



# **INTELLECTUAL OUTPUT 1:**

## **DESCRIPTION AND RESULT COLLECTION OF THE 1ST ROUND OF NATIONAL WORKSHOPS**



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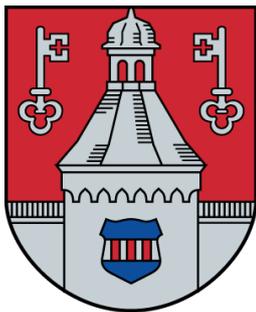


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# INTELLECTUAL OUTPUT I

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<b>1. DESCRIPTION OF THE GROUPS</b>	<b>4</b>
1.1 Italy	4
1.2 Latvia	5
1.3 Hungary	6
1.4 Netherlands	7
<b>2. DESCRIPTION AND REPORT OF THE ACTIVITIES</b>	<b>8</b>
2.1 Italy	8
2.2 Latvia	11
2.3 Hungary	14
2.4 Netherlands	16
<b>3. EVALUATION AND IMPACT OF THE 1ST NATIONAL WORKSHOP</b>	<b>19</b>
3.1 Italy: A) Trainer evaluation, B) Teacher evaluation, C) Summary of Participants evaluation	19
3.2 Latvia: A) Trainer evaluation, B) Teacher evaluation, C) Summary of Participants evaluation	22
3.3 Hungary: A) Trainer evaluation, B) Teacher evaluation, C) Summary of Participants evaluation	25
3.4 Netherlands: A) Trainer evaluation, B) Teacher evaluation, C) Summary of Participants evaluation	28
<b>4. MAIN CONCLUSIONS</b>	<b>31</b>

# 1. DESCRIPTION OF THE GROUP

## 1.1 - ITALY

The group of participants is a class of 20 students, all females aged between 16 and 19 years and members of class III G of the Giulio Institute of Turin.

The group immediately showed great participation and interest in the project. Many of them had already taken part in a theater workshop always held by Stranaidea the previous year, facing a thematic path linked to gender differences. This proved to be an excellent starting point.

The theatrical skills, particularly important for some participants, immediately facilitated the involvement and attitude for the project.

Based on the availability of the school program and with the consent of the teachers involved, we decided to divide the workshop into 10 meetings of a 1.5 hour each, from October to December 2019.

The relationship with the teacher, Professor Michelina Facciotto, proved to be fundamental in the whole process, in the management of the group, exactly as a supporter for the participants. The work was a reciprocal and synergistic exchange. Together we also integrated into the workshop functional activities for teaching English, a matter of competence of Professor Facciotto, such as translation, writing text and reading comprehension skills.



## 1.2 - LATVIA

We announced the possibility to participate in the project Fairy Tales Life workshop at Jaunpils secondary school. Students who would like to participate were required to submit short stories to be selected for taking a part in Fairy Tales Life workshop.

At the beginning there were fifteen participants. After the first stage of the workshop some of the participants decided not to participate and the group was formed of thirteen participants. All the participants in the group were volunteers at the age of 13 – 17.

The interesting fact was that only girls applied to participate in the workshop. As the girls were from different classes they hadn't met each other that much before and didn't know much about each other.

The group decided to work in both the Latvian and English languages as there were some girls who had a good command of English and they wanted to improve it while working on storytelling.

The group had workshops at school and at a regional education centre RATS.



## 1.3 - HUNGARY

Description of the school: The school with we have worked with called Palotás Gábor Primary School. Its a school for children with speaking a writing disabilities, its a sort of speech therapy school.

The group of students we have worked with was from 7th class. In the workshop there were 12 participants between 13 and 14 years old, both boys and girls.

The workshop structure was the following: first we decided to hold the team building activities at the school, it took 3 hours. The next week we decided to do the 15 hours workshop in the countryside. We have come to this conclusion because we believed that the non formal education needed a non formal place in order to achieve our goal. We went to Őcs, a village close to lake Balaton, for 3 days.

We worked together with teachers as we believed that it is the best to divide the youngsters into little groups so everyone can have the attention they need. Before every activity i held a little meeting with the teachers to explain them the main ideas, but everyone brought his / her own creativity as well.

I think it was a good experience for the youngsters as well as for the teachers to do the workshop outside of the school. In this school the method was not new, as they are always tiering to improve the classes with non formal education.



## 1.4 - NETHERLANDS

We have organized the national workshop at VO De Vallei, which is a Democratic Secondary School in the village of Driel and was founded in 2015. VO De Vallei at this point has approximately 40 students between the age of 11 And 19 and around 30 Teachers, coaches and volunteers. VO De Vallei is a school for Democratic Education and thus has a different educational approach then 'conventional' formal secondary schools. The school has no division of students in classes based on educational level or age, but offers education based on the learning goals and learning needs of each student.

This meant that for the national workshops we did not have a single class of students to work with, but rather a mixed group of students who were curious about the topic and who wanted to participate.

The group for the workshop consisted of approx. 12 students, boys and girls, from the age of 13 until 18 years old. We did not have have the same complete group of students for all of the workshops. This is because of the freedom of choice that the students have at the Democratic school. Some students came for the first workshop and decided that they did not find it very beneficial for them. Also there were some students who could not be present during the first workshop, but started attending from the 2nd workshop up until the last one.

Making a good planning was one of the bigger challenges in the Democratic school, since all of the students have different timetables. The School makes a time schedule of classes based on interest of the students, so this meant that it was quite difficult to find a time space in which all the students who were interested in the workshop did not have any other classes already planned.

Together with one of the students and the principal, we had decided to organize 3 workshops in November and December 2019. Of these workshops the first two took 4,5 hours each and the third workshop took 6 hours. Eventually the students took much more time to draw the card because they really enjoyed the drawing part, but this meant that we had to organize a fourth workshop in the first school week in January 2020 to be able to play with the cards.



## 2. DESCRIPTION AND REPORT OF ACTIVITIES

### 2.1 - ITALY

#### DESCRIPTION OF THE ACTIVITIES

The youth worker decided the program of activities by dividing them into ten stages:

##### 1) GET TO KNOW

Specific activities to “break the ice” and work on team building.

Two games/warm-up exercises and then the “Portraits” activity where the creation of the drawing of each participant face takes place in a collective and dynamic way, returning a personalized and shared portrait, made from multiple points of view. Debriefing time.

##### 2) WORKING ON THE “INCLUSION” THEME

Two theatrical activities to deal with the theme of inclusion. Division into two groups of participants who stage a theme on inclusion with the “statues” exercise, using only the body, and then deepen it by joining the word with “The first time I felt excluded”. The exercises and the subsequent discussion, lead the youngsters to the choice of the theme: the movement and the LGBTQIA+ rights.

##### 3) MORE ON THE LGBTQIA+ TOPIC

The youth workers bring stories about the LGBTQIA+ theme to the group and invite participants to share more. With the “Zap” activity new collective stories are created, in which the attention towards the other participants is important. With “Reverse Stories” youngsters reinvent known fairy tales by inserting elements of the LGBTQIA+ theme. Debriefing time.

##### 4) CHARACTERS

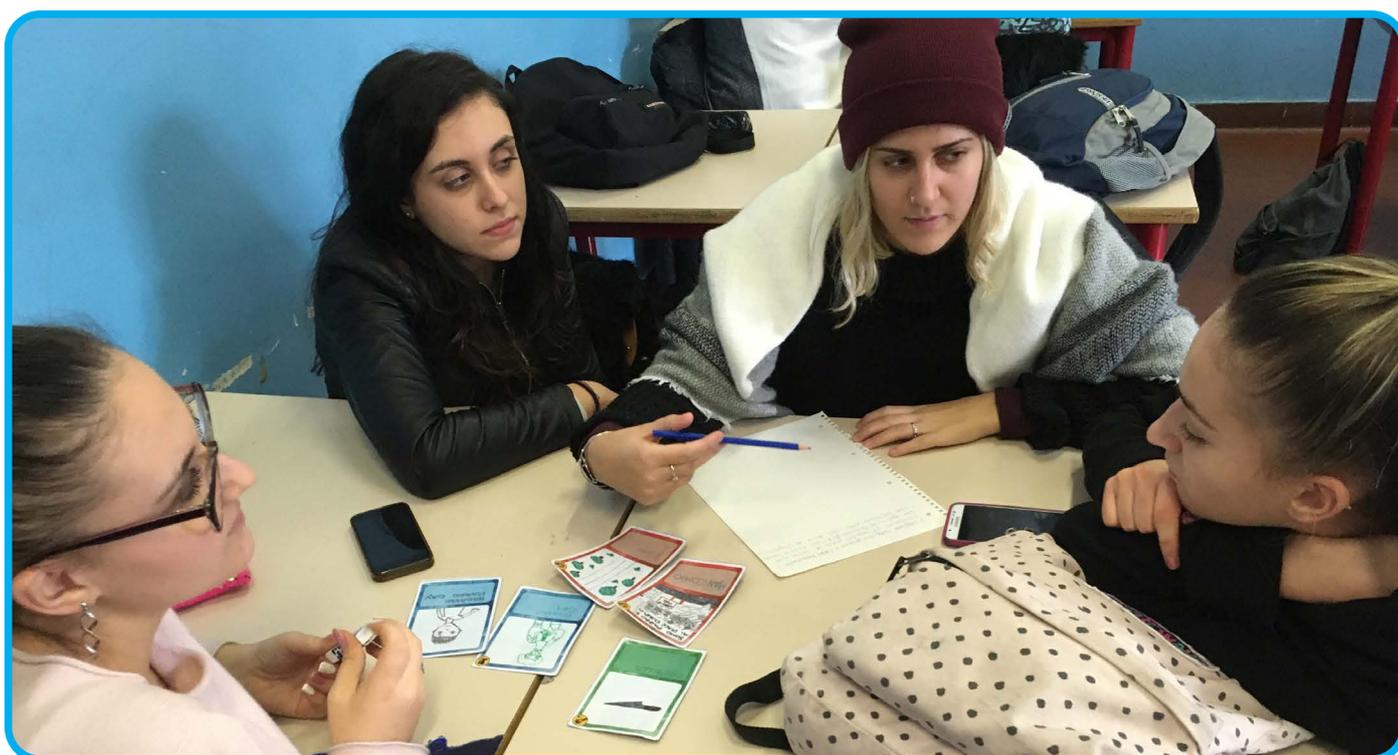
Brief summary of how a story/fairy tale is structured and what the characters are. Differences between protagonist and antagonist. With “The path of the characters” the participants identify themselves with the characters of the LGBTQIA+ theme. On an imaginary starting line they move steps in relation to the possibility of doing certain actions in their daily life. In the end there is the discussion about their final positions and why they are there. Debriefing time and then the drawing cards moment.

##### 5) PLACES

A place can suggest a social context, a chronological time and a geographical position, whether realistic or fantastic. With a “Photo Storytelling” exercise, the participants create a brief story and a title, starting from the suggestions that a photo gives them. Debriefing time and then the drawing cards moment.

##### 6) OBJECTS

“The Magic Object” exercise: a common item can be something different from its daily use. It depends on the creativity of the user. The challenge is to guess what the new use is. “The POV of the Object” is a theatrical improvisation exercise: The story can change in relation to the point of view of the teller. What happens if the storyteller is an object? Debriefing time and then the drawing cards moment.



### **7) SPECIAL CARD**

The class is divided into groups of 4 participants. Each group thinks of a story and tells it. Important rules: that the story has a clear beginning and an end, each of the participants must tell a piece of the tale. At the end of the story round: what can help you develop the story better? What can create a interesting plot twist? So which special card can be used? Difficulty card, event card or action card. The story is told again with the special card. Debriefing time and then the drawing cards moment.

### **8) WRITING STORIES**

The class is divided into groups of 4 participants. Each group draws two characters, an object, two places and a special card. Each group thinks of a story and tells it in written form (in both Italian and English). Important rules: that the story has a clear beginning and a clear end; each of the participants must tell a piece of the tale or insert their own ideas into it. Debriefing time.

### **9) MEETING ON LGBTQIA+ WITH TRAINER S. BERTOLINO OF GIOSEF TORINO**

The students of the IV G class meet Sara Bertolino from Giosef Torino organization, activist, educator and trainer. An opportunity for participants to deepen doubts and questions about the LGBTQIA+ community.

### **10) THEATRE PERFORMANCE**

The class is divided into four groups. Each group draws two characters, two places, an object and a special card event. Each group create a story using a "canovaccio", a theatrical improvisation tool, and then put it on stage. Debriefing time and final discussion on the entire process made.

## REPORT OF THE ACTIVITIES

One of the major problems was the space inside the school. In almost every stage, at least until the sixth meeting, the activities take place in different spaces for organizational needs of the school, sometimes it was necessary to carry out the ongoing activities. Although the timing risked being compromised, the participants developed great adaptability and collaboration so that the activities could be carried out. Sometimes the drawing of the cards, due to lack of time, was finished at the beginning of the next stage.

The sequence of activities and the exercises chosen by the youth worker has been functional to the process. The LGBTQIA+ theme, freely chosen by the participants, was a challenge for both facilitator and participants, and it has requested constant study and attention.

The choice of special card was perhaps the most complicated point of the process. The best way to identify it was also the easiest way: start using the deck of cards, tell the stories and find the narrative elements that have difficulties, twist plot and specific characteristics of the chosen theme. In this sense, the participants chose to create a special card that mainly concerned "the events".

The last meeting took place in the school hall and was dedicated to the theatrical storytelling with the deck of cards. The result was excellent, both creative and executive. In some cases the story was going in a stuck situation in the second part, but an unexpected twist plot took place at the end, a revelation that gave new meanings and changed the course of the tale: it was great storytelling. The whole group has shown interest in the stories of their class mates.

Actually the meeting with Sara Bertolino proved to be important because it influenced the construction of the stories themselves: questioning of stereotypes, openness to different points of view, issues related to adoption or change of sex. Each group also engaged in finding props, simple and everyday transfigured objects, and building them by themselves. At the end of the meeting, the participants expressed satisfaction with the workshop, which ended in the best way.

## 2.2 - LATVIA

### DESCRIPTION OF THE ACTIVITIES

#### 1) GET TO KNOW EACH OTHER

Each person gets a sheet of A4 paper and a marker and writes his/her name on it (somewhere in the corner, just to know later whose paper it is); the music plays, participants move around passing the sheets to each other in a different way; when the music stops, everyone draws a part of the person's portrait.

#### 2) GENERAL INFORMATION ABOUT THE DECK OF CARDS

Presenting deck of cards created by others, after that the participants were asked to choose four cards of the deck and create a story spontaneously by adding new ideas gradually one by one.

#### 3) LEADING INTO DRAWING OBJECTS

Participants work in pairs and brainstorm characters and write their names on the small pieces of the paper, participants choose paper slips one by one and mime the chosen character, the others have to guess which character it is.

#### 4) DRAWING CHARACTER CARDS

Participants choose 3 characters from the list made and draw them on the cards.

#### 5) LEADING INTO DRAWING OBJECTS

1. Different objects are put on the table; each student must choose one of the objects and give it a magical power; then each student mimes the power of the chosen object, other must guess it; 2. Students brainstorm objects, the facilitator writes them on the board; students work in groups, each group chooses 3 objects from the list and students act out the chosen objects by movements or as statues, the others must guess the objects.



## **6) DRAWING OBJECTS CARDS**

Participants draw the chosen objects on the cards.

## **7) LEADING INTO DRAWING PLACES**

1. Facilitator names an action, students must name a place where this action could/might happen; 2. Discussion in groups how their chosen objects could help in each situation; 3. Facilitator shows different pictures of different places on the screen, participants recognize places and suggest what could have happened; 4. Discussion in groups how their chosen magic objects could help in each situation and presenting group ideas to the whole group of the students; 5. Participants discuss the problems they have observed in their daily life, facilitator makes a list of the problems mentioned.

## **8) DRAWING PLACES ON THE CARDS**

Participants work in groups of three and decide which three places to draw on their cards; participants draw the chosen places on the cards.

## **9) WARM-UP ACTIVITY**

Students write down 3 facts about themselves, 2 facts should be true and one should be false. Participants read their written facts aloud and the others try to guess which fact is false by give arguments to support their opinion. The person who has written the facts agrees or disagrees by giving his/her opposing arguments.

## **10) CREATING STORIES**

Participants work in groups of three people and use their own-made deck of cards for creating stories; participants present their stories to the whole group.

## **11) PLANNING PHOTO STORIES**

1. Participants work in groups of three and choose cards – characters, objects, places from the students-made set of cards for their photo stories; they share the ideas of what their story could be about; 2. They write down a short draft of their stories and decide what props, costumes etc. they will need for taking their photo stories, and set the tasks for the homework to get ready to take photo stories during the last workshop.

## **12) PRESENTING THE IDEAS OF THE PHOTO STORIES**

Participants introduce their ideas about the photo stories to the whole group.

## **13) WARM-UP ACTIVITY**

A non-verbal communication activity called "Village" - 10 min students spend in one room where they are allowed to sit, walk, sleep but without speaking; students feel their bodies, emotions, feelings and the place they are in- physical and social. After 10 min of acting they share their feelings and emotions to whole group.

## **14) CREATING STORIES**

Participants use their own - made deck of cards to warm-up for storytelling before they start creating their photo stories.

## **15) CREATING PHOTO STORIES**

Students work in three groups in different places at school (chosen themselves) – the 1st group creates a photo story on the topic "Freedom" by acting scenes themselves in which they use definite props and costumes prepared before (that was their homework of the previous workshop); the 2nd group creates a photo story on the topic "Bullying" by acting themselves with props they have at hand at the time they are doing the task; the 3rd group creates a photo story in a modality of a comic drawn on the board and then they take photos of the comic shots. The group works on the topic "Generation gap".

## **16) PRESENTATION OF THE PHOTO STORIES**

All participants come back to the workshop room and present their stories to the whole group.

## **17) FEEDBACK FROM THE STUDENTS**

What can you learn from each of the photo story? Did you have any difficulties while creating your photo story? How did you feel at the beginning, in the middle and at the end of the creating process? What did you like best of all in creating your photo story?

## **18) FILLING IN THE PARTICIPANTS' EVALUATION FORM.**

## **REPORT OF THE ACTIVITIES**

Informal atmosphere helped participants feel free and made them involve more actively. Elements of games help them get better understanding of the aims and tasks of the project and storytelling method itself and its outcomes. The activities chosen helped unite the participants and feel them as a group.

Workshops have been split in 4 staged, There was one day - first school holiday and participants felt a little bit disturbed from enjoying it at home. As there wasn't included energizing activity the participants took part quite passively at the beginning .Step by step they awoke and later on involved in the activities with the great interest. Especially they liked the activities where they had to use their bodies to mime a character or a magic power of an object. They seemed quite interested into discussing the general problems of everyday life.

The informal atmosphere made them feel more open than it would be if they stayed at school on a regular school day. It was easy for the participants to propose different situations when the topic of inclusion is topical but they couldn't openly speak about their personal experience. They chose to express it through fantasy and cartoon characters when suggested their ideas about the characters, objects and places.

Another day Participants really liked creating stories basing on the deck of cards. They enjoyed the process of writing more than the process of listening to the others which is even more important part of the workshop if we speak about inclusion and acceptance the other points of views. Students were really into planning of their photo stories, which seemed for them the most interesting part of the workshops. They easily divided the responsibilities among group mates to prepare all the necessary things for the next workshop when they were going to take photo stories. It was interesting to see how they chose the way and approach of making their photo stories.

The last day was for creating photo stories. It helps if you give participants some time and space for staying alone in their group, it helps if you do not fasten them. It encourages them to come up with original ideas on what to show and how to show the topic chose there was 3 different photo stories and three approaches were different and thus made them more interesting. If it is needed we can help them with some open questions or encourage them to look at different problems not just from the personal perspective but also from the global perspective. It is important to set the time limit for doing the task otherwise the process can become far too long.

## 2.2 - HUNGARY

### DESCRIPTION OF THE ACTIVITIES

We decided to first: divide the youngsters in to 3 different groups. Then each group had to choose a topic and discuss about the certain aspects. After we spent developing each card for more or less 3 hours. The leader of the group always first asked some relevant questions to understand more. First we developed the character cards, with the help of a presentation, where the youngsters connected the pictures with stories. Then we talked about common characters in movies and about what makes a good character, is it mostly human beings or something else? Second, in the action card we talked about fairy tales and common. The place card was the easiest as the youngsters were quickly to use real life examples. With the object we were able to understand how many different ways they can be used, we tried to think about the craziest example and magical object. The youngsters mostly were thinking about sci-fi movies and less about children books, which was quite interesting to see.

### CHARACTERS

Participants see some photos, chosen by the facilitator of the workshop. Each photo represents a different place. The task of the participants is to choose one of the photo and tell where could it be and why the photographer decided to take it? Each place contains fundamental elements that characterize a story: it suggests a social context, a chronological time and a geographical position (whether realistic or fantastic). The next task is to try to create a story and include all of pictures if its possible. If you think about the topic, what kind of characters are existing? To create characters we often think about real person, as it is easier

### PLACE

We have discussed the following questions:

What is your favorite place on earth? Where is a place where you would like to travel? Do you like where you live? Do you prefer real places or fictional ones? If you think about the topic, what are the usual places?

The school and classrooms were very popular, and also as well, the realistic ones were in favor. I was not the easiest one as well, but with time, the participants became more active. They did not discuss this that much with each other in the group, everyone concentrated on their own.



## **OBJECT**

We have discussed the following questions:

Whats your favorite object, why? What kind of object can be really useful? How many ways an object can be used?

Look at the table, how many object are we working with currently?

Close your eyes, and you will get one object in your hand. Try to figure it out!

The children had many idea, and they needed to think a lot and decide that which one they would like to draw. They even tried to decide together that who would need to draw which one, to have every object they would like to use when the story creating will take place.

## **ACTION**

We have discussed the following questions:

Try to remember that in your favorite fairy tale, what kind of magical actions there are?

In your daily life, what is a common action?

Try to first think about really simple and easy things, and from then it is easier to have more ideas!

Share your ideas so far, and give opinion to each other, help your group mates

It was harder than the objective or character card, as it was not something real, the children needed to use their creativity or examples from books or movies, and they needed a lot of time.

## **REPORT OF THE ACTIVITIES**

### **USING THE CARDS / STORY TELLING**

First, as everybody drew at least 4 cards, and the task seem to be difficult, we have decided that each person with their own cards can create and write a stories. When they have finished, they have read it out loud to their own group.

Second, the groups putted together their own cards and they have chosen some of it and created the stories and wrote it down. Third, we putted all the cards together and each group created one story. Mostly the theme was difficulty at school.

### **THEATRE:**

We have created 3 little groups. From each group one person went to the table where there were all the cards upside down. The person choose one card from each pack and went back to the group. Then each group discussed the 4 randomly chosen card for 15 minutes and then they had an extra 10 minutes to create the theatre. Then they decided who is going to go first, and everyone payed attention to each group. Also we have created the photo stories here. At the end we have tried to figure it out the original stories and the children gave tips to each other.

They enjoyed it very much so we decided to do more stories, but with the same group. The teacher also participated and helped with one child who has many difficulties.

It was not easy for children with speaking and writing disabilities the whole task, they needed a lot of help from the facilitators, but they enjoyed it very much. As far as i see it, they enjoyed more to do the theatre, as it was more fun and easy for them.

## 2.4 - NETHERLANDS

### DESCRIPTION OF THE ACTIVITIES

Together with one of the students that was taking a leading role in the organization of the workshop and the principal, we had decided to organize 3 workshops in November and December. The first two workshops would take 4,5 hours and the third workshop would take 6 hours.

#### First Workshop

##### 1) INTRODUCTION OF THE PROJECT AND TEAMBUILDING

We started the first workshop with a introduction of the trainer and all the participants. After that we did a portrait drawing – teambuilding game, where every person draws part of the portrait of another participant and eventually gets a portrait drawn by a lot of different people.

##### 2) THEORY OF STORYTELLING AND THE HEROES JOURNEY

The second part of the workshop started with a presentation with background theory on storytelling in history and different important elements in stories. Also we looked at the 'Heroes Journey' theory, which explain why most stories in the world have the same structure. We used the 'Heroes Journey' theory to look in small groups to well know stories in books or movies. With the theory we analysed these stories to see out of which elements they exist.

#### Second Workshop

##### 3) CHARACTERS

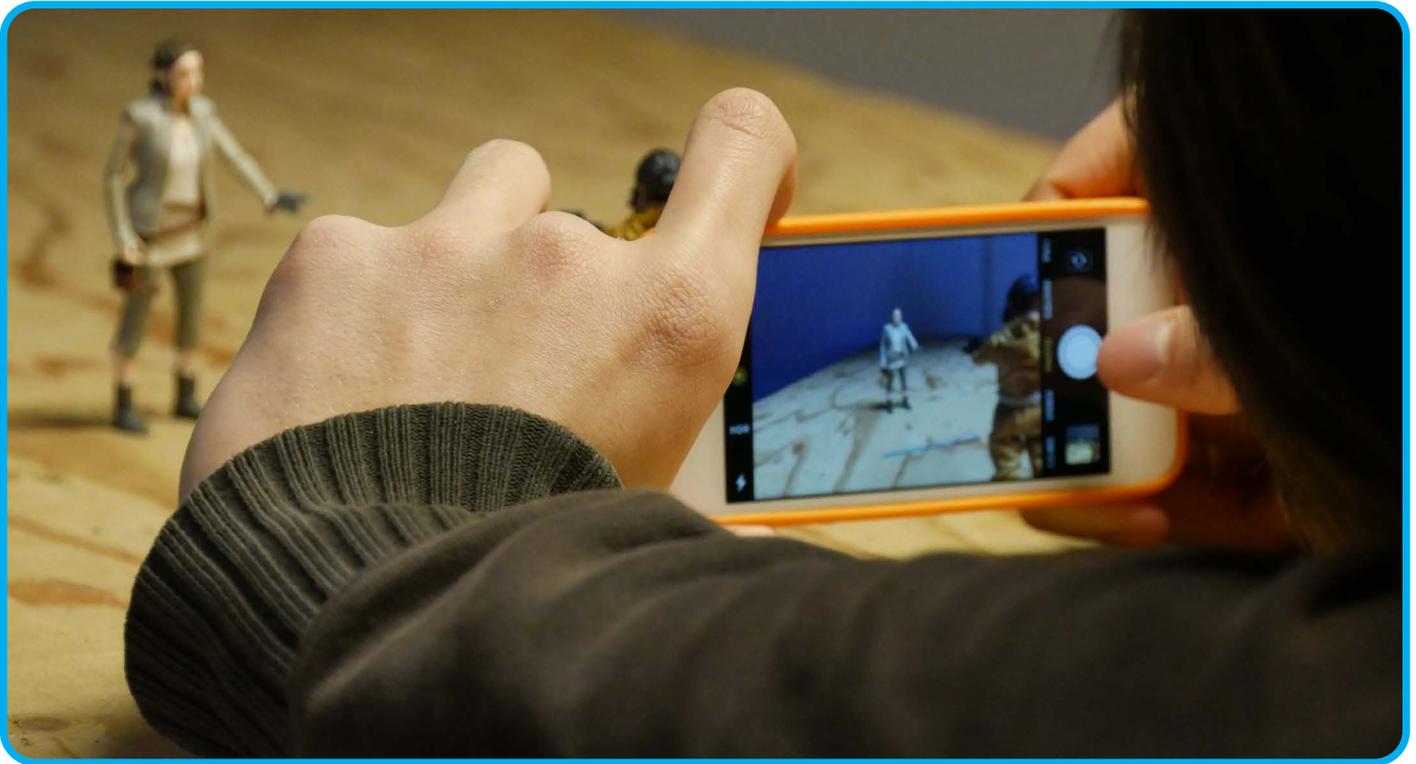
For the character activities we used some interesting pictures from the Internet, where the students had to think and describe what the story was behind the picture. Who or what do you see and in what part of the story is this picture taken? The students wrote small stories and presented these to the whole group.

##### 4) MAGICAL POWERS AND OBJECTS

For this topic we used improvisational 'Body theatre'. After doing 30 minutes of small warm up activities we started with the main activity. The students would step into the circle one by one and think of a magical object and they would then have to depict how the objects works. Then another student would take over the acting and would say: 'Yes, but you can only do ..... with it', and the would depict how that changed the object.

##### 5) THEME OF THE DECK AND DECIDING CHARACTERS AND POWERS / OBJECTS CARDS

Finally, the students divided into two groups making two separate decks of cards. The groups sat separately and started to think of a theme for their deck of cards and already write down on paper which 10 characters 10 and object/power cards they want to make.



### Third Workshop

#### 6) EVENTS

For the event cards we watched together some animation 'short' movies. Some of these movies are really short and show only part of a story. After watching a short movie the students in groups of two would write a short story about an event. The event was linked to the short animation, because it was either the event which lead to the story in the animation or an event that started after the animation ended.

#### 7) LOCATIONS

For the location cards we used a activity called 'Photovoice'. In this activity students take a miniature toy figure and their smartphone camera and go out of the classroom. They find surrounding in which they can place the figure and then make a picture which tells a certain story. The perspective of the toy creates a completely different story of the surrounding. The students went individually or in small groups and sent the pictures to the trainer. Later we watched the pictures together on a projector.

#### 8) DECIDING LOCATIONS AND EVENT CARDS

The students went back into the two card deck groups and decided which would be the 10 event cards and the 10 location cards.

#### 9) DRAWING ALL THE CARDS

The two groups started drawing all the cards for their two decks of cards. They really enjoyed drawing the cards and they came out really beautiful, but it made the drawing take much longer than originally planned. We decided with the group to plan another workshop after the Christmas holiday to finish playing with the cards.

## Fourth Workshop

Eventually we needed to organize a fourth workshop of 3 hours long in January 2020, because the students took much more time drawing the cards in the 3rd workshop. This meant that we needed the fourth workshop to have enough time to play with the cards and have a good evaluation.

### 10) PLAYING WITH THE CARDS

The students used in several rounds and in small groups the created decks of cards. After a few rounds, the students switched and also used the deck of cards of the other group.

### 11) EVALUATION

We ended the whole series of workshops by having an big evaluation with the students. We looked at the different workshops, the content and the group itself. Also the students too the time to fill in the evaluation form of the workshops.

## REPORT OF THE ACTIVITIES

In the beginning we had some trouble finding a school that wanted to participate in this project and would want to let us host the workshop for their students. Luckily we got in contact with the Democratic School and they were really excited to join this project. However, this lead to less time to be able to facilitate the workshops for the school. Because of this we decided with the school to organize 3 separate workshops. Looking back at the whole project it would have been better to have more and shorter workshops, because some of the workshops were quite intense and long for the students.

The facilitator of the workshops decided to spend a big part of the first workshop on giving the theory behind storytelling and how stories are built up. For some of the students this was not new information and made the first workshop a bit boring for them. The students later suggested in the future to have this shorter and only in the 2nd workshop. The first workshop should be really focused on having fun and doing something else, like improvisation, to give it a different feeling then a normal school day. In this way more students would be inspired to join the workshops.

The students really liked the parts in which they could themselves use their imagination and write stories themselves. It was interesting to see that some students prefer more to do this on their own and really have a chance to go deep into their own individual creative process. However, other students really like it more to do this together with someone else because it could help them to stimulate the creativity. As a facilitator of the workshop it is really good to pay attention to this and to look at the specific needs of the participants.

The improvisation theatre was one of the program elements that the students liked the most. Some of them had some experience with theatre, but even for the students that did not have experience with it, it was nice to do. Since we did not have a really big group of youngsters, it was for them a safe space to act out different things without feeling shy or embarrassed.

Finally, in the original plan of the workshop we really underestimated the time it takes to draw the cards. Especially since some of the participants are really good drawers and made small art pieces of each cards. This was really nice to see and makes the deck of cards really nice, but it also means that the students spend a lot of time on just drawing one card. In the future it is good to plan more time for this, or to decide not to make two separate decks again with a group of approx. 12 people.

# 3. EVALUATION AND IMPACT OF THE 1ST NATIONAL WORKSHOP

## 3.1 - ITALY

### A) TRAINER EVALUATION

On a scale from 1 to 10 within a series of 10 meetings.

#### **PARTICIPATION:**

Participation was always very high (around 7 and 8), with a peak in the last two stages.

#### **AWARENESS:**

Awareness has changed over time and according to circumstances (sometimes around 6, then rising to 8). For some of them the theme chosen by majority of the participants was far from their daily life. But during the process there was a great understanding and an increase in awareness.

#### **DIALOGUE:**

The group was already consolidated before the workshop. However, the activities set different types of relationships. The dialogue was never really missing (always around 7 and 8) but became bitter confrontation in certain situations (5-6) in which the participants opposed their views on the rights of the LBTQIA+ Community. In the last few meetings the dialogue has been rich and important.

#### **CRITICAL THINKING:**

The critical thinking was on average around 7. On certain occasions they have questioned some certainties, on others they have questioned those of others, but always respecting each other.

#### **PERSPECTIVES:**

An insatiable curiosity allowed most of the participants to seek new perspectives and new points of view (on average 8).

#### **MUTUAL RECOGNITION:**

There has always been a great understanding of others' stories and emotions (sometimes up to 9).  
Learning environment: It was the most changeable parameter of all, ranging from 6 to 9 based on conditions. Generally, however, the participants based many of their thoughts on a mutual exchange of knowledge, even if they were not always available to do it.

#### **ACTIVE LISTENING:**

There has always been a great deal of active listening in others' stories and opinions (on average 8). Especially in the last stages (9).

#### **GROUP DYNAMICS:**

The group, having already its own history and its network of relationships, has always shown a rich, complex and sometimes even exorbitant dynamic (8 with a maximum of 10 on the last stage).

## **B) TEACHER EVALUATION**

### **PARTICIPATION:**

The students appear really motivated and interested in the activities of the project and have always participated more actively than during scheduled lessons.

### **AWARENESS:**

All the students appear particularly respectful towards each other and I have never noticed unfriendly behavior among them.

### **DIALOGUE:**

The students who usually don't express themselves during the lessons, have read aloud stories they have invented and have participated in an active way.

### **CRITICAL THINKING:**

A large group have considered the proposals and the others' opinion, discussing ideas and giving details of their personal thoughts, demonstrating improvement in critical thinking.

### **PERSPECTIVES:**

Inventing the stories and choosing the characters they have become more aware of other people's lives and points of view.

### **MUTUAL RECOGNITION:**

Building up stories in groups they have had the opportunity to discuss their own experiences and to connect their own life to the changing events of their storytelling.

### **GENERAL FEEDBACK**

I have noticed a growing motivation in attending school in general, with improving competences in expressing themselves, also orally in front of the others and in completing assigned tasks. They have also been easily engaged in various oral and written activities, demonstrating a strongly positive attitude.

I didn't expect the students would have been involved so much in writing and would have considered so seriously themes concerning diversity. It was also particularly impressive to see that the weaker students in learning school subjects, never refused to take their turn and to participate to the different proposals, demonstrating creative competences, difficult to be acknowledged in the usual class work.

The project has been a powerful experience for my class and my teaching. I am sure the following work of some students with younger classes will be a wonderful feedback for the workshop we have just completed.

## **C) PARTICIPANTS EVALUATION**

Questions in a scale from 1 to 5, compiled after the end of the workshop.

### **PARTICIPATION:**

The most of the participants put 4, that it means that involvement has always been high enough.

### **AWARENESS:**

Each participant entered their own opinions. The whole is extremely varied, tendentially when awareness is on itself the number stands around 4 or 5, while in some cases the relationship with others (6 out of 17 completed evaluation form) is around 2 or 3, which means that within the group it has not always been recognized. Some of the participants said they changed their mind or understood some previously obscure aspects better.

### **DIALOGUE:**

Most of the participants found a good level of dialogue (from 4 to 5), although some of them (3 students) put a 1 or 2 specifying that they had been somewhat underestimated by other students on some occasions of confrontation on LGBTQIA+. Those who put a low score write that they also had difficulties with the chosen theme, considering it very far from their point of view even at the end of the process, but not for this reason without any interest.

### **GENERAL FEEDBACK:**

In general considerations, most of the participants specified that they appreciated some activities and others less, based on their personal interests: the most of them chose theater, but also storytelling, discussions or writing.

In some cases, in their opinion, they could use some exercises performed in working with children (because their course of study is also an educational work with children).

Some participants (3 of them) expressed that they had problems with a topic that at the beginning they did not understand, but that during the process, thanks to the relationship with others and the activities, they felt more involved.

Note from the youth worker: there was not enough time to complete the evaluation form (perhaps excessively long). Thanks to Professor Facciotto it was possible to do it outside the workshop hours in the computer room of the school.

## 3.2 - LATVIA

### A) TRAINER EVALUATION

#### **PARTICIPATION:**

To my mind, 15h workshop is too short time to reach very big changes or developments in the participation of the students. However, discussions with the students who participated in the Fairy Tales Life workshop show that they have got understanding of how important it is to have adequate self-esteem and self-confidence to successfully participate in everyday school activities. They have understood that every single participant has a great role in the successful group work. It's seen that more introvert students have got encouragement to express their opinions. One participant's attitude has changed quite a lot, she has become more determined and has started to show more leadership skills.

#### **AWARENESS:**

I could say that the workshop has developed some students' social and personal skills. It's obvious that some students who didn't communicate quite often with each other before the workshops, but who were cooperating as groupmates in the workshops now have become closer and are interested in having contact with each other after the workshop have finished. They meet each other more often than before just to have conversations during the breaks or after school. I wouldn't say that they have become more curious towards other youngsters' personal stories and perspectives, but they have become braver to share their stories and perspectives, they have found something common with each other. When the students have an opportunity to share their stories during the lessons, I see that some students are more enthusiastic about doing it.

#### **DIALOGUE:**

In my lessons, some students have become more open in discussions with me as a teacher. However, it happens to a certain extent. If we speak about their openness with the classmates, it depends on their awareness about the topic they have to discuss and their classmate's ability to tolerate/accept the opinion expressed. Quite formal learning environment at school and the big number of students in the class don't help them open as much as they do it in smaller groups or as they could do it during the Fairy Tales Life workshop, where they were working in smaller groups in non-formal environment. I think it's easier for them to share their opinions and perspectives in smaller groups and with the students who have common interests, opinions and perspectives.

#### **CRITICAL THINKING:**

Students are more able to identify problems and suggest solutions if there is a relative task or activity at school. They have been more encouraged to discuss the issues raised to find the solution for a real or imaginary problem. To my mind, they are less critical towards other opinions but more critical towards their own. I can't say whether they are questioning each other more, but it's true that they are questioning me as a teacher more.

## **B) TEACHER EVALUATION**

### **PERSPECTIVES:**

In fact, students at this age can recognize their own and others perspectives and they are able to see things from a different or new perspective, but they can also be easily influenced by others' opinions and perspectives. They don't always have enough arguments to support their own opinions and perspectives or they don't feel very strong/confident to prove their own opinions and perspectives that leads to changing their own. So I can't say I have noticed any changes or developments in the way the students recognize their own or others perspectives since the workshop. In some cases when a discussion comes to this certain point they are able to get into another's skin and see things from a different or a new perspective. However, it's difficult to identify when it comes truly and when they do it just because they are supposed to do it.

### **MUTUAL RECOGNITION:**

I wouldn't say that the Fairy Tales Life workshops made a big change in students' ability to connect other stories to their own, or made them become more aware that the issues described in the stories are easily related to their everyday life issues. These issues are being regularly taught at school as well. At least the workshop has made them think more about mutual recognition and empathy towards others. When it comes to different points of views or perspectives in the school activities, some of these students participating in the discussions first of all might start thinking rather than forcing their own opinions or perspectives or begin to criticize others.

### **GENERAL FEEDBACK:**

As a language teacher I have observed that these students have become more interested in story writing, they have found another use of story writing method. Sometimes they are those who propose to do this Fairy Tales Life story writing activity in the lessons. Of course, their aim is not to write a story to solve a problem but just to do it for fun. It's the task for the teacher how to lead the storytelling process so that it teaches something to the students involved. For educational purposes it's a good way how to teach them tolerance and inclusions issues indirectly.

It was a little bit surprising when having mixed workshop together with youngsters who were new in a group, it happened that youngsters who already participated in a Fairy tales workshops, showed much more faster and creative results in story creating than new participants.

In fact, sharing opinions and perspectives is a part of students' everyday life at school, especially if it comes to a language learning. So I can conclude that 15 h workshop offered by the Fairy Tales Life project is too short time to say that it made a great impact on changing student's opinions, perspectives or attitude towards other opinions and perspectives. It's just one of the ways to educate them alongside the school work that has been done for years. I'd say that this workshop more or less was just a short-term campaign making students and teachers to look at the issue in a little bit different way. As we know, campaigns do not make any big changes but long-term activities do. If the method is used regularly, the time will show if there are any changes in students' attitude, opinions and perspectives.

For me as a language teacher it's one of the many methods to use in teaching storytelling skills, this time this is the method having a value added – teaching the essential 21st century skills such as critical thinking, tolerance and inclusion indirectly.

## **C) PARTICIPANTS EVALUATION**

Mostly participants rated the impact on them with a highest numbers, it showed that they were enjoying activities, felt included and took a part in a process. Some answers was low as well. It showed that one or two girls felt excluded. Those girls were younger in the group. It shows that there needs to be more work done in team building activities, because if some one feels excluded , it is hard to share their stories.

General questions showed that answers about what students liked the most showed that they liked different parts of the workshops. Someone liked to draw and color, someone liked to write a story and others liked to express themselves and that others listened to them, and also it was nice to act and do different energetic activities because it was something different from daily routine at school. Several students mentioned that it was really nice to have tea breaks and to have something to eat. And especially it was nice to do something together.

About the question of where to use these knowledge youngsters wrote that now they have gained a different perspective to writing and creating stories. That now it will be easier to write stories and it will help them do it better in literature. Also, they said that the game is very good tool to use in free time. It helps to understand others and creates understanding and it is fun.

## 3.3 - HUNGARY

### A) TRAINER EVALUATION

#### **PARTICIPATION:**

In the questionnaire this was always one of the highest score, mostly 10 out of 10 and sometimes 9. The youngsters did all the tasks, participated super nicely and in an active way.

#### **AWARENESS:**

It was between 5 and 9, which means that not all the time could the youngsters connect the activities to their personal experiences, but mostly it was higher than 7, so it's safe to say that they usually did connect it.

#### **DIALOGUE:**

It was between 6 and 9 which means that we have had our challenges but with time, mostly everyone got the taste of it and started to tell their own opinion. First they mostly felt that it was obligatory to answer my question, later the dialogue was born.

#### **CRITICAL THINKING:**

It was between 6 and 8 but most of the time it was 8. This means in the Hungarian context that the youngsters started to ask questions not to me but to each other as well.

#### **PERSPECTIVES:**

The youngsters were able to recognize new perspective from each other mostly as I, the trainer gave 7 out of 10 all the time, so it was quite balanced, but not perfect

#### **MUTUAL RECOGNITION:**

The youngsters were empathic to each others stories but it was often just 6 out of 10 as they were sometimes not patience with each others perspectives, or did not understand it.

Learning environment: It was between 6 and 8 but all in all the environment was really good, and exciting as well, so it was lower maybe because the lack of support sometimes towards each other as the more liked to compete with each other.

#### **ACTIVE LISTENING:**

This was only one time a 4 and more time higher until 8 so it means it was mixed, based on mostly the activities timing, as sometimes they got tired in the afternoon.

#### **GROUP DYNAMICS:**

The interaction was 5 and 10, changing as well but mostly more than okay, for example when using the cards.

## **B) TEACHER EVALUATION**

### **PERSPECTIVES:**

They are cautious, inquisitive, and do better - they are even more understanding.

They pay more attention to each other, listen to each other's arguments, and are interested in the opinion of their partner. For those who have been harder to accept the difference, they have come to accept each other through collaborative work, and during the workshop, many things have been presented differently.

The project definitely brought them even closer. Until then, they had been discussing adolescent "lives", but they have been more direct with each other since the project. The brother's family atmosphere, out-of-school work, was much loved - the opportunity to work more freely.

### **MUTUAL RECOGNITION:**

Their critical thinking worked well, so far - as adolescents. I did not realize that they were more questioning each other and their own opinions.

Yes it did. (looking at a situation from a different perspective)

Since we are a special educational needs school, the kids are accepting of all the peculiarities and disadvantages! They are aware of their drawbacks, which is why they feel comfortable in our school - because they know they will get all the help

### **GENERAL FEEDBACK:**

They accept each other even more!

Yes, in our school newspaper article about the project, it was great to see how fresh their experience is still.

Noci's comment on his classmate at the end of the workshop on the last day: "How cool it was to be in a team with Ingi, he was so creative, he had such good ideas and thoughts! I haven't known these qualities yet! "

## C) PARTICIPANTS EVALUATION

Mostly the youth participants filled out the questionnaires in their national language, here is a summary of their answers.

For the first question, about involvement, most of the children gave a 4 or a 5, which means they felt involved during the group work.

For the second question, about how the group involved them, most children gave 5 and 4, but there was also one 1 and one 3 which means that two of the youngsters had a bit problem about the group they worked in.

For the third question the answers were mainly about how they had difficulties and not much ideas in the beginning but with time, it changed and they started to understand and become more and more creative during the work.

The fourth question was about whether the participants became more curious about others' opinion. The answers were 4 and 5 which means they were listening to each other and to the different and new opinions. There was one 2 given.

The fifth question was about if the others were curious towards your opinion. The answers were mostly 5 and three 4, so that was a first time where most people were really satisfied.

The sixth question was about how this workshop helped you to get to know the opinions of each other. As we worked with a class, which meant that the participants knew each other, and they also knew each other's opinion. But they wrote that also because there were topics which they never discussed before, it was a really good thing to do, and in the end they got to know each other's opinion better.

The seventh question was about how easy was for you to express your opinion. The answers were 4 and less 5 and also two times a 3. This means that it was not the easiest but they managed to do it quite good.

## 3.4 - NETHERLANDS

### A) TRAINER EVALUATION

#### **PARTICIPATION:**

The participation started a bit lower in the first workshop. Not all the students were really motivated yet and it also did not help that there was a theoretical part in the first workshop. Some students stopped after the first workshop and a few students joined from the 2nd one and then the participation became better.

#### **AWARENESS:**

The awareness of the students was generally good. They know each other and they pay attention. Just when some students got board they were not aware of the others and sometimes also disrupting the other students a bit.

#### **DIALOGUE:**

The dialogue in the group was good from the beginning. These students are used to expressing their opinions in school and they also did that in the workshops.

#### **CRITICAL THINKING:**

The critical thinking of the group was good. They are already taught critical thinking in the school and they also showed this, by clearly expressing what they liked and did not like about the workshop. They were not afraid to express and come with suggestions.

#### **PERSPECTIVES:**

The participants were able to recognize and work with different perspectives. There were some really interesting discussions during deciding the themes of the deck and which cards they would make. Especially in the card deck about addictions.

#### **MUTUAL RECOGNITION:**

The students were open and had empathy towards each other, except for the moments when students got a bit bored. Then they were paying less attention to the feelings of others and at moments it was difficult to keep the attention of the group because of that.

#### **LEARNING ENVIRONMENT:**

This aspect changed a lot. Partly because of how the program of the workshop was and what kind of activities we offered to the students. It is now clear that more interactive activities should be in the beginning of the workshop to keep them motivated to learn. The last workshop the learning environment was really nice and supportive.

#### **ACTIVE LISTENING:**

This was less in the beginning, but became better every workshop.

#### **GROUP DYNAMICS:**

The dynamics were interesting, also because of the different ages of students. It took a while to settle but it became a really nice group dynamics after the improvisational theatre.

## **B) TEACHER EVALUATION**

Because the Democratic School does not have a teacher which works with all the attending students, we decided to make a combined evaluation with the principal, the facilitator of the workshops and the two students that were most actively involved and are also going to give the 2nd national workshop.

### **GENERAL FEEDBACK:**

There were not so many big changes visible with the students. This has probably to do with the fact that 15 hours of workshop is quite a limited time to make really big changes. Also because of the schedule we only had four meetings, so this gives less opportunities to make changes. If it would have been ten shorter meetings it would probably have a bigger impact on the students.

The critical thinking of the students was good. They were clearly expressing which parts of the workshop they liked and which part of the workshop they did not like at all. Together with the two students that will be giving the workshops later themselves we have already looked at how we want to change the workshop to have a bigger impact. Here the students that will give the workshop also really showed their critical thinking and ability to give their own opinion.

Towards me as the facilitator of the workshops I saw the students become more at ease to share their opinion. Some of them were really not very talkative in the beginning, but started to open up more and more. I think the improvisational theatre had a big part in this, but also the fact that in the first workshops there were some students attending who did not find it interesting. Their attitude had an effect on the rest of the group and the students were less feeling confident to really share their opinion.

## C) PARTICIPANTS EVALUATION

From the evaluation of the participants its really interesting to see that what they liked the most from the whole series of workshops was very different. Every one of the students had a preference for another part of the program. Some enjoyed really the drawing and working with the stories in a creative way, while for others the improvisational theatre and other more 'game like' activities were nicer to do. This shows how important it is to make a good mix of different styles and activities, so that every student can find something inside which is connected to their own interest.

One thing all the students could agree on was that a part of the first workshop was to boring for them. In the program there was a part on the background of storytelling and story-theory, but this was to much talking and listening for them. Especially for the first meeting it would have been better to have way more interactive games and nice activities there to get all the students interested and motivated to participate.

The students found it quite nice that there were different kind of creative activities. Some of the students were really creative and there were enough activities in which they could use this creativity. Also some of the students who said about themselves that they were not so creative turned out to be much more creative then they thought.

The improvisational theatre was rated as one of the best and most enjoyable activities in the workshops. The students really liked to do this activity and liked that it was also quite long. Some of them were a bit shy in the beginning and really needed the warming up activities, but then really came with nice ideas and improvisations.

Another conclusion of the students was that in the workshops there should be more emphasis on how they are going to use the cards already from the beginning. Now it was unclear for some of them what the precise goal of the activities were, connected to the topics of the cards.

Also some of the students made clear that it would probably work better to have more and shorter meetings to keep all the attention of the students and to make it a longer stretched-out process over time. This was not possible in these workshops, but was given as a clear advice also to the students that are going to facilitate the second round of workshops later.

## 4. MAIN CONCLUSIONS

### **IT REALLY TAKES TIME TO CREATE THE ATMOSPHERE AND GET THE TEENAGERS INVOLVED**

Each country has developed its own workshop in different contexts, with many differences: age, number and origin of the participants, but also in terms of time and space in which the workshop took place. Despite these conditions, in all cases it emerged that the creation of the right atmosphere was of primary importance for the involvement of youngsters: spend the right time to develop an environment of inclusion, listening and mutual understanding in the group.

### **STRENGTH OF INCLUDING EXPERTS ON THE TOPICS. IT REALLY GIVES DEEPNESS TO THE EXPERIENCES**

If the topic chosen by the participants is complex, finding help outside the workshop can be powerful and useful. In the case of Italy, the theme chosen by the group, the rights of the LGBTQIA + movement, needed support from competent people. The Giosef Torino association, thanks to its experience, activism and mission, has facilitated the relationship between the participants, giving a greater perspective on the topic.

### **HUNGARY INVOLVED A DIFFICULT TARGET GROUP AND HAD A DIFFERENT STRUCTURE**

In Hungary our main goal was to create a safe place for the youngsters and really concentrate on non formal education tools, so we have decided to go to the countryside for three days and carry out the workshops there. It was really important to see how youngsters developed their own ideas more easily outside of the school. We have worked with youngsters from a special school where the students have learning difficulties like speech problems and language disorders. Finally we have to mention how even though drawing the cards and writing the stories took more time in this case playing with the cards and creating theater was a huge success.

### **THE FAIRY TALES LIFE METHOD IS A VERY USEFUL TOOL TO WORK WITH YOUNG PEOPLE**

The most important conclusion we came to during this round of workshops, is that the method is very useful to work with young people. It is a very easy and playful way of getting youngsters to think about the topic of inclusion and find ways to relate this to their own life. Playing the actual card game is only the 'end product'. The whole process of thinking of a topic and creating the card deck together, is what leads to the youngsters reflecting on their own situation and the situation of others.

The method gives enough space to adapt it to the target group of young people that you are working with. It can be that for your group you just have to adjust a theme or some of the activities, based on what the different abilities of your young people are. It is a very effective method, it easy applicable and adaptable and it creates a big impact with the youngster we have tried the method with.



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