

GRANDMOTHER'S TALE (LEVEL 1)

Description	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will then get a chance to retell this story after modernizing it into a book or an oral story.
Leading Question	What can we learn from our elders?
Subjects covered	Literacy, Art and Design
Total Time Required	5 hours over 5 days
Supplies Required	Paper, pencil, pen, colors, glue Optional: Clothes, props and magazines
Supervision	High
Learning Outcomes	<p>Literacy Outcomes: Learners will be able to:</p> <ul style="list-style-type: none"> ● Express thoughts and ideas using different media (writing, drawing, verbally). ● Identify the different aspects of a story including its characters, setting, plot, beginning, middle and end. ● Identity different chronological parts of the story. ● identify the place and setting of the story and relate it to the characters in it ● Express thoughts and ideas using different media (writing, drawing, verbally) ● Create drawing maps and visualize the story through imagery techniques. ● Exercise skills of listening, comprehension, re-telling and re-imagining the story. ● Relate text to self by connecting the story they read with their own experiences and thoughts. <p>Social and Emotional Learning Outcomes:</p> <ul style="list-style-type: none"> ● Understanding and making judgements on how circumstances and advancements have impacted life

	<ul style="list-style-type: none"> identify the emotions of the characters and enhance their empathy and emotional understanding
Previous Learning	Some experience of listening to stories. Understanding of chronology and characters in the story.

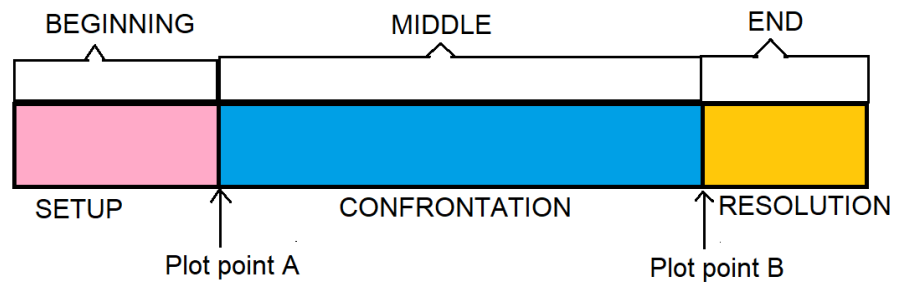
DAY 1

Today you will learn about how you will get a chance to record the favorite folk stories of the elders you know.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down. Most folk stories have a non-specific setting, talking animal characters, a happy ending for the main character and a lesson learned. <p>Hint:</p> <ul style="list-style-type: none"> An example of a folk story is given in Appendix 1. Appendix 2: Gives meanings and brief notes of some common aspects of folk stories <p>Think about your favorite folk story that you know either based on a storybook you have read or heard. Retell this folk story.</p>
15 minutes	<ul style="list-style-type: none"> Make three images. Older learners can write a few sentences describing each of the scenes in the story that include the: <ul style="list-style-type: none"> Beginning Middle End



Scene	Short Description
Beginning	
Middle	
End	



BEGINNING (SETUP): This is the first part of the story and is where the storyteller introduces to the audience the setting, the characters and the situation (conflict) the characters finds themselves in and their goals. Plot Point A is a situation that drives the main character from their “normal life” towards some different conflicting situation that the story is about.

MIDDLE (CONFRONTATION): This is where the bulk of the story rests and forms the emotional journey of the protagonist (main character). The main character encounters a series of complications and obstacles to overcome, each leading to a mini crisis which inevitably leads to an ultimate crisis – the Climax. At the Climax, the stakes are highest and the danger at its worst. Plot Point B is the resolution of the Climax.

	END (RESOLUTION): This is where the story comes to end. It dramatically shows how the antagonist (main character) is able to succeed.
10 minutes	Answer the following questions when describing the story using the following prompts: <ul style="list-style-type: none"> - What is the title of the story? - Who are the main characters? E.g. Bill the mailman, Corey the Tiger etc. - What is the setting of the story? E.g. a park, a home etc. - What happens (events) in the story? - How would you describe the feelings of the main characters in the beginning, middle and end? E.g. happy, disappointed etc. - What lesson did they learn from the story?
10 minutes	<ul style="list-style-type: none"> ● Narrate this story to family members or peers ● When retelling the story, try different voices to impersonate the different characters. ● Older learners can write the story and draw a related image
10 minutes	Select different family members for the different characters in the story and guide the family members to dramatize the story.

DAY 2

Today you will continue learning more folk stories and understanding them.


Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Ask your family members for their favorite folk story. Some of the questions you can ask your family members to find their favorite family story that can include: <ul style="list-style-type: none"> - What story did your parents or grandparents tell you when you were my age that you never forgot? - What is the story you enjoyed reading or listening to as a child?

<p>30 minutes</p>	<ul style="list-style-type: none"> ● Ask family members to narrate their common favorite folk story. The family narrator should go through the story slowly so that older learners can write down the dictation of each of the main parts of the story - learners are encouraged to write at least 4 – 5 points through the dictation of the story. Younger learners will draw at least 4 – 5 objects/ characters as they listen to the story. All learners are also encouraged to add as much detail to their drawings or writings as possible.
<p>5 minutes</p>	<ul style="list-style-type: none"> ● Ask questions about the story to understand any details including the purpose of the story, the setting, the obstacle the main character had to overcome (conflict), the mood of the character, why certain things happened, lessons learned etc. Older learners will write down a list of questions and answers provided by the family narrator.
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Listen to the same story from 2 – 3 family members. ● You are encouraged to listen carefully and then compare the different versions of the same story and identify as many similarities and differences as they can. ● Younger learners can make a drawing in which they mark and label all the differences and/ or older learners can write a list of the differences e.g. the context, names, personality of the characters, settings etc. ● You are encouraged to think of at least 3 similarities and differences (if the stories are quite consistent, reflect on the 3 things that you were not expecting to be similar given that it was an oral retelling) ● Draw a Venn Diagram showing the similarities and differences between the common favorite folk story told by the different family members. <div data-bbox="483 1375 1356 1648" style="text-align: center;"> </div>
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees

	<p>growing into the sky or cars that can fly etc. Identify what the make-believe aspects of the story are in an illustrated list or written list. You can reflect on why they feel that the make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</p> <p>Or</p> <ul style="list-style-type: none"> For stories that do not have any magic, you can also reflect on the moral of the story. Is there a lesson or something you learnt from this story?
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DAY 3

Today you will make a story map for a folk story.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> Start the day by making a story map for the story that you heard yesterday. A story map is a graphic organizer that helps us to learn carefully the details of a story. Below is an example of a story map of the “Goldilocks and the Three Bears” story:  <ul style="list-style-type: none"> Draw and write a few lines on a story map that includes the title, characters, the setting, the beginning, middle and end of the story.

<p>30 minutes</p>	<ul style="list-style-type: none"> ● Analyze the characters of the story and retell it orally. ● Describe the feelings of the main characters. Is the character happy, sad, angry, etc ● Think about the feelings or emotions of the characters and how they change through the story. What was the reason that they were feeling this emotion and what made this feeling change? ● Make a mood meter (a drawing of the main character with all their emotions) and act this out or write it as a sequence, e.g. <ul style="list-style-type: none"> - A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared - Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back - Everyone was so excited and they all wanted to take turns playing with Timi they had a lot of fun
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Use the last exercise of identifying the feelings of the different characters to dramatize the oral narration. ● Change your voice when narrating and using the voices of different characters. ● How would you say something in the voice of a character who is sad? They would speak slowly and softly. ● An angry character would likely speak loudly, sometimes miss a few words, speak fast, etc.

DAY 4

Today you will get to design a book for a folk story!

Suggested Duration	Activity and Description
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<p>20 minutes</p>	<ul style="list-style-type: none"> ● How would a reader be able to guess the time that the story is set in, based on a set of “evidence” that you put in the drawing of any scene? ● Think of at least 10 clues to show what period the story is set in. ● Make a written list or a drawing list of these clues. Ask older family members questions to get ideas. For example: <ul style="list-style-type: none"> - What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc. - What sort of houses did people live in? E.g. village huts, one-story brick homes etc. - What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc. - What cultural elements can you think about? E.g. clothing etc. - What was the language used then? E.g. names of characters, language used, kinds of words used etc.
<p>5 minutes</p>	<ul style="list-style-type: none"> ● Reflect on what the experience of the main characters would be back then. Narrate or draw this in your story.
<p>25 minutes</p>	<ul style="list-style-type: none"> ● Design the complete story in a book – use all the drawings you have made before and stick them in, including those during dictation, the illustrated list, the mood meter, the story map and the drawing of the similarities and differences. You have a few options that include: <ul style="list-style-type: none"> - Make a picture or wordless book with the pictures you have drawn (the other pictures can be a borrowed book based on images cut out from magazines/ newspapers or drawings you made) - Make a graphic book or comic book with images you have drawn and additional ones and the voices of characters - Make an illustrated written book (incorporating the pictures you have drawn)
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Design a cover page and back page. Study a few books, and see what is usually on the front, and back pages of a book. The cover page will have an image, a title, an author, a translator and an illustrator. The back page will include a summary of the story.

Day 5

Today you will get a chance to rethink and retell the story.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> • First, retell the story assuming you are the main character in the period: how would you react to these situations and other characters? What would be different as a reaction?
30 minutes	<ul style="list-style-type: none"> • Think of the same story and draw out the scenes as if it were set today and in your context. Besides the clues and evidence we used earlier, you will also need to think about how the story will change. <ul style="list-style-type: none"> - How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different? • Design a cover and back page for the modern book that includes a more contemporary image, title, summary, etc.
10 minutes	<ul style="list-style-type: none"> • Share your old and modern books with your families and/or peers. Family/peers will guess what time the stories are set in and why. They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc.
10 minutes	<p>Reflect on your work and learning:</p> <ul style="list-style-type: none"> - What is the most important thing I learnt personally? - What moments was I most proud of my effort? - What could I do differently next time when doing another project? - What did I learn were my greatest strengths and areas of improvement? - How will I use what I have learnt in future?

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Recognize and understand the text and illustrations.
- Deduce the emotional arch of characters and the cause-effect of the events.

- Listen carefully to the narration by family members and draw or write the dictation.
- Creatively identifying and drawing evidence to identify the time period of the stories.
- Draw conclusions on the impact of modernization on the story.

Additional enrichment activities:	<ul style="list-style-type: none"> • Continue learning about more different folk stories, songs, and oral history in your family and community.
Modifications for simplification	<ul style="list-style-type: none"> • Learners can omit the last day's activity of the modern version of the story.

APPENDIX 1: EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

The Sun and the Wind



Once the Wind and the Sun came to have a quarrel. Either of them claimed to be a stronger. At last, they agreed to have a trial of strength.

"Here comes a traveler. Let us see who can strip him of his coat," said the Sun.

The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him.

Then it was the turn of the Sun. At first, he shone very gently. At first, his beams were gentle and in the pleasant warmth after the bitter cold of the Wind, the Traveler unfastened his cloak to hang loosely over his shoulders. As the Sun's rays grew warmer and warmer, the Traveler took off his cap and mopped his brow. At last, he felt so hot that he pulled off his cloak and found welcome shade under a tree by the roadside.

The Wind had to accept his defeat.

MORAL: Gentleness and kind persuasion win where force fails.

APPENDIX 2: COMMON ASPECTS OF FOLK STORIES

Aspect	Meaning	Brief notes
Purpose		<p>Intended to:</p> <ul style="list-style-type: none"> • Teach lessons about proper behavior and show what values are important to a community • Give an explanation to things people did not understand • Simply for entertainment • Communicate a moral or value treasured by the community
Theme	The “Big Idea” – What the story is really about	<ul style="list-style-type: none"> • Examples: Betrayal, Love, Friendship, Jealousy, Violence, Justice • Themes promote good virtues of compassion, love, generosity and demote the vices of greed, selfishness, excessive pride etc.
Setting	This is time and location in which the story takes place	<ul style="list-style-type: none"> • The settings are usually unimportant. No exact indication of place and time is given. <p>Folk stories usually starts:</p> <ul style="list-style-type: none"> o “Once upon a time” o “Long ago in a land faraway”
Characters	These are the being who inhabit the story	<ul style="list-style-type: none"> • Characters can be actual people, animals or plants who behave like humans each with a different role or purpose • There always a protagonist and an antagonist. The protagonist is the main character who has a clear goal to accomplish or a conflict to overcome. The antagonist can be presented in form of a person, place, thing or situation that presents a tremendous obstacle for the main character. • Characters are usually flat, simple and straightforward. They are either completely good or entirely evil, beautiful or ugly, wise or foolish, strong or weak, rich or poor with most characteristics exaggerated

		<ul style="list-style-type: none"> • The main characters (hero/heroine) are young, kind, charitable, caring, courageous, unselfish, with special abilities or powers • Characters go through tests. • Good characters are rewarded and evil characters are punished • The main character has always a happy ending/winner at the end • Magic/spirits are commonly used to explain the unexplainable
Plot	Plot is the series of events that happen in a story. This happened, then this happened, then this happened, ...	<ul style="list-style-type: none"> • Plots are short and simple • The rule of 3: Events often occur in sets of three (e.g. three bears, three sisters etc.). The number 3 has special; significance in many religions and cultures
Conflict	A conflict is a clash between two opposing forces or points of view	<ul style="list-style-type: none"> • A conflict may be internal or external – it may occur within the main character’s mind or between the main character and external forces (other characters, an animal or a weather event). • Conflict is what engages the audience, keeping them waiting impatiently to see if the main character overcomes his/her obstacle • By establishing a conflict in the beginning and resolving it by the end of the story, the story gets direction, motion and purpose. Without a conflict, the story will have no beginning, middle or end • As the main characters try to overcome the conflict, their character traits are revealed helping the audience to learn a lesson from the story