

PLACES FOR PUPILS

Playful Learning and storytelling that Create Engagement
for the SDGs among children and young people.

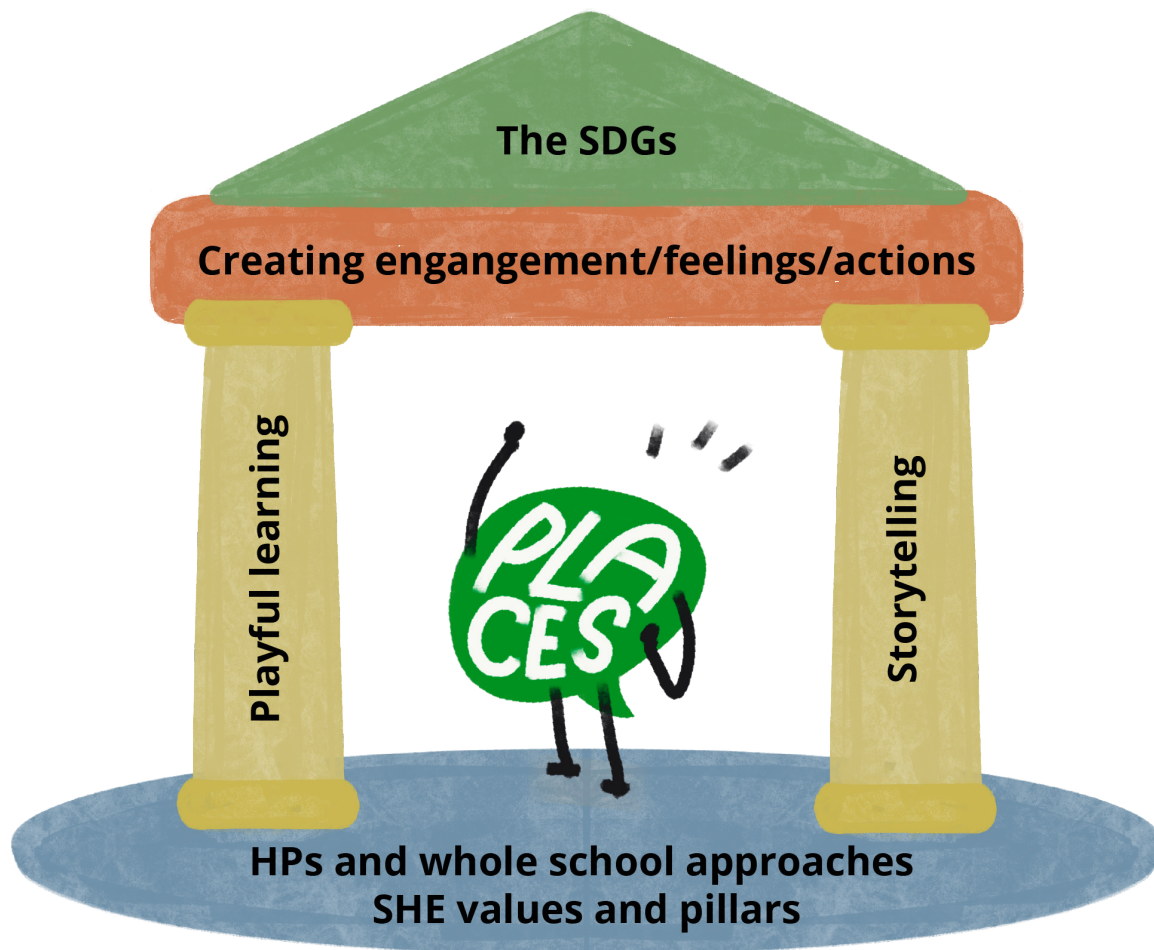


<http://www.play-2-learn.eu>

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Introduction



The world has 17 big goals called the Sustainable Development Goals (SDGs). These goals aim to make the world better by ending poverty, treating people fairly, and protecting our planet.

Three of these goals are:

- Good health and well-being
- Quality education for everyone
- Reducing unfair differences between people

PLACES shows how playing and telling stories can make learning exciting and help everyone feel included and happy at school.

PLACES materials to use are:

- Fun videos with stories about the goals and tips and tricks for telling stories
- Easy guides and activities to do in class that can be printed
- A website with all the video's and activity materials to print and use

With PLACES, learning becomes playful, creative, and helps pupils take action for a better future together!

EU & UN Integration



EU Integration & The United Nations



Eu Integration

European Integration means that countries in Europe work together in many ways — like sharing ideas, trading, making laws, and helping the environment. Most of this happens through the European Union (EU).

After two big wars, European countries wanted peace. They started working together to stop future wars, trade more easily, and solve big problems together. Today, the EU helps countries share resources, support each other, and build friendships between people.

- The EU makes it easier for people, goods, and ideas to move between countries.
- Countries work together on things like clean energy, climate change, and migration.
- Schools help by teaching about democracy and cooperation. Programs like Erasmus+ let students learn and travel across Europe!

Together, we can build a peaceful, strong, and friendly Europe!

The United Nations

The UN is a group of countries that work together to solve big problems in the world. It started in 1945, after World War II, to help keep peace. Today, almost every country is a member. Their goal is to make sure the world is peaceful, fair, and healthy for everyone.

The UN helps countries work together to: Keep peace, fight poverty, protect the planet and make life better for all people

The UN has special teams to help with different things, like the FAO that helps with food and farming, UNESCO that supports schools and culture, WHO that helps keep people healthy or UNICEF that helps children around the world.

The Sustainable Development Goals 3



In 2015, the United Nations created 17 big goals to make the world a better place. These are called the Sustainable Development Goals (SDGs). The SDGs are about building a safer and happier future — especially for children and young people! The goals focus on: Helping people live better lives, protecting the planet, making sure everyone is treated fairly, and keeping peace and working together.

Countries all over the world, including the EU, are working together to make these goals happen. The PLACES project helps kids and teens in Europe, learn about the SDGs in a fun and easy way, so they can spread these ideas at home, at school, and in their communities. When more people understand the goals, we can make real changes!

PLACES makes learning about the SDGs fun and easy with:

Videos, activities and stories and games.

Using them, children feel more connected to the SDGs and are inspired to help create a better, greener, and fairer world!

SUSTAINABLE DEVELOPMENTAL GOAL 3

The Sustainable Developmental Goal 3: "Good Health and Well-being", is about helping everyone stay healthy, both in body and mind. It means fewer diseases, less smoking and alcohol use, and better mental health for all ages.

Many people around the world get sick and become poor because of health problems. Staying healthy helps people live happier lives and makes communities stronger. Schools can teach children how to make healthy choices every day.

Countries in Europe work together to find diseases early, share good ideas about health between countries, teach about healthy living and making every school a place that promotes good health.

The Sustainable Development Goals 4 & 10



SUSTAINABLE DEVELOPMENTAL GOAL 4

The Sustainable Developmental Goal 4: "Quality Education", is about that everyone should get a good education. Learning helps people stay healthy, find jobs, and understand and respect each other. This goal also makes sure boys, girls, and children with disabilities all get a chance to learn.

Millions of children worldwide cannot read or write. More education means fewer people in poverty, safer communities, and better chances for everyone.

In Europe, schools and teachers help children learn useful skills, prepare for jobs, become active and caring citizens. Good education helps us build a better future together.

SUSTAINABLE DEVELOPMENTAL GOAL 10

The Sustainable Developmental Goal 10: "Reduce Inequalities", is about making sure everyone is treated fairly, no matter where they come from, if they are rich or poor, a boy or a girl, or if they have a disability.

Many people, especially children and women, face unfair treatment. People with less money or fewer opportunities often have shorter, harder lives. We must make sure everyone gets equal chances.

Europe has a plan to help children early in life, give everyone the same opportunities and work together to build a fairer and kinder society.

Playful Academy



The Whole School Approach to Health



The Whole School Approach is about making sure the entire school — teachers, students, parents, and even the community — work together to create a happy, healthy, and safe place to learn and grow. It's not just about lessons in the classroom, but about making the whole school a nice place to be. PLACES uses this idea to help children learn in fun, healthy, and positive ways. When schools are healthy and friendly, pupils learn better, feel happier and they grow in confidence and in doing teamwork. It helps pupils not only with schoolwork, but also with life skills like caring for others and working together.

Schools use the Whole School Approach by:

- Creating shared goals for everyone
- Helping teachers learn new skills
- Letting students share their ideas
- Working with parents and the community
- Making sure all students feel safe and included

When everyone works together, schools become places to learn, play, and grow.

Diverse & Engaging Teaching I



Pupils and teachers in Europe told us about what they liked and did not like in school. This is some of what they shared with us:

Pupils like to choose between different ways of learning

Pupils told us that what is important for them is to learn in fun and different ways. This is because everyone learns differently. Pupils want learning to fit them — not the other way around. When you can choose your path, you feel more excited and involved!

The PLACES project helps teachers create lessons where you:

- Move around and use your hands
- Be creative and explore
- Work in different ways with the same topic

If the class is learning through stories, you can do many different things with the story. You can write a story, draw or make a video or act it out in a play.

Pupils enjoy to be learning together as a Team

Students say they learn best when they feel accepted and work well with others. Being part of a group makes learning fun and helps everyone feel good.

PLACES helps students learn how to give each other feedback and be part of a team.

With PLACES, you:

- Work in small groups
- Use your different talents and skills
- Help each other and build something great together!

*In the story **Dragon Scales**, each team creates a part of the project. When all parts come together, the whole class succeeds — like one big team!*

Diverse & Engaging Teaching II



Pupils need the teacher as a helper and guide

Pupils told us that the teachers aren't just there to give lessons — they are also there to help guide you. When learning feels new or tricky, it's important that the teacher is active, encouraging, and helps you stay on track. Even when lessons move outside or use fun activities, teachers are there to help make sure you understand what to do.

Teachers must plan lessons step by step, making things clear and fun:

- Explain where you start and what the goal is.
- Help you stay organized and not get confused.
- Support you when you try new ways of learning.

The teacher must help build your learning, like climbing a ladder one step at a time.

Pupils need to be learning outside the classroom and move around some more.

Pupils want to move more, use their senses, and explore the world outside the classroom. Sitting all day can be boring and moving around helps you feel happier and healthier, pay better attention, work better with classmates and see how school connects to the real world.

PLACES activities make lessons active by:

- Moving desks and chairs around.
- Using fun props and decorations.
- Taking lessons outside the classroom.
- Letting you work in new ways, like acting, building, or creating!

Learning does not need to happen at a desk and no matter where you learn, your teacher can help make it fun and organized.

Diverse & Engaging Teaching III



Good relationships help pupils learn Better.

A good connection between teachers and students makes school a happier and better place to learn. Students feel much better when teachers are kind and use humour and they help sort out problems between classmates. Its important for pupils we spoke with, that no one feels judged or put in a “box” and that everyone feels safe to speak up and share ideas. When teachers and classmates treat each other with respect, pupils feel more relaxed, brave, and ready to learn.

PLACES uses fun stories and activities to help students:

- Understand their feelings and those of others.
- Talk about health, friendships, fairness, and teamwork.
- Create a friendly, safe, and positive class environment.

With PLACES, students and teachers can build strong, caring relationships that make school a great place to be.

Playful Learning Principles



What is playful learning?

Play isn't just for fun — it's also one of the best ways to *learn*!

Playful Learning means using games, stories, imagination, and exploring new ideas to make learning exciting and fun. It helps you discover, try things out, solve problems, and be creative.

Why is it useful?

Usually, school focuses a lot on tests and grades. But with Playful Learning, the goal is to enjoy the activity and feel proud of what you discover! When learning feels like play, you:

- Stay curious
- Enjoy learning new things
- Work better with friends
- Want to keep learning, even after school!

How to learn in a playful way?

Playful Learning includes 4 fun parts:

1. **Explore** — Try things first and talk about what you've learned after! Start with questions, not answers.
2. **Imagine** — Use stories, pictures, your senses, and your body to learn in creative ways.
3. **Different paths** — There's not just one way to learn! Use props, try different activities, and see where learning takes you.
4. **Make it meaningful** — Connect learning to your own life! Use your favourite movies, superheroes, or things you love to make lessons exciting.

Playful Learning Approaches & Teacher's Roles



What do teachers need to do to be more playful?

Playful Learning means learning while having *fun*, being *active*, and feeling *excited* to discover new things. Teachers don't need to be clowns or tell jokes all the time — they just need to try new ideas, play along with students, and make lessons more fun and creative.

Why is Playful Learning important?

In the *PLACES project*, we use Playful Learning with *stories and imagination* to make learning exciting. When teachers and students use their creativity, learning feels like an adventure!

How does Playful Learning work?

Teachers can make lessons playful by:

- **Starting with action:** Show pupils what they can do right away!
- **Using the body and senses:** Move around, use sound, sight, touch, and even smells!
- **Bringing in props and objects:** Use fun materials, big or small, to make learning hands-on!
- **Changing spaces:** Learn outside, in the park, on a walk, or even in the dark!

Teachers become guides who help pupils explore and play together and they can choose how involved they want to be:

1. Setting the scene: Prepare the classroom and activities
2. Helping along the way: Support and cheer on the students
3. Joining the fun!: Play and tell stories together with the class

Storytelling



What is Storytelling?

Storytelling means **telling stories** using words and actions to spark the listener's imagination! It's one of the oldest things people have done — and it's still super important today.

Why is storytelling important?

We hear stories **everywhere** — at home, at school, in books, on TV. Stories help us:

- Understand ourselves and others.
- Learn about different cultures and beliefs .
- Think about big life questions like growing up or facing challenges .
- Feel inspired to be kinder, braver, and more caring.

Stories don't just tell us about life — they help us imagine new ways to live and grow!

How does storytelling work?

When we listen to a story, it feels like we're inside the story world!

Stories make us:

- Feel emotions like excitement, fear, or joy
- Focus better and become curious
- Grow our imagination and creativity
- Understand other people's feelings

Storytelling is a powerful way to learn, share ideas, and connect with each other.

Storytelling – Basics & Bones I



What makes a good story?

Every story has a “skeleton with bones” — these are the **main parts** that build the story! The storyteller adds details, like names, places, and adventures, to bring the story to life. That’s why you can tell the same story in lots of different ways, with different characters, problems, and places!

Why is this helpful?

Knowing the basic parts of a story makes it easier to create your own stories!

It helps you:

- Organize your ideas
- Grab the listener’s attention
- Let people imagine the story in their own minds

Whether you’re making up a story or retelling an old one, using the story “bones” helps your story make sense and be exciting!

How to build a story!

The 3 most important parts:

1. **Character** — Who is the story about?.
2. **Place** — Where does it happen?
3. **Problem** — What challenge needs to be solved?

The story journey:

1. **Balance** — Everything is normal.
2. **Imbalance** — Something goes wrong!
3. **Balance again** — The problem is solved, and things feel good again.

Storytelling – Basics & Bones II



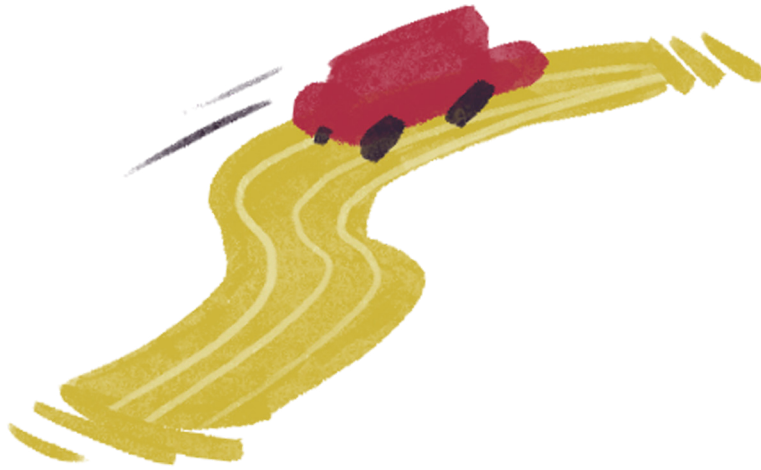
Steps to tell your story:

1. **Start** — Where and who? What's their normal life?
2. **Trouble begins** — Something happens to change everything!
3. **Big problem** — Things get worse, and old solutions don't work.
4. **Climax** — The hero faces the problem and wins!
5. **Ending** — Life goes back to normal, but with lessons learned.

Have fun with it:

- Add extra characters or twist the ending!
- Set the story in space, the jungle, or your own town!
- Make it funny, scary, exciting, or even sad.
- Try new styles like comedy, adventure, or mystery!

Storytelling – Highway to Tell



What is the “Highway to Tell”?

The Highway to Tell is a fun way to tell stories by using words, sounds, and actions to make your listener’s brain light up and feel like they are inside the story.

Why is this helpful?

When you tell a story, you want it to be exciting — not just a list of things that happen. Using fun ways of speaking, moving, and making sounds helps your story feel real and takes people on an adventure in their imagination.

How do you use the Highway to Tell?

Mix different “story lanes” to make your story exciting! Try these:

1. Action words: “She threw the bottle out of the window!”
2. Descriptions: “The green, juicy-smelling glass bottle.”
3. Sound effects: “She slammed the door — SLAM!”
4. Feelings and thoughts: “The smell reminded her of warm summer days.”
5. Gestures and faces: Show how she threw the bottle or her funny face while doing it!
6. Fun facts: “Did you know smells can bring back strong memories?”

By using all these ways together, your story will become alive, exciting to tell and listen to!

Making Stories Fun & Meaningful Through Planning

Sometimes trying something new — like telling stories in fun and playful ways — can feel a little strange at first. That's why you need a good plan so that everyone participating can feel safe and ready, stay focused and enjoy and understand what's going on. !

It's like building a staircase — not too steep, not too confusing — and it helps everyone enjoy learning and playing with stories.

In the places project we build the staircase with three steps:

Step 1: Before the Story – getting ready:

- Get the space ready – Make the classroom cosy, maybe turn off some lights or sit in a circle with cushions.
- Set the mood – Use props, lights, or a sound to make it feel like a story is about to begin.
- Start with a hook – Maybe a mystery object in a bag, or a sound, or a question like:
- “What do you think this story is about?”
- Use your voice! – Will your teacher be silly, serious, or mysterious? The mood helps the story come alive.

Step 2: During the Story - keeping it fun and interesting:

- Mix up the pace – go slow in spooky parts and fast in exciting parts!
- Ask questions – like “What do you think will happen next?”
- Use sounds, actions, faces, and even your own stories to make it real.
- Get inspired from other storytellers, like in the PLACES videos!

Step 3: After the Story - thinking and talking about what we learned:

- Act it out! – Play the characters and feel what they feel.
- Make art – Show how characters changed or what they learned.
- Give a gift – What would you give one of the characters and why?
- Story snapshot – Freeze as a group in a moment from the story. Others guess what your character is thinking!
- Create a game – Turn the story into a board game or group game that shows the message behind it.

Connect to real life by asking big questions:

- “What does this story teach us about kindness?”
- “What would you do in this situation?”
- “How does this connect to the world today?”

We use the stories in PLACES to learn about things like:

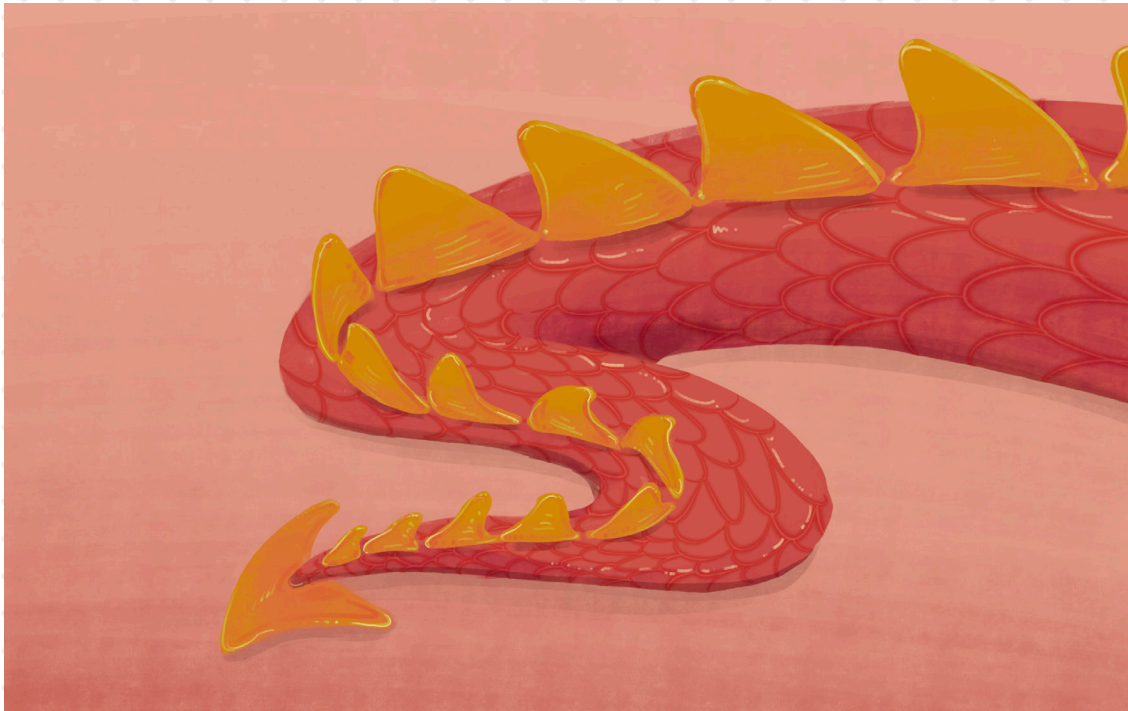
- EU integration
- Health and well-being (SDG 3)
- Learning and education (SDG 4)
- Fairness and inclusion (SDG 10)
- Every story has something to teach us



Playful Story Material



Story Bones – Dragon Dancers



Once a year, the dragons rest for one night in the caves at the top of the mountain. That's when the Dragon dancer test takes place—a challenge that can only be passed by obtaining a dragon scale.

All year long, pupils from the two villages at the foot of the mountain have practiced the art of using nets and knives. But they do so in completely different ways. In one village, the children train solely in attacking with nets and knives. In the other, they explore alternative uses for these tools—collecting resources, cooking, and crafting TOGETHER.

When the dragons arrive, the children from the first village rush up the mountain. Since they only know how to use their tools for a single purpose, they grow hungry and cold on their journey. They are terrified of the dragon in the cave they enter and attempt to collect its scales individually. Some succeed, while others fail and must return home empty-handed.

The group from the second village helps one another find food and stay warm as they climb toward their dragon. They use their provisions and tools in multiple ways, working together with each other and the dragon to gather scales as a team. They return home jubilant—with scales for everyone.

Playing Possibilities - Make groups of students choose their own

- Write a diary entry where you imagine being a child from one of the villages.
- Draw, paint, or build dragons and the mountain landscape.
- Craft dragon scales: Write a skill or strength on each scale and build a team dragon.
- Act out the story: Split into two groups (villages) and perform their journeys.
- Imagine that you are doing a film about the two schools in the villages, the camera panning over the interior of the school. What does it look like? Describe the difference.
- Or do freeze frame scenes: Capture story moments and imagine character thoughts.
- Team relay: Build a fun obstacle course to collect “dragon scales”.
- Dragon dance: Create a class dragon dance to celebrate teamwork.

Reflection Card – Dragon Dancers



#SDG 4 – Quality Education: “Ensure inclusive and equitable quality education and promote lifelong learning for all”

- Why do you think the second village learned more than just how to throw nets?
- How did learning many different things help them succeed?
- Why is it important to learn how to work with others, not just do things alone?
- What would you want to learn if you were preparing for a big journey like this?
- How is learning in school helping us in real-life situations?

#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries”

- Was it fair that some children had to go home empty-handed? Why did that happen?
- What could the first village have done differently to include and support everyone?
- How can we make sure everyone in a group succeeds — not just a few?
- Do you think it’s more important to win alone or succeed together? Why?
- How can we make our classroom or community fairer and more equal?

Story Bones – Stone Soup



A family arrives in a small village where everyone takes care of themselves. They set up camp in the park.

A girl greets them and sees them start making soup with only water and a stone. Can you do that? The father of the family replies that it would be better with a little salt and herbs.

The girl helps them collect various additional ingredients in the village. Some villagers are happy to share more ingredients, some don't give away any ingredients, and some have no food to share but can share musical instruments or bowls and spoons.

In the end, everyone participates in different ways, shares what they have, and together they create a wonderful soup that everyone shares in the park in the middle of the village.

Playing Possibilities - Make groups of students choose their own

- **Soup Pot Collage:** Create a big paper soup pot. Each student adds a drawing or word showing what they would “add” to the soup (food, talent, kindness, a skill, etc.) or give each student a smooth stone to paint something that represents what they bring to the “community soup.”
- **Act Out the Story:** Assign roles: the family, the girl, villagers, musicians. Let students use simple props or costume pieces and create their own lines.
- **Villager Freeze Frame:** Create a freeze frame of different villagers. Have others guess what they are feeling or thinking. Then let the “statues” speak their inner thoughts.
- **Kindness Theatre:** In groups, invent short skits showing different ways people can share or help — not just with food but time, care, or skills.
- **Make a Soup Soundtrack:** In small groups, create sound effects for the story (boiling, music, laughter, footsteps, stirring, etc.). Perform live during a storytelling session.
- **Music Sharing Circle:** Have a music circle where each student contributes a sound or beat — building a song like building the soup!
- If the school has the resources (i.e. a safe kitchen space), the class could bring the ingredients and cook it at school and then eat it as a community, just like in the story. Alternatively, the kids can go home and prepare a “Stonesoup” without real stones with their parents, and write about it or take a photo of it and print it out for decorating the classroom.

Reflection Card – Stone Soup



#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries”

- Why do you think some people didn’t want to share at first?
- Was it fair that some people had more to give than others? How did the story make this work anyway?
- How did the soup become a way to include everyone, even people who didn’t have food?
- What do you think the story says about the idea that everyone matters — even if they don’t have much?
- What can we do in our class or school to make sure everyone feels included and valued?

#European Integration: “Working together across borders for a fair and peaceful society”

- Imagine the family came from another country — how could the village welcome them?
- Do you think this story could happen in different countries too? Why?
- What does this story teach us about helping new people in our community or in Europe?
- Why do you think it’s important for countries in Europe to work together like the villagers did?
- How could countries “share their ingredients” to solve problems together?

Story Bones – Stunner



A teenage boy bullies and hits other children at school. Everyone is afraid of him. One day, the teachers are severely delayed, and some of the older students are asked to substitute in the younger classes. The boy is mistaken for another student with the same name and sent to a second-grade classroom.

The class is in chaos. He shouts, but two boys continue to fight. They offer opposing explanations for the conflict, and he makes them listen to and repeat what the other is saying. This helps them understand each other, and soon, calm is restored, allowing him to start teaching. When the teacher arrives, everyone tells her how well the boy managed as a substitute.

During recess, younger students ask the boy for help with their arguments and conflicts. Both the boy himself and his classmates are surprised, but he enjoys his new role. He even makes a new friend.

Playing Possibilities - Make groups of students choose their own

- **Comic Strip: Stunner's Day:** Draw the key moments from the story. Include facial expressions and dialogue to show emotional change.
- **Kindness Tree:** Create a class tree with leaves showing things we can say or do to help others feel safe and included.
- **Represent the changing relationship between Stunner and other pupils in some way by collage, abstract sculpture.**
- **Conflict Roleplay:** In small groups, act out classroom arguments and then practice "the listening trick" from the story: "Repeat what the other person said before replying." Reflect on how it changes the feeling in the group.
- **Act the Story with a Twist:** Replay the story but change the ending - what happens if the listening trick doesn't work? Or if someone else stands up and helps?
- **"Step into the Circle" Game:** Read statements like: "I've helped solve an argument." / "I've had a second chance." Students step into the circle if it's true for them. Builds empathy and shared experience.
- **Team Task Challenge:** In groups, complete a small challenge (build something, move objects, etc.) but only by using listening and repeating rules — no shouting or interrupting.

Reflection Card – Stunner



#SDG 3 – Good Health and Well-being: “Ensure healthy lives and promote well-being for all”

- Why do you think Stunner acted in a mean way at the beginning?
- How did it feel for him when someone trusted him with a new role?
- How do arguments and bullying affect the well-being of others?
- What helped the younger pupils feel calmer and listened to?
- How can we support others in our class when someone feels left out or angry?

#SDG 4 – Quality Education: “Ensure inclusive and equitable quality education and promote lifelong learning for all”

- What did Stunner learn from helping the class?
- What do you think the younger children learned from Stunner?
- Why is learning to solve conflicts and listen to each other an important part of school?
- What other things — besides reading and maths — do we need to learn to become kind and strong people?
- Have you ever learned something important from another student?

#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries”

- Why do you think people judged Stunner before giving him a chance?
- What helped him change and be seen differently?
- Do you think people should get a second chance? Why or why not?
- How can we help others feel included and trusted in our school?
- What does this story show us about how people can grow when others believe in them?

Story Bones – The Lion & the Mouse



A sleeping lion is awakened by a mouse and wants to kill it.

The mouse says: "Let me go and one day I will help you."
The lion drops it, laughing.

One day the lion is caught in a net laid out by a hunter.
The mouse gnaws it free.

Playing Possibilities - Make groups of students choose their own

- Write the Sequel: What happens after the lion is saved? Do they become friends? Do they help other animals?
- "I Once Helped Someone" writing prompt: Ask pupils to write about a time they helped someone - or someone helped them.
- Fable Comics: Turn the story into a comic strip with captions and dialogue!
- Lion & Mouse Friendship Poster: Create a classroom poster with the quote: "Even the smallest friend can make the biggest difference."
- Design a Thank You Gift: What would the lion give the mouse as a thank you? Pupils draw or craft it!
- Mouse Maze Game: Set up a maze or obstacle course where "mice" must get through and help free a trapped "lion" (use a stuffed animal or drawing). Teammates guide them blindfolded — builds trust and teamwork.
- Help Tokens Game: Give each student 3 tokens. During class, they can "spend" a token to offer help to someone else. At the end of the week, reflect on how they were used.

Reflection Card – Lion & The Mouse



#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries.”

- Why did the lion think the mouse couldn't help him?
- What happened that showed the mouse was important too?
- Have you ever felt underestimated? How did it feel?
- How can we make sure everyone's voice and skills are respected — even if they're not the biggest or loudest person in the room?

#European Integration: “Working together across differences — for peace, fairness, and cooperation.”

- What can this story teach us about cooperation between people who are different?
- How is the lion-and-mouse friendship like smaller and bigger countries in Europe working together?
- Why is it important for stronger or richer countries to listen to others too?
- What can we learn from this story about how to solve problems together in Europe or the world?

Story Bones – The Fox & the Stork



The fox invites the stork to dinner.

It serves soup in a deep plate and is amused about the fact that the stork can't get anything to eat with its long beak.

The stork then invites the fox to dinner and serves soup in a tall decanter. The Fox can't get anything to eat and is humbled by the experience.

Playing Possibilities - Make groups of students choose their own

- Create a Modern Version: Rewrite the story in a new setting: at school, on a sports team, in a cafeteria, or online. How would this story play out today?
- Diary Entries: Write a journal from the fox or the stork's point of view:
 - "How did I feel after the dinner?"
- Moral Posters: Students create mini posters with a message like: "Fairness means making space for others." or "It's not funny when someone feels left out." And you hang them in different parts of the school
- Design New Dishes! Students invent special dishes that both foxes and storks can enjoy. What do they look like? How are they served? Also, what could different dishes for different hand sizes and body sizes look like for humans?
- Dinner Table Art: Draw or collage a poster for a Theatre piece called "The Fox and the Stork".
- "Try It" Challenge (Fun & Fair!): Create a silly challenge where students try eating with extra-long spoons, chopsticks, or while wearing beaks made of paper — a fun and eye-opening way to understand different needs. (Discuss fairness and empathy afterward.)
- OR try make the class eat their lunch in the dark or with one hand tied to the back so they relate to how daily activities can be hard for people with handicaps.
- Acting out: make pupils play the stork and the fox and then make other pupils interview the Stork and the fox just after the dinner where they share their feelings: this way the pupils can analyse the inner world of a character.

Reflection Card – The Fox & The Stork



#SDG 10 – Reduced Inequalities: “Reduce inequality within and among communities.”

- Was the fox being fair to the stork? Why or why not?
- What does the story show us about how differences (like a long beak or a different way of doing things) can affect how we’re treated?
- Have you ever been left out or made fun of because of something different about you?
- How can we make sure people with different needs or abilities are included in our group or school?

#European Integration: “Working together with respect and fairness across cultures and borders.”

- The fox and stork are different — how could they have worked together instead of playing tricks?
- What does this story teach us about understanding people who live or act differently from us?
- Why is it important in Europe (and in school) to treat people fairly, even if they come from a different place or background?
- How can this story help us work better together in a diverse group, class, or community?

Story Bones – School Camp



Blue-eyed Bianca and green-eyed Gregor are in the same class but can't stand each other. They both think the other always wants to take control of everything.

The class goes on a cabin trip to a big old lodge near a forest. Here, they are tasked with doing teamwork exercises in groups, and the teachers pair Bianca and Gregor together. It doesn't work at all.

In the evening, during a night run, Bianca and Gregor encounter an old lady with a cat. They make her angry, and she says some strange things.

The next morning, they discover that each of them now has one blue eye and one green eye. They also realize that they better understand each other's perspective.

When they leave the place, their eye colors return to normal—except for a small trace that stays with them forever.

Playing Possibilities - Make groups of students choose their own

- Pupils create two-sided self-portraits two and two: one half in their own style/identity, and one made by the other person and vice versa.
- Focus on one dilemma or issue and separate the class in two where one half of the class take one position and the other half try and reason from another opposite perspective. Try afterwards to talk about what happened.
- Pupils act out an argument, then switch roles and replay the scene from the other's view. Debrief: How did it feel to "be" the other person?
- Create a forest or classroom trail of puzzles that require two perspectives to solve (e.g. one sees shapes, one sees numbers). Pupils must cooperate, using each other's strengths to complete the trail.
- help the world see through someone else's eyes — linked to empathy, inclusion, peace.
- Pupils try and sit at each others desks for the day, swap school lunches or coats Or families for a day! – See the Wild card: Walk in my Shoes
- Stork and the fox just after the dinner where they share their feelings: this way the pupils can analyse the inner world of a character.

Reflection Card – School Camp



#SDG 3: Good Health and Well-being: “Ensure healthy lives and promote well-being for all”

- How did Bianca and Gregor feel about each other at the beginning of the story?
- How did their feelings change after they had to work together and saw the world through each other's eyes?
- How does understanding someone else's feelings help us feel better ourselves?
- Can friendships or cooperation help us feel more included and less alone?

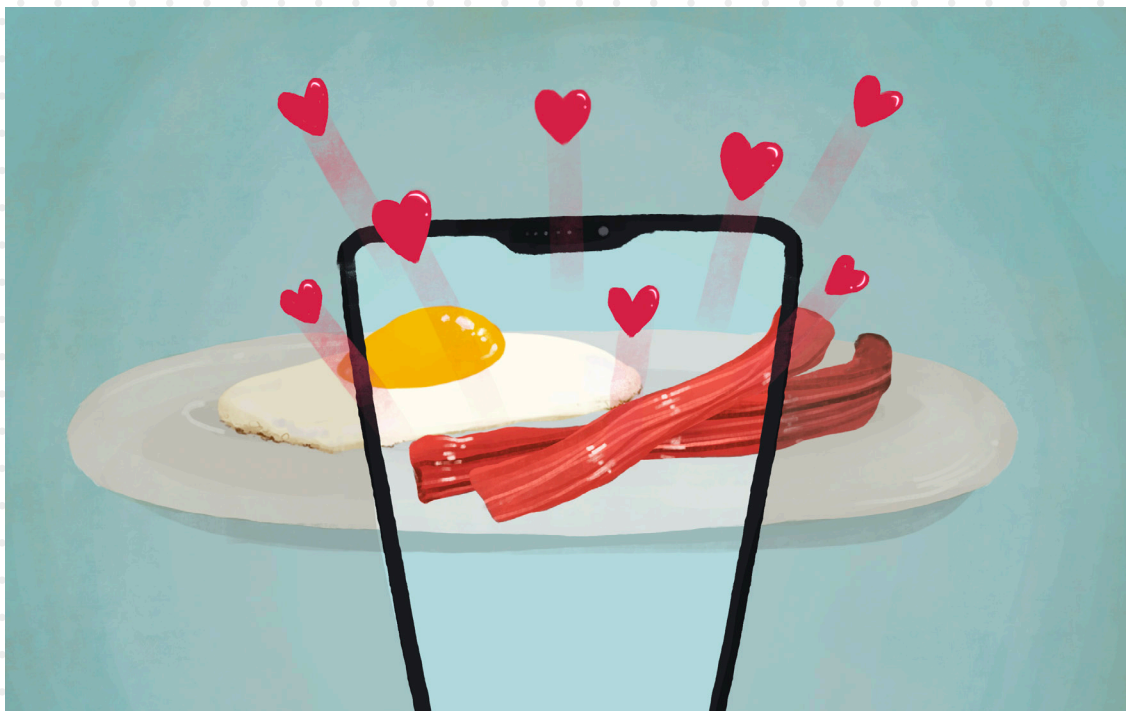
#SDG 4 – Quality Education: “Ensure inclusive and equitable quality education and promote lifelong learning for all”

- Why do you think the teacher put Bianca and Gregor in the same team?
- What lessons did they learn that aren't in any textbook?
- Why is teamwork an important part of learning?
- Have you ever worked with someone you didn't like at first — and learned something surprising?

#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries”

- Why do you think Bianca and Gregor made so many assumptions about each other?
- What does this story teach us about judging people without really knowing them?
- How can looking at the world through someone else's “eyes” help reduce unfairness?
- What would change in your class or community if everyone really tried to understand each other?

Story Bones – Filter This!



Max' mother is managing his Instagram account. She filters reality, making it look much better than it really is, to gain more followers for both Max and her.

At school, the other students and the teacher are interested in Max, but only because he has so many followers and gets to eat great food.

Life reaches its peak when the world-famous influencer "Starfish" starts following Max.

But then, Max and his mother lose access to the account. A hacker has taken control of it and removed all the filters from the photos. The mother is furious. The number of followers descends rapidly.

The classmates and the teacher turn their backs on him, mocking him.

Except for one girl who shows that a normal life can also be something truly special, and she even posts pictures on her account without editing them at all!

Playing Possibilities - Make groups of students choose their own

- Create an Insta-Reality Flipbook": Pupils create two drawings per page: "What it looked like on social media" and "What it looked like in real life". Bind them into a class flipbook or zine titled "Truth Behind the Posts".
- Pupils take or draw one "unfiltered moment" from their day and share it with the class. No edits, no filters — just something real and meaningful (e.g., messy breakfast, broken toy, helping a sibling).
- Pupils design a board game where players navigate situations (e.g., post this or not? react to a hate comment? edit your photo?) and earn points for honesty, kindness, or self-care.
- Pupils roleplay an interview between Max and the influencer Starfish — after the account gets hacked. Bonus: Create a "follow-up post" from Starfish promoting authenticity.

Reflection Card – Filter This!



#SDG 3 – Good Health and Well-being: “Ensure healthy lives and promote well-being for all”

- How did Max feel when he was popular? And how did he feel when it was gone?
- Can you be happy even if others don’t follow or notice you online?
- What makes you feel good about yourself — with or without a screen?

#SDG 10 – Reduced Inequalities: “Reduce inequality within and among countries”

- Why did people treat Max differently when he lost his followers? Was that fair?
- What does this story show us about popularity and power at school?
- How can we treat others with respect even if they’re not “liked” online?

Story Bones – Tops



Another day in the classroom. Another question by the teacher that none of the students knew the answer to. Tops usually were sure, but not totally this time. She raised her hand anyway and gave it a try.

But she was wrong, and both her classmates, who had just been cheering her on, and the teacher laughed at her. Tops was by herself all recess and got her shoes wet in a big puddle of water. Once again, the other kids laughed at her. Tops went home sad, only to experience her mother laughing at her as well. Tops swore that she would never leave her room again!

But from the window in her room, Tops witnessed how a young child learned to walk by trying, falling, and keeping on trying.

She began investigating how both nature and businesses adapt to the fact that it takes many attempts to achieve a breakthrough—and that one learns from mistakes, as well as from acknowledging them.

Tops returned to school and suggested to their teacher that the class should celebrate mistakes with an Olympics of mistakes.

Playing Possibilities - Make groups of students choose their own

- Pupils design medals or trophies for olympics of mistakes (e.g. "Best Big Try," "Bravest Fail," "Most Curious Question"). You can even create a "Wall of Brave Tries".
- Go outside or around the school to observe examples of "trying again": a tree growing through pavement, a broken toy that was repaired, etc.
- Reflect on how nature, people, and even technology grow by trying again. Organise silly and safe mini-games where making mistakes is part of the fun. E.g.: Backwards spelling races. Guess-the-wrong-answer quizzes. Blind drawing challenges. "Wrong song" karaoke (sing the wrong lyrics)
- Research inventions from different EU countries that came from "happy accidents" (e.g. Post-it Notes, penicillin, Velcro). Create a "Mistake Olympics Map of Europe" showing where the best cool ideas were born from unexpected errors

Reflection Card – Tops



#SDG 3 – Good Health and Well-being : “Ensure healthy lives and promote well-being for all”

- How did Tops feel when others laughed at her in class and during recess?
- How do you feel when you make a mistake in front of others?
- What helps you feel safe and supported in school, even when you get something wrong?
- Why is it important to have friends, teachers, or family who support you when things are difficult?

#SDG 4 – Quality Education: “Ensure inclusive and equitable quality education for all”

- What did Tops learn by watching the child try to walk?
- Why do you think learning from mistakes is part of a good education?
- What could we change in school so it’s okay to try, fail, and try again?
- What would a classroom look like where everyone was proud of their mistakes?

Story Bones – Mirror Mirror



Anna dislikes her reflection because she has a big pimple—a horn! Her parents stress her out by constantly commenting on her appearance and grades. She discovers two small, living figures on her shoulders. They represent her parents, always criticizing her. She can only see them in mirrors and window reflections, and she's the only one who can see them.

At school, they discuss the upcoming dancing lesson in gym class at the end of the day. Both Anna and her friend Sophie want to dance with Benjamin - definitely not with "Smelly Pete." In the reflection of the classroom window, Anna notices that Pete also has figures on his shoulders. Many of them, and none are kind. She realizes that all her classmates have figures on their shoulders—some are supportive, while others weigh them down with fierce criticism.

In the end, the teacher forces Anna and "Smelly Pete" to dance together, despite Anna's protests. In the gym's mirror, Anna sees that Pete now has a new figure: Anna, rejecting him. This prompts Anna to reflect on whether she wants to be someone who drags people down or lifts them up. She chooses the latter.

Playing Possibilities - Make groups of students choose their own

- Pupils each draw themselves as they feel others see them and as they see themselves in a mirror.
- Pupils create two small figures: One that represents a critical inner voice and one that represents a kind/supportive voice. They can use clay, paper puppets, or cardboard cut-outs. Add speech bubbles with things they say!
- Pupils draw a class scene on a large paper or window transparency and add tiny shoulder figures for each character (some kind, some mean, some confused). Use sticky notes to change or transform the voices: What could they say instead?
- Pupils work in pairs. One is "Anna" and the other plays the "shoulder figure." The figure whispers messages (supportive or critical) as Anna walks through different daily situations (school, lunch, gym class).
- If you were a shoulder figure for someone in your class, what kind of figure would you want to be? Pupils write a positive supportive sentence and give to someone in class.

Reflection Card – Mirror Mirror



#SDG 3 – Good Health and Well-being: “Promote mental health, emotional safety, and well-being for all”

- How do you think Anna felt when everyone commented on her looks and her mistakes?
- What are some things that can affect how we see ourselves — in mirrors and in our minds?
- Do you think everyone has invisible “shoulder figures”? What kind of things do they say?
- What helps you feel better when you’re being hard on yourself?

#SDG 10 – Reduced Inequalities: “Make sure everyone is respected, included, and treated fairly”

- Why do you think Pete had so many unkind shoulder figures?
- What does it feel like to be judged for something you can’t change?
- Have you ever seen someone treated unfairly like Pete? What could you do in that moment?
- What can we do in class to make sure no one feels left out or mocked?

Story Bones – Upstream



Anna lives in the southern town and has just started her summer vacation. She also recently heard about “Rainbow bubbles,” said to be the best shampoo in the world—and it certainly feels good!

After her shower, she heads down to the river to swim with her friends. When she gets home, her skin starts itching terribly. In the following days, she notices how the reeds along the river are drooping, and the water smells awful.

She follows the river northward and, near the northern town, she sees a large pipe dumping sludge into the river. She meets Robert, who is fishing and coughing. He says his coughing is caused by the large factories in the southern town, while Anna believes the now-polluted river in the south is due to the pipe in the north dumping sludge into the water.

Together, they walk along the river, meet two other young people, and see how the river is treated by themselves and others. They film it and discuss what they can do.

Playing Possibilities - Make groups of students choose their own

- Creative writing: Speech or Campaign Slogan, what message would you send to adults? Create a powerful campaign title or poster line (e.g. “The River Connects Us All”).
- Pollution Collage: Make an artwork using recycled materials to represent “clean” and “polluted”.
- Character Posters: Design posters from each child’s point of view with quotes, emotions, and goals (e.g. “We must protect the river!”).
- Villager Interviews: Act out interviews with villagers from the different towns — including a factory worker, the mayor, or the girl from the third village.
- News Report: Pretend to be reporters covering the pollution problem — include “field interviews” and opinions from the river and village residents.
- Soundscape Creation: Use body percussion or instruments to build two contrasting soundscapes: A clean, peaceful river versus a polluted, noisy, industrial river
- Eco Songwriting: Write a simple class song or rap with messages about protecting nature or stopping pollution. Perform it or record it like the children did in the story!

Reflection Card – Upstream



#SDG 3 – Good Health and Well-being: “Ensure healthy lives and promote well-being for all”

- What happened to the children when they swam in the polluted river?
- Why is it important to keep both water and air clean?
- How does pollution in one place affect the health of people in another place?
- How did the children’s well-being improve once they started working together?
- What do you think would happen if no one did anything about the pollution?

#European Integration: “Solving problems together across countries and borders”

- In the story, pollution didn’t stop at one village. How is that like what happens in Europe or the world?
- Why is it important for countries to work together to protect nature — like rivers, air, and forests?
- How do you think the story would be different if each village refused to talk to the others?
- Why is teamwork between different communities important — even if we don’t always agree at first?
- Can you think of real situations (like climate change or plastic waste) where people in many places need to help together — like in the story?

A List of After Story Reflection Questions For Pupils

Pupils give their personal answers to questions they choose themselves from the following list and discover how others interpret the same story differently

- Which character made the biggest impression on you?
- Who liked the story in this class?
- Who in your family might enjoy this story?
- What was the strongest image that came to mind during the story?
- What was the colour of the story?
- What kind of setting did you imagine?
- Can you describe what one of the characters looked like in your imagination?
- What sounds did you imagine during the story?
- What was your strongest feeling during the story?
- What surprised you about the story?
- What upset you about the story?
- What made you laugh?
- What did the story mean to you personally?
- What did you like best about the story? - What didn't you like about the story?
- What did you notice about the storyteller's voice?
- Did the storyteller enjoy the story?
- What thoughts went through your mind during the story?
- Did listening to the story make you feel as if you were in a dream?
- Which character in the story were you?
- What part of the story would you like to hear again?
- How did the story begin?
- How did you think the story would end?
- Did you want to take part in the storytelling?
- How long did the story last?
- Is it a children's story?
- What is the most insane question on this list?
- What question is missing from this list?

Wild Card – Crazy Hat Day



What?

This wild card uses pieces of clothing or accessories to create a change of atmosphere, change how we perceive one another and also create some silliness in class.

Why?

Dressing up for costume balls or carnivals have been a part of European culture in various ways for centuries. Clothes and hats are used as a tangible sign or a metaphor for adopting specific roles and situations, and dressing up together can also be about sharing a collective experience where everybody participates, high and low, and in certain instances power relations can be altered. Hats and clothes also change us physically so we can be perceived in a different way and may hence behave differently.

How?

The teacher and her pupils agree on a day where everyone wears a hat, an accessory or the same colour clothing for a whole day.

The teacher can also “go rogue” and suddenly start wearing a hat or specific colours or clothing items in class prompting a discussion and a buzz in class.

Wild Card – Bring a Dog to School

**What?**

Get somebody to bring a dog, a cat or other pet to school for the day!

Why?

Bringing an animal can trigger new behaviour in class, create a new bond between pupils, and new activities can arise out of having to care for the pet together in the class.

How?

The teacher and the pupils agree on a day where somebody brings a pet animal to school.

The pet can be in the class for an hour or for the whole day.

Please make sure nobody is allergic to dog or cat hairs and are not too scared of the animals!

Wild Card – Topsy Turvy Day



What?

Topsy Turvy refers to doing something completely opposite of what you are used to doing, making you see things in an entirely new way. Topsy Turvy Day is inspired by P. L. Travers' story Mary Poppins, where a very efficient and proper nanny takes two children on a trip to visit her slightly strange cousin Mr. Turvy, when suddenly they all turn upside down and have a wonderful tea party.

Why?

If you turn a drawing you have made, upside down, you may be able to see it from a different perspective and discover things you had not noticed before. Also, doing something in the opposite way, you can easily create situations that are so strange or silly that they will make everybody laugh, break the ice and create a shared moment in class.

How?

Going Topsy Turvy can be done in many ways and for different periods of time depending on the craziness of what it is you are doing:
Rather than brainstorming for positive solutions to a problem you can make a brainstorm where you find the worst solutions to a problem.

Teach only when the pupils are moving around in the classroom.

Teach in the dark or find somewhere odd to teach, where teaching normally isn't done.

Try and discuss "going Topsy Turvy" in class and get the pupils to suggest things that would be strange, crazy or fun while at school.

Wild Card – Walk in My Shoes



What?

This is a companion wild card to the PLACES stories: School Camp and Mirror – Mirror. Swap places in the class, try hanging out with other pupils' friends in the break, take each other's classes!

Why?

Often, it's hard to understand that other people have different perspectives or experiences in life and therefore have different behaviour, attitudes, and values. This can lead to a lack of empathy and maybe even bullying and conflicts.

By swapping different perspectives and experiences, pupils may gain a better understanding of each other in class and have more empathy and understanding for one another.

How?

Start off in class by watching the PLACES story Mirror – Mirror or School Camp.

Talk about what kinds of swap you want to do.

The swap can start off with simple things like packed lunches or objects like toys.

The pupils can also try each other's hobbies or family lives for some hours.

Talk about the experience in class.

Wild Card – The Secret Helper



What?

This card refers to pupils secretly helping one another, other pupils in the school or in the community outside school, without letting them know.

Why?

Encouraging pupils to be helpful without expecting a return favour can create an atmosphere of helpfulness and a positive approach that might spread in class and all around the school.

How?

Start off in class by talking about fairy tales and how they often have a helper or a main character who helps somebody out of kindness. Then try and share stories of how the pupils or somebody they know have done small things to help other people in daily life and the effect it had.

Make small teams where they define different small gestures of kindness that would be nice to give or receive, that they write on pieces of paper and that are collected. It could be for example tidying somebody's desk, hanging up their jacket, bringing them a cup of water, putting a piece of chocolate in somebody's bag or lunch box, etc.

Try and find a way to do the secret helpers' actions in a class so that no one is left out. Everybody gives and everybody must receive secret help.

You can also decide in class to be secret helpers for another class or outside school and do different kinds of helpful things in the community: removing trash, tidying up, building a shelter for homeless people, planting flowers in the city, or go and practice some storytelling in an elderly home nearby!

Wild Card – Be the Teacher



What?

This is a wild card inspired by the PLACES stories: *Dragon Dancers* and *Stunner*.

Let a pupil or a team of pupils be responsible for solving conflicts or plan and conduct a lesson or several lessons for a school day.

Why?

Placing the pupils in the driving seat, may give them a better understanding of how hard it is to maintain a good teaching environment and create learning experiences.

When you help others solve their conflicts you might become aware of how other people see things and experience the conflict, giving you the possibility of empathising and changing roles. When you try to teach others about a subject, you learn a lot about it because you must understand the subject to be able to transform it into a learning experience and communicate about it in a clear and concise manner.

How?

Start in class by watching the PLACES story *Stunner* and/or *Dragon dancer*.

Talk about what kinds of conflicts that arise in everyday life and the rules for engaging with the conflicts (listening to both parties, being as objective as possible.)

Talk and decide upon a way to make everybody take turns in tackling conflicts and taking responsibility for the "good class and learning environment."

Maybe you need to have a prop like a hat, a card or something else that is a physical sign of being a conflict master that everybody must respect.

Talk about the teaching and learning experience in class.

Talk about the subjects or lessons the pupils could teach and how a subject or issue can be turned into a learning process that is activating and engaging. For example teaching and using math's to plan a journey to another country for the whole class or making pastry.

The younger pupils can do a short and simple lesson about an historic subject they can research, maybe by turning it into a story that they write or enact.

The older pupils can teach more complicated subjects and for a longer time, either individually or in teams.

The PLACES Project

Playful LeArning and storytelling that Create Engagement
for the SDG's among children and young people.



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