



INCLUSIVE IMPRO THEATRE



IMPRO

Activity Handbook For Teachers



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PARTNERS



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INTRODUCTION

IMPROV is the comedic art form made of short games where player create a scene, story or situation **spontaneously**.

It is an amazing and transformative educational tool if you want to create a trauma responsive classroom, help all your student break through their resistance to writing and create an inclusive classroom community based on trust, respect and that embraces diversity.

Some of the **benefits** of incorporating improv in schools include:

Support for the democratic values of the education system

Incorporation of new vocabulary in the classroom

Acknowledgement and supports of diversity

Classroom community building

Support of discovery learning

Increased intrinsic motivation

Better listening from teachers

Writing fluency building

In order to promote **inclusion** and preventing early school leaving, we have develop a number of activities on 12 traditional and universal stories focusing on the **values** portrayed by them.

These stories have been adapted to each partner country or region with the ultimate aim of fostering the students **creativity** through **theatre** and other innovative techniques.

This porfolio is a repositorium of activities that teachers can use in their classes in order to show their students how the stories and the values portrayed can be used to **tackle the issues** they face.

STORIES

1. **The Little Prince** by Antoine de Saint-Exupéry

2. **The Emperor New Clothes** by Hans Christian Andersen

3. **Cinderella** by Charles Perrault

4. **The Musicians of Bremen** by Jacob Grimm and Wilhelm Grimm

5. **The Wizard of Oz** by L. Frank Baum

6. **Robin Hood** by Walter Scott

7. **Puss in Boots** by Charles Perrault

8. **The Gulliver Travels** by Jonathan Swift

9. **Matilda** by Roald Dahl

10. **Harry Potter** by J.K. Rowling

11. **Wonder** by R.J. Palacio

12. **The Selfish Giant** by Oscar Wilde



VALUES PORTRAYED

TOP 20 UNIVERSAL VALUES

Faith
Respect
Honesty
Equality
Inclusion
True love
Listening
Empathy
Goodwill
Tolerance
Solidarity
Resilience
Friendship
Acceptance
Compassion
Cooperation
Determination
Bravery/Courage
Sensitivity to Inclusion
Personal development

1. The Little Prince by Antoine de Saint-Exupéry

DE LA SALLE COLLEGE (IRELAND)

SUMMARY

A pilot, stranded in the desert, meets a little boy who is a prince on a planet. Then the pilot is befriended by the "little" prince from the planet Asteroid B-612 as he learns of the small boy's history and planet-hopping journeys in which he met a King, a businessman, an historian, and a general. It isn't until he comes to Earth that the Little Prince learns the secrets of the importance of life from a Fox, a Snake, and the pilot.



VALUES PORTRAYED

- **Relationships and responsibility:** Relationships Teach Responsibility. The Little Prince teaches that the responsibility demanded by relationships with others leads to a greater understanding and appreciation of one's responsibilities to the world in general
- **Love:** The story of the prince and his rose is a parable (a story that teaches a lesson) about the nature of real love. The prince's love for his rose is the driving force behind the novel. The prince leaves his planet because of the rose; the rose permeates the prince's discussions with the narrator; and eventually, the rose becomes the reason the prince wants to return to his planet. The source of the prince's love is his sense of responsibility toward his beloved rose.
- **Friendship:** Friends bring more happiness into our lives than virtually anything else. Friendships have a huge impact on your mental health and happiness. Good friends relieve stress, provide comfort and joy, and prevent loneliness and isolation. Developing close friendships can also have a powerful impact on your physical health. When the fox asks to be tamed, he explains to the little prince that investing oneself in another person makes that person, and everything associated with him or her, more special. The Little Prince shows that what one gives to another is even more important than what that other gives back in return.

1. The Little Prince by Antoine de Saint-Exupéry

DE LA SALLE COLLEGE (IRELAND)

VALUES PORTRAYED

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

What lesson do we learn from The Little Prince?

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

• **Appreciation:** Nothing in your life is not guaranteed to be there tomorrow, including those you love. This is a hard life lesson to learn, but it may be the most important of all: Life can change in an instant. Make sure you appreciate what you have, while you still have it.

ACTIVITIES

"The Little Prince" Role Play

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

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

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

Questions:

• What problems and issues is the Rose experiencing in today's world?

(e.g. one of the themes centres around looking beneath the surface to see inner beauty). Do young people feel pressure to look/behave a certain way? Explore

• Why is the rose unhappy? Again, link with issues that young people may be facing – Relationships, friendships, love, truth and honesty.

• How can The Prince help the rose? E.g. listening (being a good friend). Empathy, showing compassion, giving advice etc.



1. The Little Prince by Antoine de Saint-Exupéry

DE LA SALLE COLLEGE (IRELAND)

ACTIVITIES

Students will work in pairs or small groups and explore the various characters that The Prince has encountered (see below). Each group will pick a character.

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

The groups would come up with a dialogue and act out the conversation they would have with their assigned character.

CHARACTERS:



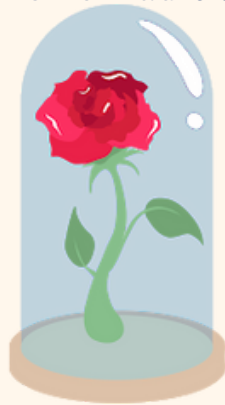
- **King:** Is depicted a self-centered person who thinks highly of himself. However, this superiority brings only loneliness to him and causes people, like the little Prince to leave him. He thinks he knows everything and possesses everything, but in truth, he is very ignorant of the world beyond his miniature planet. The King represents people in our society who thinks of themselves as superior beings. They don't listen to other's opinions and disregard the consequences of their actions. In the end, all they get is disrespect instead of the respect that they believe they should have.
- **The Clown** (Vain Man or in the book it's called the Show Off): like the King, he is also very conceited. However, unlike the King, he is so self-indulged that he lives his life looking for admirers. The Clown is like a blind person who cannot see the beauty of the world because he is so focused on himself. He also does not recognize faults within himself because he's so self-absorbed. For a person to be respected and admired, one needs to contribute to the world or to make a difference in someone's life. The Clown does neither. He is living a life that is meaningless and full of lies because he fully believes that he's the most wonderful person in the world, even though he did nothing to build his reputation. He is vain and conceited.

1. The Little Prince by Antoine de Saint-Exupéry

DE LA SALLE COLLEGE (IRELAND)

- **The Flower:** Flowers blossom from tiny sprouts which grow from tiny seeds under the earth. Throughout the life of a flower, it changes and grows and blossoms. The flower in the story grows like this too, except she grows to becoming more mature and caring. At the beginning she nags the little prince all the time and orders him to do stuff for her. She seems very conceited, but when the little Prince leaves, she feels very sad and thinks that it is her fault that the little Prince is leaving.

The flower to the Prince, is the treasure and the "essential" that one can only see with the heart. He finally learns to appreciate her because he has lost her. The flower can be compared to mothers.



Mothers nag their children all the time to pick their clothes, make the bed, take the trash out, and perform different duties. However, their intentions are good. They care deeply for their children.

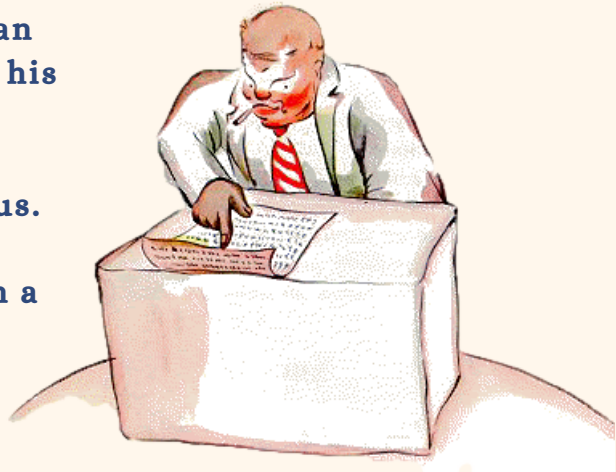
- **The Little Prince:** he represents innocence, ignorance, purity, and stupidity. When the Prince goes to visit the people on the planets, he cannot understand them and thinks that they are very bizarre. He wonders why the Businessman counts the stars because he doesn't do anything with them except "possess" them. He also does not understand why his Flower is "ephemeral", and that he will lose her one day because she will die. These truths remain unclear throughout his journey because he is innocent. He cannot see the reality of the world around him, nor can he understand the mind of the adults. When he meets the Snake, the Snake does not bite him because he is so pure. The Little Prince does not know the dangers that a snake represents and so he talks to it just like he did to the Fox. His mind is unadulterated by evil, money, and greed like the mind of adults are. Furthermore, he can see what adults don't. The Prince brings back childhood memories into the life of the narrator that he has long forgotten. He teaches the narrator to be responsible for those you love and have tamed, and to be yourself even though no one is listening to you. The little prince also teaches us that the best things in the world aren't necessarily the most expensive, the rarest, the fanciest, but the things that we see and can enjoy everyday like friends and family.

1. The Little Prince by Antoine de Saint-Exupéry

DE LA SALLE COLLEGE (IRELAND)

- **The Businessman:** The Businessman represents the perfect adult because his mind is only occupied by numbers. As we grow up, our interests change because of what society demands of us.

We must take responsibility and earn a living. Hence, we can no longer be a child and play with toys or play on playground.

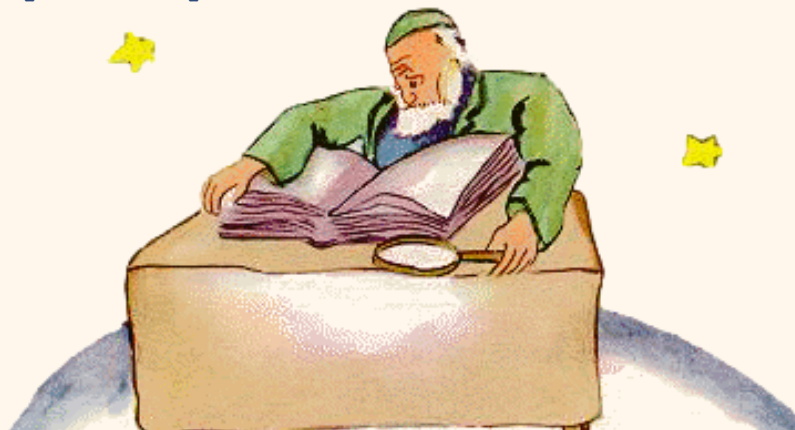


- **The Tippler:** The tippler, or the drunkard is a man who drinks because he is ashamed of drinking!! It's a vicious cycle that goes on forever...such men are seen in real life.

- **The Geographer:**

Why is it that the geographer speaks and records about these adventures, but never lives them?

The geographer speaks of all this stuff involving geography but claims that he is a geographer not an explorer, therefore it is not "his" job to explore his planet.



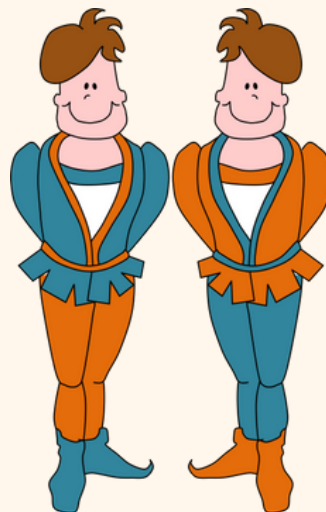
2. The Emperor New Clothes by Hans Christian Andersen

DE LA SALLE COLLEGE (IRELAND)

SUMMARY

In this story, the Emperor loves fine clothing. Two men, swindlers, arrive in the city claiming to be the best weavers imaginable. They claim that the clothing they make is the finest with beautiful, intricate patterns. The swindlers say that this clothing is also magical and would appear invisible to anyone who was stupid or incompetent.

The Emperor is excited about this amazing product, and he pays the men a huge sum to make these magnificent clothes. The swindlers then pretended to weave and sew the clothing with empty looms and needles without thread. The Emperor sends men to check on the swindler's work. When each man realizes he sees nothing, he does not want to admit it for fear he would be accused of being stupid and incompetent. So, each man lies to the Emperor, saying how the clothing was magnificent.



The clothing is brought to the Emperor on the day of a great procession. The Emperor sees nothing, but he, too, did not want to admit to being stupid or incompetent, so he agrees that the clothing is exquisite. After being dressed in the invisible garments, the Emperor marches in the procession in front of his entire kingdom. Everyone in the kingdom sees the emperor without clothes, but for fear of being accused of being stupid or incompetent, they all sing the false praises of their Emperor's fine clothing.

Finally, a child says, "But he doesn't have anything on!" Everyone realizes that if an innocent child is saying this, then it must be true. Everyone starts exclaiming, "He doesn't have anything on!" The Emperor must then finish the procession knowing that the people are right, and everyone knows he is wearing nothing but his pride.

2. The Emperor New Clothes by Hans Christian Andersen

DE LA SALLE COLLEGE (IRELAND)

VALUES PORTRAYED

•Honesty:

“The Emperor’s New Clothes” is also certainly about honesty. Discuss why the child is more willing to be honest than the adults in the story. Also discuss the saying, “You can’t cheat an honest man.” Could the swindlers in the story have pulled off their trick if the emperor and his courtiers had been honest?

•Self-Confidence:

One of the themes of “The Emperor’s New Clothes” is self-confidence. People pretend to admire the clothing because they secretly fear that they are stupid and incompetent, and don’t want others to realise it. If they were confident of their skills, they would be able to speak honestly. Have students make collages showing the areas in which they are self-confident. Discuss good reactions to feeling less confident.



•Leadership:

The story makes some points about leadership. The emperor is vain, self-centred, and concerned with appearances rather than with his subjects. Have students compare the emperor in the story with the kind of leader they would admire. If you are at that point in your studies of history, challenge them to compare the emperor in the story with historical leaders they have studied. This would be a great opportunity to practice brief oral presentations.

•Peer Pressure:

This story is also about peer pressure. The onlookers all pretend to see the clothes until one brave child speaks the truth. Even as the clothes are being produced, each highly respected person who claims to see them persuades the next person to do the same. No one wants to be the only one too stupid to see it. Sometimes students hesitate to ask a question in class or to speak up when they disagree. Assign descriptive or narrative paragraphs about how this feels.

2. The Emperor New Clothes by Hans Christian Andersen

DE LA SALLE COLLEGE (IRELAND)

•Political Satire:

“The Emperor’s New Clothes” is often understood as political satire, and the name of the story is frequently used in political writings. Have your older students do a web search for political stories using this theme. There are lots!

•Pride:

Finally, this story is about pride: the emperor is unwilling to admit having made a mistake, even when he realizes that he is walking naked in front of all his subjects. Have students write a poem expressing their feelings about that kind of pride, and how it differs from positive pride, such as being proud of yourself or others when they do a good job.

ACTIVITY

Once students have read and understood the story, they then retell it. This is a good story for acting out in tableaux. (In a tableau, participants make still images with their bodies to represent a scene. A tableau can be used to quickly establish a scene that involves a large number of characters.)

Divide the story into episodes, and divide the class into small groups. Assign one episode to each small group.

Each group should write a narration for its episode. Have them place several students in positions showing the action of the episode while a narrator reads the narration they have written.

Give time for practice and perfection of the tableaux, and then have the small groups present their tableaux to the class.



3. Cinderella by Charles Perrault

L AND F EDUCATION AND DEVELOPMENT (IRELAND)

SUMMARY

A widower marries a haughty woman with two daughters of her own. Both the woman and the two daughters hate the man's daughter called Cinderella. Cinderella is very gentle and beautiful. However, her stepmother and sisters treat her cruelly.

VALUES PORTRAYED

- **Kindness:** despite the humiliations of her stepmother and two stepsisters, Cinderella acted with kindness and good always triumphs.
- **Forgiving:** It is a fairytale about how big forgiveness can be and because of it Cinderella will forgive her sister for everything. At the end when justice has been served Cinderella wasn't looking for revenges and that is the greatness of her.
- **Bravery / courage:** Somehow, after a long day of hard work, Cinderella still finds the courage to say, "I may be treated like a housemaid, but I deserve to go to the royal ball, too!"
- **Determination:** Instead of staying home weeping, sweeping, and having a solo pity party, Cinderella stays determined and resilient to attend the ball.
- **Resilience/Personal development:** believed her circumstances could change, and she didn't give up on her dreams. So when she actually had the opportunity to change certain moments, she was already prepared to embrace them.
- **Respect for animals:** Cinderella had many animal friends and treated them all with respect. She even brought order among them, as when a mouse was chased by Lucifer and was trapped in a cage. Cinderella then rescued him giving him clothes.



3. Cinderella by Charles Perrault

LAND F EDUCATION AND DEVELOPMENT (IRELAND)

ACTIVITIES

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

- (1) In the first round, the students will interpret each character as they really are in the story, **without modifying** any of their character traits.
- (2) In the second round, the bad characters will become good, and the good characters will become bad. The **values will be exchanged**, and the story will turn around. The students reflect, what would happen if Cinderella were bad?
- (3) In the third and final round, students must **make their character good**. Everyone will act with kindness. Let's see what happens.

But first, the students must relate the personalities on the left to the list of values on the right. Then, the teacher will assign as many roles as possible so that the whole class can participate in the activity. In case there are many students per class, the role play will be repeated.

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

1. Match each character with the most suitable value:

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

3. Cinderella by Charles Perrault

LAND F EDUCATION AND DEVELOPMENT (IRELAND)

ACTIVITIES

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

Have they ever felt any of the items listed in the left column? Do they identify with any of the Cinderella characters?

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

- Do the students think they could change their negative attitudes to more positive ones?
- Could they become Cinderella?



4. The Musicians of Bremen by Jacob Grimm and Wilhelm Grimm

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

SUMMARY

Four animals believe their life is over. Their owners wanted to get rid of them, so the animals decided to head their own way. An old and tired donkey ran away from his owner because he heard he was about to be sold to a butcher. He was too old to carry bags around a mill, so he decided to escape his sealed faith. On the way he met a hunting dog whose owner made him guard the house. But the dog was out of strength, so he accompanied the donkey in his attempt to escape. On their way to Bremen, they also met the cat, who couldn't catch mice anymore and the rooster who's owner wanted to make him lunch.



Since it was a long journey to Bremen, they got hungry and thirsty. Soon after, they found an old wooden shack in which they could rest. That's how their story about singing began. When they looked out the window, they saw burglars preparing a tasteful dinner. They decided to sing under their window and earn their food. But when they started singing, it sounded like they were yelling so the burglars got scared and ran away.

One of the robbers decided to come back and see what had just happened. As soon as he stepped in the cat scratched him. After that the donkey kicked him with his hoof, the dog bit him and the rooster crowed loudly. They were very proud of their teamwork and that they managed to scare away the robber for good.

The animals remained in the shack for the rest of their lives, enjoying good food and quality friendship.

VALUES PORTRAYED

- **Empathy:** This story is our story today, which, like many other stories, begins sadly, with an old animal and condemned by its owner because he could no longer work. The empathy of the other characters, who actually go through the same situation, makes each of them become stronger, miraculously becoming younger and more lively, more determined.
- **Friendship:** The road is what makes them friends, which often happens in reality. The appearance of an enemy is a good reason to keep and strengthen the friendship of the four characters (donkey, dog, cat and rooster), the alliance between them. So, the need to survive connects the protagonists with the threads of a beautiful friendship.
- **Inclusion:** Regardless of their appearance, their health problems, their place and roll around their masters, or their lack of talent in the art of singing, the donkey, the dog, the cat, and the rooster were accepted as they are and, above all, they decided that each of the others deserves to be included in the band and be invited to travel and try their luck in Bremen. Instead of staying alone in the woods crying and waiting for the end of their lives, the four decide to move on, once they have been included by the others in the band.
- **Cooperation:** Fighting together against someone unites the four. The robbers are the ones who force them to ally, to look for solutions to fight, to share their roles and to cooperate.
- **Determination:** The need to keep the robbers away causes the four friends to stay together in an alliance. Thus they find similarities that hold them together and by virtue of their close connection, they are determined to do everything possible not to lose their new home. We can think from this perspective of their determination to overcome the obstacles they have encountered in their lifetime.

4. The Musicians of Bremen by Jacob Grimm and Wilhelm Grimm

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

ACTIVITIES

1. 4 students choose a mask who will represent one of the fourth animals.
2. Around each student, she/he gathers team members from their colleagues, to represent every animal from the story.
3. Teacher presents the story of the four friends and then each team must continue the story and construct new characters and plots such as:
 - A. A new member joins the team: an old fox. The fox's purpose is to separate the friends and take their beautiful home. (a new member will be chosen from the public)
 - B. The Cat gets sick and others must work harder to find food. Is it fair...?
 - C. The four friends go to Bremen and become famous. The problems begin when a Donkey wants to sing by himself.
 - D. The four friends open an asylum for other endangered animals. Everything goes well, until they have to choose what animals to accept.
4. At first, the students must write the new path of the story.
5. Students "read" their improvised lines.
6. After every the short new play, they answer 4 questions from the public.
7. The teacher will now ask the team members:

How did your characters feel on that particular situation?

What could have been done better on each situation?

What would you change on the new play?

On which version of the story is Friendship value put to challenge?

On which version / versions of the story cooperating is essential?

8. Conclusions will be written on classroom table and feedback on the activity will be provided by their Teacher.



5. The Wizard of Oz by L. Frank Baum

SMART UMBRELLA MANAGEMENT SOLUTIONS E.E. (GREECE)

SUMMARY

Dorothy is a young girl who lives in a one-room house in Kansas with the care-worn Uncle Henry and Aunt Em; the joy of her life is her dog, Toto. A sudden cyclone strikes, and, by the time Dorothy catches Toto, she is unable to reach the storm cellar. Dorothy finds that she is in a beautiful land inhabited by very short, strangely dressed people. The Witch of the North informs her that she is in the land of the Munchkins, who are grateful to her for having killed the Wicked Witch of the East. The Witch of the North gives Dorothy the silver shoes of the dead witch and advises her to go to the City of Emeralds to see the Great Wizard Oz, who might help her return to Kansas. The witch sends Dorothy off along the yellow brick road with a magical kiss to protect her from harm. During her trip to the Land of the wizard of Oz, a Scarecrow, the Tin Woodmen and the Cowardly lion join with Dorothy and Toto. As the story is in progress, Dorothy and her friends are taking the path to go and beat the bad Witch and be to Wizard's of Oz land. Finally, they succeed to be in Land of Oz and Dorothy with Toto go back home.

VALUES PORTRAYED



The Wizard of Oz is a leading example of the **allegory**. There are many symbols in this story and each one of them shows something different and promote various values. Dorothy's journey is in fact quite the same to our own journey of life. The yellow brick road is a metaphoric meaning, a metaphoric path we take throughout life. The road is long and complex and leads us to an awaited destination where challenges may be arisen. Moreover, the different characters of the story shows that we need to **respect the diversity**. The different characters and its role also show the people who can support and help us through our life's daily struggles, promoting the values of:

- **Friendship**
- **Help**
- **Loyalty**

Furthermore, the story shows the **good and bad, courage, uniqueness**, through the polarities of its character

5. The Wizard of Oz by L. Frank Baum

SMART UMBRELLA MANAGEMENT SOLUTIONS E.E./ (GREECE)

ACTIVITIES

The wizard of OZ has different explanation aspects and many symbols. The main value that this story provides is the value of family, friendship, and how to face evil. So, it is important for children to have clear on their mind what its character represents.

1st step: Teacher share a sheet with children giving them the main characters of the story and some adjectives. The kids have 5 to 10 minutes to choose some of the adjectives. When the time passes, they present each character into classroom.:

Circle the word and describe the character:

a. DOROTHY	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest
b. LION	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest
c. SCARECROW	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest
d. TIN MAN	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest
e. GOOD WITCH OF THE NORTH	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest
f. WICKED WITCH OF THE WEST	Happy, friendly, bad, beautiful, rude, clever, handsome, helpful, ugly, kind, scary, pretty, calm polite, furious, naughty, gentle, unkind, wicked, honest

5. The Wizard of Oz by L. Frank Baum

SMART UMBRELLA MANAGEMENT SOLUTIONS E.E. (GREECE)

ACTIVITIES

2nd step: Teacher helps children to define the values that each character promotes according to their characters and the scenes. Here the children are working on groups and after the completion of the activity the values will be matched with characters.

3rd step: Teacher share the roles to the children. Each of them has 10 minutes to study the character and the value that represents

4th step: The children start acting using the improvisation, feeling free to make their dialogues and make the scenes with the Good Witch, the meeting of Dorothy with her new friends and the scene with Wicked Witch. Here the kids are free to act as they like and change the dialogues and moves but always keeping the right characters.

5th step: Here the teacher asks children make conclusions about the difficulties that character's face and the values that helps them to overcome those difficulties.



- What some of the story themes were?
- How the diversity of characters helps each other to overcome the difficulties?
- How would you choose to overcome these difficulties?

6. Robin Hood by Walter Scott

BRAINLOG (DENMARK)

SUMMARY

Robin Hood is a legendary heroic outlaw in English folklore who was also a highly skilled archer and swordsman. He has become known for “robbing from the rich and giving to the poor”, assisted by a group of fellow outlaws known as his “Merry Men”. Traditionally, Robin Hood and his men are depicted wearing Lincoln green clothes, to be camouflaged in the Forest of Sherwood. Robin Hood is often portrayed as an aristocrat wrongfully dispossessed of his lands and made into an outlaw by the unscrupulous Sheriff of Nottingham and evil King John.



VALUES PORTRAYED

- **Goodwill and Respect:** Robin Hood is presented as a thief because he “stole from the rich to give to the poor”. But he was not a thief when looked at from an ethical perspective, he is a hero. The theme of “the rich giving to the poor” can even be dissolved further to a simpler lesson of “sharing”. This is the main message that children take from this fairy tale. They see poor families struggling and rich people not sharing their wealth, so they learn that sharing makes everyone happy.
- **Solidarity** - Theft and lying is inherently wrong, yet when attached to a good cause the moral ramifications seem to be different. Robin Hood steals from the corrupt rich regime for the sake of the goodly poor. The message for is to recognize right from wrong and to be able to act with a conscience and be prepared to help those in difficulty or less fortunate than ourselves.
- **Friendship** and cooperation – The friendship between Robin and his band, are showing how important it is to build loyal relationships and good cooperation with people around you.
- **Faith** - Whether it's making your own mead from honey when other means are wrestled away from you, taking grain from the royal church to plant local fields in desperate times, or the classic and rousing steal-from-the-rich-and-give-to-the-poor Robin Hood mentality, that level of vigilante justice comes from times when society (in this case and tax-ruthless King John) fails its people. Rather than take the punishment lying down, there are those select few who rise up and challenge authority. Some are called rebels, but most we remember as heroes. Don't miss your chance to be that hero when you have the means to help others.
- **Honesty** - Be upfront and be honest, even when it's not something the other person wants to hear. They may not like what you have to say, but they will respect you for your bravery and honesty.

6. Robin Hood by Walter Scott

BRAINLOG (DENMARK)

ACTIVITIES

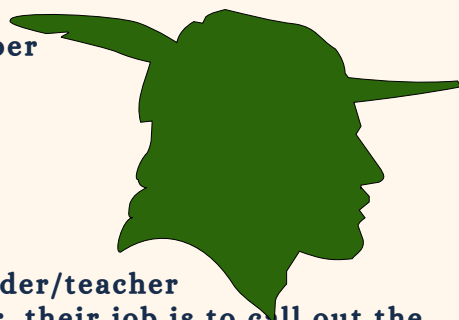
Activity 1- Keeper of the Keys

Working as a class, choose 1 person to become the keeper of the keys. The keeper of the keys sits at one end of the hall/classroom with their eyes closed and a set of key's (or bells) behind their back. The rest of the class then sit at the opposite end of the hall/classroom. One person is then chosen from the group to creep up and take the keys. When then have returned to the group everyone works together to hide who has the keys . The keeper then gets to guess who has the keys.

Why not give them up to 3 chances to guess?

Activity 2- Robin Hood's Coming

This is a listen and respond activity. The group leader/teacher or a nominated person from the group is the caller, their job is to call out the following instructions and the aim for the rest of the group is to respond as quickly as possible. The last person is then out and becomes a helper for the caller, watching out for the slowest person or anyone making a mistake.



Instruction

- Robin Hood
- Sheriff of Nottingham
Mrs Snob
- The Merry Many
- Friar Tuck
- The Forest The Town
- The Treehouse The
Stream

Response

- Pose with a bow and arrow
Respond with a evil laugh, the sillier the better.
- Get into pairs . One person is the driver and the other is Mrs Snob in her carriage with their hands on the drivers shoulders. Together they gallop around the room.
- The Merry Many have to then creep behind the caller trying to steal coins and when they turn around they have to freeze.
- Get into pairs. One person is the Friar and the other is Robin. Robin then has to jump on the Friar's back ready to be carried across the river.
- Everyone has to run to the 'North' wall. Everyone has to run to the 'South' Wall.
- Everyone has to run to the 'East' Wall. Everyone has to run to the 'West' Wall.

7. Puss in Boots by Charles Perrault

LAND F EDUCATION AND DEVELOPMENT (IRELAND)

SUMMARY

A young man inherits nothing from his late father apart from a cat. The talking cat tells the young man that he is better off than he thinks he is. The cat then sets out to make the young man's fortune.



VALUES PORTRAYED

This may seem like a story without values and some parents might criticize that Puss in Boots has no suitable moral teaching for children but there are several lessons we can learn from it:

- **Bravery, ingenuity and cunning.** Puss in Boots demonstrates his bravery throughout the story, facing risky situations, always coming out on top because of his great ingenuity.
- **Creativity:** this implies interpreting reality in a special way, not as situations for immediate utility, but as ample sources of possibilities. With a little imagination, one situation can become a totally different one.
- **Confidence, active attitude, patience and willpower:** "Puss in Boots" teaches us that with an active attitude -without despairing in the face of obstacles- we can achieve small successes until we reach the top.
- **Justice:** In the end, Puss in Boots establishes a certain justice. The miller's inheritance was somewhat unbalanced. While he gave his first two sons land and a mill, he left him only a cat. However, his father knew what he was doing, as he was confident that the cunning cat would lead his son to a well-deserved place in society.
- **Intelligence:** when it comes to getting out of a problem, there is no more effective tool than a good, well-planned strategy, which is what Puss in Boots did.

7. Puss in boots by Charles Perrault

LAND F EDUCATION AND DEVELOPMENT (IRELAND)

ACTIVITIES

In this activity, after the reading of the play, the teachers will give the students a sheet of paper with questions. They will then have 10 minutes to answer them **individually**.

1. Questions

- Do you think that our main character is genuinely evil?
- Why do you think he behaves this way?
- Define Puss in Boots with only three adjectives.
- Do any of the above adjectives have a negative connotation among society?
- Which one and why do you think this might be?
- Do you think the Marquis of Carabis would have become famous without the help of puss in boots?



2. In the second part of the activity, students will get into **pairs**. One will represent Puss in Boots and the other The Marquis of Carabas.

Each group will make up a dialogue. Teachers should remind their students the special relationship between both characters because they should try to adjust their interventions to their characters personalities.

Once all the groups have made up their own dialogues, the students who played Puss in Boots share all together the features of the cat. Parallely, those who represented The Marquis of Carabas do the same. The idea is making this part of the activity more of a dynamic group.

3. Finally, the teacher reads out loud the next paragraph of the story. The students must argue on how the cat reaches its goal.

7. Puss in Boots by Charles Perrault

I AND F EDUCATION AND DEVELOPMENT (IRELAND)

ACTIVITIES

3. Finally, the teacher reads out loud the next paragraph of the story. The students must argue on how the cat reaches its goal.

The Ogre received him as civilly as an Ogre could do, and made him sit down.

“I have been assured,” said the Cat, “that you have the gift of being able to change yourself into all sorts of creatures you have a mind to; that you can, for example, transform yourself into a lion, or elephant, and the like.”

“That is true,” answered the Ogre, roughly; “and to convince you, you shall see me now become a lion.”

Puss was so terrified at the sight of a lion so near him that he immediately climbed into the gutter, not without much trouble and danger, because of his boots, which were of no use at all to him for walking upon the tiles. A little while after, when Puss saw that the Ogre had resumed his natural form, he came down, and owned he had been very much frightened.

“I have, moreover, been informed,” said the Cat, “but I know not how to believe it, that; you have also the power to take on you the shape of the smallest animals; for example, to change yourself into a rat or a mouse, but I must own to you I take this to be impossible.”

“Impossible!” cried the Ogre; “you shall see.” And at the same time he changed himself into a mouse, and began to run about the floor. Puss no sooner perceived this than he fell upon him and ate him up.

Now the teacher asks to the whole class. Students should participate sharing their thoughts:

- Can persuasion serve for good purposes?
- Is a cunning person an intelligent one?
- Do you think creativity helped the Cat achieve its goals?
- Who considers themselves creative here?
- How can we apply creativity in our daily life?



8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

SUMMARY

Gulliver's Travels tells the story of Lemuel Gulliver, an Englishman trained as a surgeon who starts a journey overseas when his business fails. Gulliver tells us about his adventures on these travels.



Gulliver's adventure in Lilliput begins when he wakes after his shipwreck, and he is captured with tiny threads by **tiny people** who are amassed by his presence and try to defend themselves. They are very brave and they even resort to violence to defend their kingdom, even though their arrows are little more than pinpricks. But overall, they are hospitable, risking famine in their land by feeding Gulliver, who consumes more food than a thousand Lilliputians. Gulliver is taken into the capital city by a vast wagon the Lilliputians have specially built. He is presented to the emperor, who is entertained by Gulliver, just as Gulliver is flattered by the attention of royalty. Gulliver becomes a national resource, used by the army in its war against the people of Blefuscu, whom the Lilliputians hate because their different views on the proper way to crack eggs. When Gulliver puts out a fire in an offensive way, he is condemned to be shot in the eyes and let to starve. That is the time when he tries to escape to Blefuscu. There he manages to repair a boat and sail for England.

After staying in England with his wife and family for two months, Gulliver starts a **new sea voyage**, which takes him to a land of giants called Brobdingnag. Next, Gulliver sets sail again and, after an attack by pirates, ends up in Laputa, a floating island where academics and theoreticians live and they are oppressing the land below, called Balnibarbi. The people from these islands do some scientific research that seems impractical, and the inhabitants have no real sense of reality. Gulliver meets a scientist trying to turn ice into gunpowder. An architect is designing a way to build houses from the roof down, and a blind master is teaching his blind apprentices to mix colours for painters according to smell and touch.

Gulliver tries to travel to Luggnagg, but he finds no ship available. Since he must wait a month, he is advised to take a trip to Glubbdubdrib, the island of magicians. Gulliver visits the governor of Glubbdubdrib who tells Gulliver that he has the power to call up any shade he would like. He then sees the Carthaginian general Hannibal and the Roman leaders Caesar, Pompey, and Brutus. In his trip to Luggnagg, Gulliver finds people that can be **immortal**, children born with a red spot on their foreheads, called Struldbrugs. Gulliver imagines all the riches and knowledge he could gain if he was immortal, but after meeting some of these people, who seem to be unhappy and unpleasant, he regrets wishing for immortality. Gulliver leaves Luggnagg and arrives safely in Japan.

Gulliver sets sail again, this time as the captain of a ship called the Adventure. His crewmembers become pirates and he is left on a shore confined to his cabin for several days. In the distance, he sees animals with long hair, goatlike beards, and sharp claws, which they use to climb trees. When these creatures attack him, they are chased away by a horse. The horses have a special language and Gulliver believes that they are magicians transformed into horses. The horses use the words "Yahoo" and "Houyhnhnm," which Gulliver tries to pronounce. He finds out that the Yahoos are the beastly creatures that look like humans, while the Houyhnhnms are the leading race, the intelligent species. Gulliver develops such a love for the Houyhnhnms that he no longer desires to return to humankind. He is eventually banned from this society and asked to leave. He returns to England, but refuses contact with his family and buys two horses that he talks to four hours every day.

8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

VALUES PORTRAYED

•Inclusion:

Gulliver as a character is often used as an example of resolving issues that occur when someone new tries to enter a certain group. The different communities, such as Lilliputians or Brobdingnagians', can be compared with different situations that our Students are put through, situations or communities where one can be accepted hardly at the beginning, and then easily blend in if one proves to be a good person.

•**Courage:** Gulliver is an adventurous person, ready to face any problems. He is never scared of possible dangers and because of his bravery, he can always find creative solutions to problems. When Gulliver is told about the dangers the Blefuscans represent to Lilliputians, he offers his help without hesitation.

•**Goodwill:** The Emperor and the Lilliputians choose to help Gulliver by giving him food, drink and creating a blanket. In return, Gulliver helps the Lilliputians in their war with the Blefuscans.

•**Cooperation:** When Gulliver is helping the Lilliputians in their war, he is teaching them the importance of cooperation, the power of being at peace with the others, because only by this both countries could be prosperous. When Lilliputians ask Gulliver to steal the enemy's ships, Gulliver refuses and convinces the Lilliputians to accept a peace treaty.

•**Personal development:** When Gulliver meets the horses in the land of Houyhnhnms, he completely changes his perspective towards the things he had already learnt. He notices the horses are highly intelligent and they can teach him a new style of living and ways of relating to them. Gulliver needs to explain the horses the meaning of dishonesty, as they don't understand it. He also proves his ability to survive by finding means to provide food and prepare it.



8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

ACTIVITIES

Activity 1

MATERIALS: - the different pieces of summarized novel parts, cards and pencils for the Hoys Team. Teams can use costumes or masks, different symbols

TEAMS:

1. The Lilliputians - 3-4 students
2. The Brobdingnags - 3-4 students
3. The Magicians - 3-4 students
4. The Hoys - 3-4 students
5. The Pirates - 3-4 students
6. Gulliver Team - 3-4 student

The Plot:

The players play different sports. They have a team and they play all the time. Gulliver is a traveller and does not want to join any team. The team members want Gulliver in their sport team for different reasons.

Activities:

1. Each team has a 10 minutes to read the summarized fragment of the novel and reflect on their speech to convince Gulliver to join their team.
Each team will nominate a leader to speak for them and find a slogan to define the team which reflects the team's motivation and values.
2. Teams have 5 minutes to present the speech:

Team 1 (The Lilliputians) : Members of Team 1 are beginners and need a strong new player to win points on future games. They present their offer from the beginner's position since they consider Gulliver a great player, and ask him to be their guide.

Team 2 (The Brobdingnags): Second Teams members think of themselves as very good and need to train a new player to prepare him for future battles. They consider Gulliver a very poor player but with some qualities.

Team 3 (The Magicians): The Magicians need Gulliver to teach them new ways in their game playing. They consider Gulliver full of resources and a reliable team member, since they do not have stability on their team because often the members come and go.

Team 4 (The Hoys): The Hoys tell Gulliver the truth: they need him because they can't speak. They only speak using signs and cards. The Hoys are proud and truthful team players, but only act on reason and no emotion is ever expressed.

Team 5 (The Pirates): The Pirates only need a bigger team. Their offer is only that being on that team they will permit Gulliver to use any method of winning a game. They do not care about the team members and could accept anyone.

8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

ACTIVITIES

3. Gulliver team analyse every offer and reflect on how they can use their different qualities and where they could fit. They ask questions and decide which team to join. They must compare the offers and choose a Team.

A reasoning must be provided for every choice and every team. Gulliver team can choose one team to join.

4. The Teacher will discuss the exercise with the students, asking the further questions:

1. Has the Gulliver Team chosen well? Explain why.
2. Is there a team where you could consider fit in? Which team and why?
2. Can you find similar groups in real life? On what environment?
3. If there was no offer, what would you do to convince the team to accept you, considering the team does not accept new members?
4. What would you do to make all these teams work together? Find things in common!

The answers will be written and analysed with the Teacher.

Activity 2

1. In this activity the students need to write down all the things they would need to feel comfortable and accepted if they were moved to another group/class. All the students take turn and write their words or phrases. Allotted time: 10 minutes
2. Then one child (presumably a newcomer in the group) represents Gulliver who has just arrived in the Lilliputians world and he needs to act being scared but powerful; the Lilliputians make dangerous sounds and throw small objects at Gulliver. Gulliver has to recite 4-5 lines to persuade the group that he is not dangerous, but he is just searching for shelter and food. The role of Gulliver is taken by 4-5 students and each student creates his own persuasive lines. Time allotted per each student 5 minutes.
3. Each round, the other students who represent the Lilliputians move around the class and improvise all the things Gulliver needs to make him feel better and comfortable in their group. If Gulliver needs "affection"- one student would come and hug him; if Gulliver is thirsty -one or more students would improvise carrying a bottle or a jug of water; if Gulliver needs to rest- a few students will improvise the bed by holding hands and make a chair, or bed-like for Gulliver. Allotted time 20-25 minutes per activity.
4. After the activity, the students are asked to write down all the problems they heard from Gulliver-impersonating colleagues and also make a top 5 of the best comforting solutions found by the Lilliputians group. Allotted time: 10-15 minutes.

8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

ACTIVITIES

Activity 3

On one desk there is a set of cards on which is written: Lilliputians, Blefuscans, Gulliver. On another desk there are cards that have written features like: small, big, angry, scared, powerful, creative, in need of help, arrogant, mean. The students are asked to match the features/adjectives to each of the three “characters” and explain their choices, referring to the story. Allotted time 10 minutes.

2.The class is split in 3 groups representing the Lilliputians and Blefuscans and Gulliver (the group of mediators). The 2 groups in conflict need to improvise and make up 3 problems they have with the other people.

Example: The Lilliputians might say the Blefuscans wear their fancy clothes and make them feel inferior. The Blefuscans might say that Lilliputians always steal their things when they visit each other. Then the “war” starts: the two countries shout their problems at each other. There are 3-4 rounds the students take so that each group can be Lilliputians and Blefuscans. Allotted time 15 minutes.

3. The Gulliver’s team role is to find the solutions and mediate these problems. The Gulliver group pay attention to the problems each party “shouts” and they conclude what was wrong, what could be changed and what the 2 enemies could do to stop the war. Allotted time 15 minutes .

4.After the role-plays, the students enter on [mentimeter.com](https://www.mentimeter.com) and write down the problems the groups expressed during the impro exercises and a map with the most important ones is created . Allotted time 5 minutes.

5.After the mind map is generated, the teacher discusses with the students what seem to be the daily issues the students face in institutionalized or private lives. Allotted time 10 minutes.



8. The Gulliver Travels by Jonathan Swift

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA (ROMANIA)

ACTIVITIES

Activity 4

1. The students read the fragment from the book in which Gulliver meets the horses in the land of Houyhnhnms:

“The two horses then came close to me, looking at my face and clothes with great interest. They talked to each other again, and then the first horse made clear signs for me to follow him. He led me to a long, low building. Inside there were several large airy rooms, with no furniture. Other horses were sitting or lying comfortably on the floor, on clean blankets. But where was the master of the house? Were these horses his servants? I began to wonder if I was going mad. Then I realized that the house did not belong to a human, but to the horse who had brought me here. In this country, horses, not people, were in control. I started learning a little of their language. Their word Houyhnhnm means a horse, and the word itself sounds very like the noise a horse makes. I found it very difficult to say this word, and so I decided to shorten it and call them Houys. By the time I had been there a year, I walked and neighed like the Houys. I felt such a strong love for them that I planned to spend the rest of my life among them, and to try to become more like them”.

The students work in groups of 4-5 and make a list of all the differences that could be found in the world of Houyhnhnms, taking into consideration the change of roles between humans and horses. They can refer to clothes, dwellings, attitude, language, etc. Allotted time 10-15 minutes.

2. Then the students are given a set of invented words: sololo, funfyn, mastody, runrun, huliop etc. They try to guess a meaning to these words and explain their choice. Allotted time 5-7 minutes

3. Then, in groups of 4-5, they have to choose an object in the class and impersonate that object. They speak their own language- one group can be a book and they speak the “bookish” language. Another group picks a schoolbag and they speak the “baggish”. The students move around and share their knowledge, each group must teach the others 3 new words in their language and explain the meaning. Allotted time 10 minutes

4. At the end of the impro exercise, the students share the new words they have learnt and their meanings to the rest of the class. They discuss about the best words that have been created while doing this exercise. Allotted time 10 minutes.

5. After the exercises, the teacher asks the students to write a letter to the “nation” they enjoyed meeting the most and tell them what other things they would like to learn about their different culture that could also improve their personal development. Allotted time 10 minutes.

9. Matilda by Roald Dahl

DIRECTORATE OF PRIMARY EDUCATION OF WESTERN THESSALONIKI (GREECE)

SUMMARY

Matilda is an exquisite and intelligent little girl. Unfortunately, Matilda is misunderstood by her family because she is very different from their ways of life. Mr. and Mrs. Wormwood and their son do not want Matilda and treat her badly. Matilda finally starts school that has a kindly teacher, loyal friends, and a sadistic principal. Miss Honey is a wonderful woman, and she immediately recognizes her intelligence and seeks to move her into the highest form, where she can maximize her potential. Unfortunately, the school is run by Miss Trunchbull, a massive and muscular woman, who loathes children and treats the children horribly, keeping them in line with terrible punishments. Matilda begins to realize that she has a gift of telekinetic powers, and she uses them to protect herself, Mrs. Honey and her friends from her parents and Mrs. Trunchbull.



VALUES PORTRAYED

The values that are projected through the plot and the course of events are love, friendship, courage, it is the love for learning and personal development as well as dealing with the difficulties that arise. In addition, Matilda's story highlights the phenomenon of bullying in the school environment, through the principal who uses punishments and other methods to intimidate children. Finally, the devaluation of the heroine by her family and the separation in relation to her brother emerge through the behavior of her parents.

- **Love for reading and personal development:** Matilda despite the difficulties and obstacles that her parents put for her, trying to read as much as she can to enrich her knowledge, and become stronger with them
- **Friendship:** Matilda become stronger, making new friends and with the help of Mrs. Honey. They believe on her and support her on her decisions.
- **Bravery/Courage:** Matilda despite the difficulties and the bad behavior of her parents and Mrs. Trunchbull, she finds the courage to keep forward and to make and implement her own choices.

9. Matilda by Roald Dahl

DIRECTORATE OF PRIMARY EDUCATION OF WESTERN THESSALONIKI (GREECE)

ACTIVITIES

Matilda's story has many characters, and each one of them has a different personality, behaviour, and beliefs. The whole story is a challenge which Matilda, Mrs. Honey, and her classmates and mostly Bruce Bogtrotter need to overcome.

1. The first part of the activity is up to the teacher. Teacher makes a question to children, breaking them into teams and asking them to answer it. The question is:

What is challenge?



As they have discussed the results of the questions teachers continuous to the second part. In the second part teachers give to children a list of challenges and the three characters (Matilda, Mrs. Honey and Bruce Bogtrotter) asking them to match the character with most suitable challenge. (In the second part each child works alone

Matilda

Mrs. Honey

Bruce Bogtrotter

Disagreement with friend and family

Feeling as though that you are alone

Ignorance from others

Anger from others

Nobody listening to you

Being Bullied by others

Doubting yourself

Doubt from friends and family

9. Matilda by Roald Dahl

DIRECTORATE OF PRIMARY EDUCATION OF WESTERN THESSALONIKI (GREECE)

ACTIVITIES

In the third part, teacher share as many roles as she can. Some of the children will be the good ones and some of them the bad ones. Each child has up to 10-15 minutes to study the character and the challenge. Children start acting like the characters and they trying to face the challenges as they do.

In the fourth part teacher has the opportunity to give the floor to children and play the story again (improvisation) promoting the way that they would like to follow in order to overcome those challenges and difficulties.

In the last part, teacher make a last questions to children:

Have you face such challenges in your everyday life?

And with what any other ways would you try to overcome them?



10. Harry Potter by J.K. Rowling

CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (ITALY)

SUMMARY

Harry Potter is a fantasy novel composed of 7 books written by J.K. Rowling, adapted into 8 movies. Even if the story is diversified, the main narrative arc concerns the lives of a young wizard, Harry Potter, and his friends Hermione Granger and Ron Weasley, struggling against Lord Voldemort, a dark wizard who intends to become immortal, trying to conquer the power of the wizard governing body known as the Ministry of Magic and subjugating all wizards and Muggles (non-magical people).

- **First book:** An eleven-year-old boy, Harry Potter, who lives with his uncle, aunt and cousin, having lost his parents as an infant, finds out that he's a wizard and starts to attend the Hogwarts School of Witchcraft and Wizardry. It is there that he meets the friends who will accompany him on his adventures. Hagrid, a kind and caring man, Albus Dumbledore, the extremely wise headmaster of Hogwarts, Ron and Hermione, trusted and combative friends. The adventure starts when a new teacher at the school that year is possessed by Lord Voldemort. He tries to steal a stone, guarded by the headmaster Albus Dumbledore, because it is an elixir of life. It is the trio composed by Harry, Ron and Hermione that succeeds to stop him.
- **Second book:** Ron's sister, Ginny gets hold of an old diary that belonged to adolescent Voldemort through which anyone can communicate with him. She doesn't know it and starts using the diary to the extent of getting possessed. Voldemort uses her to open the Chamber of Secrets which houses a monstrous snake that especially targets muggles. The snake is free and starts to hurt many people (including Hermione). Harry and Ron solve the issues and save everyone including Hermione and Ginny.

10. Harry Potter by J.K Rowling

CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (ITALY)

- **Third book:** A prisoner escapes from Azkaban and he is Harry's Godfather, Sirius Black, also his parents' best friend. Sirius arrives at Hogwarts (in the form of a dog) to attack the person who was the cause of Harry's parents' death. The responsible is Ron's rat that can change forms and tries to run away from Sirius. Then Harry realizes that Sirius is innocent and tries to save him from the prison guards.



- **Fourth book:** There is a competition called the Tri-Wizard Tournament between three wizarding schools where someone nominates Harry. The young wizard succeeded in several challenges of the tournament and with another student of Hogwarts reached the trophy. They both touch it at the same time and are transported to the place where Voldemort is trying to come back to life.
- **Fifth book:** Very few people believe that Voldemort is back, neither did the Ministry of Magic so he tags Harry and Dumbledore as liars. The students' trio named Dumbledore's Army train to face Voldemort someday and finally go to the ministry to get hold of a prophecy regarding Harry and Voldemort.
- **Sixth book:** This story is mostly about a book owned by "The half-blood prince". Harry learns more about Voldemort's life and how he is able to divide his life into little parts and put them in different objects like the diary in the 2nd part, a ring, a locket, etc.
- **Seventh book:** The trio sets out to destroy the parts they discover, mentioned in the sixth book, the world having been taken over by Voldemort and his people.

10. Harry Potter by J.K Rowling

CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (ITALY)

VALUES PORTRAYED

- **Value of the dialogue and personal development:** don't be afraid to talk about things. Related to the word Voldemort "he who shall not be named". The metaphor of something we are too afraid to speak about. Dumbledore said: 'Fear of a name increases fear of the thing itself.'
- **Value of friendship:** Harry Hermione and Ron are an important trio for the development of the story. They help each other and support each other in every difficulty and challenge.
- **Value of Cooperation:** Hogwarts is a huge community, with a sense of inclusion also strengthened by the presence of the four houses: Gryffindor, Ravenclaw, Hufflepuff and Slytherin.
- **Value of Resilience/Determination:** The character of Harry is taught to never give up. He destroyed the Horcrux, facing different tough challenges (even if he received a lot of help along the way) but he persevered through all of it, sometimes failing and sometimes succeeding.
- **Value of Acceptance/Tolerance:** the recurrent value in the book series is the acceptance of others with different backgrounds and beliefs. This theme is explored through the depiction of some pureblood wizards' disdain towards the Muggle-born wizards. The Malfoys symbolise intolerance and racism while the Weasleys are among the purebloods who completely accept people regardless of their background.
- **Value of Equality:** The elves' slavery and the fight for their rights (started by Hermione Granger and S.P.E.W., S.P.E.W., or the Society for the Promotion of Elfish Welfare, was founded by Hermione Granger during her fourth year at Hogwarts to promote liberation and rights for House Elves, an enslaved caste who are happy as they are) is another example of the importance of equality.

10. Harry Potter by J.K Rowling

CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (ITALY)

ACTIVITIES

Harry Potter's books have multiple characters and stories. Therefore, it is important to identify some of the main characters and their features in order to understand which values are linked to them.

.Certainly, some characters/features cannot be missed in the play:

- Lord Voldemort with his arrogance and selfishness;
- Harry Ron and Hermione with their courage and determination;
- Snape is a haughty character who will turn out to be empathetic;
- Dumbledore is extremely wise;
- The humble and servile elves;
- Several wizards of the good faction characterised by kindness and honesty
- Several wizards of the evil faction characterised by arrogance



First step: The teacher assigns the principal characters to the students. The categories of good and evil wizards can easily be adapted to the number of students in the class.

Second step: Once the roles have been assigned, a brief discussion will follow about character traits and the gesture or expressions they might assume e.g: Haughty Snape might look down on as judging everyone, kind and brave Hermione, Ron and Harry might assume a proud and kind look etc.

Third step: Students will start to walk around the room, trying to fill the empty spaces and acting out expressions and movements that they feel are in line with the features of the character they have been assigned, starting to interact with others, through non-verbal communication. This will allow students to become aware of the character and the interaction it has with others, trying to develop non-verbal language to the best of their ability.

Fourth step: Now it is time for action. Students will start to interact with the various characters using verbal language and staging a small comedy. It should be kept in mind at this stage that:

- None of the wizards from the good faction can pronounce Lord Voldemort's name. They can speak of him as "he who shall not be named".
- At the end of the play, everyone must be able to shout Lord Voldemort's name.

10. Harry Potter by J.K. Rowling

CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (ITALY)

ACTIVITIES

Fifth step: Students can and should be able to decide the development of the story.

In the course of the development of the story, dynamics will certainly emerge that differentiate the world of the good wizards from the world of the bad ones. It is important to underline that all characters are crucial for the development of the narrative and to perform the main features of the other character. For example, Hermione is brave and determined and her behaviour is linked to the presence of the elves and the necessity to free them. Vice versa the elves would have no reason to exist if there were no Hermione. Lord Voldemort exists in close correlation with Harry and so on. This is an important process to highlight because it helps to increase the sense of inclusion and fairness.

Some questions the teacher could ask as a moment of discussion are:

- Where did you metaphorically see the colour white and black? Briefly explain why
- In which scene did you feel perfectly comfortable and which instead feel you uncomfortable?
- What would you change about the character you have been assigned?



11. Wonder by Raquel Jamarillo Palacio

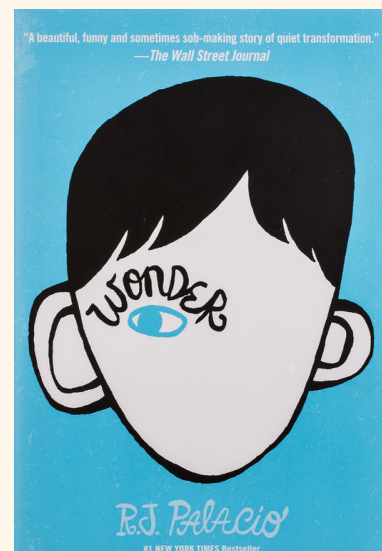
LAND F EDUCATION AND DEVELOPMENT (IRELAND)

SUMMARY

August Pullman is a ten-year-old boy who suffers from Treacher-Collyns, a syndrome characterized by a deformity of the skull and face. His parents, who have always protected him, decide to send him to school. He has to face this new experience, which is not easy, because many people make fun of his appearance, but he also learns to know himself, to defend himself and to understand that there are always good people willing to help, not to judge and to feel empathy for others.

VALUES PORTRAYED

- **Love and affection:** August's parents love their child above all else and he feels that love from his family, which gives him the courage to do many things that he does.
- **Respect:** This is something we all expect and deserve, but it works two ways: we have to show respect to others, in return. Wonder teaches the moral of not judging a book by its cover. We should never judge anyone without taking the time to get to know who they are.
- **Struggle/courage/ Bravery:** If someone brought August down, he did something about it. He wasn't afraid to stand up for himself.
- **Friendship:** August entered his new school with two new friends. They were kids who loved August no matter what. The value of friendship is portrayed here as one the most important things in any child's life.
- **Kindness** • **Self-confidence**
- **Forgiveness** • **Honesty**



11. Wonder by Raquel Jamarillo Palacio

LAND F EDUCATION AND DEVELOPMENT (IRELAND)

ACTIVITIES

1. The students should answer individually the following questions:

- How would you define August in one word?
- Why do you think August is so strong himself?
- Do you believe his parents help him being self-confident?
- Are your parents a pillar for you?

2. After answering these questions, the class will play a scene from Wonder.

A student will interpret August when he first came to the school. The rest will act as strangers. They should recreate the first day of school when someone new enters in the class.

How would you behave with a new colleague? – asks the teacher.

The student playing August should act timidly. He could wear a mask or a cap to differentiate him/herself. When August enters in the class, the students start chatting and making fun of his/her appearance. Only two of them will get close to August to be their friends. This scene should happen naturally, and students should come up with their own dialogues.

3. After this part of the activity, all the class reunite, and the teacher hang out pieces of paper with specific questions for the students to write down their emotions. “August” will be asked:

- How did you feel when everyone was laughing at you?
- Did you feel stronger or better or happier when two people came to you?

When he/she turn the paper, the word **COURAGE** appears written.

The rest of students will be asked:

- Do you always laugh at people who are different?
- Why do you think you did it so with August?
- Did you think of his/her emotions while you were chatting?

When the students turn the paper, the word **RESPECT** appears written.

4. The class should reflect now about the meaning of the words and its application in real life. The teacher can explain:

Being brave and having the courage to face hard situations is what makes August a hero. If we think about it, the people who do not respect the other and make fun of the difference are the losers within the story.

12. The Selfish Giant by Oscar Wilde

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA ROMANIA

SUMMARY

Once there was a selfish giant who had a very beautiful garden. But he didn't live there because he had gone to his friend for a long time. Every afternoon, after returning from school, children used to play there. One day, after returning from his friend after seven years, he found the children playing in his garden. He became very angry. He scolded and chased them away from there, saying that they were not allowed to play there. He also put a big wall all over the garden. But after that, pleasant seasons like spring summer or autumn never came there. There was only winter and winter. He could not understand why his garden had become bleak and barren.

One day he saw that children had entered his garden through a little hole in the wall. Now the garden looked warm and attractive. The giant became very glad. But in one corner (of the garden) it was still winter. There was a little boy there unable to climb a tree. Now the giant's heart had changed. He helped the little boy to climb up the tree, and he allowed the children to play there everyday. But the little child never came there second time. The giant asked about him to the children, but nobody could give any information about him.

After many years the giant saw the child again from his room.

He went near the child. The palms and the feet of the child were wounded with nails. He told the giant that they were the 'wounds of love'. Finally, the child took the giant with him in his garden, that is Paradise. In this way it was Lord Christ himself had come in the disguise of the child to take him to heaven.

VALUES PORTRAYED

- **Kindness:** The Giant learned to share and finally broke down the walls and allowed the children to play in his garden

- **Friendship:** When the Giant helped the little boy climb the tree, he wrapped his arms around Giant's neck and kissed him, showing him a sign of friendship

- **Compassion:** Sharing his garden with the children shows that the Giant became compassionate and willing to think of others

- **Power of change:** When the Giant changed his attitude and behaviour, the garden changed accordingly. The garden became a heavenly place with colour of vitality, happiness, and enjoyment

- **Happiness:** Letting the children play in his garden made the Giant happy and he learned that happiness means sometimes to enjoy company of others

- **Selflessness:** In the end, the most important lesson of the story is that the Giant realised being selfish can only bring him sadness and misery, so he learned to love, share and be selfless



12. The Selfish Giant by Oscar Wilde

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA ROMANIA

ACTIVITIES

1. Warm-up: Imagine the garden (5 mins)

This is a gentle imagination exercise to get everyone in the mood for drama and entering into the setting of *The Selfish Giant*. Ask the students to find a space on their own and to close their eyes. Read aloud the following section from the opening of *The Selfish Giant*:

‘It was a lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them.’

When students open their eyes, they should imagine that they are in the Giant’s garden. Verbally guide them through looking all around and exploring the garden of their imagination. Students should work alone for this exercise, and no words or sounds should be used.

2. Group discussion (5 mins)

Ask students to feed back on what they each imagined the Giant’s garden to look like. How similar were the gardens they created in their minds?

3. Improvised scene: We miss the garden! (10 mins preparation)

Divide the class into groups. Four or so students per group should work well. Students will now improvise as friends outside the garden walls, longing to get back inside and remembering how wonderful it used to be when they could play there. Choose one or two groups to show short extracts from their improvisations.

4. Role on the wall: The Giant before and after (20 mins)

Divide the class into groups. You may wish to have students continue working in the same groups as before; however, groups of up to about six also works well for this exercise.

Give each group a strip of the paper and some pens. One student should lie on the piece of paper, and everyone else in the group helps to draw an outline of their body. This outline now represents the Giant.

12. The Selfish Giant by Oscar Wilde

LICEUL TEORETIC GRIGORE MOISIL TIMISOARA ROMANIA

ACTIVITIES

First, ask students to focus on the Giant at the beginning of the story.

Ask them to write facts that they know about the Giant on the outside of the figure outline. These can include information about where he lives, who he knows or is connected to, etc. (There may not be much information on this, but it is always interesting to see what students come up with.)

Next, ask them to write down the thoughts and feelings the Giant has, inside the outline. After about 10 minutes, give each group a new piece of paper, and ask them to once again make a figure outline on it.

This time, they should repeat the exercise, but considering the Giant towards the end of the story. What has changed about him?

5. Group discussion: Considering the Giant (15 mins)

Give groups the opportunity to share their creations with the rest of the class. What did they discover about the Giant through this exercise? How does he change between the beginning and end of the story?

Specifically, ask students to consider as a group whether there are any key changes that make the Giant more likeable? What are these?

6. Vox Pops: Remembering the Giant (15 mins)

Ask the class to form an audience and select five or six students to stand in a 'performance space'.

We are now going to imagine that we are at the very end of the story, and that the Giant has died. A local news reporter has gathered some local residents, some or all of whom may have enjoyed playing in the Giant's garden as children, to speak about their memories of the Giant. Select one student to be the news reporter. He or she can imagine that there is a microphone and camera. This is 'roving reporter' style!

One by one, the reporter asks the assembled residents what they remember of the Giant. How do they feel now he has passed away?

Give a few groups the opportunity to try this exercise.

7. Plenary (5 mins)

Bring this lesson to a close by asking students to consider the character development of the Giant throughout the story.

How do our feelings towards him change, and why?
What does this tell us, and how does it make us feel?





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