



STORYCOMP PROJECT

LEARNING SCENARIOS



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Learning Scenario

Does appearance prevail over authenticity?

BASIC EDUCATION

15-20 PARTICIPANTS

20-30 MINUTES

BASIC EDUCATION LEARNERS

INFORMAL SETTING

OBJECTIVES:

- To express one's feelings through the Hodja figure
- To read cultural codes and habits
- To recognize and name cultural differences
- To think about belonging to a particular culture, country, community

PURPOSE

Belongingness



LOCATION

Inside or outside, participants are seated in a circle and feel comfortable

STORY

Hodja's fine coat

MATERIAL

None

DESCRIPTION

- Introduction: the teachers asks the learners if they've ever felt not unwelcome, out of place. The learners will not tell this episode right now but later, after having heard the story.
- The teachers tells the story of Hodja, no props needed
- The teachers asks some questions about the content of the story, such as: why did Hodja wear his work clothes in the first place? Why didn't he go home? What happened during the party? At some point Hodja goes home to change. Why? What happens next?

Learning Scenario

Does appearance prevail over authenticity?

DESCRIPTION (CONTINUED)

- The teacher then asks: what is the most important moment in this story? Possible answers: when Hodja returns to the party and is welcomed with all due respect, when he feeds his coat, when he explains why his coat is so important.
- Learners work in teams to find an answer to the question: What do you think is the moral of the story?
- So what did Hodja have to do to belong to the party?
- Learners talk about what it means to (not) belong to something. They work in pairs and tell their own anecdote.

TIPS & TRICKS FOR THE TEACHERS

The teacher has to emphasize the moral of the story: Hodja plays along and changes clothes, but he makes it clear that the people at the party think his coat is more important than himself. Appearance prevails over authenticity on many occasions. It's good to know what you have to do to belong, but on the other hand it says a lot about the people themselves.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

This story can be compared to The Emperor's New Clothes. You can put the two stories side by side to discover the differences and similarities. There are also language-specific sayings, such as the clothes make the man (De kleren maken de man in Dutch, l'abito non fa il monaco in Italian, ...)

YOUR COMMENTS & ADDITIONS

Hodja's fine coat



Turkey

Purpose(s)



Belonging-
ness



Identity &
Recognition

Once upon the time, Nasreddin Hodja, the famous preacher, was beloved by everyone in Turkey, especially the people of Akshehir. Everyone spoke of his wisdom and kindness. Whenever the people held a feast or festival, they invited Hodja.

One day the muhtar, the most important man in Akshehir, invited Hodja to a banquet. Hodja looked forward to the marvelous food he would feast upon and the good conversation he would have at the muhtar's home.

On the morning of the feast, he set out to work in his vineyard. It was a fine summer day, and Hodja enjoyed his work. Alas, he misjudged the time. As the sun sank lower in the sky, Hodja realized he would have no time to change his clothes.

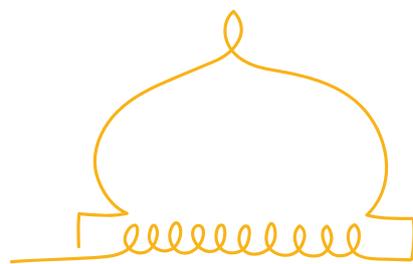


“What shall I do?” he asked himself. “If I take the time to wash and dress, I will be late for the feast.” Hodja did not like to keep people waiting, and so he hurried off to the muhtar’s home dressed in his working clothes, his hands and face still soiled from the day’s labors.

When he arrived, the servants turned away from him. Hodja made his own way into the house. The other guests were gathered, and he saw them laughing and talking enthusiastically with each other. But when Hodja walked into the room, the others ignored him. Whenever Hodja approached and spoke, they looked away, ignoring his words. Usually, people came to Hodja to ask his advice and opinions, but this evening no one spoke to him at all. Even the muhtar ignored his guest.

When the time came for the guests to be seated for supper, the muhtar placed Hodja in the farthest corner of the room, as far from him as possible.

After several minutes, Hodja excused himself and hurried out of the house. He walked as quickly as he could back home.



Once at home, he took off his work clothes and soaped and scrubbed himself until he seemed to shine. Then he dressed in the finest clothes he owned. He wore his flowing trousers and his most elegant silk shirt and wrapped his most exquisite turban around his head. Then he wrapped his new fur coat around his shoulders, for though it was a warm evening, he knew the coat was dazzling and would be the talk of the town.

He looked down at himself and smiled, for he knew he looked handsome than all the other men in Akshehir.

Now he walked calmly and with an air of importance back down the road to the muhtar's door. When he walked inside, the servants bowed and led him to his host.

When the muhtar saw Hodja, he rose at once and greeted his guest. He led him straight to the place of honor at the table, right beside his own place. Throughout the meal, the muhtar asked one question after another of the learned Hodja.

“You are the wisest man I know,” the muhtar said, and all the others agreed and began to ask Hodja’s advice and opinions on every subject under the sun. The servants rushed to bring Hodja the finest foods.

And then, to everyone’s astonishment, Hodja began to stuff his pockets with food. Each time he tucked a piece of fruit or bread into his pocket, he would look down at the coat, rub his hand along its sleeve and say, “Eat, eat, my fine coat.”

The muhtar stared. Everyone else stared. At last, the muhtar could not contain his curiosity. “Hodja, tell us,” he said, “what are you doing?”

Hodja leaned back in his seat and smiled. “Ahh, that should be obvious,” he said to the muhtar. “When I came earlier this evening, dressed in my work clothes, no one noticed me at all, but when I returned, you treated me as an honored guest. I have not changed. I am and always have been Nasreddin Hodja. And so I know it is my coat that you honor and adores. Since my coat is your guest of honor, I thought it only fair that it receives the largest portion of your feast.”

Source/Link:

<https://www.assignmentpoint.com/arts/literature/hodjas-fine-coat.html>



Learning Scenario

What's said - what's meant

BASIC EDUCATION

5-15 PARTICIPANTS

30-45 MINUTES

BASIC EDUCATION LEARNERS

Language level at least **B1** recommended

It is important for the collection of options to be able to express oneself and explain in a differentiated way

INFORMAL SETTING

with trusting open atmosphere in the group

OBJECTIVES:

- To sensitise participants that communication is not only what is said, but also what is received.
- To motivate them to reflect on the use and impact of their words.
- To encourage them to listen carefully to their counterparts and to grasp the intended meaning of what is said
- To familiarise them with the use of linguistic images and idioms.

PURPOSE

Communication Skills



LOCATION

Relaxed atmosphere
No further specific requirements

STORY

A cool breeze on a hot day

MATERIAL

Prepared cards (see below in "Preparation")

PREPARATION

- a collection of linguistic images / idioms / proverbs that correspond in vocabulary to the language level of the group (written on small cards)

Learning Scenario

What's said - what's meant

DESCRIPTION

For groups of natives with low literacy:

1. The teacher tells the story up to the point where the woman replied "Like a cool breeze on a hot day".
2. Work in pairs: What does she mean by this? Will this answer reassure her husband? Is it a "declaration of love"? Why or why not? (no evaluation of the discussions)
3. The teacher tells the story to the end.
4. Again work in pairs: Remember your discussion before. Did you understand the woman as she obviously meant it? Can you understand the man's reaction?
5. Collecting in the whole group: Each pair briefly summarises what they came to in the first and second discussion.
6. Task for the participants: Can you think of other expressions that mean something different from what is exactly said? In German, for example: they eat the hair off my head = they eat a lot; she hears the grass grow = she thinks she can tell from the smallest signs how something is developing
7. The teacher distributes prepared cards with idioms/linguistic pictures, the participants first read for themselves (the teacher is available for support).
8. Then the phrases are said aloud one after the other and discussed: What does it mean? What is misleading? How could the same thing be expressed differently?

Learning Scenario

What's said - what's meant

DESCRIPTION

For groups of foreign language learners (duration: 45-60 minutes):

1. The teacher tells the story.
2. Work in pairs: What have the participants understood? What was the problem in the story? What did the woman say? What did the man understand? What did the woman mean? - What did the participants not understand in the story?
3. Collection of the results from the pairs: The participants briefly summarise what they have discussed in the pairs.
4. Together, open questions are answered and what is not understood is clarified so that everyone understands the story. If necessary, the teacher tells the story again.
5. Task for the participants: Write down one or two idioms from their mother tongue and write the literal translation (work with a dictionary possible, possibly support by the teacher) - the teacher gives an example, for example in German: sie fressen mir die Haare vom Kopf (they eat the hair off my head).
6. The participants take turns to read out their idiom in their mother tongue and then translate it. The other participants say what they think is meant by it. Afterwards, the participants solve what was meant by this idiom.
7. Finally, the teacher distributes the prepared cards. The participants first work in pairs and think about what the idioms mean. Then the idioms are read out, interpreted and explained (by the teacher).
8. If wanted, they participants are motivated to write down the idioms and their meanings/uses

Learning Scenario

What's said - what's meant

TIPS & TRICKS FOR THE TEACHERS

For a group of foreign language learners:

You can agree on a sign with the group (e.g. knock on the table) when you as a teacher use an idiom or a linguistic image that the participants are not familiar with. Then interrupt briefly, repeat what has been said (possibly write it on the board) and explain the meaning/use in your language.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

This story can also be used to take **Multiple Perspectives**.

How does the man experience what is happening? How does the woman?



The teacher tells the beginning of the story, but with a small omission (the description of the man's feelings).

A woman and a man had lived together for a long time. The years went by. The man began wonder - does she really love me? Each time he asked, she just said: How can you ask something like that? He became obsessed with his thoughts. He was sure that she did not love him anymore! In the end, he decided to ask her once for all. Finally, she replied: Well, like a cool breeze on a hot day...

The next day the man packed his bag and left.

Then the participants work in pairs. For this, they choose whether they want to take the perspective of the man or the woman (does not necessarily have to be the same as their own gender!). They develop the story in pairs from the perspective of the man/woman, from the beginning to the end. Then the stories (all or some, depending on the time) are told in turn.

Then the teacher tells the story completely.

What are the differences in the stories/perspectives? What do they have in common? Are the actions of the man/woman comprehensible from the respective perspective? Why do misunderstandings arise?



A cool breeze on hot day



Sweden

Purpose(s)



Communi-
kation Skills

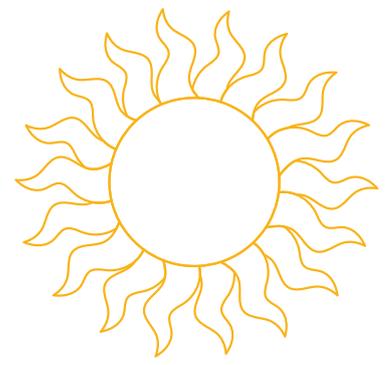


Multiple
Perspectives

A **woman and a man** had lived together for a long time. The years went by. The man began wonder - does she really love me? Each time he asked, she just said: How can you ask something like that? He became obsessed with his thoughts. He was sure that she did not love him anymore! In the end, he decided to ask her once for all. Finally, she replied: Well, like a cool breeze on a hot day...

The man became desperate. A cool breeze ... She does not really love me! I can not stay here. She must live her life. I have to leaving her.

The next day he packed his bag and left. He started walking along the road. The slopes were steep. It was a summer day; the sun was shining hot. Not a tree nearby. He could barely breathe; it was so hot. He sat himself at the roadside to breathe. He was dying of heat!



Suddenly came a cool breeze that went around his forehead like a cooling hand. Then he remembers: A cool breeze on a hot day - that was what she had said! But it was not so crazy! That was good! Could it really be better? He turned and went the long way back to his wife and home.

The last thing I heard from them was that they live together and take care of each other as good as any couple can do...

Source/Link:
Swedish folk history



Learning Scenario

REAL LIFE, REAL FEELINGS, REAL WORDS Diversity Speaks

BASIC EDUCATION

5-15 PARTICIPANTS

30-45 MINUTES

BASIC EDUCATION LEARNERS

Migrants,
all ages and all language levels possible

INFORMAL SETTING

Informal part of formal education
language course

OBJECTIVES:

- learning the language (through word emphasis and intonation to the understanding of meaning)
- emotional connection- speaking the same language (getting to know each other, developing compassion, solidarity)
- real life situation knowledge with practical solution
- empowering participants by respecting and appreciating what makes them different

PURPOSE

Creativity &
Expression



LOCATION

- Classroom: chairs put in a half circle line
- Outside the school: at places mentioned in a story

STORY

Language must not be an
obstacle for friendship

MATERIAL

For the classroom:
A background PPT with photos
that move with the story (clicked
by another person, not the
teacher):
travel bag, train tracks, empty
bench at the train station, wood, ...

REAL LIFE, REAL FEELINGS, REAL WORDS Diversity Speaks

DESCRIPTION

Classroom:

1. Participant sit in half circle line, the teacher is standing in front of them and starts with the story. Together with the story, in the background there is a PPT rolling with images linked to the story, which creates the emotional atmosphere. In addition
2. The teacher who is telling a story has to pay attention to the colour of his voice, when he/she has to say something loud or quiet. And what else to do to get the focus of the participants back if fades away- show on the participant, make more permeants eye contact when talking, or seems like he is asking the participants question, although that's not the case.
3. Learning Slovenian language: participants are divided in groups (max 3 participants) and they tell how they understood the story- using as much Slovenian word as they can.
4. Together with the teacher they are talking about less familiar words.
5. Ice breakers/ bonding : 2 participants - one is talking how he understood the story and compares the story with their experience, the other one is listening. They try to use Slovenian words as much as they can.
6. Then they switch role.

Outside at places mentioned in the story:

1. Story could be told in parts- first part about the arrival, so the story could be told for example in train station. This is the opportunity to make first part even more emotional- describe more in detail how the Hero of the story feels, thinks...
2. A story set in real places is more touching and memorable.
3. After first part is done teacher asks the participants how they understood the story, what is similar to their experience, and what is different. Again...using as much Slovenian words as possible.

Learning Scenario

REAL LIFE, REAL FEELINGS, REAL WORDS Diversity Speaks

TIPS & TRICKS FOR THE TEACHERS

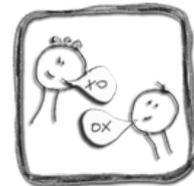
- The combination of what is heard, felt (smelled, touched) and seen can contribute to the goal we want to reach
- Practise how to tell a story (importance of gestures and facial expressions, be careful to involve the audience - get their attention if you notice they are bored). When you are in the classroom, you need to provide details that help participants imagine the action and feel things.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

The story could also be used to strengthen the **Belongingness**



and in a way also for **Language Acquisition**.



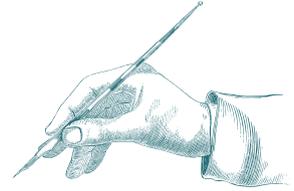
YOUR COMMENTS & ADDITIONS

Language must not be an obstacle for friendship



Slovenia

Katarina Bertoncelj



Purpose(s)



Creativity &
Expression



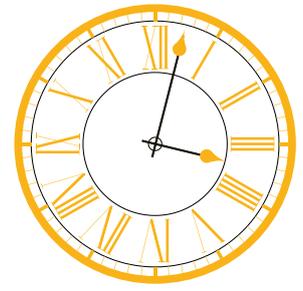
Identity &
Recognition

The train journey was long. My heart was pounding like crazy, as I crossed the state border. I think that was the moment I realized I am entering the unknown zone, not holidays from which I will return in a week.

At the station where I got off, I was waiting for my cousin. He was late. Really late.

And the fact that I waited for him more than an hour reminded me how far away my home village is. This train station was the most strange place I have ever experienced. And despite my age-25 years, for the first time in my life, I felt completely alone. Right at this station.

People spoke a language I didn't understand. I was afraid to have a drink at a nearby bar for several reasons.



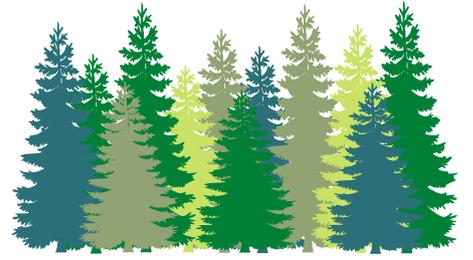
The first was language...how can I order a drink? The second reason was money- I had no euros and with my money, payment certainly wouldn't have been possible. And third... most important. I didn't want to risk to miss my cousin. I had no phone, nor his phone number. Disappointed, I sat down on the bench, tired, thirsty, hungry, and if I wouldn't be ashamed, I could admit that at that moment I would have given everything for my mom's hug.

When my cousin finally arrived, he apologized for the delay due to the extended work at his job, a stone fell from my heart. Probably my cousin noticed that as he sympathetically grabbed my shoulders and said: "You'll get used to it. You'll see. Everything will be okay."

I did not believe him.

I had a hard time getting used to living in a new environment. It became more and more clear to me, how I took for granted all the friendships I found, conversations I had over coffee or just like that... on the street when I meet someone I knew. Here all I had...were strangers. My cousin was away a lot so the best company I had was- me to myself.

As much as possible, I spent time in nature. Also that day, which at the beginning did not promise anything special I went for a long walk.



As always, I walked the circular forest path I knew. I was thinking of going somewhere else, but I was surprised by the rain, so I decided to go home. In front of the apartment building where I lived, I noticed an elderly woman walking up the stairs towards the entrance to the house. She carried heavy bags in her hands. Just below the top she fell on the floor.

Without hesitation, I run and help her on her feet. I rushed to pick up food and other purchased items that were lying all over the stairs. Suddenly the woman started to scream at everyone and swinging towards me. She screamed so loudly that in a few minutes the other neighbors came out of the house. I was standing as if dug in, with her shopping bags in my hands until something or someone knocked me to the ground. Before I had really realized what was going on, blood was actually flowing from my nose. At the moment someone was about to hit me again, an older man stopped him and saw what was happening.

I did not know the language, so I did not know what the shouting was about and what it meant. However, it became clear to me that this was a kind of mistake, because the gentleman who had just tried to hit me, suddenly fell silent and offered me his hand so that I could get up from the ground.

It took me a long time to realize that the woman who fell down the stairs understood my help as a robbery. So she screamed. The neighbors, who hurried out on the scene, saw old woman screaming while I was picking up her things. That was the picture they saw!

Without a word, I entered the house, wiping my bloody nose and wondering what actually happened.

I felt awful and even more alone in that moment.

Early in the morning, the doorbell woke me up. When I opened the door, I was surprised! The lady who shouted at me yesterday was standing in front of me. She was holding a pack of coffee and two cups in her hands. With the gestures, she tried to invite me to have a coffee. At least that is how it seemed to me.

At first I watch the gesture with distrust, tried to understand Slovenian words she was using, but then I followed her anyway.

When we entered her apartment, she offers me her hand and at the same time pointed at herself: "Olga. I'm Olga. "

It becomes clear to me that Olga is her name!

"Arbes!" I said and pointed to myself.



Mrs. Olga pointed to the chair in front of me and I assumed she wants me to sit down. So I did that too. She poured up coffee, pointed at sugar, milk..., all with her hands. And I answered back with mine. When she offers me a cookie, I thank her out loud in Albanian language. Mrs. Olga tried to repeat the word, but she is so funny that we both start laughing.

When she tried the seventh time to pronounce the word correctly, she had enough. She took a sheet of paper and a pencil and tried to write down the word. She wrote it wrong, so I helped her. Looking at the word written she tried to repeat correct pronunciation aloud. She finally succeeds! Oh what a joy!

Suddenly she writes a thank you note in Slovene language. I also have a lot of problems to pronounce Slovene words correctly. The same as Olga with Albanian language. Each attempt provokes new bursts of laughter from both. We liked the game so we repeated the exercise with other words. When it was necessary, we used gesticulation or we drew the meaning of a word.

How fun this neighbor of mine was!

Before we said goodbye we agreed on a new coffee meeting. If Olga did not come at agreed time, or I did not come to her, we knew we misunderstood each other.



No big deal... she came to me and I came to her and sometimes... we also met half way- in the hallway. How much laughter, how much joy!!!

And when I turn back today...

Mrs. Olga and I did not just learn the language. We learned how to understand and accept diversity and how to respect similarities.

It is not always easy.

But you are so much richer when you succeed.



Learning Scenario

Thinking outside the box: There is always an(other) option

BASIC EDUCATION

5-15 PARTICIPANTS

15-20 MINUTES

BASIC EDUCATION LEARNERS

Language level at least **B1** recommended

It is important for the collection of options to be able to express oneself and explain in a differentiated way

INFORMAL SETTING

with trusting open atmosphere in the group

OBJECTIVES:

- To strengthen the positive and creative thinking of learners
- To encourage and motivate learners to think outside the box.
- To motivate and guide learners to think about probabilities.
- To show learners that there can be solutions even in seemingly hopeless situations.
- To motivate learners to take the "moral" with them into their everyday life

PURPOSE

Critical
Thinking



LOCATION

Relaxed atmosphere
No further specific
requirements

STORY

Two Pebbles

MATERIAL

Some pebbles (black & white) and a small bag can be used to support the storytelling

Learning Scenario

Thinking outside the box: There is always an(other) option

DESCRIPTION

- The teacher tells the beginning of the story up to the point where the loan shark proposes his deal (pebbles brought along can be used for illustration)

Questions to the group:

- What is the probability for the daughter to get the "right" pebble?
- Do you think this is a fair offer and why?

- The teacher continues the story up to the point where the daughter sees that the loan shark puts two black pebbles in the little bag (illustration with pebbles brought along)

Questions to the group:

- What is the probability of a happy ending for the daughter now?
- What can she do?

Collecting options together

- The teacher summarises the options again and continues the story until the moment when the daughter drops the chosen pebble

Questions to the group:

- Why does she do this?
- What does she get out of it?

Only listen to and **collect options**, do not comment on them

- The teacher finishes the story (illustration with pebbles brought along), without the "moral" - **Question**: what does this have to do with us, with you? - Discussion of the "moral"

Learning Scenario

Thinking outside the box: There is always an(other) option

TIPS & TRICKS FOR THE TEACHERS

- Duration depends very much on the size of the group, their creativity and willingness to discuss, their openness to talk about their own situations
- When re-entering the story, always briefly retell the part where you left off in order to pick up and involve the listeners again.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

The story can also be used to strengthen **Creativity and Expression**. Then learners should be given more space to tell their own version of the progression and solution at the different stop points of the story, e.g. in pair work.



YOUR COMMENTS & ADDITIONS



Two Pebbles



Italy

Purpose(s)



Critical Thinking



Creativity & Expression

In a small Italian town, hundreds of years ago, a small business owner owed a large sum of money to a loan-shark. The loan-shark was a very old, unattractive looking guy that just so happened to fancy the business owner's daughter.

He decided to offer the businessman a deal that would completely wipe out the debt he owed him. However, the catch was that we would only wipe out the debt if he could marry the businessman's daughter. Needless to say, this proposal was met with a look of disgust.

The loan-shark said that he would place two pebbles into a bag, one white and one black. The daughter would then have to reach into the bag and pick out a pebble. If it was black, the debt would be wiped, but the loan-shark would then marry her. If it was white, the debt would also be wiped, but the daughter wouldn't have to marry the loan-shark.

Standing on a pebble-strewn path in the businessman's garden, the loan-shark bent over and picked up two pebbles. Whilst he was picking them up, the daughter noticed that he'd picked up two black pebbles and placed them both into the bag.

He then asked the daughter to reach into the bag and pick one. The daughter naturally had three choices as to what she could have done:

Refuse to pick a pebble from the bag.

Take both pebbles out of the bag and expose the loan-shark for cheating.



Pick a pebble from the bag fully well knowing it was black and sacrifice herself for her father's freedom.

She drew out a pebble from the bag, and before looking at it 'accidentally' dropped it into the midst of the other pebbles. She said to the loan-shark: "Oh, how clumsy of me. Never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked."

The pebble left in the bag is obviously black, and seeing as the loan-shark didn't want to be exposed, he had to play along as if the pebble the daughter dropped was white, and clear her father's debt.

Source/Link:

<https://wealthygorilla.com/10-most-inspirational-short-stories/>



Learning Scenario

See the special!

STORY
COMP

BASIC EDUCATION

5-15 PARTICIPANTS

30-45 MINUTES

BASIC EDUCATION LEARNERS

Language level at least **B1** recommended,
at least for the appreciation activity

INFORMAL OR
NON-FORMAL SETTING

OBJECTIVES:

- To motivate and activate the learners to put themselves in a certain situation curiously and with all their senses
- To motivate and activate the participants to tell and embellish a story together
- To sensitise and motivate learners to recognise their own particularities as strengths
- To animate and motivate learners to see and express what is special about their fellows.
- To strengthen the learners' self-esteem and curiosity

PURPOSE

Empower-
ment



LOCATION

Cosy, informal, perhaps
slightly oriental room
(colours, light, scent,
seating, possibly tea ...)

STORY

Ali Thumb

MATERIAL

None

Learning Scenario

See the special!

DESCRIPTION

- The teacher tells the story
- Participants take Ali's perspective: Ali has just managed to convince his parents to let him go off with his father and has slipped into his father's shirt pocket.
 - What does he see/hear/smell/experience from that moment on?
 - What new things does he experience and learn?
 - What is particularly interesting/exciting?

The participants are asked to tell together this part of the story from Ali's point of view again and in more detail
=> arouse curiosity for new things, for challenging things, for adventures, for the world ...

- Your Ali moment: The special thing about Ali is his appearance - only through it was it possible for him to perform his act of rescue. Each of us has special qualities, something special in his or her personality or is particularly good at something. What is it with you? – Each participants write it down for themselves.
- Appreciation activity: Either in groups of two or in the whole group, the participants tell each other what they think the other person is particularly good at or what is special about him/her.
- If the group and time allow, they could also tell the personal Ali moment as a spontaneous story

(Example: There is a young man who has a great voice and likes to sing. This could be a story for/about him: In the evening everyone sat together, ate and drank well and in the relaxed atmosphere he dared to sing in front of an audience for the first time. At first only at his table, but suddenly the conversations at the next table and then further on at the next table fell silent and everyone listened moved. After the last note, it remained completely silent for a moment. But then the applause broke out ...)

Learning Scenario

See the special!

TIPS & TRICKS FOR THE TEACHERS

- An atmosphere of openness, familiarity and trust in the group is necessary for the participants to open up to the exercise.
- The exercise is suitable for an existing group, the participants should already know each other.
- The teacher needs a high level of confidence in telling the story in order to really bring the participants along

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS



The story can also be used to strengthen
Critical Thinking / Multiple Perspectives



Questions/topics addressed

- What is "normal"? What is "different"?
- How do we (personally and as a society) deal with "differentness"?
- What is the (personal/societal) added value of diversity?

Possible procedure

- the teacher tells the story
- question to the participants: What touched you most?
- discussion in 3 groups (also feasible as partner work):
 - Perspective of parents: protecting the child, ashamed of the "abnormal" child, pride in the child ...
 - Perspective of Ali Thumb: restriction of having to stay at home, curiosity about the world, first journey, courage to speak out against the thieves, real encounter with other people, pride of parents ...
 - Perspective of others guests: Fear of the supposed "ghost", admiration for saviour Ali, no fear of contact with the "different"...

Learning Scenario

See the special!

ALTERNATIVE IMPLEMENTATIONS (CONTINUED)

- back in the whole group: One or more representatives of the group tell the story to the class from the appropriate perspective, as if they had just experienced it (for example, from the perspective of the other guests: "Yesterday I experienced something totally crazy. I was sitting with friends in the caravanserai in the evening and then ...". - Enable changes of perspective)
- Reflection on the different perspectives and corresponding attitudes/desires/fears: Where does each individual find him/herself?

YOUR COMMENTS & ADDITIONS





Ali Thumb



Turkey

Purpose(s)



Empowerment



Multiple Perspectives

Once upon the time, a couple had a baby boy whom they called Ali. The baby came as a surprise to his parents no bigger than a thumb! The mother and father were both very upset at first, but then they thought to themselves, 'This is what God has given us, and one day our son will grow up to be a big, strong boy.'

But the years passed and Ali did not grow at all. He remained as little as a thumb. Every evening at dinner, the mother would set a place at the table for her son. She would place a tiny plate in front of him and fill it with a teaspoon full of soup. Ali also had a tiny cup which his mother filled with a single drop of water.

Everything was fine when the family were at home, but the mother and father were ashamed of their son, thinking that if anybody saw him they would tease the young boy. So they always kept him indoors.



Many more years passed, and eventually Ali celebrated his twentieth birthday. He was still as little as a thumb, but his voice had grown very deep and very loud. In fact, it was like the voice of a giant man. Ali was a very sad young man because he had no friends and had to spend all of his time at home.

One day, Ali's father was getting ready to go to the market in the next town. He planned on spending the night in a caravanserai because he would not be able to make the journey there and back before nightfall.

Ali asked his father to take him to the journey too, but his father looked very anxious at the idea. 'We never took you out until this day and I am not sure that I can do it now,' he said. 'How can I protect you and hide you from other people?'

'It will be easy,' answered Ali in his deep voice. 'You can keep me in your pocket and nobody will ever know I am there. You can make a little hole in the pocket so I can breathe and see what is going on and enjoy all the new sites of the world.'

Ali's father realised how excited Ali was at the idea of leaving the house, and because of this he couldn't say no to his only son. The old man made a very small hole in his shirt pocket and helped Ali to climb inside. The mother handed over the bags for the journey and wished them good luck. Then Ali and his father set off towards the market in the neighbouring town.

After travelling all day, Ali and his father came to the caravanserai. 'We will get ourselves a room here for the night,' said the father, 'and tomorrow we will go to the market early in the morning.'

'I cannot believe I will stay in a caravanserai!' said Ali. He was very excited because he had already seen so much on his journey and he had never slept anywhere apart from his home.

Ali's father paid for a room and took his bags up to the room. After the old man had unpacked and washed, and with Ali still hidden in his pocket, he went down to the dining room.

Then something quite unexpected happened. Just as all of guests had seated themselves for dinner, a group of thieves entered the caravanserai. They pointed guns and gave orders that every man and woman should give their money and any valuables they had. All of the guests were very scared but they did as they were told and began reaching for their wallets and jewellery, placing them on the tables to be collected by the thieves.



Suddenly, there was a very loud and very deep voice from out of nowhere. 'Drop your guns!' commanded the voice. 'I am coming in there and I am going to catch you and give you over to the police.' Nobody knew where the voice was coming from. The thieves looked all around the dining room but could not see anyone. Then the voice came again, even louder this time. 'I will make sure that you spend many years in prison.'

Because the thieves could not tell where the voice was coming from, they convinced themselves that it must belong to a ghost. And if there was one thing the thieves were scared of even more than the police, it was ghosts.

All of a sudden, the thieves dropped their guns and ran from the caravanserai and disappeared into the night. Even though the guests were happy that the robbers had fled, they too were afraid of ghosts and wanted to run away to their rooms and hide.

'Do not worry,' said Ali's father. 'It is not a ghost that is talking. It is my son.' And the old man reached into his pocket so that Ali could climb into his hand. Then he placed Ali gently down on the table so that all of the guests might say hello.





'I am sure the robbers will not return,' said Ali in his deep, booming voice, a big smile on his face. The guests were very surprised and very curious to meet a boy who was no bigger than a thumb. But they were all very grateful to Ali for saving them from the thieves, and they thanked him and shook his hand and said to his father how proud he must be to have such a brave son.

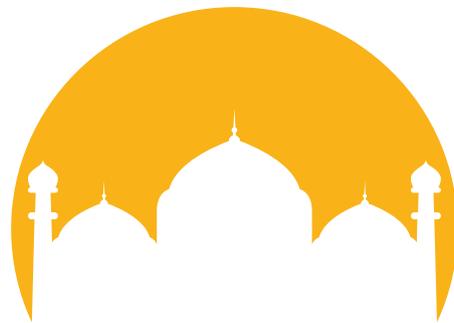
In the morning, as they left the caravanserai for the market, Ali's father took his little son out of his pocket and placed him up on his shoulder. All morning at the market, and then on the way home, the old man had to stop many times to introduce Ali to people. And he was very proud and told them all how his son had saved everybody from the three thieves.

When father and son arrived home that evening, Ali's mother looked very worried that Ali was sitting up on her husband's shoulder. 'What if somebody should see him?' she asked. But the old man smiled and explained to his wife what adventures they had experienced at the caravanserai, and how Ali had saved the day and scared off the thieves.

'It has been a great mistake to be ashamed of our son. We should not have kept him hidden in the house for all these years. We should be proud of Ali and all of the things that he is capable of doing.'

Ali's mother was indeed very proud when she heard the story of her son's bravery, and promised never to hide him away or be ashamed ever again.

Ever since that day, Ali Thumb has always travelled on his parents' shoulders wherever they go, and he has seen and done many things and had many adventures.



Learning Scenario

Classification in "good" and "bad"?

BASIC EDUCATION

6-10 PARTICIPANTS

2 HOURS

BASIC EDUCATION LEARNERS
language level of **A2** recommended

ALL SETTINGS POSSIBLE
mostly used in formal settings in a
basic education classroom

OBJECTIVES:

- To have a collection of adjectives/words to describe a person and oneself
- To think about and discuss the classification of characteristic features in good and bad, especially concerning traditional tales
- To try a critical self-description

PURPOSE

Identity &
Recognition



LOCATION

Indoor in a classroom

STORY

The fairies

MATERIAL

- paper and pen
- a whiteboard

DESCRIPTION

- To introduce the topic and prepare the storytelling, the group collects adjectives which can describe a person and sorts them into good/neutral/bad (the teacher writes on the board); at this point there will be already probably some discussion about the classification and it should be clear, that there is not always just good or bad

Learning Scenario

Classification in "good" and "bad"?

DESCRIPTION (CONTINUED)

- The teacher tells the story, but right before the end (after the younger sister is chased out of their home), the teacher stops and asks the learners what they think will follow. What or who are the two sisters going to become? What will happen to them? Can something good happen to a bad person? Can something bad happen to a good person? (real life vs. tale)
- The teacher finishes telling the story and asks the group if they are happy with this ending or if they prefer one of the formerly discussed
- The teacher tries to dissolve the "black-and-white-narrative" of the tale a little bit by asking questions such as: is the ending for the younger sister really a good one? Is the ending for the older sister really a bad one? Can it be the other way around? (i.e. violent marriage vs. freedom in single life); Is the older sister really a bad person? Is the younger sister really a good person? Or could this be a misunderstanding? (A task could be to tell the story out of one of the sisters' perspective; i.e. the older sister could have known that the woman is a fairy and did not want to be tested all the time; or she was environmentally conscious and did not want to waste the water she already fetched ;) the younger sister did not want to give the fairy fresh water but was too shy or afraid to say no)
- With the support of the formerly collected adjectives, the learners try to describe themselves and write it down in a few words, then share their descriptions with each other in pairs and discuss it, bearing in mind that all adjectives can be interpreted as good/neutral/bad depending on the situation
- Some adjectives can be discussed in the whole group if the learners want to, i.e. one that can be good/neutral/bad in 3 different situations

Learning Scenario

Classification in "good" and "bad"?

TIPS & TRICKS FOR THE TEACHERS

Some learners need very precise specifications, you could tell them to each find 5 adjectives which describe themselves

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

The exercise is also applicable for Empowerment in a setting with job seekers to talk about own strengths and weaknesses and how these features can also be good/bad in different situations.



YOUR COMMENTS & ADDITIONS

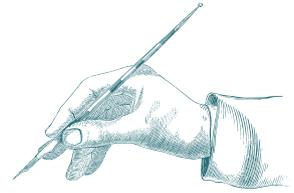


The Fairies



France

Charles Perrault



Purpose(s)



Identity &
Recognition



Communi-
cation Skills

Once upon a time, there was a widow who had two daughters: this woman prefers her elder daughter. She resembles her both physically and morally: arrogant, deceitful and ugly. The younger daughter is tender, honest and pretty. Her mother and older sister are so jealous of her that the poor girl becomes their scapegoat. Every day, she has to walk several kilometers to the spring to fetch water.

One day when she is there, she meets a poor woman who asks her for a drink. With kindness, the young girl goes to fetch water from the best place of the fountain, with her most beautiful pot and helps her to drink. The poor woman, who was a fairy, wanted to reward her for her goodness, kindness and honesty. She gave her a gift: "For every word you say, a flower or a precious stone will come out of your mouth."





When she returned home, her mother, noticing this special gift, sent her eldest daughter to fetch water from the spring so that she could meet the fairy and return with the same gift. But the eldest daughter, arrogant, dishonest and deceitful, does not react like her younger sister.

When the fairy, transformed into a pretty woman, asks her for water, instead of going to the fountain to fetch it, the dishonest girl hands her a pot already filled from her house. Seeing such behavior, the fairy gave her the following gift: "For every word you say, either a toad or a snake will come out of your mouth."

Back home, her mother, seeing this, accused the younger daughter of being responsible and chased her out of her house.

In her escape, the young girl met the king's son, who fell in love with her and married her.

As for the elder daughter, so hateful, her own mother finally chased her away and she died alone, isolated from everything and everyone.

Source/Link:

<https://bacdefrancais.net/fees.php>



Learning Scenario

Escape and arrival, nonlinear biographies and hope

BASIC EDUCATION

6-10 PARTICIPANTS

2 – 4 HOURS

YOUNG REFUGEES

between 15 and 25,
German level of **A2** recommended

ALL SETTINGS POSSIBLE

mostly used in formal settings

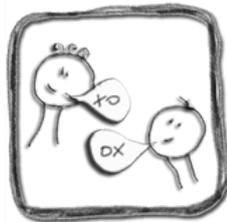
Important: learners and teacher need to have a confidential relationship because the topic can trigger hurtful memories

OBJECTIVES:

- To be able to understand a spoken story that is relatable to their own experiences
- To talk about their own experiences afterwards
- To express own hopes and dreams
- To show learners that nonlinear biographies are normal

PURPOSE

Language
Acquisition



LOCATION

Indoor in a classroom
(if possible, no tables but a chair circle)
Outdoor if everybody can
sit comfortably in a circle

STORY

She is like a mother to me

MATERIAL

- some props to enter a different role are welcome (e.g. cap, glasses, jersey)
- paper and pen and/or a whiteboard

Learning Scenario

Escape and arrival, nonlinear biographies and hope

DESCRIPTION

1. The teacher tells the story out of a first-person perspective, therefore the teacher has to make clear beforehand that s*he is in a different role for the story (props like a baseball cap or a football jersey can help to achieve that impression)
2. To involve the learners more in the story, gestures or/and sounds should be included (e.g. sounds for goats and sheep, gestures for working hard on a construction site or for playing football)
3. After the story, the learners are asked to write down important words/elements that they have understood; first alone, then compare and complete them in pairs and in a third step complete them in the whole group with the teachers' help
4. Reconstruct together Sardar's (the boy in the story) biography: what was his path up until this point? For better visualization: draw a time line together
5. Learners are now encouraged to draw their own time line: which places have they come through on their journey up until now? Which professions have they practiced?
6. Based on the time line, the learners are encouraged to tell their own story (depending on the confidentiality in the group either in front of the whole group or in pairs)
7. Maybe as a homework or for another day: the teacher instructs the vocabulary and grammar how to express wishes for the future in German, the learners are asked to write down their own hopes and dreams for the future, the teacher has to make sure that they feel empowered to read them out loud in class
8. For another grammar exercise, the learners are given the written down story and are asked to underline the main and subordinate clauses. Together the solutions are compared and it is talked about the verb position in each sentence.

Learning Scenario

Escape and arrival, nonlinear biographies and hope

TIPS & TRICKS FOR THE TEACHERS

- This activity could also be split up between 2 days.
- A lot of awareness to the fact that learners can be triggered by that story and be reminded of hurtful events in their past, so always keep in mind that nobody must speak about parts of their life that they don't want to ; at the same time offer listening, trust and compassion

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Biographies themselves can be discussed: research of famous people and their biographies, present them and compare them concerning linearity

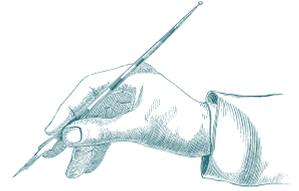
YOUR COMMENTS & ADDITIONS

"She is like a mother to me"

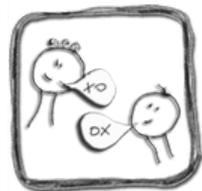


Austria

Sardar



Purpose(s)



Language Acquisition



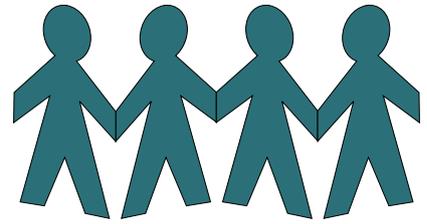
Belongingness

An autobiographical narrative

I am 23 years old, but I am not sure yet if this is really true, because I don't have a birthdate. I was born in Afghanistan, in the city Daikondi. My mother wasn't able to write my birthdate because she can't read or write at all.

I didn't go to school because it was too boring for me and I also didn't have time as we had lots of goats and sheep and I had to bring them up to the mountains to let them graze. This was far more interesting for me than school. Up to the age of 14 I've been a shepherd, after that I moved to Iran with my uncle.

But in Iran I couldn't work because I was so small. After four months I found work but it was really hard work: on the construction site. I've been six years in Iran and had hundreds of problems, which I can't describe with words.



But now I am in my favourite country, in Austria. I met a lot of new people and I am satisfied with my life. I met a woman. She is like a mother and very sweet to me. She helped me dozens of times, I will never forget it. I would like to become a soccer player and at the moment I am playing in a team.

Source/Link:

"Wir. Hier und Jetzt. Geflüchtete Menschen berichten. Band II, Ängste. Träume. Lagerleben." S. 86. (Hrsg. Ernst Schmiederer/edition Import Export)



Learning Scenario

Happiness in relation to work and money

BASIC EDUCATION

6-10 PARTICIPANTS

60 MINUTES

BASIC EDUCATION LEARNERS

Language level at least **B1** recommended

FORMAL SETTING

in a chair circle

OBJECTIVES:

- To think and discuss about own perceptions of happiness
- To be aware of different ways to achieve happiness and to get the motivation to pursue an individual approach
- To engage in a structured, philosophical discussion while arguing a point of view

PURPOSE

Motivation &
Awareness



LOCATION

calm, but attentive
atmosphere, inside or
outside, but everyone needs
to be sitting in a circle

STORY

"To Work or Not to Work OR
The Lazy Fisherman"

MATERIAL

A soft, small ball to structure
the discussion

PREPARATION

- It helps if teacher and/or learners are familiar with the concept of "Philosophy for kids or young adults".
- The teacher should prepare some philosophical questions before.

Happiness in relation to work and money

DESCRIPTION

1. The teacher tells the story after everybody is calm and sits comfortably
2. To engage the learners more in the story, gestures, different voices and sounds should be used
3. The story works as an introductory activity for the philosophical discussion which follows next
4. The teacher asks a question of the prepared ones and tosses the ball to a learner who wants to say something (after that contribution, the learner tosses the ball either directly to another learner who wants to reply or the ball comes back to the teacher after every learners' contribution, depends on the ability of the learners to reply to others and to structure and express their thoughts)
5. The teacher functions more as a moderator, sometimes paraphrases or summarizes aspects of the learners' arguments, and structures the discussion in a logical way

Possible philosophical questions are:

- What is happiness? How can one describe the feeling?
- Are there different ways of happiness? Which ones?
- What means happiness for you personally?
- What else are things that mean happiness to other people (possible answers: nature, money, work, family, friends, animals, hobbies...)
- Can one live without being happy?
- Can one be endlessly, forever happy? Is that possible? How?
- How does money influence happiness? Is money important for happiness? Why (not)?
- How important is work for happiness? Can one have a bad job and still be happy? How?
- How important is the wage of a job for you? Would you do any job for a lot of money? Why (not)?
- Would you accept worse working conditions if the wage was higher?

Learning Scenario

Happiness in relation to work and money

TIPS & TRICKS FOR THE TEACHERS

The format « philosophy for kids or young adults » is a structured format which teachers can learn, in Austria for example at the Austrian Center of Philosophy with Children and Youth at the University of Graz. The most important thing is : there are no weird or wrong questions or answers by the learners, it is a open and confidential setting, nobody will be laughed at and everybody's opinions are respected. The teacher should make this clear in the beginning.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Even if it was designed for young learners, there is no reason to not try it with older adults.

YOUR COMMENTS & ADDITIONS



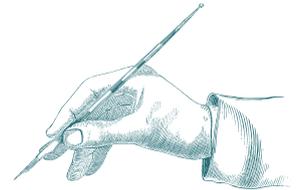
To Work or Not to Work OR

The Lazy Fisherman



Austria

Heinrich Böll



Purpose(s)

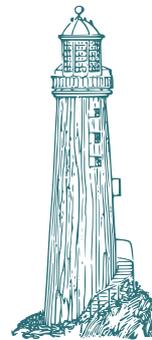


Multiple
Perspectives



Motivation &
Awareness

In a port on the western coast of Europe, a man, wearing shabby clothes, lies in his fishing boat and dozes. A smartly dressed tourist is just putting a new colour film into his camera to take a picture of the idyllic scene: blue sky, green sea with peaceful, snow-white crests of waves, black boat, the fisherman's red cap. Click. And again: click, and as all good things come in threes, and as it's better to be on the safe side, click, for the third time. The dry and almost hostile sound wakes the dozing fisherman, who sleepily sits up, sleepily reaches for his cigarette-packet; but before he finds what he is looking for, the eager tourist already holds out a packet right under his nose, putting the cigarette not exactly into his mouth but placing it into his hand, and a fourth click, that of the lighter, finishes off the zealous civility.



This hardly measurable, and never verifiable, excess of rash civility produces an irritably embarrassing situation which the tourist, who speaks the language of the country, tries to bridge by starting a conversation.

"You will make a good catch, today."

The fisherman shakes his head.

"But I was told the weather is favourable."

The fisherman nods.

"So you won't put the sea?"

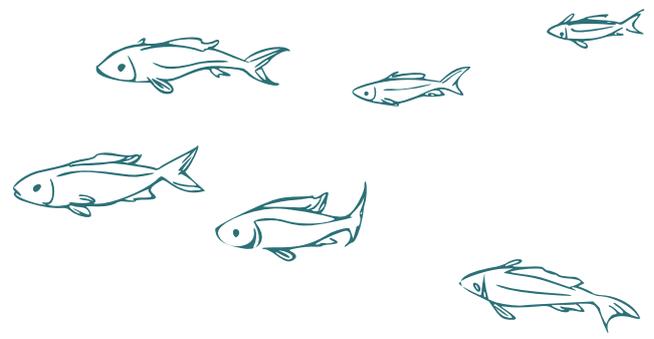
The fisherman shakes his head, the tourist gets increasingly nervous. To be sure, he is deeply concerned about the welfare of the man in shabby clothes, and sadly frets over the missed opportunity.

"Oh, you don't feel well?"

Eventually, the fisherman switches from sign language to actually spoken words. "I fell splendid," he says. "I never felt better." He stands up, has a good stretch, as if he wanted to show off the athletic shape of his body. "I feel great."

The facial expression of the tourist grows more and more unhappy; no longer can he suppress the question which, as it were, threatens to burst his heart: "But why, then, do you not put the sea?"

The answer comes promptly and briefly: "Because I already put to the sea this morning."



“Did you made a good catch?”

“My catch was so good that I need not put to sea for a second time. I had four lobsters in my basket, caught nearly two dozen mackerel ...”

The fisherman, finally awake, is now thawing, and slaps the tourist soothingly on the shoulder. The worried countenance of the latter seems to him an expression of inappropriate, yet touching, anxiety.

“I have enough even for tomorrow and the day after tomorrow,” he says to relieve the stranger’s soul. “Do you want a cigarette?”

“Yes, please.”

Cigarettes are being put into mouths, a fifth click; the stranger, shaking his head, sits down on the rim of the boat, and puts down the camera, for now he needs both hand to give his speech emphasis.

“I do not want to meddle in your personal affairs,” he says, “but just imagine, you put to sea today for a second, a third, or perhaps even a fourth time, and you catch three, four, five, maybe even ten dozen mackerel. Just imagine that!”

The fisherman nods.

“You put to sea,” continues the tourist, “not only today but tomorrow and the day after tomorrow, indeed, on every favourable day two, three, or perhaps four times - do you know what would happen?”

The fisherman shakes his head.

“In one year at the later you would be able to buy a motor, in two years a second boat, in three or four years you may, perhaps, have a small trawler; with two boats or the trawler you would, of course, catch a lot more - one day, you would have two trawlers, you would ...,” for a few moments his enthusiasm leaves him speechless, “you would build a small cold store, perhaps a smoke-house, soon afterwards a marinating factory, fly around with your own helicopter, making out the sholas of fish and giving orders to your trawlers by radio. You could buy fish rights for salmon, open a fish restaurant, export lobster directly to Paris without a middleman - and then ...,” once again his enthusiasm leaves the stranger speechless. Shaking his head, saddened in the depth of his heart, and almost bereft of his holiday delights, he looks on the waters rolling peacefully into the harbor, where the uncaught fish jump merely.

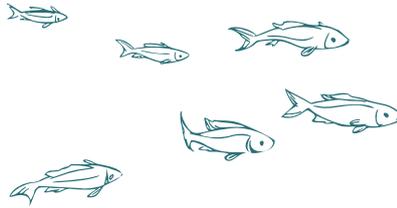
“And then”, says he, but again his excitement leaves him speechless. The fisherman slams him on the back, as one would slap a child choking over his food. “What then?” he asks in a low voice.

“Then,” says the stranger with quiet enthusiasm, “then you may relax here in the harbor with your mind set at ease, doze in the sunshine - and look out on the magnificent sea.”



“But that is what I am doing just now,” says the fisherman, “I relax here in the harbor with my mind set at ease, and doze; only the clicking noise of your camera disturbed me.”

In fact, the tourist, thus put right, became thoughtful and went away, for he used to think he worked in order that, one day, he need not work any more; and there remained in him not a trace of pity for the fisherman in shabby clothes, only a little envy.



Source/Link:

Böll, Heinrich. Kölner Ausgabe. Bd. 12. 1959-1963. Hrsg. von Robert C. Conrad, 2008/2011, Verlag Kiepenheuer & Witsch GmbH & Co. Köln

Translation by Hansjörg Bittner (1997): Essays in Translation. Edited by Emma Louise Oram and Laura Serratrice. School of Modern Languages and European Studies, University of East Anglia in Norwich. Norwich Papers, 5. https://www.uni-hildesheim.de/media/_migrated/content_uploads/Translating_Heinrich_Boell.pdf (last visited April 20, 2022)



Learning Scenario

THERE IS ALWAYS A WAY Thinking in multiple perspectives

BASIC EDUCATION

6-10 PARTICIPANTS

30-60 MINUTES

BASIC EDUCATION LEARNERS

LESS FORMAL SETTINGS

OBJECTIVES:

- **ABILITY TO REFRAME THE SITUATION** : see it from different perspective, overcoming the fears
- **EMPOWERMENT**: to make things possible
- **RESPONSIBILITY FOR ACTION**: encourage training of communication and performances skills
- **(SELF) REFLECTION**: developing critical thinking about your own and other reactions, actions

PURPOSE

Multiple Perspectives



LOCATION

Classroom

STORY

Brave Mouse

MATERIAL

- Pen and a paper
- Camera (in case of recording)

Learning Scenario

THERE IS ALWAYS A WAY Thinking in multiple perspectives

DESCRIPTION

- If possible, the teacher before telling a story opens a topic in the group about the strongest memory linked to job interview, writing a CV or application for job. The memory could be good or bad and opens a discussion about it.
- Teacher starts with the story. As much as possible participants are involved with answering simple questions, just with yes or no. In this way the focus of the participants remains on the story.
- Afterwards the participant's task is to expose their biggest fear connected to unemployment situation. Question such as might help by that:
 - Are you afraid of a job interview? Why?
 - Why you always apply for the same type of work
 - Why don't you do something more than just wait for the Employment Office
- When they have in mind their biggest fear connected to being without a job, they write it down and hand the papers to the teacher.
- The teachers writes it on the blackboard and put participant in to pairs. They are asked to tell a story to each other- the other way around; what is their biggest wish connected to their fear- in which way it could be solved if everything would be possible.
- The person who is listening to the story has to pay attention to good things and expose them in a way:
 - I am proud of you because you manage that...
 - I am happy that you think on that...
 - You surprised me positively with that...
 - I like that on you...

Learning Scenario

THERE IS ALWAYS A WAY Thinking in multiple perspectives

TIPS & TRICKS FOR THE TEACHERS

If the group had bonded the activity could be done in group, without dividing the participants. In that way there is one fear exposed (one participant tells a story), the other share their good experience in the story and later empower the participant with positive comments.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

The story telling activity could be taped on camera, so participants can actually see themselves- how they talk, how they act (good things about themselves and the things they define for improvement).

YOUR COMMENTS & ADDITIONS

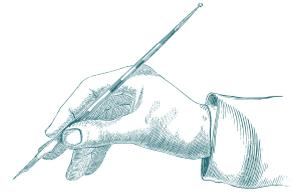


The Brave Mouse



Slovenia

Katarina Bertoncelj



Purpose(s)



Multiple Perspectives



Identity & Recognition

Mouse Pika plays with her sisters every day. Yesterday the oldest one among them, Misha, went alone for the first time, through the dark corridor in the pantry to grab some cheese.

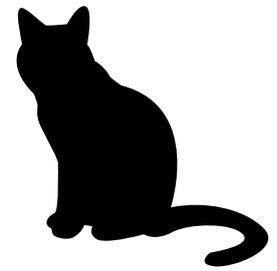
You should have seen with what admiration Pika was looking at Misha. In her eyes, she was the bravest mouse in the world. Fearless!

In the evening when she went to sleep, she decided to dream about her own trip to the pantry...

"I'll go alone! Because I am not afraid of anyone!", she said to herself.

In her dreams, she is wearing the most beautiful purple dress, because the day when she goes to pantry alone is not an ordinary day. She see herself walking down a long dark corridor. Then she flinches.

"Wait. This is a home of a big black cat!"



Pika suddenly loses the courage. She imagines a cat that is waiting for her behind a large flowerpot, stalking for small mices, especially those in beautiful purple dresses. The cat let everyone else pass, but those mice that wear nice purple clothes, he eats immediately. Just like that- he opens his mouth and the mouse is gone!

Fear wakes Pika up. When she falls back to sleep, she dreams of walking down the long hallway again, and the moment that big black cat appears in front of her, she stays buried.

He cannot move her legs clung to the floor!

Behind the black cat, Pika sees another cat with sharp big white teeth, followed by two equally horrible ones, drooling with all their might.

Mouse Pika screams and wakes up.

He crawls into mother bed. As soon as Mom Mouse is awake, Pika starts:

"Ammm, you know, Mom, that pantry at the end of the first hallway? The big one where they store jams potatoes and apples?" she hurries to ask.

Mom still not fully awake : "Yes. I know. What about it?"

"Well, there are also big loaves of cheese inside. Very good cheese. The last time Misha went to pick up some, do you remember?"

"Yes, I remember" Mom said.



"Would you be so nice and go to pantry and bring me some cheese? I would go by myself, but the pantry is guarded by so many big cats, with big white teeth, waiting to get a mouse in a purple suit into their claws. They are terrible! Their saliva is dripping everywhere and they are so huge!"

Mom smiled: "My dear Pika. Sometimes we see things that are not really there. And when we really want something, we have to work hard to achieve it. Alone. You are big enough to get the cheese yourself. You are fast, you are smart. Even if some cat really guardes the pantry, you would easily trick him and get to the cheese. There are no cats with big white teeth like you described. Believe me."

Pika was thinking.

She is scared, but she wants cheese. But she is also fast, that's true. She is so fast that the sisters cannot catch her. And if the black cat hasn't caught Misha, who is slower, neither will her.

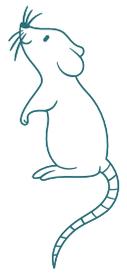
She waits for evening, puts on his favorite purple dress, and heads down the dark hall. She is careful and walks along the edge. Suddenly she sees a large black shadow on the wall. Determined to persevere, she continues her way along the hallway as quickly as possible. In a blink of the eye, she is in front of the pantry door.

Frightened, she turns and sees that no one is following her. Surprised, she finds that there is there is no sign of the big black cat monster and that the shadow on the wall belongs to the potted plant.

Hrrrskkkk... she shreds the cheese and confidently slowly walks down the hall. She does not run.

Proud about herself, in the home yard starts yelling:

"I did it! I diiiiid it !!!"



Learning Scenario

What's the point of being useless?

BASIC EDUCATION

15-20 PARTICIPANTS

20-30 MINUTES

BASIC EDUCATION LEARNERS

INFORMAL SETTING

OBJECTIVES:

- To think about concepts such as usefulness or uselessness in our society
- To recognize relativity of usefulness and uselessness
- To express a well-founded opinion

PURPOSE

Processing
Knowledge



LOCATION

Inside or outside,
participants are seated in a
circle and feel comfortable

STORY

The useless tree

PREPARATION

- The teacher has to prepare the material.

MATERIAL

- One sheet of paper with illustrations of a lonely twisted tree, the attributes of a woodcutter, a logger and a carver and a lonely tree with people gathered around it. One can use the illustrations as well to help explain difficult words. The illustrations with or without the words, depending of the level, help the learners to tell the story.
- One sheet of paper with philosophical questions about “useful” and “uselessness” to help the learners to talk about the story and learn them to formulate a personal opinion in a foreign language. The teacher chooses the domain to reflect on.

Learning Scenario

What's the point of being useless?

DESCRIPTION

- The teacher tells the story and uses the illustrations to make the story easier to understand
- The teacher asks the learners to think of one thing they find particularly useful in their life. The learners then work in pairs and tell each other why this thing is useful.
- The teacher shows some images of art, theatre, candy, a car, sports, clothes, ... and asks the learners to put them in the category useful or useless. Each learner will explain why something is useful for her/him or not.

TIPS & TRICKS FOR THE TEACHERS

Make sure the learners have enough skills to express their opinion. You can provide some sentence starters to help them.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Show the learners an image of something useless you're fond of and tell them why. Do they have something similar? Organize a market of useless things where the learners play the role of market vendors and promote their useless objects.

YOUR COMMENTS & ADDITIONS

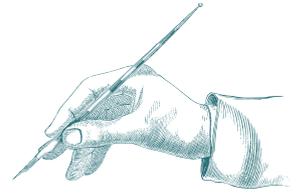


The useless tree



China

Chuang TZU



Purpose(s)



Processing
Knowledge



Identity &
Recognition

Once upon the time, a great grove of trees stood on the hill where just one gnarled tree now stands. "We will never cut a good straight board from that twisted tree." So they let it be and cut another and another.

Then the loggers came after logs to sell and said, "The twisted tree will burn with a foul smell." So hey let it be and cut another and another.

Then the carvers came after soft-grained wood and said, "This twisted tree won't do us any good. It is a knotty old tree." So they, too, let it be and cut another and another.

In time, the large, gnarled tree stood alone on the hill. Now during the day, the children come and play in its shade. In the evening, the old men gather about its huge trunk. They sigh and talk about their lives.



“Oh, what is the use of being useless?” one elderly man said. Another pointed up and replied, “Just look above your head! An entire grove of trees once stood on this hill. Now only one crooked tree still stands, thick with greenery. Had this useless old tree been useful, my friend, it would not have grown ancient with fine spreading limbs.”

Source/Link:

Heather Forest, *Wisdom Tales from Around the World Fifty Gems of Story and Wisdom from Such Diverse Traditions as Sufi, Zen, Taoist, Christian, Jewish, Buddhist, African and Native American*, August House, page 34, 1996.



Learning Scenario

Better together in communication skills

CIVIC EDUCATION

5-15 PARTICIPANTS

45-60 MINUTES

CIVIC EDUCATION LEARNERS

INFORMAL SETTING

OBJECTIVES:

- To identify the different components of communication (sender, receiver, message, mean of communication) in each phase of the story
- To be able to distinguish between what's said, what's meant and which information is missing
- To be aware of possible points of misunderstanding in communication situations

PURPOSE

Communication Skills



LOCATION

Inside

in a place where you can project some photos on a wall,

Outside

in a natural landscape

MATERIAL

- Video projector or flipcharts
- Markers
- The scenarios of miscommunication situations

STORY

The little ant going to Jerusalem

PREPARATION

- Prepare a digital presentation with the different key elements of the story (snow, sun, cloud, wind, mountain, earth), or printed on flipcharts to be hanged on if the activity is done outside.
- Prepare a presentation about the communication cycle (see Annex)
- Prepare handouts with miscommunication situations (see Annex)

Learning Scenario

Better together in communication skills

DESCRIPTION

- The educator starts by telling the full story for the first time.
- The educator presents the communication cycle (sender, receiver, message, mean of communication, cf, links in annexes) and the tips for improving the communication skills. The presentation can be done through visual aids like flipchart or PowerPoint presentation prepared beforehand if the session is done indoor.
- The educator then asks the participants to identify the different communication cycles in each section of the story.
- To go further, the educator can give the participants some examples of situations* showing difficulties in communicating with the other and ask the learners, in subgroups, to identify the reason(s) of the difficulty and try to propose proper solutions according to the presentation done previously by the educator.
- Once the working groups are done, each group can present the situation and the solutions proposed.
- A time of exchange with the whole group can also take place if needed to explore more the different solutions and go deeper.

*) Two examples of situations are included in the annexes so the educator can get some inspiration for other scenarios.

TIPS & TRICKS FOR THE TEACHERS

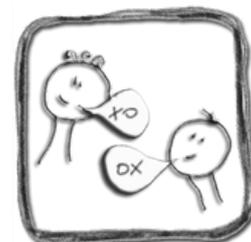
- The best is to discover the story in a non-formal participatory way to get the learners involved in the storytelling like for example by repeating the different phrases
- The storyteller can start by teaching the pupils the different characters of the story listed above.
- The story can be told in an excursion day in the mountains with the pupils.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

- The mention of “God” in the story can be changed to another supernatural force or character if the teacher wants to avoid the religious figures.
- For the scenario creation, the educator can get some inspiration from the learners’ cultural background, if applicable, or ask them to share miscommunication examples from their personal experience to be used as working scenarios.

- The story of “The Ant going to Jerusalem” can be also used for

Language Acquisition in the **BASIC EDUCATION** context having as an objective to develop new vocabulary related to nature components in a given language.



- The educator starts by telling the full story for the first time.
- When done, the educator asks the learners how many new words related to the Nature they learned from the story.
- Previously to the session, the educator can prepare a technical sheet with the different words (ant, snow, sun, cloud, wind, mountain, earth) in the local language + English where the words are mixed up (for example: instead of Mountain -> N-T-N-I-M-U-O-A; Montagne -> N-T-G-O-M-A-E-N) and the learner should put it in the right orders. Once done, they can link it with the picture representing the word and its translation.
- In the context of a classroom, the storyteller can use visual aids like posters with the different words or project them on a wall if possible.

Learning Scenario

What's said - what's meant

ANNEX

For more information about Communication cycle, please check the following links:

- <https://digiaide.com/communication-cycle/>
 - https://www.youtube.com/watch?v=4Z1BIeje_ko
 - <https://www.youtube.com/watch?v=qFWsTsvJ8Xw>
-

The scenarios of miscommunication situations

Scenario #1:

Husband calls wife to let her know that he is stopping by a friend's house after work.

Husband: "Hi Hon, I am going to stop by Jaap's house on the way home from work tonight but I won't be late".

The husband came back at home at 11 PM and the wife was very worried and upset.

Miscommunication problem: Wife interprets "won't be late" to mean he will only stop for a few minutes and be home around his usual time. Husband meant: he would be stopping at friends and will not be home really late at night like 11 pm or midnight. A total miscommunication.

Possible Solutions (to be given by the teachers later): This problem could have been solved by adding some additional details: Example ("I am going to stop by Jaap's house after work and plan to stay two to three hours. I should be home between 10 or 10:30 PM. If I am going to be later than that I will call you").

Note: Details (2 to 3 hours), Specific Example (I should be home around 8 or 8:30 PM) and Respect (I will call you if it is going to be later than that).

Summarize: Wife: "So after work, you will be going to Jay's house until about 8:30 PM or call to let me know you are running late."

Learning Scenario

What's said - what's meant

ANNEX

The scenarios of miscommunication situations

Scenario #2:

Friend calls with an Invitation

Katrin calls her friend Mareen to invite her over for the 4th of July. Mareen says, "I don't have a calendar and I am going out of town for the weekend but if the 4th of July is on Monday (that is when businesses were going to be closed) then we are coming back Monday morning and can come over". Katrin says, "Great....see you for the 4th of July". No one checks the calendar. The 4th of July is on Sunday".

Miscommunication problem: Mareen comes back Monday morning and calls Katrin about coming over that night but Katrin was very angry because Mareen didn't come the evening of July 4th.

Possible Solutions (to be given by the teachers later): Do not make specific plans if you do not have all the specific details. One of these people should have said, "Let me check the calendar and make sure what day the 4th of July will land on and I will get back to you" This conversation was missing the Detail that the 4th of July would be on Sunday. Then John could have said, "I can't make it Sunday for the 4th because we will be out-of-town but we could celebrate it with you on Monday night the 5th of July. This conversation needed details and specific examples.

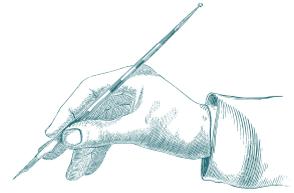


The Little Ant Going to Jerusalem

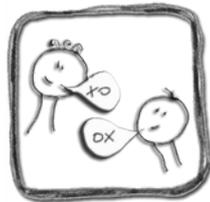


France

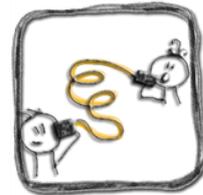
George Alexander Kohut



Purpose(s)



Language acquisition



Communication Skills

Once upon a time, there was a little ant going to Jerusalem. It was snowing, and the snow grips the leg of the little ant who is going to Jerusalem.

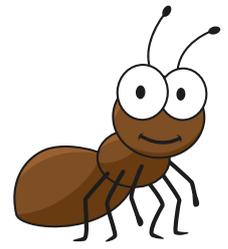
- O snow, how strong you are, you who grip the leg of the little ant going to Jerusalem.

And the snow answers:

- Stronger than me is the sun that melts me.
- O sun, how strong you are, you who melt the snow that grips the leg of the little ant going to Jerusalem!

And the sun answers:

- Stronger than me is the cloud that hides me.
- O cloud, how strong you are, you who hide the sun that melts the snow that grips the leg of the little ant going to Jerusalem!



And the cloud answers:

- Stronger than me is the wind that drives me away.
- O wind, how strong you are, you who chase the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And the wind answers:

- Stronger than me is the mountain that stops me.
- O mountain, how strong you are, you who stop the wind that chases away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And the mountain answers:

- Stronger than me is the earth that carries me.
- O earth, how strong you are, you who carry the mountain that stops the wind that chases away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!



And the earth answers:

- Stronger than me is God who made me.
- O God, how strong you are, you who made the earth that carries the mountain that stops the wind that drives away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And God has mercy on the little ant going to Jerusalem.

He says:

- Earth, shake!

The earth shakes

The mountain collapses.

The wind passes.

The cloud goes away.



The sun shines.

The snow melts.

And the little ant withdraws his paw and goes to Jerusalem.

Source/Link:

Diane Barbara, Actes Sud Junior



Learning Scenario

Don't be naive, be assertive!

CIVIC EDUCATION

5-8 PARTICIPANTS

45-60 MINUTES

ADULT EDUCATION LEARNERS

INFORMAL SETTING

OBJECTIVES:

- To raise awareness of the fact that others may have goals and intentions that do not necessarily match your own

PURPOSE

Empowerment



and motivation to acquire competences to improve assertiveness and resilience

LOCATION

any room

MATERIAL

none

STORY

The Raven and the Fox

DESCRIPTION

- Tell the story about the Raven and the Fox
- Ask participants to reflect upon the role and the actions of both animals
- Ask who do they prefer, and why?
- As where they see such behaviours in life?
- Can they give an example?
- Why is it good for learners to be aware of who their partners are and who their opponents?

Do they know of situations in which they would have liked to have such talks before starting a learning process?

Learning Scenario

Don't be naïve, be assertive!

TIPS & TRICKS FOR THE TEACHERS

Invite participants to respond to using the story by giving examples.
If no responses follow, give one yourself.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Make the discussion a role play ion which one is the raven and the other the fox. Let them tell the story again form their perspective, before reflecting long the lines as sketched above

YOUR COMMENTS & ADDITIONS

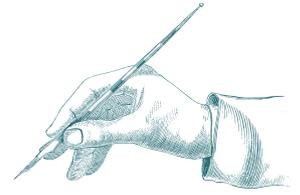


The Fox and the Raven



Ancient Greece

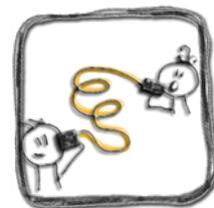
Aesopus



Purpose(s)



Empowerment



Communication Skills

Once upon the time, the raven seized a piece of cheese and carried his spoils up to his perch high in a tree. A fox came up and walked in circles around the raven, planning a trick. 'What is this?' cried the fox. 'O raven, the elegant proportions of your body are remarkable, and you have a complexion that is worthy of the king of the birds! If only you had a voice to match, then you would be first among the fowl!' The fox said these things to trick the raven and the raven fell for it: he let out a great squawk and dropped his cheese. By thus showing off his voice, the raven let go of his spoils. The fox then grabbed the cheese and said, 'O raven, you do have a voice, but no brains to go with it!'

If you follow your enemies' advice, you will get hurt.

Source/Link:

<http://www.mythfolklore.net/aesopica/perry/124.htm>



Learning Scenario

Make the best out of things

CIVIC EDUCATION

5-8 PARTICIPANTS

45-60 MINUTES

CIVIC EDUCATION LEARNERS

INFORMAL SETTING

OBJECTIVES:

- To raise awareness the necessity to build and maintain self-respect

PURPOSE

Motivation &
Awareness



LOCATION

a room

STORY

The Old Carpenter

MATERIAL

- Printed version of the story in brief
- Flip charts and markers

PREPARATION

- Focus on how you will tell the story.
- Identify what you think the moral of the story is in the context of Civic and/or Basic education

Learning Scenario

Make the best out of things

DESCRIPTION

- Tell the story of the Old Carpenter
- Tell about reasons to promote motivation:
(The more you do your best in achieving things the more rewarding will be its result; if you do not make the best of it you will regret the output)
- Talk about this assumption. Is it true, true to some extent, or not true?
- Point out the dilemma and (regret versus perfectionism and its risks)
- Discuss how this relates to the motivation of the participants to learn new competences in civic and basis education, and to the motivation of their peers.
- Identify the use of talking about such dilemma before engaging in the learning process.

TIPS & TRICKS FOR THE TEACHERS

- Let the learners do most of the talking
- Summarize and structure their inputs

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Choose a less directive approach by allowing participants to speak up first before you do. Ask them to discuss the story after having read it. Then discuss its use and for what purpose and then ask some one to read it before a final plenary reflection is made by the and by you



The Old Carpenter



Unknown

Purpose(s)



Motivation
& Awareness

Once upon the time, a carpenter with years of experience, was ready to retire. He communicated his contractor about his plans to leave the house building business to live a more leisurely retired life with his wife and family. The contractor felt a little upset that his good and experienced carpenter was leaving the job, but he requested the carpenter to build just one more house for him.

The carpenter agreed with contractor but his heart was not in his work like it used to be. He resorted to shoddy workmanship and used inferior materials for building the last house of his career. It was an unfortunate way to end his career. When the carpenter completed the house and the employer came to inspect the house.



He looked around the house and just before he exited the house he handed the front-door key to the carpenter. “This is your house,” he said, “my gift to you.” This was a huge surprise to the carpenter. Although it was supposed to be a good surprise, he wasn’t feeling good as he felt a deep shame inside him. If he had only known he was building his own house, he would have done it all so differently. Now he had to live in the home that wasn’t built that well.

Moral: Like the carpenter, we build our lives in a distracted way, reacting rather than acting, willing to put up with less rather than the best. Give your best. Your attitudes and the choices you make today will be your life tomorrow, build it wisely!

Source/Link:

<https://alltimeshortstories.com/short-stories-about-life/>



Learning Scenario

6 or 9?

CIVIC EDUCATION

10-20 PARTICIPANTS

1-2 HOURS

CIVIC EDUCATION LEARNERS

ALL SETTINGS POSSIBLE

OBJECTIVES:

- To understand the meaning of multiple perspective
- To be able to identify the reasons laying behind the difference in opinions and perspectives
- To respect the perspective of the other
- To enhance teamwork

PURPOSE

Multiple Perspectives



LOCATION

Inside

STORY

The Bird of Truth

MATERIAL

- Papers, flipcharts.
- Pencils, markers, colors
- (prepared optical illusions - see Annex)

PREPARATION

- Prepare the room of the session in a comfortable storytelling setting (couches, poufs,)
- Once the story is told, the setting can be changed in small islands for subgroups work.

Learning Scenario

6 or 9?

DESCRIPTION

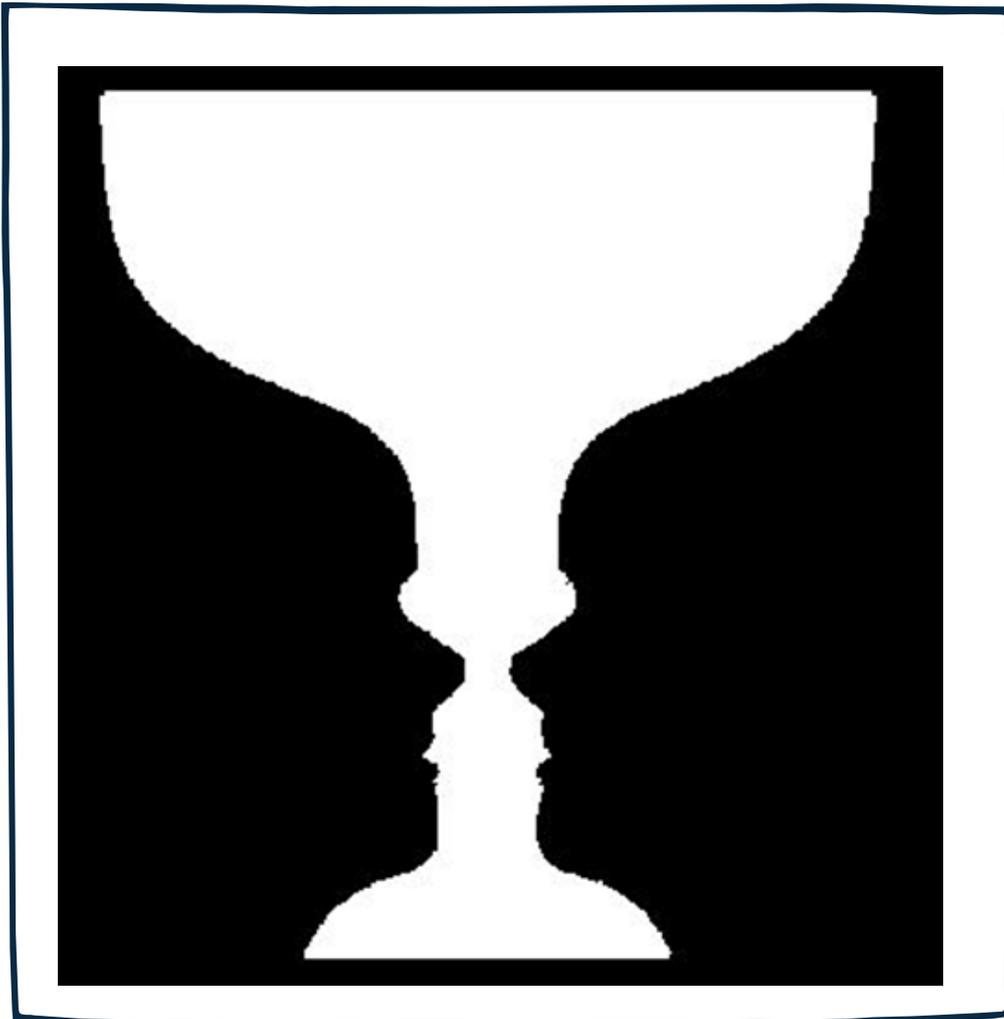
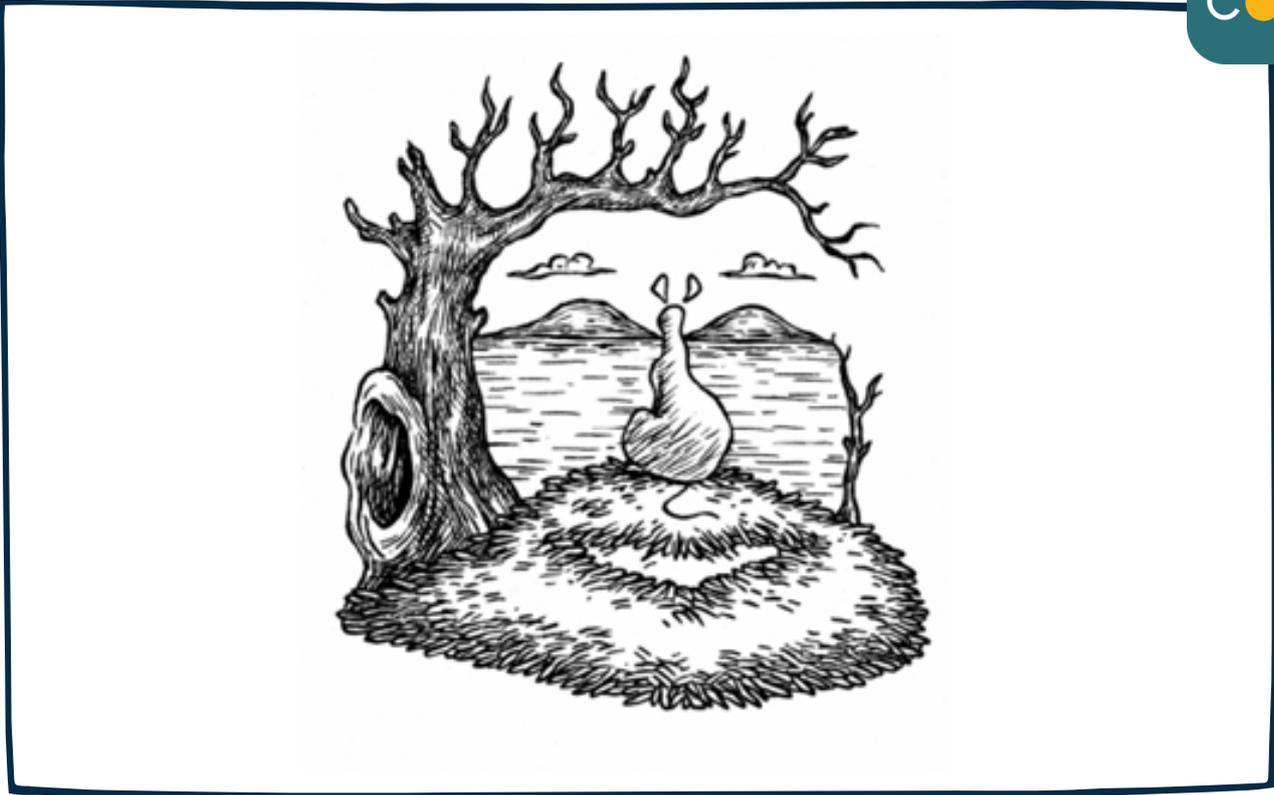
- Once the educator tells the story, according to the number of learners, they are divided in subgroups of 7 representing the 7 main characters of the story: the king, the queen, the two brothers, the sister, the king's sisters (as one character) and the old couple (as one character).
- The learners will have 10 minutes of individual time to reflect on their role and imagine how they could react if they were in the place of their assigned character and why.
- These questions can help them in their reflection process:
 - How did this/these character/s experience the story?
 - What were the motives/reasons why the character acted as they did?
- After that, each group of 7 will come together and each character will tell the story from their perspective.
- Then the group members will try to identify the points of "own" behavior where there would have been (re)action alternatives.
 - At what point could the protagonist(s) have acted differently?
 - How would that have influenced and changed the story?
- This sharing time can take at least 20 minutes.
- After working in subgroups, the participants will come together and present their findings: first by telling the story from the "own" perspective, then by (briefly!) explaining the possible action alternatives.
- For the evaluation, the following questions can help:
 - Which of the perspectives/ways of acting can the participants best understand? Why?
 - What is the parallel to their own lives?

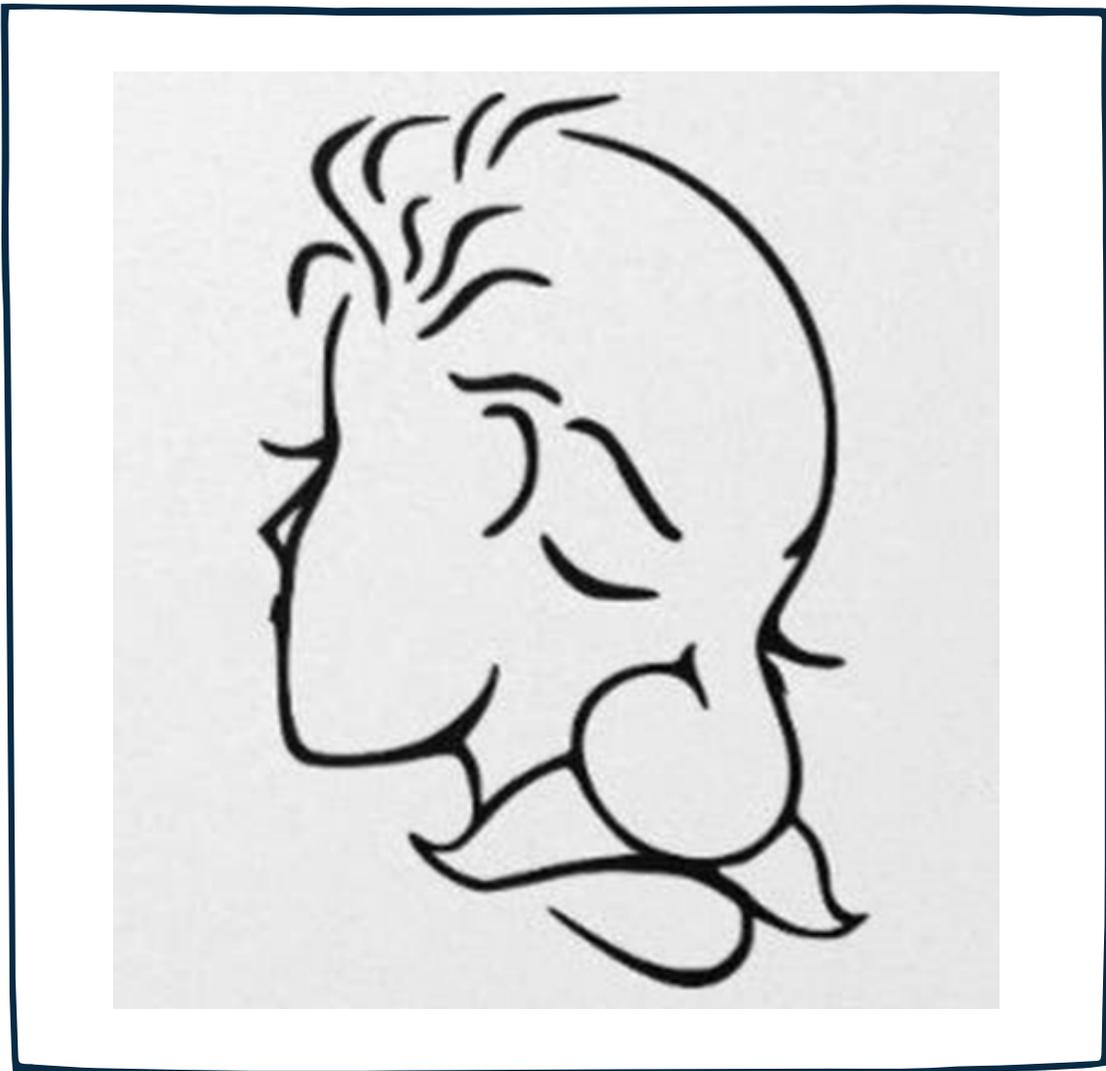
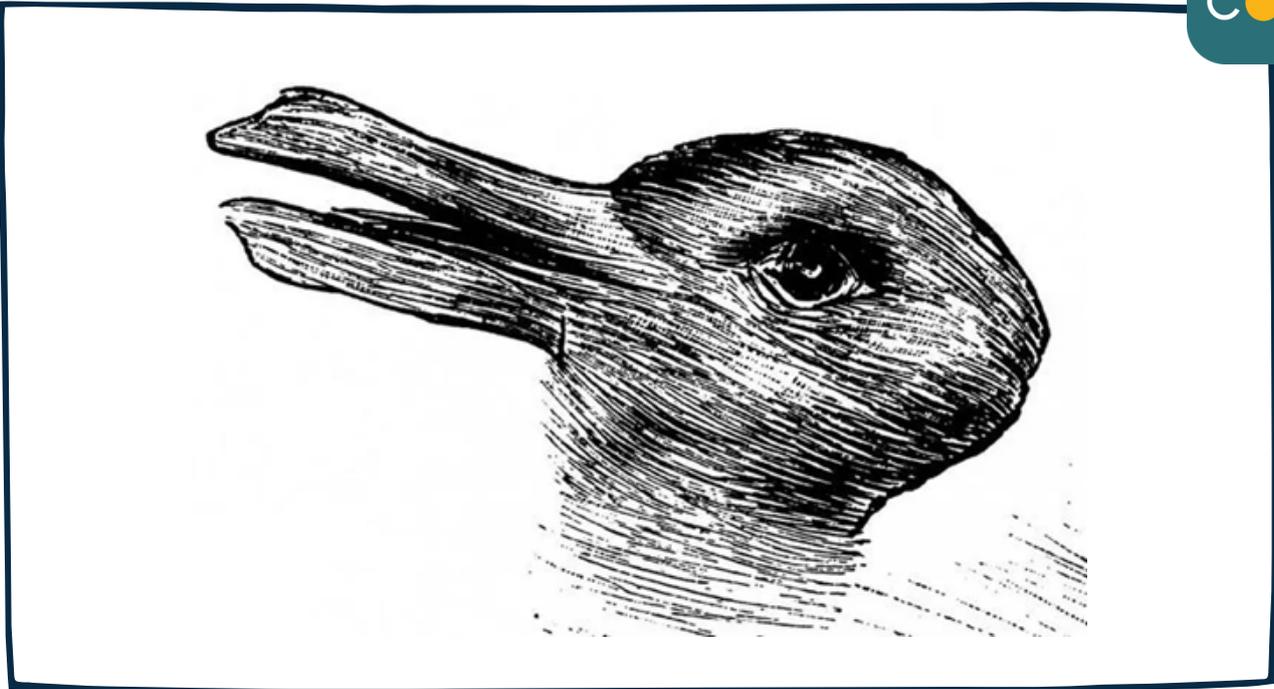
DESCRIPTION (CONTINUED)

- Once the sharing is over, the educator can then explain about the multiple perspective process that we can follow while dealing with a given situation and the learners can adapt the roles while using a critical thinking process, like for example, how they would react in the place of some and how it can affect our interpersonal relationship.
- It is important to point out that there is no “right” and “wrong” – it’s mainly to understand that actions are based on the individual interpretation of a situation and on personal motives. Different perspectives on a situation make people act differently.
- The educator can prepare beforehand some optical illusions, (see annexes) when two people see the same thing, but they do not see the identical thing, to explicitly explain to the learners how one image can be seen in different ways, same as a daily life situation.
- The educator can also mention the relationship between multiple perspective and cultural background and how each individual is unconsciously influenced by their cultural elements while analyzing a situation or interpreting an information.

TIPS & TRICKS FOR THE TEACHERS

The educator can prepare a presentation or some notions about the intercultural communication beforehand to go deeper with the learners









The Bird of Truth



France

Purpose(s)



Motivation
& Awareness



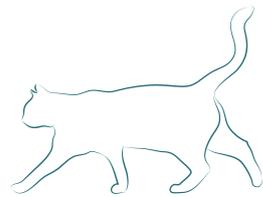
Critical
Thinking

Once upon the time, three young ladies were talking quietly to each other as they were walking along a path and picking blackberries.

"If I get married," said one of them, "I will have three children. The first will be a handsome boy, the second a pretty girl with a star on her forehead and the third another handsome boy."

The king's son heard this while he was hiding behind the bush. He followed the girls to their house. He asked the one who had spoken of getting married to repeat the sentence and asked her to marry him, saying that he wanted the same thing as her.

The girl protested. Wasn't she poor? She would now have all the king's gold, he replied. Didn't she want to stay with her sisters? She would have the king's own sisters in the castle. There was no negotiation possible. He took her to the castle and married her.



Sometime later, the prince, now king, had to go to war. His wife was about to have her first child. He entrusted her to his own sisters and asked them to help him and protect the child.

When the birth day came, the king's sisters, who did not like the queen, put a little dog in the place of the beautiful boy. When the king was told that his wife had given birth to a dog, he was very upset, but he loved his wife so much that he said nothing when he returned.

Sometime later, the queen was expecting her second child. The king had to go back to war and entrusted her to his sisters. When the queen gave birth, they put a little cat in the pretty girl's place. When the king was informed that the queen had given birth to a cat, he was very unhappy but said nothing when he returned.

Sometime later the war called again just as the queen was about to give birth to her third child. When he learned that it was another dog he became furious. When he returned, he locked the queen in a cage where she became a laughing stock.



At the same time, an old couple was living in a small house in the forest nearby, raising two beautiful boys and a pretty girl with a star on her forehead.

When the children were twenty, nineteen and eighteen, he called them together and said: "You call me father, and it is true that I love you very much. But you have to know that you were entrusted to me when you were just babies. You must belong to a big family. Despite all my searching, I have not found it. It is your turn to go out into the world to find out. Perhaps you will be luckier than I was."

The eldest, having thought about it, decided to go and consult the bird that tells the truth. The other two cried out:

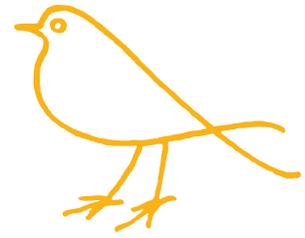
"What will happen to us if you don't come back? Better to stay together!"

"No, I have to leave. Take this rosary, if tomorrow there is blood on it, I will be dead."

The young man left without further ado. On the road he met an old woman dressed in black and bent over.

"Where are you going? To consult the bird that tells the truth, right?"

"Yes," said the boy.



"Then take this ball and throw it, then it will roll by itself, follow it until it stops. It will be in a field of stones. In the middle there is a gigantic oak tree. At the top of this oak the bird is in a cage. But above all, don't turn around. That would be fatal for you, as it was for so many others!"

The boy took the ball and threw it. He arrived in the stone field not far from the oak tree.

"Today, there's a nice boy," said a mocking voice. "He's coming for the bird that tells the truth. I don't think he can take it down."

He couldn't resist seeing where the voices were coming from and turned around. He was immediately turned to stone.

The next day the rosary became stained with blood.

The other boy decided to leave despite his sister's pleas. Unfortunately, he was no happier than his brother. He was turned into stone at the foot of the tree.

So, it was the girl's turn. She met the old woman who saw her coming towards her with a smile. She took the ball in her hands and threw it. She was greeted by a terrible noise when she reached the stone field. She resisted the urge to turn around, climbed the tree and put her hand up to the cage.

The noise was deafening, but as soon as she unhooked the cage, there was silence.

Then she heard the bird say to her:

“Go to the little wood nearby and pick a branch of the singing laurel tree. Then take some water from the fountain in the wood in a bottle: it is dancing water. Put a drop of it on each of the stones at the foot of the tree.”

The girl did exactly as the bird told her and each stone turned into a human. Soon there was a crowd of men, women, knights and kings under the tree. All had come to consult the bird and had been taken by the enchantment.

The king was also there because he had come to know why he had had animals instead of children. Anyway, he invited his liberator to the castle with her two brothers. There was a big meal. The queen attended, still locked in her cage. The king's sisters were also there.

At the end of the meal the singing laurel and the dancing water were placed on the table. All the guests were astonished. Finally, the bird was placed in front of the young girl.

“King,” said the bird, “these two boys and this girl are your children. At the time of their birth, when you were at war, they were taken from their mother by your sisters and replaced by two dogs and a cat...”

And the bird flew out the window.



The king asked the queen for forgiveness and took her out of her cage. But the emotion was so strong that she got a heart attack and died.

In revenge, the king locked his sisters in the cage and decided to burn them.

It is also known that the bird that tells the truth still exists.



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