

IO2.B – GUIDELINES TO PRODUCE THE STORY'S PLOT AND DIDACTICAL TOOLKIT

The Toolkit will provide preschool teachers and pupils families with innovative, media based tools to be used with children to make them autonomously learn about different traditional tales, start to face diversity of cultures, and interpret the story and describe them through creativity i.e. drawings, collages etc. and promote cognitive and non-cognitive social skills among the children through the discovery and presentation of traditional tales through images, pictures, photos and videos.

Project partners experts, in cooperation with preschool teachers of the participating kindergartens will work on 2 traditional tales selecting them among the one presented by the pupils' families 1 being linked to the local area and 1 representing another culture/ethnic/religious group.

The project partners' experts will adapt the Tale plot, create didactical contents and collect images, photos, sounds, videos to be used by pre-school teachers with children.

The collection of the visual sources will be used both to produce billboards to be shown in the classrooms and through their digital version to be stored in the website so to be used as further teaching/learning resources.

Title of the Tale	IL MOSTRO DI SEMPRONIANO
Country	<input checked="" type="checkbox"/> X Italy <input type="checkbox"/> Lithuania <input type="checkbox"/> Spain <input type="checkbox"/> Romania
Tale typology	<input checked="" type="checkbox"/> X Local traditions <input type="checkbox"/> Intercultural traditions
Tale summary	<p>Max. 10 lines in English</p> <p>In the country of Semproniano the population was terrorized by the presence of a monster that after having made the animals disappears he made the children disappear. Nobody dared to go of the castle and from their own homes to cultivate the fields in the valley, and soon food was in short supply. A strong and brave youth decided to face the monster using mirror. With this object he succeeded in confusing the monster and he made him vulnerable and killed him. The corpse of the monster was shown in the square of the castle and population of the cried with happiness.</p>
Educational potential	<p>Description of the education potential of the tale</p> <p>Difficulties must not discourage obstacles can be faced with courage and cleverness.</p>
Tale adaptation	<p>Adaptation of the tale to the learning needs of pre-school children</p> <p>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</p> <p>Brief description of the country of Semproniano, observation of photographic images, observation of images that you/they describe as you/they were done the castles and the life that it behaved you inside, oral rielaborazione and graphics of the history, we build the monster as we imagine him/it, we build the scene that more has</p>

	struck (the youth faces the monster with the mirror) us, we build the plastic one some history with the defeated monster and the people in party.
Media Sources	Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when working on the Tale with children Photo related to the country of Semproniano, to the surrounding territories to imagine the scenery of the story.
Main Characters	<i>Description of characters playing a part in the story and their eventual connection with universal story characters (e.g. animals, witches, dragons, ghosts, fairies etc.).</i> THE YOUNG ONE: strongly, brave, without fear, astute. <i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i>
Media Sources	Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when describing the characters

Characters habits and behaviours	<i>Description of characters habits and behaviours (e.g. analysing aspects such as the place they lived in, their food habits, the tools they used etc.)</i> <i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i>
Media Sources	Collection of Pictures/Photos/Videos/Audio/Links to be used as visual support when working on Characters habits and behaviours with children
Contextualisation	<i>Connecting the story with real physical places in which the story takes place and the reference to places (e.g. woods, caves, squares, streets, gardens etc.) and/or buildings (e.g. fountains, churches, palaces, bridges etc.) and/or masterpieces (e.g. paintings, statues etc.).</i> The story is set in a country not far from where we live it is surrounded by a valley. It has fields. The environment is similar to our surrounding it can be easily confused with our native village. <i>Suggested activities to involve and challenge the pre-school pupils and develop their cognitive, pre-cognitive and creativity skills.</i>
Media Sources	Collection of Pictures/Photos/Videos/Audio/Links to be used as support when working on the contextualisation of the Tale

To be decided how to make the information available on the Portal.

The descriptive texts will be translated and made available through different .pdf version