The values travel through narrative (fairy tales)

Create value logos

Preface

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[1] Folklife and Ethnological Museum of Macedonia-Thrace, Greece

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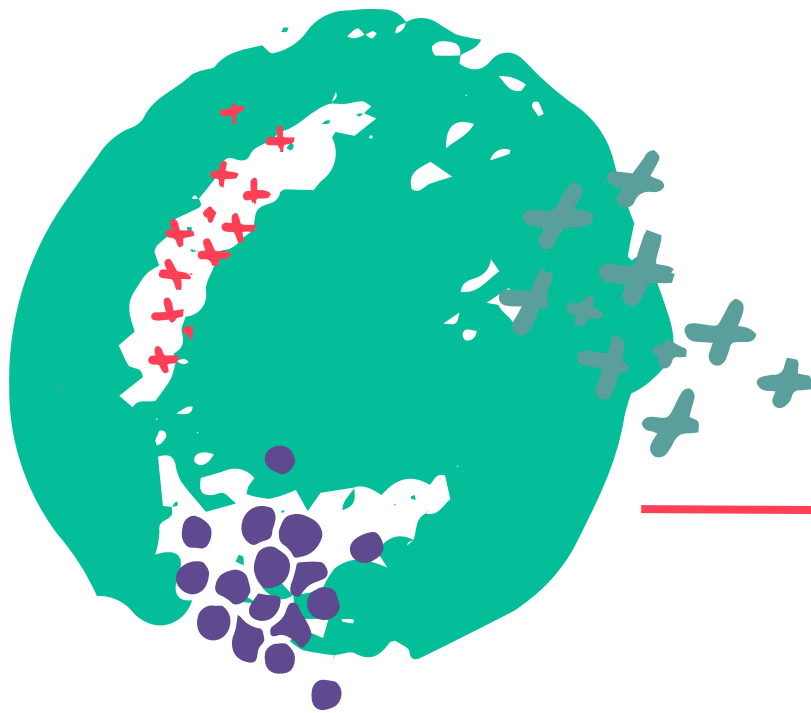
overview

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,
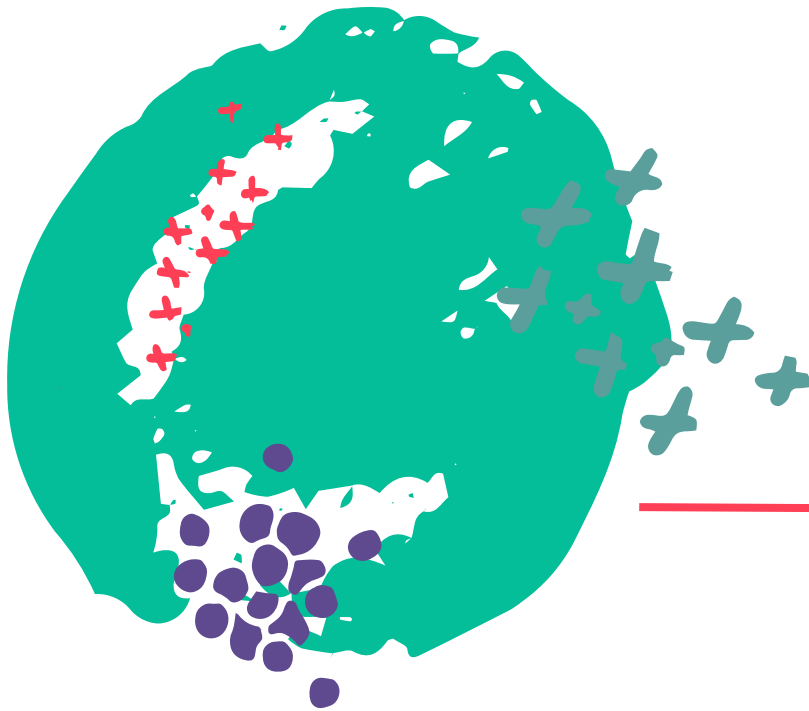3. the fairy tales.

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 "**The values travel through narrative (fairy tales) – Create value logos**" has been designed as part of the VAST project framework and it is aimed at primary school students. This activity has been designed based on the principles of experiential learning and a collaborative teaching approach, where the active participation of students is encouraged through dialogue and practice, and has been piloted in the context of our collaboration with the Folklife and Ethnological Museum of Macedonia-Thrace (Greece).

According to the Council of Europe and the principles of democratic citizenship and human rights education, the educational process must, beyond imparting knowledge, aim at highlighting values, as well as cultivating attitudes and skills aimed at raising awareness and to motivate young people for further thought and reflection.

This educational guide was designed to present and distribute recommended educational material to educators/museum curators who wish to work towards this direction.

Enjoy reading!

activity

Title

The values travel through narrative (fairy tales) – Create value logos

Description

Through narrative/storytelling, whether we are talking about the telling of classical fairy tales or folk stories and novels, the narrator/storyteller seeks to convey certain messages and values to his/her audience. The tone and inflection of the voice, body language and the use of external stimuli during the narration, such as the use of musical instruments, are some of the elements that the narrator/storyteller must take into account in order to keep the audience's interest and achieve his/her goal. In some cases, narratives should also have a pedagogical character, without being didactic, especially when they are addressed at younger children and youth. Thus, by using a story/fairy tale as a stimulus, the participants in this activity are invited to reflect and discuss the concept of moral values and the role they play in their lives as active members of society.
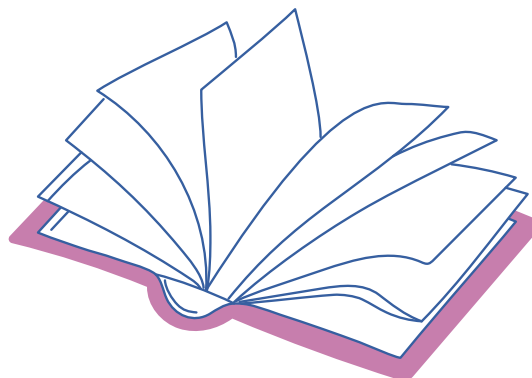
Educational Objectives

Through this educational activity, participants are encouraged to:

1. reflect on moral values and their role in our lives

2. to work in groups and exchange thoughts and reflections

Expected outcomes

On completion of the educational activity, participants will be able to:

1   establish a common conceptual framework regarding the concept of moral values

2   understand the timelessness of values

3   understand the diversity of how they are perceived by each of us

4   understand the important role of values in their everyday life as active citizens
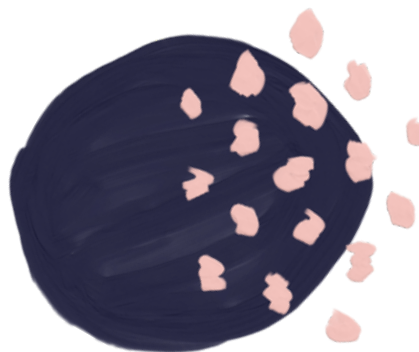
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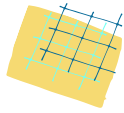
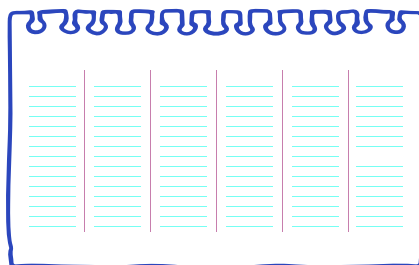|	
Duration	**90'**
Educational materials/tools	• **Brainstorming** • **Discussion and reflection** • **Working in groups**
Educator/facilitator	**1 educator/facilitator for each group of 5-7 students**
Target group	**Primary school (7-12 years old)**

Modules/sections (design)

Welcome

Duration:	15'
Materials/tools:	Ice breaker activity
Described in pages:	9-10

1st part of the activity

Duration:	15'
Materials/tools:	Brainstorming / Discussion White board
Described in pages:	11-12

2nd part of the activity

Duration:	20'
Materials/tools:	Discussion about values through narratives (fairy tales)
Described in pages:	13

3rd part of the activity

Duration:	30'
Materials/tools:	Creating crafts using paper, paints and other stationery
Described in pages:	14-15

Farewell - Activity evaluation

Described in pages:	16

A. Introduction (5')

Welcome of the participants & information about the activity.

B. Ice breaker activity (5')

The facilitator can choose an ice breaker activity in order to get to know the group members and make them feel more familiar with each other. Suggested activities:
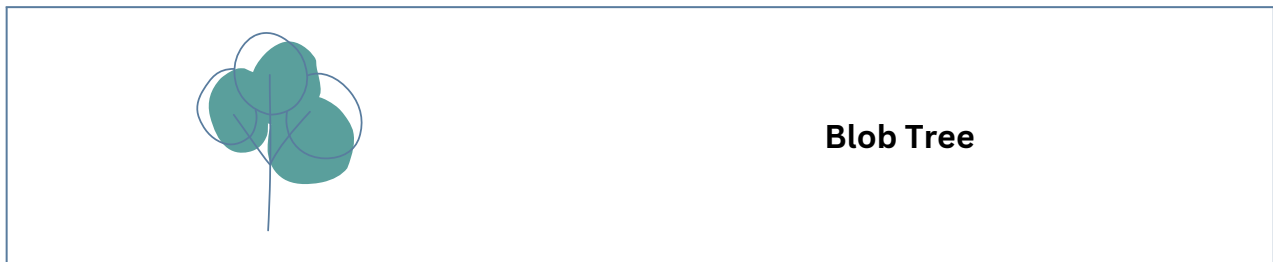
Blob Tree

(https://en.wikipedia.org/wiki/Blob_Tree)

In this activity, students are encouraged to identify themselves with one of the little men on the tree and describe the value/feeling they feel. The Blob Tree is a self-reflection tool for students to express how they see themselves. On the basis of this educational tool, the educator/facilitator encourages the initiation of a discussion around concepts such as feelings and values. The worksheet could either be distributed individually to each student or printed out in a larger format and stuck in a place visible to all.

Questions:

1. Which little man do you see yourself as? What does it mean to you?
2. Which little man do you not identify with at all? What does it mean to you?

Describe yourself

The facilitator encourages the students to write on a piece of paper two (2) characteristics/values/emotions that they think describe themselves and one (1) that does not. They then walk freely around the room and when the educator/facilitator gives the signal, they should look for a pair and each person should mention the three (3) characteristics/values/emotions they wrote on the piece of paper and ask the other person to guess which one is 'lying'.
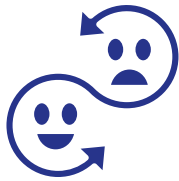
I feel

All the students are in a circle. Among them is the educator/facilitator, who holds the end of a tangle. On the basis of the phrase 'I feel....', the facilitator encourages the students to express themselves freely by throwing the ball to each of them and instructing each participant who speaks to hold one end and then throw it to the next. After all the participants have taken the floor, a cobweb has been created in the middle of the circle, somehow connecting all the members of the circle. The students are encouraged to return the web to its original form (reverse), mentioning what was said as the most important by the classmate who had given them the floor.

Note/Tip for the educator/facilitator: The facilitator/educator is encouraged to note on the whiteboard the values/feelings mentioned during the experiential activity in order to use these ideas as a trigger for the next activity.

1st part of the activity: *What is the concept of values?*

> In this part, the facilitator/educator is asked to discuss with the students the concept of values, defining a common conceptual framework.

Based on the previous activity and the thoughts/emotions/values heard, the facilitator encourages the students to reflect on and define values. In addition, he/she could use some photographs depicting images from everyday life (Appendix I), where students could, through discussion, reflect on and annotate the images with specific values which would have been handed out to them on slips of paper. At the end, a collage of value-oriented photos could be created.

Suggested questions tailored to the exact age of the participants:

1. What is a value? What other values do you know?
2. What does value mean? How is it cultivated?
3. Do values influence our lives? If so, in what way? (decision-making process, moral dilemmas, character formation, etc.)

The aim of the activity is to form a common conceptual framework regarding the concept of value, as well as to create a set/list of values.

Tip: During the discussion, it is important to use an example from the students' everyday life in order for them to reflect practically on how our values influence the decisions we make. In this respect, the images shared help students to think of examples from their own everyday life.

In this part, the facilitator/educator introduces to the students some values through storytelling.

Suggested fairy tales:
- "The sweetest bread", Dimitrios Loukatos (1957) Neohellenic Folklore Texts, published by I. N. Zacharopoulos
- "The Magic Mill", Greek Fairy Tales, Collection C. A. Mega, The Vima
- "Spanos and the Forty Dragons", Magical Fairy Tales of Russia, ed: Hermes, 1974

Choosing a familiar to them traditional fairytale, he/she encourages them to reflect on values through a concrete story. The narrative starts and somehow is highlighted the followings:

- narrative plot
- the main character(s)
- moral dilemma(s)

The aim of the activity is to encourage participants to think critically about values in a non-didactic way and, above all, to reflect on history and the values communicated through it. At the end of the story, the facilitator/educator encourages a plenary discussion regarding the values of the story.

Tip: The facilitator/educator is encouraged to make the narration more interactive and descriptive, making the process more enjoyable and engaging for the students and ensuring their attention. Interactivity through the narrative could be achieved through interaction between participants in the form of question and answer sessions during the narrative, the use of sound/music, and role reversal between the facilitators/educators in the group.

3rd part of the activity: *Visualization of values – create values logos*

In this part, the facilitator/educator encourages the students to choose a value and working individually or in groups to try to visualize it. The final output could be a value logo or/and a value craft.

Once this work is completed, all the crafts will be exhibited by creating the 'value-laundry'.

In this activity, the facilitator/educator encourages the students to choose a value from those already discussed and work either individually or in a group to try to visualize it. The end result could be a logo symbolizing a value and/or a corresponding craft.

Tip: At the beginning of the activity, the facilitator/educator encourages the students to think freely about how a value could look like and being as much creative as possible using the available stationery.

Farewell - Activity evaluation

At the end of the activity, the facilitator/educator is asked to summarize what has happened, focusing on some points that he/she considers most important.

It is suggested that the facilitator should focus on the conceptual framework of values, as formed during the discussion, as well as highlight the dimension of the diversity of values, as a result of the different way each person perceives and prioritizes them.
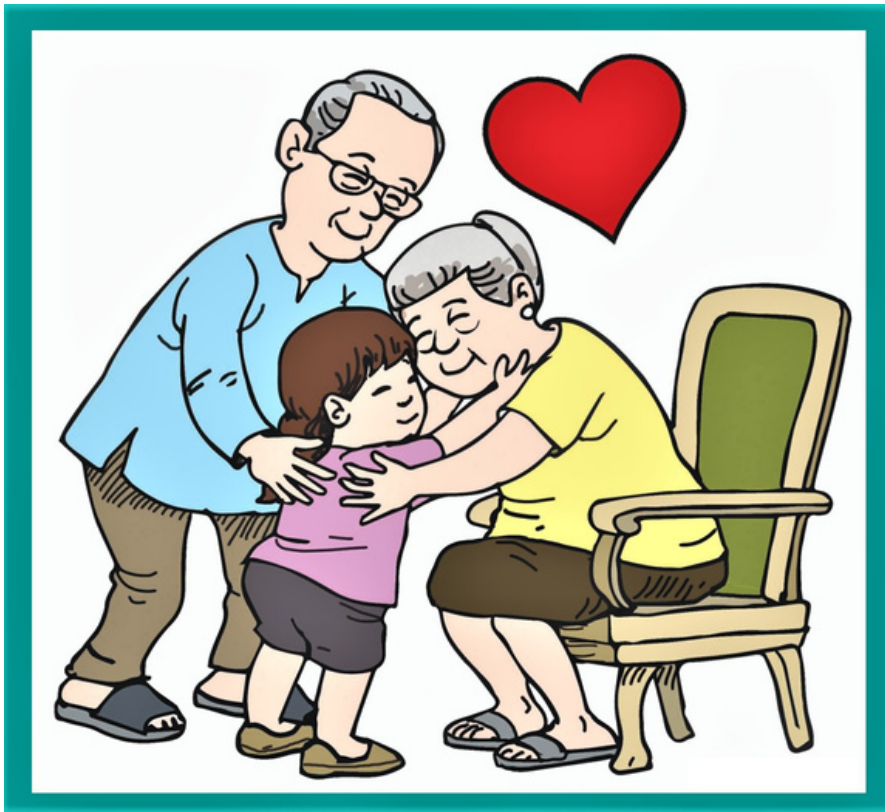
The facilitator/educator is then encouraged to distribute an evaluation questionnaire of the activity to the students, always taking into account the exact age group of the participants and their willingness to respond (Appendix II).
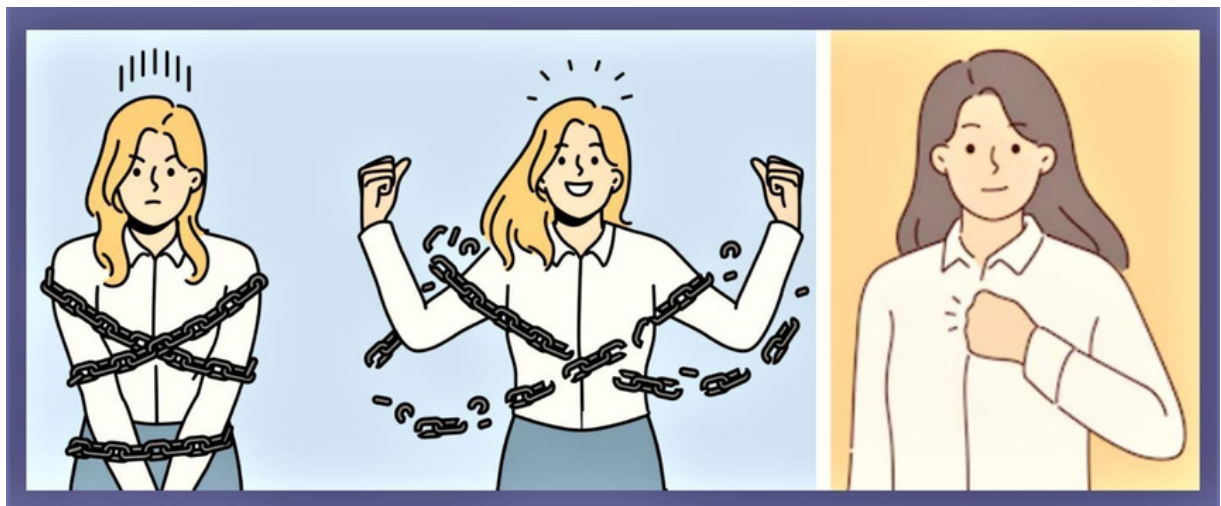
APPENDIX - I

Suggested examples of images of everyday life that symbolize values

APPENDIX - II

The values travel through narrative (fairy tales) – Create value logos

Evaluation Questionnaire

1. Gender

_____ Boy _____ Girl _____ Other

2. Age _____

3.What would you say about the following?

	I didn't like at all	I didn't like	I don't know	I liked	I liked a lot
the content					
the structure					
the duration					

4. What would you say about the following?

	I didn't like at all	I didn't like	I don't know	I liked	I liked a lot
Ice breaking activity					
The values through pictures					
The storytelling					
The craft					

5. During your participation did you have time to say everything you wanted to say?

_____ Yes _____ No _____ Idon'tknow

6. During your participation did you cooperate with your classmates?

_____ Yes _____ No _____ I don't know

7.Wouldyouliketoparticipateinasimilaractivityagain?

_____ Yes _____ No _____Don't know

8. What is/what does value look like? _____

Thank you for your participation!

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values
across
space
& time

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