ERASMUS+ WEAVING WEBS OF STORIES

TRAINING PROGRAMME

(2019-1-UK01-KA201-062128)

WELCOME

ERASMUS+ Weaving Webs of Stories

[Presentation and Voiceover narrative]

Welcome to this training programme – and thank you for taking part in our transnational effort to boost literacy and help young people challenge hatred and discrimination, and become advocates for inclusion and equality.

This Programme was developed by the partnership with the young people's learning, enjoyment and achievement at its heart

This training course is dedicated to the young people who participated in the literacy and inclusion pilot sessions in seven European countries

We also thank the schools and staff whose participation helped us deliver the school sessions with positive outcomes

Voice Over:

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Context

The famous scientist Louis Pasteur spoke of the importance of having a "prepared mind" in order to achieve and do well.

This programme looks at what it means to have a "prepared mind" in the 21st century, and how we can contribute to developing the necessary skills to flourish today, in a fast-moving, diverse, complex and often unequal world.

Our approach is based on tried and tested non-formal learning methods. There are more details further on in the pack.

We are grateful to the European Union for funding the Weaving Webs of Stories project.

This project has been delivered by a transnational partnership:

UK   Every Child an Achiever (coordinating body)

UK   Finsbury Park Trust (applicant body)

Romania   Scoala primară EuroEd Iași

Greece   You in Europe

Bulgaria   Zinev Art Technologies

Lithuania   Arts Agency ARTSCAPE

Spain   ACCESOphia

Finland   Learning for Integration ry

Using the tried and tested principles and methodology of non-formal learning developed by UK Department for Education (broadly similar to models developed in the EU)

[Also voiceover narrative – partnership list and the end paragraph above]]

Schools participating in the pilot lessons:

UK

Parkwood School (Hackney, London)

Rokesly Junior School (Haringey, London)

Highgate Wood School (Haringey, London)

Islington Arts and Media School (Islington, London)

Pakeman School (Islington, London)

BG

39 Secondary school "Petar Dinekov" (Sofia)

School for talented students from poor families "Dimitar Ekimov" (Rusalya)

Centre for children without parental care "Dolna Banya" (Dolna Banya)

Secondary school "Dimitar Blagoev" (Svishtov)

RO

Scoala EuroED School, Iasi

Scoala gimnaziala Ioan Alexandru Cuza, Falticeni

Scoala Junior, Iasi

Scoala gimnaziala Constantin Păunescu, Iasi

Scoala primară Gheorghe Asachi, Iași

ES

Petar Beron - Leganes (Madrid)

Vasil Levski - San Agustín de Guadalix (Madrid)

Santa Elena - Villarejo de Salvanes

San Antonio - Madrid

LT

Jančiūnų multicultural center

Klaipėdos Žaliakalnio gimnazija

Klaipėdos Varpo gimnazija

Šalčininkų Santarvės gimnazija

Šalčininkų Jano Sniadecko gimnazija

GR

4o Elementary School of Nea Moudania
"Home of Arsis" NGO

Background

Consultation with schools ahead of developing the programme identified literacy as a top priority.

In our partner countries too many young people were starting their secondary school education without good enough literacy competencies.

This has well-known consequences – difficulty accessing the curriculum, poor outcomes, risk of early school leaving, problems with employment and wider engagement in society.

Improvements needed to be supported for the long-term too, so that young people would become lifelong readers

Voiceover Narrative

Literacy is vital for achievement – not just in languages but in all subjects, and for social development too.
Schools were telling us that raising literacy levels was therefore a top priority.
And we know that becoming a lifelong reader, developing creative skills and the love of stories, is good for the individual and for their participation in wider society.

Literacy as a tool for promoting equality

We were also increasingly aware of the resurgence of far-right ideologies and an increase in racist and sexist incidents in post-Brexit Britain and also in other European states – a threat which needs to be taken seriously. Despite all the work already done, prejudice and hatred still exist. The programme therefore addresses both issues - because literacy is a powerful tool to help young people develop an understanding of stereotypes and a deep awareness of their harmful effects.

Voiceover Narrative

We feel this initiative is all the more important today, with populist ideologies and racist incidents on the increase.

Despite the anti-discrimination and equalities work going on across Europe, through legislation, in schools and community initiatives, more needs to be done.

We hope our programme can make a difference, as part of a new drive for equality, and renewed efforts for governments to make sure their school curricula are up-to-date and fully focused on inclusion, not the limited and often incomplete stories of the past.

Good luck with the programme

1 Introduction

The ERASMUS+ Weaving Webs of Stories project aims to:

Improve literacy competencies and, at the same time;

Enable participants to become advocates of inclusion and equality

It therefore focuses not just on literacy but on reading books and stories which challenge stereotypes and on developing creative writing skills promoting inclusion and equality.

Voiceover Narrative

This training programme has been developed from our experience in delivering literacy classes alongside our increasing concern about the need to address negative stereotypes and the harmful impact they can have on individuals and groups in our society.

The training programme can be used:

As a guide for teachers and tutors - to help develop and run high-quality literacy and inclusion programmes, adhering to the tried and tested principles and methods of non-formal learning

To help schools, NGOs and tutors develop a strategic approach so that this type of intervention is integrated into the school policies and practices, effective and quality assured.

As a reference for those who have already gone through the training or are familiar with inclusion and equality promotion techniques, to refresh their knowledge and understanding as required

Handout H1.2: A Good Non Formal Learning Activity Tutor

Voiceover Narrative

The materials included are all adaptable, and you are encouraged to develop your own materials too, to add to what is presented here.

It will also be possible – and appropriate – to draw on the varied and diverse range of experiences of your participants, to ensure a rich and relevant programme.

2 Before We Begin

Before you commence with shaping your weekly session plan, we advise you to read the handout, General Tips for Teachers and Facilitators, about reading and story-weaving workshop activities for children.

The tips listed in the handout do not refer to reading or creating stories, which are discussed in details below.

[Handout H2.1]

[The above is also for Voiceover recording]

P2.3

Image and quote   John McBeath

P2.4

Non formal learning

Non formal learning, also known as Out of School Hours Learning (OSHL) in the UK, is a strategic intervention and therefore adheres to a set of good practice measures to ensure the success of the programme.

This section and the supporting handouts are drawn from the COMENIUS No Child Left Behind project Training Kit created by the UK and Romanian partners in 2009.

[Handout H2.4]

Voiceover Narrative

Non formal learning programme offers young people a varied menu of activities in schools, the community sector and voluntary organisations outside normal school hours.

It introduces children and young people to the principles of life-long learning, and seeks to provide enrichment opportunities, help with basic skills and activities to promote extended learning. Its overall aim is to raise achievement.

Non formal learning: principles, methodology and techniques

Non formal learning is activities outside normal lessons, in which young people voluntarily take part. The aim is to directly or indirectly raise achievement.

These activities can occur before the school day, during breaks and lunchtimes, after school, evenings, at weekends and during school holidays, or in options / activities sessions during a rearranged school day. Activities may happen on the school site, or elsewhere such as sports venues, public libraries, museums or residential centres.

[Handout H2.5]

Voiceover Narrative

This training programme adheres to tried and tested principles of non-formal learning. This slide and the following ones give more details and highlight the value of this method particularly in supporting children at risk of being left behind.

Purposes of Non formal learning

To make this provision as effective and sustainable as possible, it is designed as a set of three overlapping core purposes, with raising young peoples' achievement at its heart:

Removing barriers to learning and helping young people become enthusiastic learners

Increasing competence at learning

Widening opportunities and deepening success in learning

And importantly, fun and enjoyment are key characteristics of effective non formal learning activities.

[Handout H2.6]

Voiceover Narrative

Every pupil can benefit from non formal learning activities. But there are groups of pupils for whom these opportunities will be a vital part of the means to enable them to achieve their potential. Targeting these pupils, and finding ways to get and keep them involved , does not undermine the voluntary nature of their participation and the ethos that can be so engendered.

P2.7

Benefits

Non formal learning, carefully planned and structured, has proven to be effective in:

engaging hard to reach children, including those with lower performance and at risk of early school leaving

At the same time, it has shown to be successful in engaging parents, including those from minority communities, and getting the wider community involved in supporting their young people's learning

[Handout H2.7]

Voiceover narrative

Traditional extra-curricular activities tend to attract children who are already highly motivated. This programme, by contrast, is about reaching those children often overlooked, improving motivation and self-confidence and building self-esteem as the vital foundation for unleashing creativity and achievement.

A Reminder: Equity or Equality?

If equality means treating everyone the same, equity means making sure that every child has the opportunities and resources to learn and thrive, appreciating that every child is different

Key points:

● Get to know every child and their different needs individually

● Acknowledge there is not an "even playing field" for many (and particularly the students our programme is targeting)

● Remember that one-size lessons do not fit all

● View the children's individual identities and cultures as a resource - Create "safe spaces" where the children's different cultures and experiences can be shared as part of learning for all participants.

Voiceover narrative

This is a quick reminder of some of the core principles underlying this programme, and the key differences between equity and equality, helping you understand the importance of seeking to meet the individual needs of every child, rather than a "one size fits all approach".

We have found that the non-formal learning approach is a valuable way to address everyone's needs, in a space where difference is appreciated and celebrated.

<div align="right">P2.9</div>

Safeguarding

Remember, children's safety and well being is paramount. So it is essential to comply with all national and regional safeguarding policies. These may require documentation from you, so check in advance with the school during your first meeting with the school what is needed

Voice Over of the above

3 Skills the Training Programme Develops

The training programme seeks to develop a range of important skills:

Reading skills – to awaken and develop participants' curiosity and appetite for reading, with appropriate texts which will delight and challenge them

Writing/creative skills – in an environment where everyone's ideas are valued and all contributions supported

Analytical and critical thinking – helping participants progressively develop their ability to understand negative stereotypes – and the harmful impact they can have on individuals and groups – and challenge them, in positive and calm ways, as they develop empathy and positive attitudes towards difference

Voiceover narrative

The programme is designed to take participants on a journey, awakening their curiosity and appetite for reading, and creating a safe environment for them to explore and challenge stereotypes, and develop and share their own ideas via oral and written story-telling. Remember – everyone has a story they can tell!

As well as improved literacy competencies, a motivation and appetite for reading for pleasure on a regular basis and creative skills, the programme seeks to develop wider skills:

Collaboration, communication and teamwork – through working together in the programme

Empathy and self-regulation – the ability to regulate and control how to react to your own emotions as well as getting to understand others' feelings

Social skills – powerful skills which should be encouraged to develop through the programme, as the group comes together in an atmosphere of acceptance and tolerance allowing even the most sensitive and personal issues to be addressed

Aspiration and self-confidence – to learn, to challenge and to achieve.

Voiceover narrative

Working together is the key – helping all participants to build their own critical thinking skills and address sometimes sensitive topics with care

and understanding – resulting in the development of powerful social skills too.

This will also enable young people to deal with difficult situations in a calm and positive manner.

4   Programme Outline

Partners developed the Weaving Webs of Stories curricula following the tutors workshop held at the launch meeting of the project in Madrid. Further zoom meetings were held to finalise the curriculum before delivery in partner's respective countries.

The activities presented below have all been successfully piloted by the partners in the consortium.

They focus on tried and tested methodologies and techniques to help young people develop confidence and aspiration, improve their literacy and vocabulary, discover an appetite for reading and become creative.

Voiceover narrative

The activities set out here in the course curricula implemented in the different countries are not exhaustive at all. But they do exemplify how the process can develop.

You are welcome – in fact you are encouraged – to find or come up with other possible activities to achieve the programme outcomes.

Curriculum

A curriculum (pl. Curricula/curriculums) is roughly defined as all learning experiences students go through in the educational process.

A curriculum is important, because:

It gives a clear structure to what is taught

It sets clear expectations for what should be accomplished by the end of the course/programme for both teachers and students.

Voiceover Narrative

Before we get into the details of the curricula developed for this project, this slide is a quick reminder of the importance of clear structures and expectations. These are the building blocks of effective teaching

Our curricula include:

a rationale - why students need to take that course/programme

a list of the general objectives

a list of the competences/skills to develop + examples of activities

the values underlying the course/programme

the topics + the number of classes allotted per topic

the assessment techniques (we will use formative assessment including: quizzes, games, presentations, etc.)

Bibliography/further reading

Although all the curricula rely on common elements, they are flexible, particularly in how teachers or tutors organise the different elements to meet the needs of their group.

Voiceover narrative
This slide sets out the common elements of the curricula developed by the project.
We will look at the way the curricula have been organised, with handouts showing the detailed session plans developed by partners across the six countries taking part.

We hope these will be a rich resource for you as you take forward your own programme.

Remember the activities can – and should - be tailored to the group you are working with, and you are also free to come up with other activities which will lead to the same outcomes.

Programme Details

The types of activities set out below have been piloted by the consortium across seven countries, and extensively evaluated. They have been organised into five categories, according to their purpose:

Category 1: Group formation, team-building and icebreakers

Category 2: Reading Journey

Category 3: Weaving Stories

Category 4: Presentation

Category 5: Evaluation.

[Handouts – Curricula of 4.4BG, 4.4ES, 4.4FI, 4.4GR, 4.4LT, 4.4RO, 4.4UK]

Voiceover narrative 4.4

The activities in the programme are organised into five categories. There are more details below. Remember that these are not exhaustive, or prescriptive. You may find yourself doing more of the group-building exercises in the beginning, and the same activity can incorporate more than one purpose, while some activities may be less extensively covered, depending on the focus of the programme.
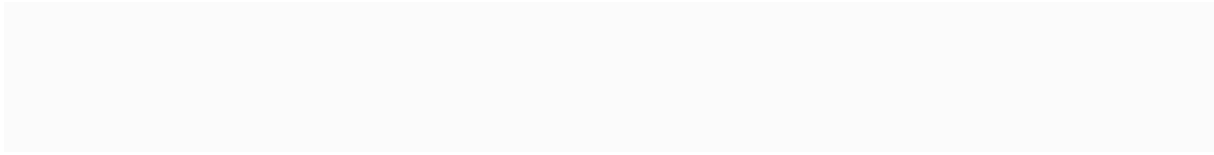
Category 1: Group Formation and Team Building

"Attention is a very limited resource – so we need to 'kidnap' it and treat it with the sensitivity it deserves" (Chema Lazoro, winner of best teacher in Spain award, 2013)

Category 1: Group Formation and Team Building

PURPOSE:

To help you develop a set of activities which will:

build an ensemble out of the group of individuals attending the sessions

establish an expectation of something magical, fun and enriching

allow the children to make connections, of honesty and acceptance

support collective decision-making

from the start of the programme, give children the "satisfaction of the uplift we get psychologically from finishing something" (US writer Joyce Carol Oates)

Download suggested activities from this group.   [Handout H5.2]

Voiceover narrative 5.2

The activities presented here are a vital part of the programme, short, playful and inspiring. Without them the programme is unlikely to be successful.

Even groups where the participants know each other well require bonding exercises which will help them work together in an atmosphere of safety and creativity – attentive, inspired and ready to challenge their own boundaries.

There are more details specifically on icebreaker activities below.
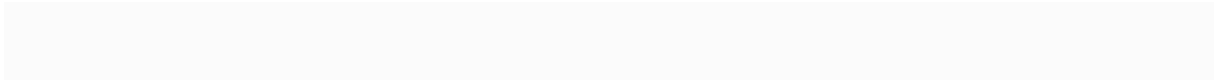
Category 1: Icebreakers

An icebreaker is a short, dynamic, fun and attention-grabbing activity. It will not require a lot of organisation – but it is an important part of the programme.

Teachers generally use two types of icebreakers:

At the beginning of a course, and then when required, to help the children get to know the tutor and each other

As a way to practice the content from the previous session, and to introduce the next topic in the course

Voiceover Narrative

Starting every day with an icebreaker will get the children excited about learning and help prepare them for a successful session.

The benefits of icebreakers, as set out on the next slide, go beyond simply introducing the children to each other and to the tutor.

Category1: Why we use icebreakers

To help the children get to know each other and the tutor

To energise and motivate the children by getting them quickly engaged in the session – physically, mentally and emotionally – preparing them for the group work to come

To reduce stress, create good relations and an atmosphere where children feel comfortable sharing and participating in full

To foster a shared sense of purpose, belonging and openness to new ideas

To address participants' diverse learning styles by providing a range of learning opportunities – games, songs, video, drawing, dance and so on

Handout H5.4 Why Icebreakers

Voiceover Narrative

Used regularly, not just at the start of the programme but at the beginning of each session too, icebreakers help the children to relax and get fully involved with their learning, helping then prepare for new sessions and encouraging them to share their ideas and their feelings

In this way they also help to build a shared sense of purpose and belonging – a "safe space" in which they start to work as a team and get the most out of the programme.

They are also useful in helping participants develop their decision-making skills while working together – consulting, discussing options and negotiating agreements.

Hints and Tips

Have a clear objective for what you want to accomplish

Make it simple to understand and do

Watch out for extreme emotions or over-competitive tones which may need managing

Keep the group focused on the stated objectives

Don't insist children reveal too much personal information – encourage them to improvise if they don't feel comfortable

Evaluate – ask the children what the value of the activity was for them, and share your rationale for the activity too

Voiceover narrative

Simple and focused are the keys to good icebreakers, and there are ideas set out in the handout.

Remember too that different cultures have different attitudes towards these activities, with some seeing them as a distraction from the "serious" business of learning.

So consider explaining to parents/carers the role icebreakers play when working with a multicultural group.

Category 2   Reading journey

This activity is at the heart of the programme, focusing on the stories you select for your group, which will be fun – and aligned to our overall objectives of improving literacy, challenging stereotypes and promoting inclusion and equality.

PURPOSE:

● To present reading activities that will strengthen the children's capacity to empathise with others, challenge assumptions and undermine stereotypes.

● To prompt the children to learn about themselves, others and the world in general, building bridges leading to greater understanding.

Before you finalise the reading activities in your programme, see the important resources set out below:

How to pick your books annex	[Handout H6.1a]
Reading tips annex	[H6.1b]
The Weaving Webs of Stories book list	[H6.1c]
Keywords to consider presenting before and discussing with your groups of children	[H6.1d]
Suggested activities	[H6.1e]

Voiceover narrative

This is one of the key parts of the programme. Your choices must be aligned clearly with the broad objectives of the programme – to improve literacy and enable participants to become active advocates of inclusion and equality.

The programme has been designed to get young people interested in reading a wide range of books - books that promote inclusion and equality and challenge stereotypes, and examples as well that include stereotypes and sometimes offensive comments, so that participants develop their own awareness and critical abilities.

Do make use of all the resources highlighted here.

The next slide has more details on the principles underlying the reading journey.

Category 2   The Reading Journey

Some key principles behind getting children involved in the reading journey:

Work collaboratively with parents so they can support their children through the programme

Lead by example – be a reading teacher and encourage parents to become reading parents too

If reading poses difficulties, perhaps try different, fun activities which will help with reading as well

Explore the story together and guide children towards developing their own road map

As much as possible, try to embed empathetic and positive affirmation moments into the activities carried out

Voiceover Narrative

Books can leave a lasting impression – and can change attitudes. So selecting books that celebrate difference and equality, as well as opening windows for the participants to other lives, will not only help them with literacy but help make them better citizens too.

Working with parents, setting an example and tailoring your approach to the individuals in your group are important principles for encouraging and developing reading.

Category 3:   Weaving stories

Creating stories is one of the best ways for children to grow, expand their knowledge and learn to think and analyse - as well as developing empathy, understanding and tolerance.

Purpose:

To encourage creative thinking, unleashing the "liberating value of the word" (Italian children's' author Gianni Rodari)

To help children use their imagination to make their own wonderful creations

Voiceover Narrative

Creation is at the heart of our programme – and everybody has at least one story to tell. Remember that writing should be pleasurable, fun and exploratory.

In his important work "The Grammar of Fantasy" Rodari presents numerous techniques for creating stories. There are more details on Rodari's approach in the next slides.

P7.2

"In our schools there is too little laughter…The idea that the education of a mind must be a dismal affair is among the most difficult things to overcome."

Category 3:   The Lessons of Rodari

Rodari is one of the most influential Italian children's authors of the 20th century. His important work "The Grammar of Fantasy" is a treasure trove of ideas, games, stories, random thoughts and serious silliness – all in the context of imagination, fairy tales, folk tales, cognitive development and compassionate education.

Key points:

Schools have traditionally placed more value on memory and attention than on imagination.

"It is necessary for the imagination to have a place in education; for all those who trust in the creativity of children, and for all those who know the liberating value of the word"

"In our schools there is too little laughter…The idea that the education of a mind must be a dismal affair is among the most difficult things to overcome."

Voiceover Narrative

This book shows us how we can help children use their imaginations and make wonderful creations from them. The Grammar of Fantasy is highly recommended – an excellent read for all teachers interested in instilling the love of reading and writing in their children.

P7.4

Category 3:   The Lessons of Rodari

Following this line of thinking, creating stories is among the best ways to grow, expand knowledge, learn to think and analyse as well as develop empathy, understanding and tolerance.

Handouts:
A short guide to process and basic story format   [Handout H7.4a]
Template for starting the story creative process   [Handout H7.4b]
Tips on how to write a good story   [Handout H7.4c]
Videos for inspiration   [Handout H7.4d]
Suggested activities from this group   [Handout H7.4e]

Category 4:   Presentation

Purpose

To prepare the children to share their stories with confidence and professionalism

To help the children develop a strong, audible voice, with training in presenting their words with clarity, meaning and emotion, including through breathing, opening the throat and projection

[Handout H8.1]

voiceover narrative

Getting ready to present your story to other participants, or a bigger audience, requires some further confidence and teamwork. The exercises provided here will prepare the group of children to share their magnificent stories with confidence and professionalism.

Remind your group: When you are out there, presenting your story, trying to get your audience involved in the dialogue, you need a strong, audible voice.

Having a good voice is not the same as shouting. Shouting might get you heard but you won't have a voice for long, just a sore throat!

Training your voice to get those words across to the audience with clarity, meaning and emotion is a physical process, and when we know which parts of the body help voice production, it becomes much easier.

Category 5: Evaluation

An essential activity – after each session as well as at the end of the course!

Purpose:

To measure/capture the progress children are making towards the objectives set, as well as to check whether the workshop experience (from each individual session or in general) is a positive one.

To outline methods of assessment:

At the end of each session, through simple questioning/discussion or tech tools such as Kahoot, cloze, quizzes

Mid-term and end of programme

[Handout H9.1]

Voiceover Narrative 9.1

It is vitally important to know whether what we are doing is working, so we need to find out – from the children who are participating, their schools, and our own tutors.

Category 5: Evaluation

In developing this programme we have therefore constantly checked what has gone well and what needs improving. When you use this course you will need to do the same – not just at the end of the programme, but as you go along too.

10 Setting up: the project sessions at schools

The following takes into account the assessment results of our pilot delivery of the 12-week lessons to young people from our respective countries.

We used the feedback we received from children, school staff and our own tutors.

For example, in the UK where there is a significant amount of young people whose mother tongue is not English, it was felt that by extending the 12-week lessons to up to 16 weeks would have enabled some young people who were developing at a slower pace than the rest to have created a more complete work.

Therefore you are advised to be prepared to do additional sessions for the whole group by spreading the 12 weeks lesson plans 16 weeks. Therefore it would be wise to discuss this possibility with the school at your first meeting

A suggested Schedule for the setting up of the literacy and inclusion project at schools and delivering the lessons to young people.

Initial meeting with the school

Second meeting with the school appointed teacher to work with you

Weekly sessions

Flexibility in extending the duration by up to 4 weeks

[Handout H10.2]

11 And finally…

Congratulations on reaching the end of this guide.

Now you are ready to start weaving webs of stories with your children, following a curriculum developed across seven countries – and devising your own curricula too.

You can share your ideas with us as well, so our curriculum can keep developing and expanding.

Here's a short questionnaire below for you to tell us how you rate this course

Tinka's [Handout H11.1]

Voiceover Narrative

Thank you for getting involved in improving literacy and promoting equality and inclusion activities as an important way to raise achievement and tackle discrimination and disadvantage.

And good luck!

… be sure to bring

out laughter in the

classroom!!

This Training course can be accessed through the project website ….. and through partners websites:

www.finsburyparktrust.co.uk

www.everychildanachiever.eu

www.euroed.ro

www.zatbg.org

www.accesophia.com

www.artscape.lt

www.youineurope.gr