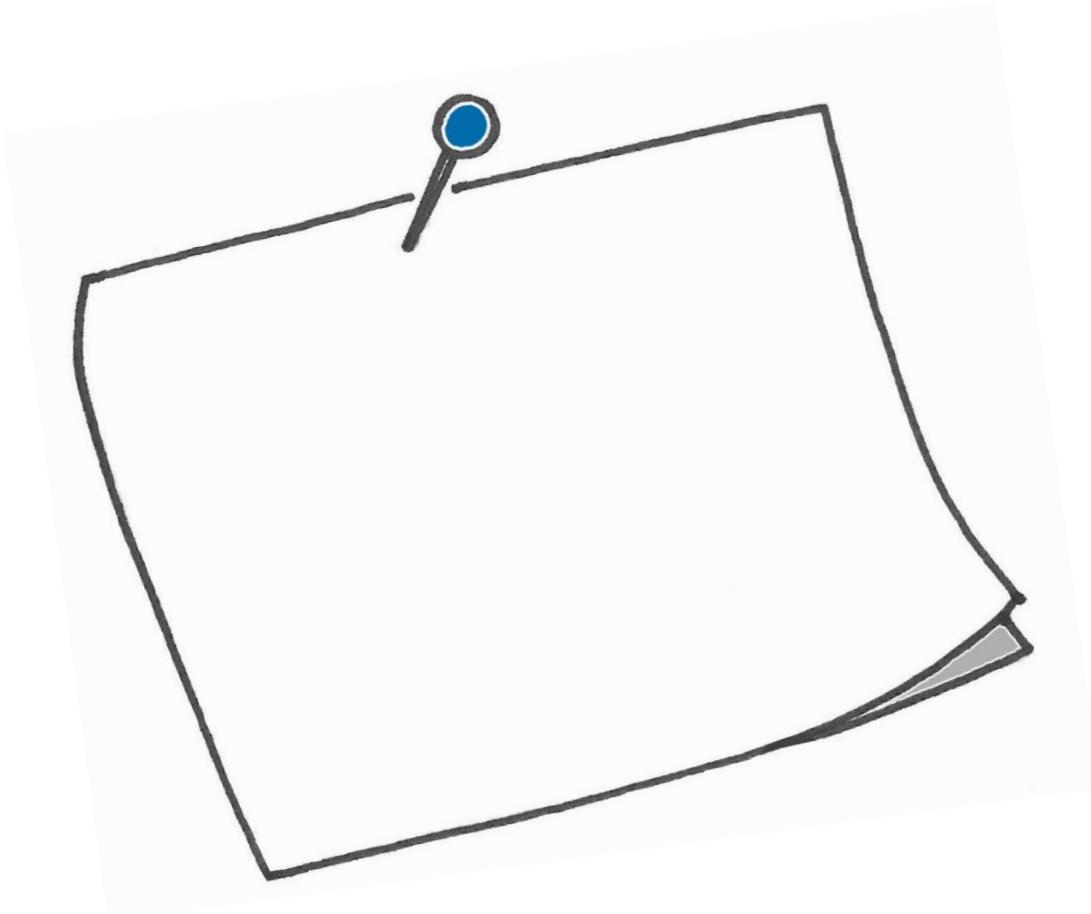
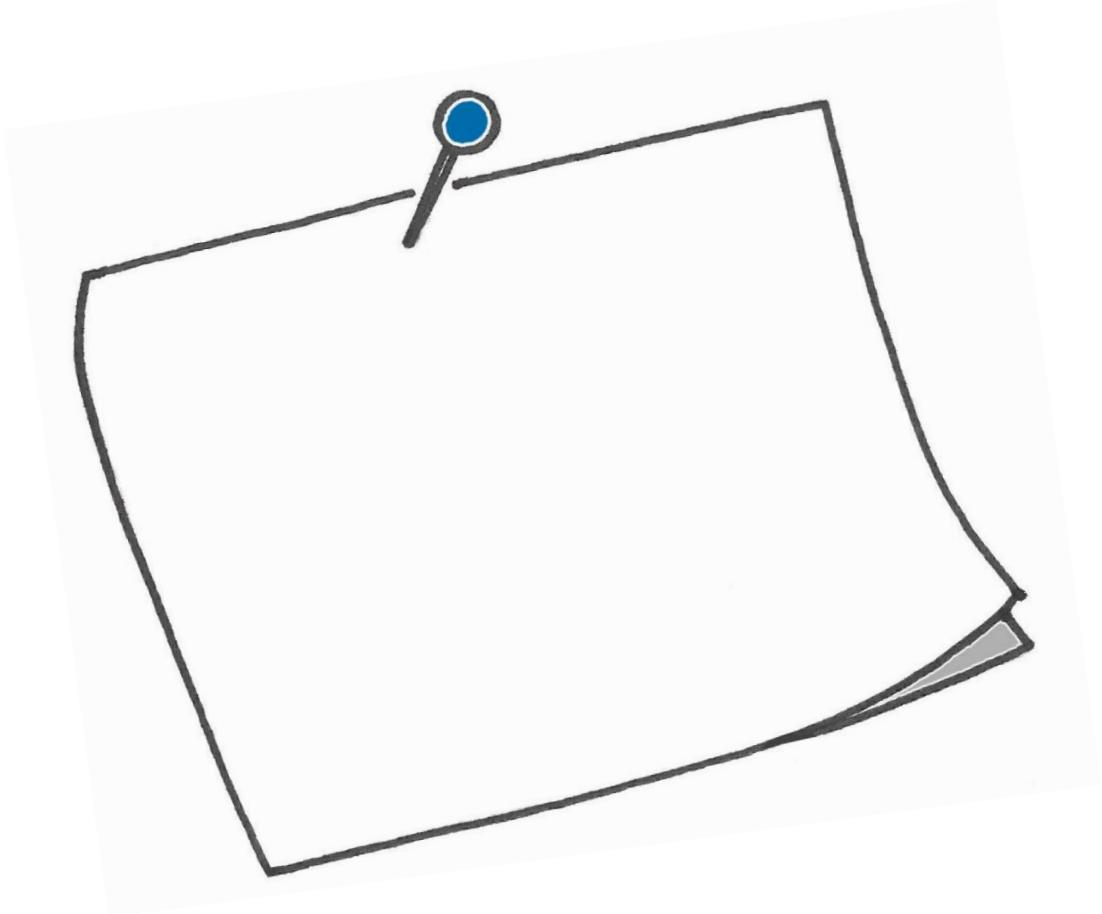
Story: When I was clever in a dangerous situation

Has it ever happened to you that you found yourself in a situation in which you did not know what to do but you still found a solution?

- 1. Introduction:** Who was where with whom in which situation?
 - 2. The danger:** What happened? How did you feel in this situation?
 - 3. The solution:** What did you try first?

 - 4. The Happy Ending:** What did finally work? How exactly did it happen? What have you learned from it?

Storytelling Club: Blank bills for tips



Worksheets Module 7

- Meditation
- Worksheet no. 11a 'Drawing: When I could show my strength'
- Worksheet no. 11b 'Story: When I could show my strength'
- Game: 'Guess the number'



Module 7



Exercise: Meditation (approx. 5 minutes)

Preparations:

Children get everything ready. Then have the children sit on chairs.



Possible introduction for teacher:

'I've already told you that we're going to do a little meditation exercise. It sharpens your mind, makes everything calm, and helps you to concentrate. Are you ready? Please sit up straight, close your eyes and leave them closed for the whole exercise. Imagine that there's a string on the back of your head that connects you with the sky. It pulls you up, you're going to sit very straight - and now it lets you gently back down, you stay sitting but however is comfortable for you. Very good. (Pause) Feel your breathing, how you're breathing in and out (pause). Feel how you're sitting on the chair, the places where you're touching the chair. (Pause) Feel your feet, how they're touching the floor (pause). Feel your shoulders (pause), your arms (pause), your hands. Listen to the noises around you (after about 1.5 minutes). Now slowly come back, give yourself time, and when you're ready, slowly open your eyes. (Pause.)'

When everyone has opened their eyes:

'Today we're going to write and draw a story that is really important to you. Maybe it's one of the stories you've already written and drawn, or maybe it's a story you haven't told us yet. So you can take a story you've already written, or you can discover a completely different, new story. You will also have a little more time for this story than you have for the others.'

Transition:

*'What we're going to draw and write today is a story for the question: (wait briefly) '**When did you realise that you're strong?**' (After a brief pause) Something that happened that made you realise 'I can do something. I am valuable.' Take your time to find the right moment. Again: We're looking for a story / an event that made you realise that you are strong. Once you've thought of something, draw the climax of this situation, the moment that was most exciting. Then you'll write the story, I'll explain that to you again in a moment. First take your time to find the story and then draw.'*

After about 10 minutes or when the first 3-4 children are finished:

'When you're done drawing, then get a worksheet. On the worksheet you'll first describe the situation, where and when it happened, who was there, what was the situation (A Introduction), how the problem happened (B Problem arises). Then you'll tell what exactly happened, what you did (C Main story) and how it ended (D End).'

Walk around and pass out the worksheets, or the children can come get the worksheet when they're done drawing.

First name: _____ Age: _____ years



Drawing: When I could show my strength

When did you realize that you are strong? Please draw your story:



First name: _____ **Age:** _____ years

Story: When I could show my strength

When did you realize that you are strong? Please write down your story:

-X-

Module 7



OPTIONAL (approx. 10 minutes)

Game: 'Guess the number'

Two children play together. One writes a number on the back of the other who then has to guess which number has been written.

Worksheets Module 8

- Worksheet no. 12 'The 7 keys to your strength'
- Template: Blank bills for tips
- Template: 'Invitation'
- Template: 'Procedure of presentation'



The 7 keys to your own strength



Be aware of what is going on
and be honest how you and others feel.



Know what you are good at,
be proud of it and also see the strengths of others.



Allow yourself to learn and make mistakes
You don't have to know everything right away.



Remember: Every problem has different solutions.
Think creatively and in different directions.



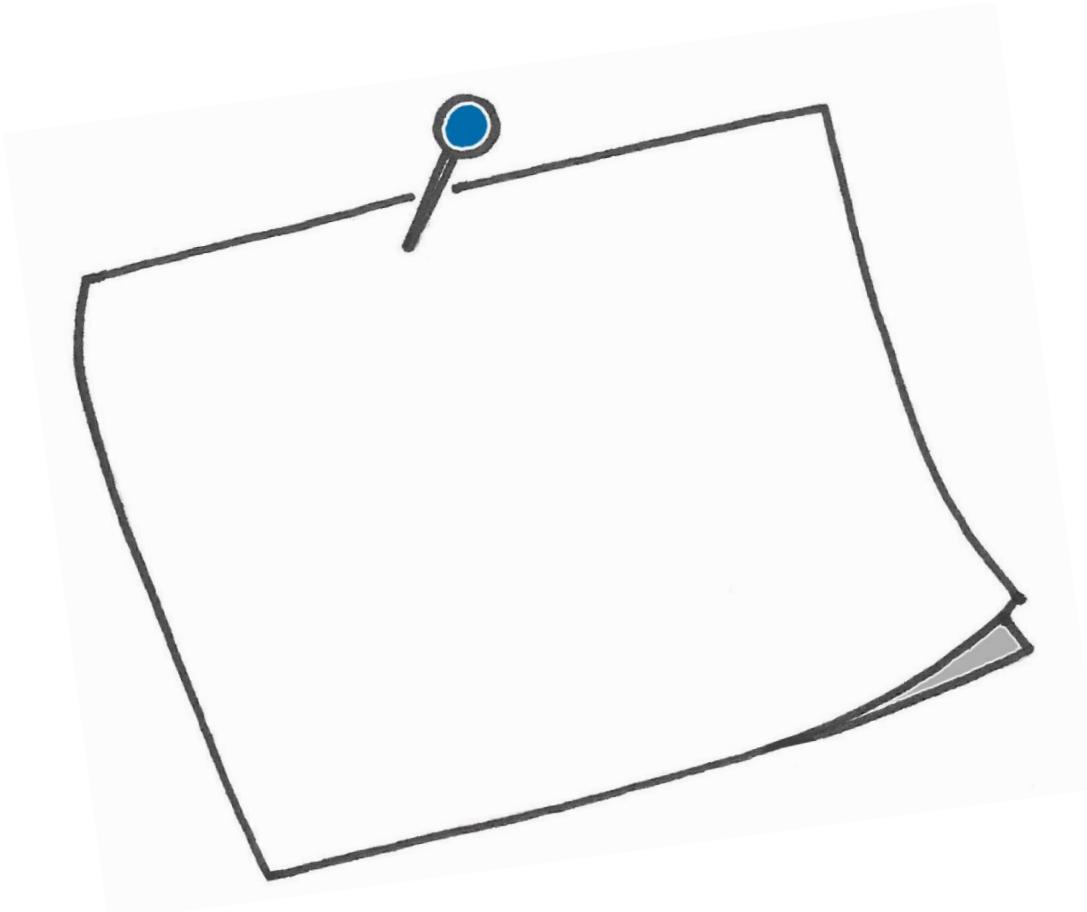
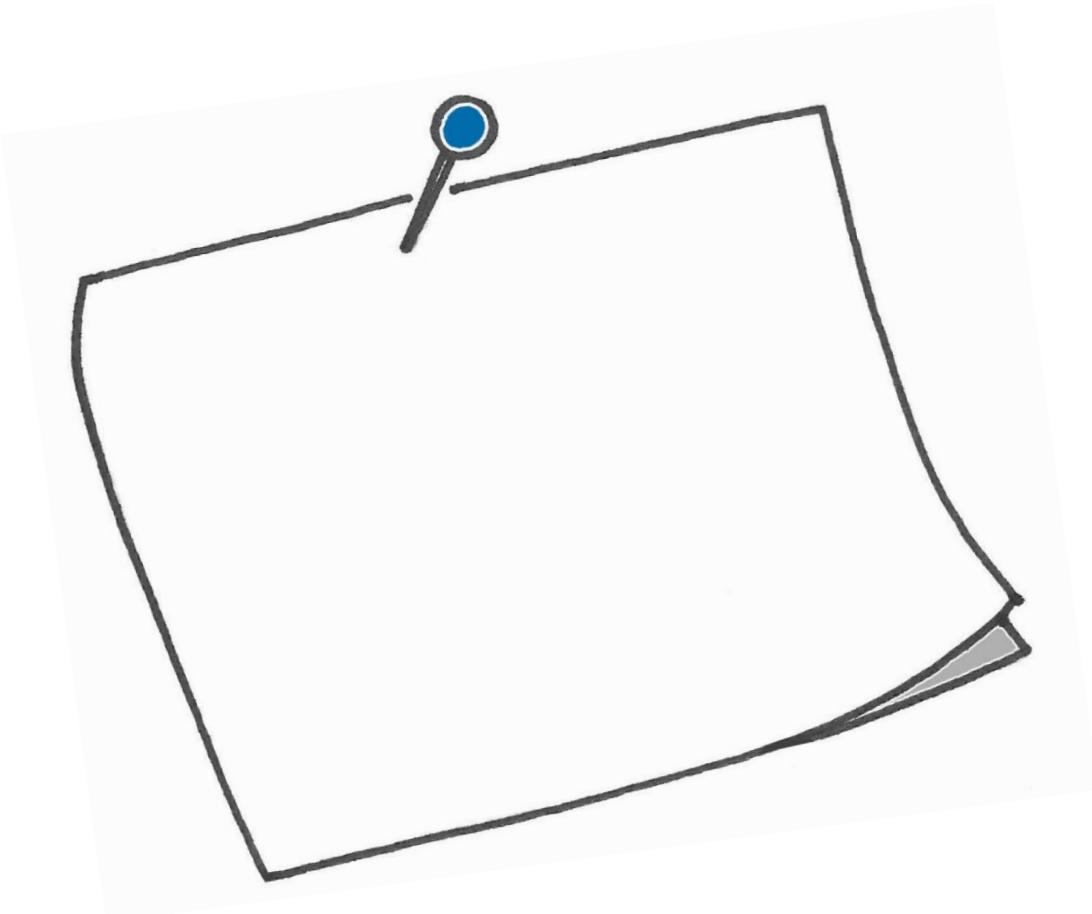
Go for it!
It'll bring you further in life.



See the positive sides!
And all the things that you already have mastered.

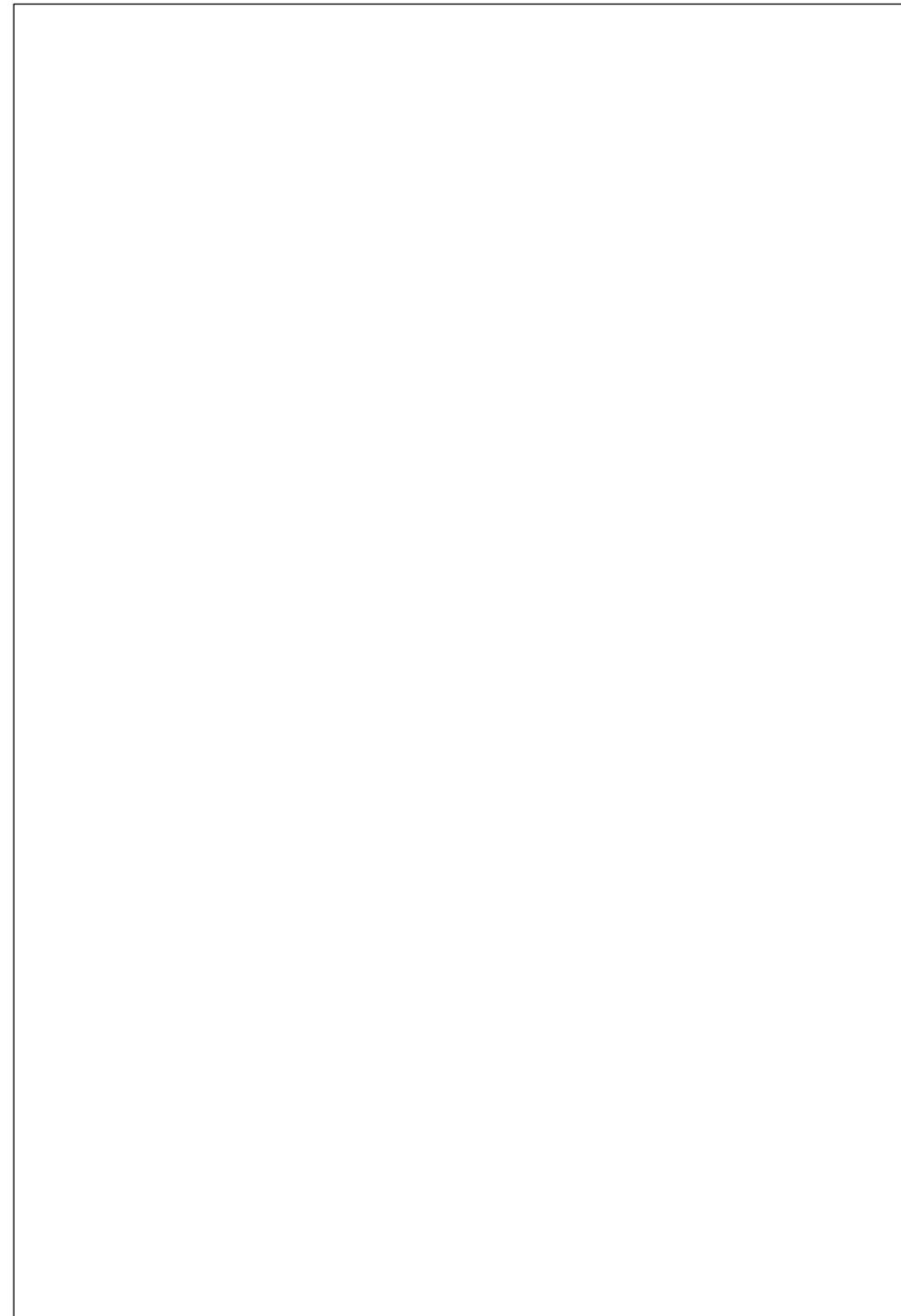


Trust yourself and look for support!
You don't have to solve everything alone.





Invitation:





Procedure of the presentation: