

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	Boudica
Country	<input type="checkbox"/> Italy <input type="checkbox"/> Lithuania <input checked="" type="checkbox"/> Spain <input type="checkbox"/> Romania
Tale typology	<input type="checkbox"/> Local traditions <input checked="" type="checkbox"/> Intercultural traditions
Age Suitability	This video is suitable for 5 years old children
Tale summary	Boudica was a queen who led a rebellion against the Roman occupation. Although her campaign was initially successful, her forces were defeated in the battle.
Educational potential / Learning Outcomes	The participants discover that they need to find their voice, strength and courage
Full Plot	<p>Have you heard of Boudica? She was queen of a tribe of people who lived in Europe, almost 2,000 years ago. Boudica was tall, with very long red hair, and wore a gold necklace and a beautiful brooch. She was very intelligent, and had probably been to 'warrior school' so she knew how to fight.</p> <p>By AD 43, the Romans had conquered the southern part of their region. At first, they allowed Boudica and her husband to continue to rule. But when Boudica's husband died, the Romans took all his land and property. They decided to rule the tribe and they treated them very badly. So, in AD 60 or 61, Boudica and the Iceni rebelled against the Romans, together with other tribes who were also treated badly by the Romans. Boudica and her large army defeated one Roman army and destroyed the capital of Roman Britain, Colchester. In Colchester she destroyed the temple built for Emperor Claudius. They also destroyed two more cities. Many people died.' Now I am fighting for my freedom. We must win this battle or die. Let the men live as slaves if they want. I will not!</p> <p>Finally, Boudica and her army were defeated. The surviving fighters from her tribe people ran away, or were turned into slaves. Boudica probably killed herself with poison – her body has never been found.</p> <p>The rebellion was so shocking to Emperor Nero, the ruler of the Roman Empire, that he wanted to withdraw from the region! In the end, the</p>

	<p>Romans occupied Britain for over 350 years more. But they also treated the people from the tribe more fairly and introduced lower taxes. Boudica has been an inspiration to other female leaders such as Elizabeth I and Queen Victoria. Her rebellion was one of the most significant against the Roman Empire. Now, Boudica is remembered as one of greatest heroines.</p>
<p>One Lesson Plan</p>	<p><i>PROCEDURAL INSTRUCTIONS</i></p> <p><i>Introduction Activity: The teacher will play the story Boudica.</i></p> <p><i>Main Activity: Afterwards will share a short introduction about courage. Courage is “overcoming fear so I can do what is right.”</i></p> <p><i>Courage begins by knowing what is good, true, and right. This gives you confidence that you are heading in the right direction.</i></p> <p><i>Ask the children the following questions: Why is courage important? Who can you talk to when you feel afraid? Share an example of someone who showed courage in a story or a cartoon. Imagine your friends are picking on someone. What could you say or do?</i></p> <p><i>Second part of the activity!</i></p> <p><i>The teacher will ask the participants what is his favourite hero or heroine from their stories and cartoon. Each one of them, individually, will have 30 minutes to draw the hero/heroine and explain in front of the group why they choose her/him.</i></p> <p><i>At the end, the portraits and the stories of the heroes identified by the pupils will be posted on the classroom walls (maybe according to the ruling years in order to create a timeline of heroes)</i></p> <p><i>Debriefing: At the end, the teacher will make a short brainstorming session and the pupils will have the opportunity to create the profile of a hero: what make a person a hero/heroine? What are his/her qualities? What are her strengths and weaknesses?</i></p> <p><i>Follow-up Activities: not needed</i></p> <p><i>Additional Resources: not needed</i></p>
<p>Media Sources</p>	<p>Collection of Pictures/Photos/Videos/Audio/Links to be used as support when working on the Tale</p> <p>https://www.youtube.com/watch?v=hRdw-I9wzFU</p> <p>https://www.youtube.com/watch?v=gpjeZcV0Kkc</p>



BOADICEA HARANGUING THE BRITONS.

