

# CREATIVE WRITING: VALUES IN FAIRY TALES



# Preface

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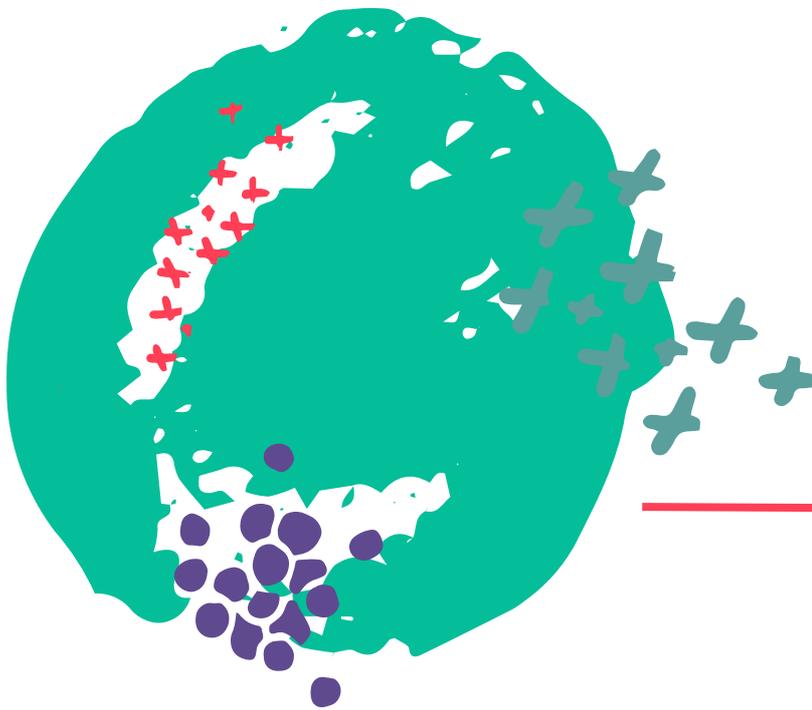
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**overview**

The H2020 European research project VAST- Values Across Space & Time is a collaboration among the National Center for Scientific Research 'Demokritos' (Greece), National and Kapodistrian University of Athens (Greece), the Athens & Epidaurus Festival (Greece), Università degli Studi di Milano (Italy), Fairytale Museum (Cyprus), Museo Galileo (Italy), Universidade NOVA de Lisboa – NOVA (Portugal) and Semantika (Slovenia).

The project envisions to study the dissemination of the European values (such as freedom, democracy, equality, tolerance, dialogue, human dignity, the rule of law) in space and time through the use of digitised materials and intangible cultural artefacts as well as to explore the communication, reception and perception of these values in the modern era. For the purposes of this research, three pilots have been described concerning: 1. the theatre/ancient drama, 2. the scientific texts of the 17th century, 3. the fairy tales.

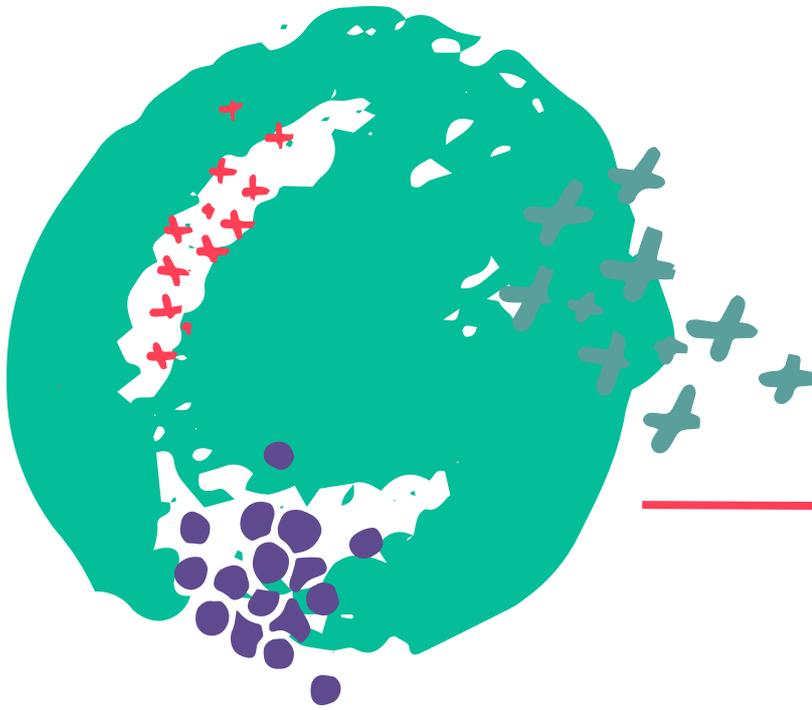
A digital platform has been developed, as part of the project, with open access to citizens. In this platform, values-related scientific and educational materials and research evidence/results will be posted, as well as various tools for scientific and research study.

Do not miss visiting!

The educational activity entitled '*Creative Writing: Values in Fairy Tales*' was designed in the context of the VAST project and targets young people aged 12 and above. This activity relies on the principles of non-formal education, where learning is achieved through interactive methodologies and tools such as role-plays, video games and simulations.

According to the Council of Europe's European Youth Foundation, non-formal education is complementary to formal and non-formal education and focuses on delivering structured education which centralises on the active involvement of learners. Participants are invited to be part of the process (expressing feelings, values and beliefs) by linking its content to their real life. Non-formal learning activities aim to develop life skills as well as to strengthen the active citizenship of the participants. This handbook has been designed to provide suggested training material for members of youth organisations, museums or schools wishing to work in this direction.

Enjoy reading!



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**activity**

# Institution

Fairy Tale Museum (Nicosia)



## Audience

12+ years old

## Title

Creative Writing: Values in Fairy Tales.

## Description

The Creative Writing activity "Values in Fairy Tales", through a journey into the magical world of fairy tales and how these are created (as presented by Vladimir Propp), but also through the exploration of the values that derive from them (in the context of Values Framework developed at the [VAST project](#)), lures adolescents into an introspection on how these values govern their everyday life and the society in which they live.

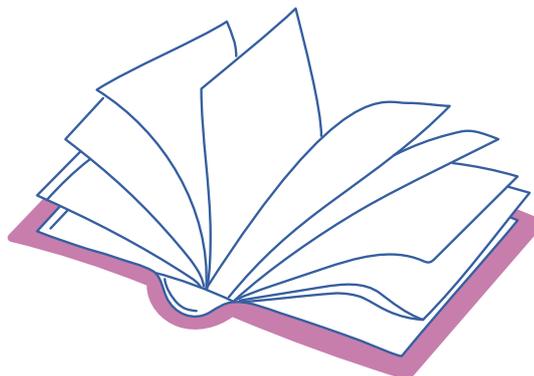


# Educational Objectives



Through this activity the participants are expected to:

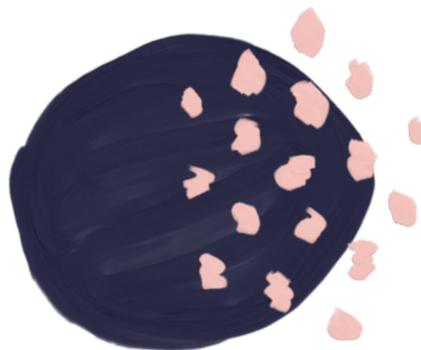
- 1 come into contact with the world of fairy tales and the values associated with them
- 2 understand the main functions and characters presented in fairy tales as well as the role of values in today's life
- 3 learn about the Morphology of the Folktale as presented by Vladimir Propp
- 4 enhance their basic and special skills stemming from creative writing (e.g., creativity, critical thinking, writing of a fairy tale, introspection, reflection)
- 5 understand how values influence/govern their lives as well as the society



# Expected outcomes

After completing the activity, the participants:

- 1 will have understood the structure of fairy tales as presented by Vladimir Propp, and the values associated with them
- 2 will have enhanced their creativity, critical thinking, introspection, reflection and writing of stories
- 3 will have constructed fairy tales to highlight values
- 4 have worked together to argue on how values emerge from fairy tales and other stories
- 5 will have realised how values influence/govern their lives as well as the society



# Structure



Duration

70' - 90'

Educational materials/tools

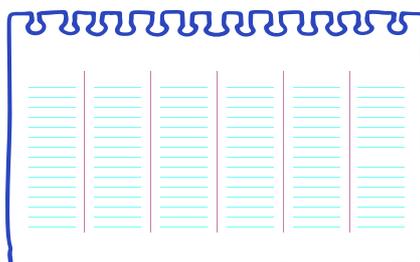
- Pieces of Papers or Sticky Notes
- Projector
- Laptop (connected with the projector)
- Propp Presentation
- Values Presentation
- Value Cards
- Discussion Guide (Semi-Structured Questionnaire)
- Questionnaires (Pre- & Post Assessment)
- Reflection Poster
- Activity Evaluation Questionnaire

Educator/facilitator

2 educators/facilitators for 30 persons

Target group

teenagers (12+) & young adults



## Modules/sections (design)

<b>Welcome</b>	Duration: 10'	Materials/tools: Small Pieces of Paper or Sticky Notes, Pre-Assessment Questionnaire	Described in pages: 10
<b>1st part of the activity</b>	Duration: 10'	Materials/tools: Laptop, Projector, Presentation, Propp Cards	Described in pages: 11
<b>2nd part of the activity</b>	Duration: 30'	Materials/tools: Propp Cards, Value Cards, Semi-Structured Questionnaire (Discussion Guide)	Described in pages: 12
<b>3rd part of the activity</b>	Duration: 20'	Materials/tools: Post-Assessment Questionnaire, Reflection Poster	Described in pages: 13
<b>Farewell - Activity evaluation</b>	Described in pages: 14		

## Welcome

### A. Introduction (5')

Welcome of the participants, facilitator's introductions & information about the activity.

### B. Ice breaker activity (5')



#### Game: Guess Who Am I

Hand out a small piece of paper to the group (or class) and ask them to write something about themselves that no one else would know.

Collect all papers in a box and randomly pick one.

Read it out loud and ask the group (or class) to guess to whom this paper belongs to. You can read aloud as many papers as you want, given the time availability you have.

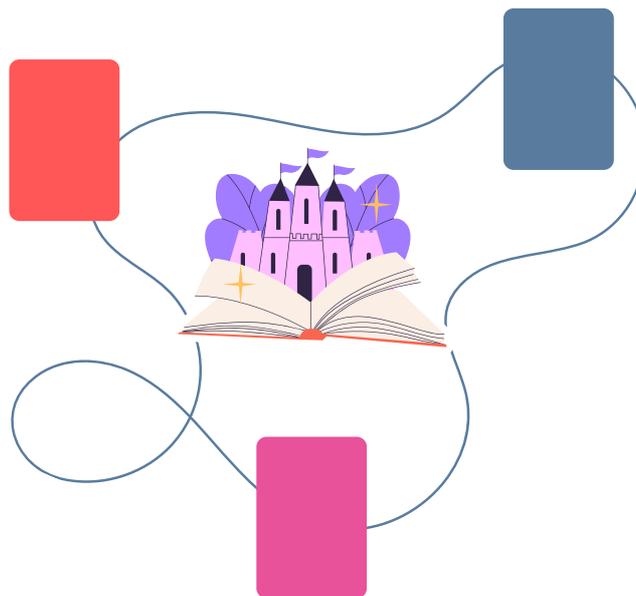
*Note/Tip for the Educator/Facilitator: The icebreaker above is an example; any ice breaker activity can be used.*



1st part of the activity: *Morphology of the Folktale (Vladimir Propp)*

- Presentation of the structure of fairy tales by Vladimir Propp.
- In this part, the group will learn about Vladimir Propp and his work on the morphology of the fairy tale, noting the characters and the functions appearing in fairy tales (not necessarily all included in a single fairy tale).

*If possible, display the cards with the characters and functions onscreen so that the students can consult them at any time, or otherwise print them and give them to each group.*



## 2nd part of the activity: *Co-Creation of Stories*

- Creation of stories aiming to showcase the values given.
- In this unit, the group will have the opportunity to collaborate and create stories respecting the characters and functions presented by Propp, for showcasing the values given to them.



### **Activity**

Divide the class (or the participants) into groups and ask each group to write a short story (1-2 pages) in which the following values are highlighted (each group knows only the values they received and not those of the other group(s):

Group 1: Love, Democracy, Justice

Group 2: Solidarity, Equality, Peace

Group 3: Dignity, Loyalty, Empathy

Group 4: Kindness, Generosity, Freedom

When all groups are finished, each group will present (narration and projector presentation) their story and the others will be asked to identify the values included.

*Note: In the event of fewer groups, the values will be divided equally among the groups created.*



### **Discussion**

Following the identification of values emerging from all stories presented, the facilitator should engage participants in a discussion about them (see Guide for Discussion for discussion questions).

### 3rd part of the activity *Impact/Reflection*



Reflection on the activity experience & assessment of its impact on the participants.



In this unit, the group will have the opportunity to reflect on what they experienced and assess the impact the activity had on them.



#### **Group Reflection**

If the group is small then create a circle or arrange the chairs in a U-shape so that there is direct eye contact between all members of the group.

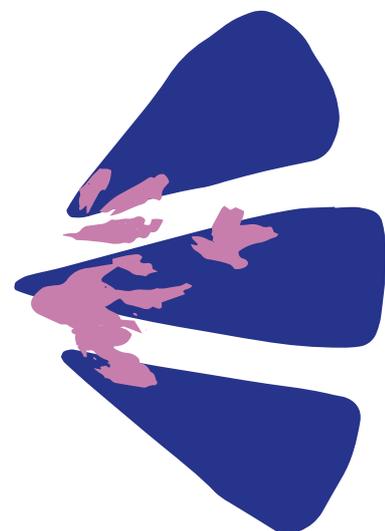
If the group is large (e.g., a whole class) then divide the students into groups and give them the reflection questions which they all have to answer (one answer from each student so that everyone is involved).

## Farewell - Activity evaluation

-  Summarize the most important points. Point out the role values have in our lives and the society as well as the outcomes of the group reflection. Then, ask the participants to complete the Activity Evaluation Questionnaire.
- 

Suggested questions for the evaluation:

- How satisfied are you from the activity you have just participated?
- Which part of the activity was the best for you?
- Which part of the activity was the worst for you?
- Was the room and equipment appropriate for the effective implementation of the activity?
- Did the facilitator have the required knowledge and skills to appropriately coordinate the activity?
- Was the duration of the activity too short, sufficient or too long/tiring?
- Would you say that through the activity you appreciated more/understood better the importance of values in our daily lives?
- Was the activity interactive and interesting?
- What could we improve in future re-runs of the activity?





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