PLACES Project

Playful LeArning and Storytelling that Create Engagement for the SDG among children and young people

Good Practice and Recommendations Report

WP5 Deliverable

ΙΝΣΤΙΤΟΥΤΟ ΥΓΕΙΑΣ ΤΟΥ ΠΑΙΔΙΟΥ

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Introduction

The PLACES Project is a European Erasmus+ Project focusing on producing innovation in education through a participatory and inclusive approach to teaching SDGs and European Integration to children and adolescents. Its aim is to create engaging educational material and an online platform available to educators for use in schools and other educational settings. It is based on well-known concepts and values, such as democratic values, the whole school approach, the Health Promoting Schools framework, storytelling, playful learning and design thinking.

This report focuses on the good practices and ideas that have been extracted from the implementation of the PLACES materials by educators and their pupils. These consist of good practice stories and ideas that can be transferred and implemented in the future from stakeholders beyond the testing period of the project. Good practice stories are considered as useful ideas for future platform users ensuring future quality use and sustainability of the PLACES materials and stories in educational settings.

The project has followed a 5-step cycle, characteristic of health promoting school methodology, which consists of the 5 phases of the project and work package deliverables accordingly: 1) the European Needs Assessment and Mapping of existing relevant projects and policies, 2) Development of educational materials and platform, 3) Pilot implementation of the project in schools in the 4 participating countries, 4) Evaluation and fine-tuning of materials, and 5) Selection of good practice stories from the implementation in schools and recommendations for policy makers.

This report focuses on WP5 and includes policy and implementation recommendations for policy makers as well as a discussion of the enabling factors and challenges further contribute to the upscale the implementation of SDG and the EIP through the methods of storytelling, playful learning and health promoting schools. The report on good practices and recommendations contributes to the general objectives of the project, ensuring that increasing numbers of teachers and therefore children and young people are motivated and learn about the SDGs and EIP, with a perspective of becoming future ambassadors for sustainability, health and wellbeing, quality education and inclusion. Most importantly, our proposed good practices have been tested in practice by educators across European classroom and have been proven for transforming teaching and learning into creativity and fun, improving the classroom's social climate, as well as relationships among students and teachers.

Objectives of the PLACES Good Practice and Recommendations

The present report for WP5 Good Practices and Recommendations aims to:

➢ Inspire and motivate educators and stakeholders beyond the partner period and partnership to use innovative teaching materials and tools
➢ Encourage future implementation of the SDGs 3, 4 and 10 in engaging ways, to ensure sustainability
➢ Recognize and share successful stories and experiences from implementation in classrooms across Europe
➢ Uptake, transfer and upscale the implementation of PLACES materials
➢ Highlight elements that constitute good practice in the fields of quality education, playful learning, storytelling, health promotion
➢ Propose a set of policy and implementation recommendations based on practical experience
➢ Push innovation forward with regards to raising consciousness about the UN's Sustainable Development Goals

Methodology

Methodologically, PLACES Good Practices and Recommendations are based on a qualitative methodology and process that includes the development of qualitative indicators and a WP5 Template to facilitate the collection of good practices and recommendations from the four participating countries. Quantitative indicators have been set so as to present at least two good practice stories from each partner-country and a set of European recommendations selected from both participating educators and project partners.

The development of the PLACES Template for Good Practices and Recommendations followed a process of co-creation with participatory methods among the PLACES partners. The following process took place:

In the physical partner meeting in Milan in November 2023, a workshop for collecting the indicators that partners consider important elements of a PLACES good practice, based on the broader PLACES methodology and conceptual framework, which includes the health promoting school approach and SHE values and pillars (See Schools for Health in Europe Network Foundation), playful learning, storytelling and SDGs. During the workshop in Milan, we selected a pool of common understandings regarding what constitutes good practice in PLACES and what partners think is important to see in the good practice stories that the teachers deliver. Thus, as a result of this workshop, certain standards and indicators were formulated to take into account in relation to selecting and presenting good practices and experiences from the pilot implementation in schools.

The indicators for the good practices in this project include:

- Student active participation
- Student collaboration
- Evidence of students making choices and taking initiative
- Working with storytelling in creative ways

Then, a working sub-group from PLACES partners was formed with the aim to collaborate and develop the PLACES Template for Good Practice and Recommendations. The work took place from May 2024 to September 2024, followed by plenary discussions at the physical partner meeting in Athens in September 2024. The sub-group gathered and combined elements from tools that are useful for selecting and presenting Good Practices: data from the Milan workshop, formulating a good practice Lesson Plan, getting inspiration from the SHE4AHA Good practice. Developing a common Template format for all countries was important so as to enable gathering adequate and meaningful type of information for extracting good practice stories, as well as facilitating educators to present what went well during implementation with their students, offering feedback that could in turn inspire other educators and be transferable knowledge. In addition, a set of Guidelines for selecting the Templates and reporting back were delivered to support all partners in this phase of the project.

The logic and structure of the PLACES Template for Good Practice and Recommendations (Annex 1, Pp35) incorporates the following elements:

- General school/class context and information

- A summary of a good practice story

-The Good Practice Lesson plan as implemented and feedback of the students.

-Sharing teacher's feedback on their experience using suggested themes of good practice, collected from Milan.

These characteristics make it an efficient, well-structured and complete tool for selecting Good Practices from four different countries that pilot the PLACES materials in schools with very different organizational structures, that belong to different educational systems, with school community members of varying socio-economic and cultural backgrounds.

The context and method for delivering the WP5 Template in each country, as well as communicating and guiding teachers to deliver their good practice stories and recommendations, was flexible and varied significantly among the different partners and countries. For example, Greece translated the Template and distributed it to participating teachers with guidelines for them to follow, in the beginning of the implementation testing phase in September 2024, in order to guide teachers to design their pilots according to good practice, to take notes regarding implementation procedures, observe and reflect upon their practice and what took place in the classroom, in advance. Other countries, such as Belgium, included elements of the Template in their Teacher Focus Group discussions during the Evaluation (WP4) phase of the project, hence combining a group discussion on both Evaluation and Good Practices.

A set of two Good Practice Templates were delivered by each country and were translated back in English. The selected data was further analyzed and processed. Some of the good practice stories were numerous, extensive and informative, making it hard to choose which one to present on the English part of the platform. For example, Greece collected 6 inspiring good practices and Italy three good practices including a video that students created with the PLACES stories. To accommodate this issue, a variety of good practices are added in the local language pages of the platform and good ideas from the implementation have been added as ideas for potential future use by educators and other stakeholders.

To conclude, it can be argued that different educational settings which piloted the PLACES materials in the four participating partner countries have a diverse understanding and scope with regards to good practices and recommendations. The diversity regarding the selected material that is presented per country, derives, to a large extent, from the different expertise and scope of each partner and different disciplines involved in the schools. There are good practice experiences focusing on orality, linguistic skills, whole school approach, well-being, creativity, collaboration and participation, innovation, highlighting different settings, objectives and procedures that can take place and inspire others.

Good Practices

Good practices are interrelated to the school policy, curriculum and broader educational context of each country. Some of these issues relating to educational policy and curriculum about SDGs, storytelling, health promotion and playful learning have been examined and discussed in WP2, the European Needs Analysis. In some countries, there are existing frameworks within the curriculum that may enable implementation of the PLACES materials and good practices. For example, in Greece the lesson of Skills Workshop can offer the opportunity for PLACES implementation in primary school education, either in terms of active citizenship, environmental education, health education or life skills. Similarly, in Italy, the national formal curriculum offers the opportunity for teachers to use the PLACES material in the context of active citizenship.

Therefore, in the following good practice stories, one can observe the different contexts for implementation, which can be inspiring and helpful ideas in their own right, thus overcoming existing difficulties teachers confront, such as lack of time and resources (See European Needs Analysis).

The Good practices have been written in a format structured around three headings:

Themes and Learning Objectives: These describe the general themes involved that set the context of the good practice, including the learning goals and aims of the activities that were implemented.

Implementation procedures: These answer "What and how was it done by others?" and refers to the general procedure and steps that were followed, as an example of implementation that may inspire and facilitate future implementation in other schools, by sharing ideas.

Lessons learned: Sharing Outcomes and Experiences: These refer to the educational rational of the good practice and what was experienced and observed by teachers or students of the classroom during implementation.

More ideas and potential adaptations are also provided so as to offer a pool of possible activities that can be implemented in other contexts. Many of these ideas have been suggested by the educators that implemented the PLACES stories and materials in their class and can be transferable and effective in other settings.

3.a Belgium

Title: Combining Outdoor Activities with Storytelling to improve thinking skills and cooperation

Themes and Learning Objectives: Well-being, quality education, reduced inequalities, cooperation, being a member of a social group, integration in social and political life, civic education, using the story "School Camp", outdoors learning

School name: Séminaire Floreffe

Location: Floreffe - Belgium

Number of Pupils involved: around 50 (2 classes)

Age Group: 10 years old

Class/Lesson: year 4 primary school

Implementation Procedures

Materials and tools used:

- Video story "School Camp"
- Markers / big sheets of paper / scissors / stones /

Before going on a school camp, the teachers showed the video of the story 'School camp' to the pupils. They were asked to find the main topic of the video and then they did some activities around collaborative work.

The pupils were told they were going to listen to a story coming from a European project and that pupils from other countries in Europe would also listen to the same story. While watching the video, their task was to find the main topic of the story. Discussion about the main topic: collaboration,
Structuration of the story with the hand: in groups of five, the children received 10 pieces of a puzzle, making together a heart shape. The pupils represented, drew on each piece a part of the story. The pieces were mixed, and another group received the ten pieces to build the puzzle and the story again with emphasis on collaboration.
There were outdoor activities as well. They played 'Stone Hunt': The pupils painted something from the story on a stone, they hid the stone outside, they explained to another pupil where to find it. Then, together they created a mosaic with all the painted stones. Further, they created 'Land art' – outdoor art activity – each child chose something in the nature, then together they created a work of art.
Back in the classroom: the pupils reflected on the way they had worked together and wrote the results of their reflection on the blackboard.

Making a puzzle with parts of the story   *From outdoors activity "Stone Hunt"*
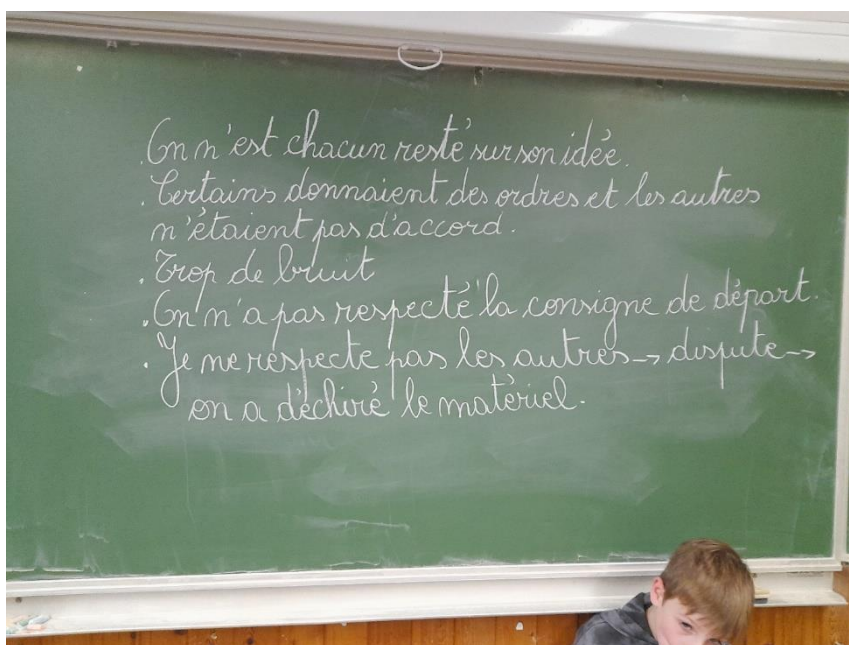
Students' reflections after working with the story and its themes

Lessons learned: Sharing Outcomes and Experiences

The story was chosen because these pupils were to go together to a school camp so it was good practice to link the teaching to real life. Using non-verbal, creative ways of showing one's understanding was positive. Collaboration was fostered: to make the puzzle, the pupils had to discuss, negotiate and decide what would be represented on each piece of the puzzle. Working with the puzzle to represent the different steps of the story is a playful and creative way to show one's understanding. The pupils were very active. Collaboration was necessary to make the puzzle and to give instructions to find the painted stone.

Also, regarding outdoors learning, the pupils painted on a stone, they hid the stone outside, they explained to another pupil where to find it, together they created a mosaic with all the painted stones 'Land art' was another activity outdoors, where each child chose something in the nature, then together, they created a work of art, improving collaboration, participation and team work.
Pupils' reflexion after the activities was a good practice. Pupils discussed how they had behaved, acted, and negotiated during the lesson. This kind of reflexion helps to improve the social climate in the class by

providing an opportunity for dialogue between pupils and reflecting on the actions that can be taken to live better together.

Title: Enhancing linguistic and creative skills through storytelling

Themes and Learning Objectives: Practice active listening, Play the role of a character, express their opinion and emotions as well as those of the characters in the story, work on creativity

School name: **Ecole fondamentale Champagnat**

Location: Florenville

Number of Pupils involved: 21

Age Group: 7 years old

Class/Lesson: 2nd primary

Implementation Procedures

Materials and tools used:

A book : a modern version of Stonesoup, "UNE SOUPE AU CAILLOU" de Anaïs VAUGELADE, ed. Ecole des Loisirs.

The teacher chose this version of the story because they had the book in the school library and the children would have the opportunity to get back to it afterwards if they wished to. Moreover, in this version the characters are animals, this suits the age of the children well.

The pupils were put in a special mood, by creating a 'storytelling' atmosphere before telling the story. They sat on cushions in a circle, there was silence. While telling the story the teacher stopped at different moments to have the pupils anticipate, making hypotheses.

After the storytelling, they discussed together the moral of the story and the characters' intentions.

Then, they created portraits of the different characters in the story using vegetables (in the same way as the 16th century painter Arcimboldo did).

Finally, they imagined a new variant of the story, a new recipe, and could illustrate it, if they wished to.

The teacher suggested more ideas for the future:

- Making soup together, everyone contributing, sharing the soup
- Working on the calendar of fruit and vegetables, and where they are produced (here or far away)
- Using a transparent silhouette for the person coming into the village
- Telling the story more than once with different intentions and tasks for the pupils
- Interviewing a character from the story

- Acting out the story
- Using different clues to make hypotheses at the very beginning: in groups they predict the content of the story, they start from
  - the title
  - some sentences
  - some words
  - an object
  - a character
  - some sounds
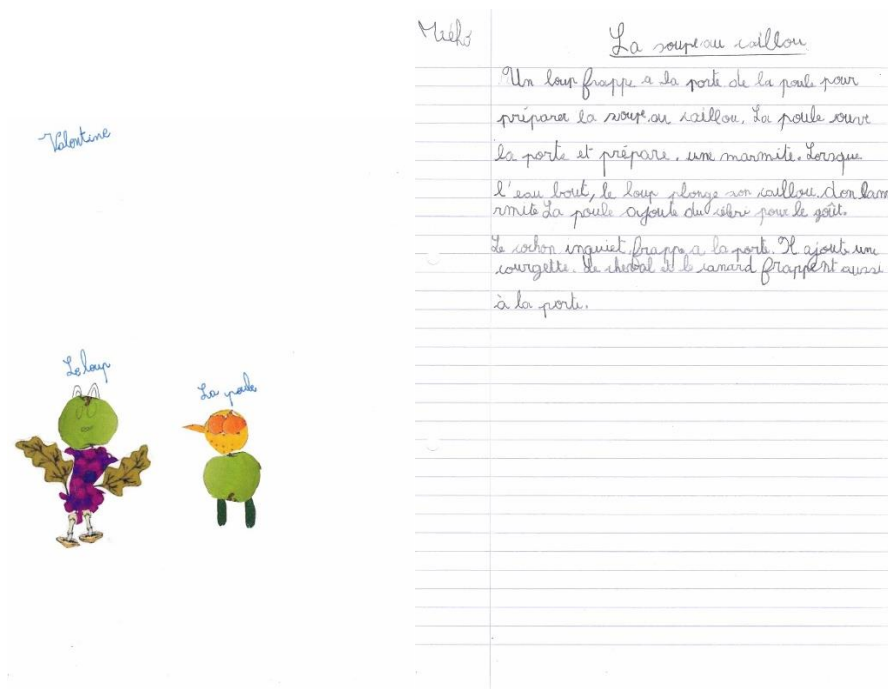
Collage: "Like Arcimboldo   *Writing a 'Stonesoup' recipe*

Lessons learned: Sharing Outcomes and Experiences

This activity of anticipation fits in well with the curriculum for French (language objectives): making hypotheses.

The pupils could use their creativity to represent the characters of the story and learned about a well-known painter from the 16th century: Arcimboldo. This fits with the curriculum for art.

Although the teacher was used to reading stories to his pupils, it was the first time he told one. He noticed that the pupils were even more attentive, and he wants to do both from now on, both ways having their advantages.

The activities help the students understand the story and the characters in a better way, contributing to literacy and critical thinking skills.

3.b. Denmark

Themes and Learning Objectives: Working with orality, fables, well-being, empowerment through active participation, procedural drama, enhance the inclusion of bilingual migrant students

School name: Brædstrup Skole

Location: Brædstrup

Number of Pupils involved: approx. 28 pupils

Age Group: 9-11 years

Class/Lesson: Danish

Implementation Procedures

Materials and tools used:

The PLACES tutorials videos on how to tell, including ´The Lion and the Mouse´.

The class worked with it in five double (2-hour) lessons. These lessons were with a co-teacher and partly with a focus on well-being and empowering students through active participation. The teacher combined this with working with procedural drama.

For each lesson the teacher added one or two tools from the tutorials and just like the Danish storyteller does in the tutorials in the "Road to Tell" videos and continued to work with the same stories.

Pupils were supposed to learn about fables, practice drama and their orality overall. As a number of pupils were migrant bilingual with poor linguistic skills in Danish, the teacher used this opportunity to practice Danish language and improve language skills through orality, as well as foster a better experience of inclusion.

In the first PLACES lesson, the pupils watched ´The Lion and the Mouse´ and the video ´ Senses and Action´. Then they had to work on another fable by themselves in small groups of three. One narrator, one fox and one stork, the two latter having the phrases of the animals. They could switch roles from time to time.
They showed their little story pieces to each other each time at the end of the lesson.

For each lesson the teacher added one or two tools from the tutorials. And just like the Danish storyteller does in the tutorial videos and continued to work with the story.
In this class there were three students, who were "still very weak in Danish" according to the teacher, as they had migrated from countries with very different linguistic and cultural backgrounds. And in most lessons, "they were the ones who had short lines, very little to say". So, they just had to learn a few lines by heart in Danish.

In one of the later lessons the teacher tried an "international experiment", in which pupils with Danish as first language could voluntarily join. In the three 'international' groups, the migrant students were the narrators of their respective groups, and they narrated their parts in their own mother tongue and then

showed to the students with Danish as their mother tongue how to tell their few dialogue phrases in that language (Arabic, Ukrainian, Polish). The class tried to write the Arabic sentences that the group was supposed to say, but they didn't have the letters for the different sounds, so they also worked on phonological awareness. The rest of the class continued practicing the story as usual based on the storytelling tutorials. They ended the lesson with every group telling the whole class their version of the story.

Lessons learned: Sharing Outcomes and Experiences

Working through the fables with the tools presented, gave the students the opportunity to both rehearse drama, orality, storytelling and language at the same time. Inclusion of students with different cultural backgrounds and languages was supported.

Several students would like to work more with gestures and mimicry. This is something that they've become aware of, after working with the PLACES materials. They think it was fun and inspiring to work more with this. There are also some of them who generally wanted to do drama exercises, which are some of the other things that the teacher wanted to work more with the class.

It can be difficult to teach about orality and storytelling, if the teachers themselves are not very good storytellers. And these PLACES video-tutorials on the platform solved that problem. The students said that the Danish storyteller was talented and inspiring, and it really inspired them want to tell the story themselves.

This "experiment" of storytelling in the migrant students' mother languages, gave the Danish students a slightly different understanding of the situation that one can find oneself in, when one faces difficulties in relation to the local language. Also, the process really increased the students' ability to work together in groups and made them feel comfortable talking in front of their classmates.

In the words of the teacher: *"I wanted to promote empathy and understanding of how newly arrived bilingual students feel every day when we ask them to speak Danish. It was also my wish to use bilingualism as a resource in the classroom a long side the storytelling language lanes. I wanted the three migrant students to feel at home in the story in a completely different way, to get a chance to use the language tool of the lesson in their own language, finding the words in that language empower them I wanted the other students to really listen to the migrant languages and experience it in a different way in a story that they knew well to see, that the migrant students also could use the language tool to feel how difficult it is to have to make yourself understandable in another language to feel what it was like to have to be the one who could only contribute very briefly, to have the opportunity to play with language and learn something totally new."*

Title: Empowerment and building relationships with other age groups

Themes and Learning Objectives: Orality, older students telling a story to pre-school students, storytelling using "Dragondancers" and "Stonesoup".

School name: Nymarken Skole og Børnehus

Location: Kerteminde, DK

Number of Pupils involved: 22

Age Group: approx. 8

Class/Lesson: Danish

Implementation Procedures

Materials and tools used:

The PLACES video stories, paper, colours.

First, the class watched Dragondancers without its ending. Afterwards, the students created their own endings in groups. They wrote down their endings, and each group presented them to the whole class. Then they talked about good endings, emphasizing that there are many possibilities. Finally, they watched the PLACES ending, fully aware that no ending is better than another.

Next, the class watched and discussed Stonesoup. The students were told that they would need to retell the story themselves. They were very nervous about that, so the teacher told them: "I will tell it my own way, and you can do it in yours." This made the task less intimidating since they saw their teacher doing it differently from how it was shown in the video.

The students have familiarized themselves with the story and practiced their own versions, adding personal details and emphasizing different elements.

The class then invited preschool children to the storytelling session, as a kindergarten is located on the same premises as the school.

The preschoolers were welcomed and divided among the existing groups in the class. In each group, the second-grade students told their own version of Stonesoup to the preschoolers in their group. Some of them had, on their own initiative, found stones with holes in them on the school playground and included them in the story.

This made it a more intimate experience, and all the groups' versions of the story were shared.

After the storytelling, the second-grade students asked the preschoolers to draw scenes from the story. They drew vegetables, a campervan, apple trees, and even a comic strip. Some worked together, while others worked alone. This extended their interaction and created opportunities for the students to discuss elements of the story further.

Lessons learned: Sharing Outcomes and Experiences

The aim of the lesson was to build relationships across age groups, to practice with others the experience of sharing a story, and to train students to come forward and not to hide behind a book in order to tell a story.

All this has been an entertaining and maturity-building experience. Students have become more courageous and helpful towards each other during the entire PLACES process. They went from being nervous and scared, to finding it fun and feeling proud of what they could do themselves and of their helpfulness towards one another.

3.c Italy

Themes and Learning Objectives: Teaching SDG 4 Quality Education and SDG 10 Reduced inequalities, using the "Dragondancers" story.

> **School name**: IC Casali del Manco Pietrafitta –
>
> Scuola Primaria "Margherita Hack" Morelli
>
> **Location:** Casali del Manco (CS) Italy
>
> **Number of Pupils involved:** 15
>
> **Age Group:** 4th grade (9/10 y.o.)
>
> **Class/Lesson:** Italian – Civic Education

Implementation procedures

Materials and tools used:

- Video of the story "Dragondancers"
- Activity Card: Stories into movement
- Cardboard
- Pens, pencils, markers, glitter

The different school environments selected for the Hunt were connected to the SDGs values (for example, library=education, gym=movement).

First, the teacher chose the story Dragondancers and decided to dedicate 1 hour every Friday to these activities. Students watched the story in class and were divided into 2 groups. Each group made up a story ending before watching the existing one. Then, the students started working on the scavenger hunt with the Scales they created with cardboard. The school was transformed into a fantasy kingdom with the Scales Hunt adventure!

The class was divided into two teams to play Hide and Search. The first group was tasked with hiding the scales in the school spaces and writing targeted clues to guide the search. The second group, equipped with observation and logic, followed the clues to find the hidden scales.

The hunt took place through different school spaces, including the gymnasium, library, outdoor courtyard, lobby and classrooms, turning each location into a piece of a mysterious treasure map. With each clue uncovered, enthusiasm grew, fuelling a strong sense of collaboration among the children. In the end, the scales were found!

After that they discussed what they learnt. At the beginning, the links between the proposed activities and the SDGs values were not easy to grasp, because they experienced the activities just as a fun game. But then they were able to make connection and discuss about the relevant topics, including the

importance of having access to school education, the discrimination imposed to those children who cannot go to school and even the fact that, as one of the students said "education means freedom".

Alternative ideas for implementation

A potential alternative was already implemented in another class of the same school: They also created a Scales Hunt, but used Artificial Intelligence and IT tools and shaped it as an Escape Room.

Lessons learned: Sharing Outcomes and Experiences

The activity not only brought great fun, but also stimulated active learning, organizational skills and creativity. Each child participated with energy and involvement, contributing to the success of the adventure in an exciting way. It contributed in learning about the SDGs in more concrete ways, understanding how they are connected to everyday life. Student active participation and enjoying learning were enhanced.

Title: Working with digital media: The "Dragon's cartoon"

Themes and Learning Objectives: SDG 4 Quality education, using Dragondancers story, innovation, getting out of the teaching "comfort zone"

School name: ICS Montale

Location: Cologno Monzese

Number of Pupils involved: 18

Age Group: 10/11 years old

Class/Lesson: 5th grade

Italian and civic education

Implementation Procedures

Materials and tools used:

Video story "Dragondancers", paper, pens, pencils, Canva software, photographs, phone to make videos.

The teacher with the students watched the video of Dragondancers with ending. The rationale was "Let students learn making their own choices", so, she let the pupils decide how to work with it, building on their autonomy and engaging them in decision making. The students chose to create a cartoon from the story and they split the class in two groups. One group took care of the drawings; the other group summarized the texts. Then, they put the two parts together and filmed the story.

The reflection on the meaning and messages of the story came naturally, and the teacher only had the role of facilitating it. The students reflected on the two different teaching methods of the stories, making comparisons with their school and professors. During the history lesson, in a cross-curriculum approach,

they also compared the two teaching methods with the differences between Athenians and Spartans in Ancient Greece.

More Ideas for Implementation:

Starting from the first activity, the students, together with the teachers, made many other proposals for additional activities, that were implemented afterwards, such as a debate activity, the crazy hat activity modified using a chair instead of the hat.

Lessons learned: Sharing Outcomes and Experiences

It was a way for the teacher to get out of her comfort zone and start experimenting new methods. The students enthusiastically chose to engage in a task (e.g. summarizing a story) that they usually don't like when proposed by the teacher. The most vulnerable students were also able to participate, students with ADHD as well.

Title: "Life gives us opportunities to be different"

Themes and Learning Objectives: SDGs 3, 4, using "Stunner", bullying dynamics, creative writing, secondary education

School name: IC Casali del Manco Pietrafitta

Location: Casali del Manco (CS) Italy

Number of Pupils involved: around 20

Age Group: 11

Class/Lesson: 1st year middle school

Implementation Procedures

Materials and tools used:

- PLACES "Stunner" video story
- Pen/pencils/paper

Two teachers working in the same class worked with the story Stunner. The main teacher told the pupils that they were going work on civic education with a practical activity and through creative writing, but she did not explain everything, letting them discover things step by step.

The teacher said that she was also following a course, where she is learning this kind of things, and students could relate to her. The teacher selected the story based on the class needs, as it is a class with some behavioral and relational issues.

First, the students watched it with no ending and then invented it. In the following lesson, the students were asked to re-write the story changing the characters and/or the location where the story takes

place. They told the story set in other settings, such as the soccer field. This helped them understand bullying dynamics that can happen also outside of the school and that change is possible.

Lastly, to work on the deeper message of the story, the teacher asked them to write or draw the scene of the story that touched them the most, a memory that stuck with them.

Lessons learned: Sharing Outcomes and Experiences

Students were very active, and even a student that is not usually very engaged, took the initiative to record a message for the classmates that were absent that day, to tell them the story, making sure that they could also invent their final ending of the story.

Students liked the activity very much and asked to use more videos like that one

They understood the main messages of the story and elaborated on them with a discussion:

- "Do I feel respected when I do something?"
- "Life gives us opportunities to do something different"

3.d Greece

Title: The importance of creating a special atmosphere for playful learning

Themes and Learning Objectives: Playful learning (using Dragondancers and Stone Soup), exploring SDG 10 (economic inequality, social inclusion and exclusion), SDG 4 (quality education). Participatory collaboration, more focus on the process and use of tools than on evaluation, creating a special atmosphere at school for storytelling and playful learning, the element of the non-expected to ignite interest and attention among students, drama play, innovation.

School name: **4th Primary School of Kaisariani**

Location: Kaisariani

Number of Pupils involved: 23

Age Group: 8 years old

Class/Lesson:

Implementation Procedures:

Materials used: video stories, cardboard, paper, piece of wood, paints, markers, glue

At the morning gathering of students at the school yard, the teacher had placed before their eyes a paper cauldron to stimulate attention and curiosity. Then they went to their class to see on the board that it was a "Storytelling-Thursday".

After watching the video the teacher proposed to the pupils to discuss and explore the motivations and the goals of the father in the story, the reactions of the neighbors, the message of the story. The class finally discussed what were the 'true' ingredients of the soup and how each had its value in the "tasting" of the food. In order to highlight the SDGs and to do all this in a playful way, the teacher invited the children to write and discover together the ingredients for the stone soup recipe. A child stood up on the board to write the original recipe, that is, the one with all the required ingredients as revealed at the end. Of course, the children singled out love and companionship.

Crafts made based on the story:

The next hour the teacher divided responsibilities among the groups and each one took on the task of making with paper, cardboard and paints one of the ingredients of the Stone Soup (some groups zucchini, some tomatoes).

Dramatization of the story

After preparing all the ingredients, roles were distributed and the whole class dramatized the story. Each one, depending on their role, gave the corresponding material. At the end of the dramatization, the whole class danced together around the cauldron where all the ingredients had been put and they all shouted loudly that the most delicious food is that of the company.

With the Dragondancers

At the morning gathering at the school yard, the teachers had placed dragon scales made of cardboard to ignite attention, play with the element of the non-expected and create atmosphere which is important for playful learning. After watching the video story, there were guiding questions, such as:

"What do the children in the two villages learn?", "How do they learn" , "What do they feel?"

It was very moving that the children, despite being still quite young (third grade), discovered that in the second village the children learn to think, cultivate their imagination, try to find solutions. All students have equal opportunities, there are no smart and "dumb" among them. They learn and succeed through play.

They also understood that their entire path to knowledge is full of joy, fun, cooperation, pleasure, faith in themselves and their abilities. Unlike the children of the first village who are competitive, and lack self-confidence, divided in successful and unsuccessful ones, their knowledge is restricted on one thing. So, after the children had reached a very satisfactory level of understanding the concepts and messages of the story, they proceeded even more to the point. They focused on the last sentence of the story, which particularly touched the whole class: "Catching dragon scales does not make you a dragon dancer, dancing with dragons makes you a dragon dancer." A child took on the task of recording the ideas on a piece of paper that was stuck on the board. This time the question asked was "What are these characteristics that make us true dragon dancers?" The pure, childlike way in which they expressed important concepts was so touching! Some of the answers recorded were:

• Self-confidence, trust in yourself

• To keep trying and not give up

• To feel joy, to enjoy the process that should be like a game for you

• To keep your mind from getting bored, to invent new things

• Not to be good at just one thing, but at many

• To have imagination and use it

• To see that one thing can be a thousand things

Do everything you do internally and do not show it to others (at this point the class discussed a lot about the behavior of parents in both villages: in the first they were arrogant about the children's performance, hanging the scales in the houses for everyone to see, while in the second they were happy about the children's experience, keeping the scales as precious souvenirs in chests)

• Cooperate and not compete

• Have appetite and will

• Treat the others well, because if you don't you do not deserve what you earn

• Give equal opportunities to others and do not snob them

• Share

Dramatization of the story:

The class was divided into two groups (10 children - 11 children). One would dramatize the scene from village A and then the second group would dramatize the story for village B. Roles were distributed (parents, children, teacher, old man who never sleeps, dragon, the scared child from village A, little girl who helped the dragon from village B). The children spontaneously made some theatrical objects (jacket as a net, paper knife, blueberries, fish, houses with hanging scales, etc.) It was particularly interesting how they presented the characters and improvised the dialogues according to their roles.

The last action was named 'My dear diary' and was in a way a continuation of the previous action. Now our heroes have returned to their homes and are recording their experience in their personal diary (each from the perspective of their role). So, pupils wrote of how each character felt, including the feelings of the dragon itself in each of the two villages, thus improving students' emotional intelligence.

The children after finishing the activities, wanted to keep the dragon scales that they used in the dramatization. So when they went out for the break, the teacher grabbed the opportunity… As soon as they returned, they found a dragon scale on their desk and on the board the message "from the dragon", because…. a little magic is always welcome!
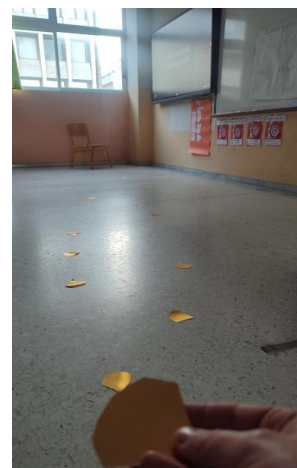
Using props to ignite engagement and attention

Lessons learned: Sharing Outcomes and Experiences

Creating a playful atmosphere for storytelling and igniting the curiosity and fantasy of students by using the element of the unexpected, is very important as a preparatory step for beginning to work with stories and playful learning at school.

The preparation of the setting for a different way of teaching and learning directly engages students' attention, anticipation and interest. Playful learning is to a large extent characterized by a playful mood and atmosphere and this is an example of how a teacher can create this atmosphere by using props from the story the class is going to work with each day.

The teacher said: "I was particularly pleased with the fact that the children actively participated in the whole process from beginning to end, that I saw their willingness to play, to respond, to create in each activity. And the most moving thing of all was that as an educator you saw my students master concepts and knowledge without this being done in the typical way and without them realizing that through the discussion or the game, they were managing and mastering important notions. The atmosphere and interpersonal relationships between the children and between me (the teacher) and the children,

were positively affected as all the activities and this more playful and "magical" dimension in teaching, brought us closer and united us even more as a team. The stories themselves certainly contributed to this as the values that were illuminated through their messages strengthened cooperation, teamwork, joy and enjoyment on the path to knowledge, equal opportunities.

 The children, without realizing it, had the opportunity to familiarize themselves with the SDGs and I think that the fact that this was not done in a purely didactic way was what made the difference. Usually in teaching manuals, the way in which concepts related to the SDGs are introduced (such as social inequality, etc.) is done in a way of admonition and didactics. On the contrary, storytelling brought to light very serious issues and the children had the opportunity to familiarize themselves with in a more empathetic way as they identified themselves with the heroes, with their experiences and with the solutions that were ultimately given. I therefore believe that this more playful but also experiential way is much more substantial and effective." This supported the students' emotional learning skills, empathy abilities and general improvement of wellbeing in the classroom.

One of the students argued that he feels he can accomplish everything after this experience, highlighting the empowering effect that active participation and use of the material had for the children who piloted the PLACES materials.

Title: The Whole School Approach to Storytelling

Themes and Learning Objectives: Whole school approach to storytelling and teaching SDGs 3,4 and 10, using "Dragondancers", "Stunner", "School Camp", "Stonesoup", "Tops". Whole school collaboration and participation, experiential learning, empowering students, turning classrooms into museums, teaching curriculum lessons through PLACES stories, making board games, theatrical play, ceramics, etc.

School name: **Hatzivei Primary and Secondary School**

Location: Nea Philadelphia, Athens

Number of Pupils involved: approx. 150 students

Age Group: 7-13 years old

Class/Lesson: All curriculum lessons

Implementation Procedures

Materials and tools used:

PLACES Video Stories and SDGs (PLACES platform), clay, paper, cardboard, colors, markers, musical instruments, theatrical props (glasses, hats, fabric), glue, lesson sheets to fill in.

From the beginning of the program in Greece, in the autumn of 2022, schools and teachers were invited to participate as pilot schools in the Erasmus+ Project from 2022 to 2025, with an engagement on behalf of the participating teachers and schools to engage in all the following phases of the project: the Needs Analysis questionnaires and focus groups, the teacher training seminars, the regular Zoom update meetings, the testing phase in their classroom and the evaluation questionnaire and focus groups and

good practice and recommendation Templates. Hatzivei primary and secondary school is a private small school in Athens, where the headmaster (primary school director) was very engaged in the project since the beginning, together with three main educators participated in all stages of the PLACES project since 2022. Continuity and a stable partnership are elements of this good practice.

After participating in the two physical teacher trainings organized by ICH in 2023 and 2024, the headmaster of the school organized an in-site training seminar with ICH partners and the storyteller, including the SDGs, making the map of the main characters as a mnemonic tool, telling the Dragondancers story from the perspective of the dragons etc. This was followed by an internal workshop for all the teaching staff in May 2024 organized by the headmaster, with the aim of getting them familiar with the PLACES platform and stories. All the teachers of the school watched Dragondancers and the platform together, worked in smaller groups with brainstorming ideas, so as to co-create a school plan for the school year 2024-2025. The teachers set goals and ways of working, beginning in September 2024 with whatever story they liked, and then moving on from January with the whole school working with Dragondancers, using creative ways through many different lessons.

The school's teachers work in teams to co-create a school agenda for working with PLACES in 2024-2025

The theatrical play of Dragondancers from the two classes of B' Grade (7-year-olds) was a successful good practice of the school. Teachers of theatrical education, arts, music, modern dancing, together with the main teachers and students, collaborated with each other for two months in order to produce a theatrical play from Dragondancers. The students watched the story with their teacher and discussed the bones of the story, the differences between the two villages and themes of SDG4 about quality education and school values. The drama teacher made a theatrical text out of the story using 15 iambic syllable that helps memorizing the words. The students were told to impersonate with feelings and embody the characters they played, rather than just say the words. They made songs and learned body movement in a more physical theatre to include in their performance. The two classes performed the two theatrical plays to their parents one Saturday as a celebration of what they accomplished and another school day they played it to the other classes.

In D' Class (9-year-olds) teachers worked with the story in the context of their math or language lesson, for example after watching the video story from the PLACES platform, the students created their own mathematical problems with Dragondancers (I.e. "How long is the tale of the dragon, if it is 5cm bigger than…"). The students produced written texts and worked with language with the story in playful ways, created ceramics and paintings in arts classes, paintings for creating the theatrical settings for the school

play, drawing the maps of the main characters' journey with the different stops. In addition, the students made board games with Ladders and snakes for Dragondancers, school camp, "Super Atout" ("Hyper Trumps" cards) card games with Dragondancers highlighting their strengths, inventing their story endings and most importantly students were discussing and working in groups as teams. Each team would produce their work and present it to the whole class and then the entire school created the "Code of Values of the good Dragondancer", writing the school vision and school values inspired by the story. Next year, new students entering the school will see the Code of values of the good dragondancer as they enter the school yard. "The Good dragondancer: explores and learns from the world, does not use violence and prefers peace…".

All the classrooms were transformed into museums and students visited all the different "museums" and looking at the ceramic art of Dragondancers produced by students, dragon eye painting exhibitions, stunner posters, board games created by the students with the facilitation of the teaching staff.

In secondary school, the Language professor (also a drama teacher) introduced the SDGs to the B' Gymnasium students (age 13) and then after watching Tops facilitated the group discussion so that students would guess which of the SDGs the story Tops was linked to and why.

Lessons learned: Sharing Outcomes and Experiences

A story's values align with a whole school agenda, school mission and values: This case study highlights among other things, that to align the school's mission and school values with the values of a story (Dragondancers) that was worked by the whole school community with storytelling and playful learning transversally across the curriculum, is a great way to upscale quality education and develop a healthy social learning environment for both students and teachers, as the whole school approach to health promotion suggests.

Leadership and coordination: The role of the school's leaders is very important for a whole school approach and for allocating and coordinating resources such as time and staff in the project, and inspiring the school community to work interdisciplinarily across the curriculum with storytelling. Also, the school's insightful leadership contributed to the decision to focus on Storytelling as an innovative educational tool during an entire school year and encouraged teachers to coordinate creative activities, teach life skills, thus supporting an ongoing sustainable collaboration between the school and the project partners and coordinators for three years.

Empowerment, engagement and teamwork: The students were empowered and said they would love to go to school even during the weekend if lessons were theatrical play rehearsals for Dragondancers, or painting and making card games in teams. Many students from the focus groups evaluating the project experiences said that they loved the fact that they learned in practice to work in teams and be a team.

Teachers also said that the best way to teach students collaboration and team work is by modelling it through teacher collaboration. This project implemented in the entire school really managed to teach teamwork and co-creation to both teachers and students.

From the theatrical play "Dragondancers" of B' Class
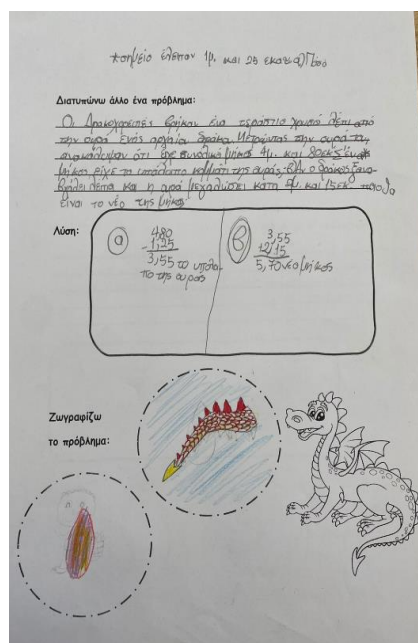
Student's math problem with Dragons

The Values of the Dragondancer

Students' Snakes and ladders game with Dragondancers

Title: Working effectively and creatively with limited resources

Themes and Learning Objectives: Raising environmental issues, SDG3, using "Upstream", improving the students' understanding, linguistic and thinking skills, drama play, mnemonic device for students.

School name: Plakias Primary School

Location: Plakias, Rethymno, South Crete

Number of pupils involved: 12

Age of students: 8 -10 years old

Class: 4th grade

Implementation Procedures

Materials and Tools used:

The video story of Dragondancers, pens and pencils, paper for drawing, the drawings themselves as tools for a theatrical play.

The teacher worked with her class of 8- to 10-year-olds in a school of a village in south Crete, with very limited teaching resources. Some of her pupils show learning difficulties, some have another mother tongues than the Greek. Under these circumstances she decided to focus on one story, that of the Dragondancers, in 'simple' yet evocative and playful ways: storytelling, drawing in groups, dramatization, and discussion that would finally relate the whole shared experience to the SDGs chosen and explained (4 and 10).

She introduced the Dragondancers to her class as a new in class activity, by initially showing the video, then telling the story herself. Then the pupils were divided in small groups, told the story among them and draw the scenes that attracted their attention. Dramatization came after that, with the visual support of their drawings hanging around them. A final discussion followed, relating the whole experience with SDGs 4 and 10. The telling of the story in other classes was later organized.

Student's painting of Upstream used as a queue for remembering each theatrical scene

Lessons learned: Sharing Outcomes and Experiences

In a difficult educational environment (remote poor area, limited resources, pupils with different mother tongues), the teacher implemented the project in simple ways, trying to enhance the group's qualities and dynamics, through active listening as a class, storytelling and drawing in smaller groups for more intimacy and bonding. They watched the video story, discussed the bones and began to dramatize the story as a play. As 'playing' the story was difficult for the students, the teacher helped them remember the scenes of the play with the aid of their own drawings as visual mnemonic tools, as visual cues to storytelling and acting, a realization that came from the pupils themselves. An example where storytelling and playful learning reveal their discovery potential.

Regarding the target age-groups of the stories, some PLACES stories, like Upstream, can be implemented in different age groups just as well, in unexpected and positive ways. In other words, stories that were originally designed for secondary education, may be also used for the older students of primary school and vice versa.

Enabling factors and challenges

Facilitators

The factors that enable the successful implementation of PLACES and the production of good practices involve the following:

1) Effective project management, organization and coordination of project activities among all the participating teachers and other partners ensures monitoring for consistent implementation.
2) Engaging teachers and offering in-person training seminars, where participants interact and establish relationships. Having a pool of trained educators who are committed to follow up the project, ensures better results.
3) Establishing ongoing consistent collaborations and partnerships with regular communication and updates on project steps and sharing results is an essential enabling factor.
4) School leadership support, organization and facilitation is a success factor upscaling implementation and good practices.
5) Offering the PLACES platform with resources in national languages, including video-stories, suggested classroom playful activities, reflection cards and tutorials on storytelling for teachers and students
6) Teacher support, either through team work and collaboration with other teacher-colleagues, or by the project partner coordinating activities.

To engage and support teachers successfully, conducting more than one physical teacher training, as well as visiting schools, with the local storyteller and local project coordinator and implementing extra health promotion activities and stories in schools upscales good practices and push forwards positive outcomes. These facilitating activities on behalf of partners can also be considered as good practice for successful implementation and learning outcomes for teachers and students, in the broader concept of "shadow learning" for teachers using the PLACES material. For example, in Greece, following the request of the students and some teachers, three schools were visited by the storyteller and the project partner, after having the teachers working with the PLACES materials and storytelling. The students had the pleasure to have a live experience of storytelling with the storyteller in their class and work in groups with team bonding activities, such as playing "broken Phone" to get them play and learn to listen actively and tell parts of the story to their classmates. The students loved this and got them further motivated and engaged in the process of storytelling, playful learning and learning with innovative methods.

Reading stories is common. Telling stories would be even more powerful. Teachers are not always confident to tell stories. The PLACES Storytelling tutorials on the platform are a very good tool for teacher education and their professional development.

Among the enabling factors for overcoming the passive activity of pupils in front of a screen, include the suggested PLACES activities that can be easily integrated in class to enhance pupils' participation.

Activities where the pupils have a choice and where the answer to the task can be personal are motivating as well as including outdoor and creative activities are among the pupils' favorites and also constitute facilitating factors for successful implementation and recommendations for teachers.

Challenges

During the testing period of the PLACES materials in classrooms across Europe, both teachers and project coordinators expressed certain challenges, which they had to face or, overcome. These difficulties during the pilot implementation period and while selecting Good Practices and recommendations phase include the following:

- Lack of time and pressure experienced by teachers
- Lack of a framework within the curriculum or school mission to embrace and integrate teaching SDGs in the daily school agenda
- Lack of teacher training or teacher motivation and interest
- Other competing projects may already take the time, interest and energy of teachers
- Lack of engagement of educators, as the project may seem to be irrelevant to their curriculum
- Lack of interest or engagement of the school leadership
- Instability and lack of continuity of a stable workplace for some teachers who change school or class. This makes it difficult to have teachers who follow consistently the project throughout the three-year period.

Therefore, with regards to collecting the good practice stories from the participating partner countries, there seemed to be a difficulty in some countries to deliver the Templates with the relevant information, due to time constraints and pressure to deliver the curriculum on behalf of the participating educators.

PLACES Recommendations for policy makers

PLACES Recommendations offer a set of suggestions to policy makers and stakeholders, as an outcome of the Erasmus+ PLACES (2022-2025). The PLACES European Needs Analysis as well as the pilot implementation and good practice phase in schools have offered valuable information regarding teachers' and students' needs, challenges and facilitators.

The aim of the recommendations is to upscale implementation and improve the conditions for future use of the PLACES material and platform -or, similar kind of educational innovative resources- in schools across Europe.

The educational context and policies have been taken into account to develop general suggestions for stakeholders and policy makers. Potential benefits that may be accomplished, through the adoption of the PLACES recommendations, include the improvement of the social climate of the class, teaching life skills effectively, increasing students' engagement and motivation, achieving sub-goals set by the SDGs, improving educational outcomes, quality education and student well-being.

Methodologically, the PLACES Recommendations are based on qualitative information, such as the research data produced from WP2 European Needs Analysis, teachers' feedback on their pilot implementation of the PLACES project in their class, and a Letter to an imaginary Minister/Headmaster that teachers wrote with the guidelines to produce suggestions to policy makers that will facilitate future implementation of similar projects including storytelling, playful learning, SDGs, school health promotion.

Both partners and participating educators, as a result of the pilot implementation phase, evaluation and good practice phases of the project, suggest certain changes and proposals for improving future implementation and for creating a school setting that can facilitate similar projects which provide evidence for improving education and learning, in a similar tone and agenda with the Pathway to School Success Project of the EU and in line with the Health Promoting Schools framework and the UN SDG 3, 4 and 10 sub-targets.

In the four participating countries, storytelling as a teaching methodology is widely used in pre-schools, to a smaller extend in primary schools, but unfortunately not in secondary schools, although even at that age, this project has showed that it is a strong learning motivation, leads to better memorization and contributes to academic outcomes regarding language skills, student engagement and active participation. Therefore, a general implementation recommendation would be to incorporate storytelling and playful learning methods in school teaching.

There is a strong suggestion involves explicitly integrating in the school curriculum and teaching methods the innovative methods, tools and materials proposed in PLACES, which are a combination of storytelling, playful learning, health education and whole school approach. Policy makers and stakeholders are recommended to incorporate the PLACES materials on national educational platforms for tools and materials for educators and add, or, link them with existing platforms with tools and curriculums for school health promotion, life skills, active citizenship, on the basis of their effectiveness and capacity to actively engage students and teachers. As there is a current gap in SDG curriculums across Europe, we suggest to use the PLACES materials to bridge this gap in materials for teaching UN SDGs in engaging ways for students, given their positive outcomes on a number of objectives, such as fostering children's well-being, active participation, collaboration skills, linguistic skills, health literacy

skills. Centrally communicating and advocating to teachers at a or regional national level, these innovative methods, tools and materials through existing national or regional platforms and digital media (or create such platform if they do not currently exist), would improve and upscale the quality of education and well-being among children and young people, as implementation in schools can potentially increase awareness of SDGs and boost student individual skills in cost-effective ways.

Another recommendation for easy and successful implementation of the PLACES material and methodology in schools where there is limited teaching time available, is to choose one of the PLACES stories and material on the basis of its thematic relevance to specific UN International Day themes. For example, the story "Stunner" with SDG 3 issues regarding well-being and non-violence can be presented on the International Day against Violence and Bullying at School, Including Cyberbullying. Similarly, the story "Without Filter" was used to raise issues of self-image and the use of social media on the International Safer Internet Day promoting a more responsible use of online technologies and social media especially by children and young people which was implemented by an IT teacher in a primary school in Greece, raising issues regarding pre-adolescents' self-image, well-being and social media use. In addition, other PLACES stories such as "Upstream" can be used on the World Environment Day or on the World Health Day to raise consciousness on health and The PLACES playful activity resources may further be applied in school settings on the International Day of Play.

Further suggestions and recommendations that have been selected by educators and partners in the PLACES project, involve the following areas: 1) Resources, 2) School Curriculum, 3) Teaching Methodology and training.

Resources

Educators need material resources, time and training, support and easy to access educational tools.

Material Resources	- Projectors - Laptop stands - Books - Rail for Cloakroom - Sound and image
Dissemination and easy access of the materials and tools	- Policy makers, local school leadership and school counselors should enable dissemination of the educational materials by uploading the materials for easy access in national and local teaching platforms, which teachers regularly visit to get materials and tools from. - Link PLACES platform with other national educational platforms
Physical Space	Theatre education room
Time	- More time for substantial interaction and discussion in class - Reduce bureaucratic work for educators that take their time out of substantial work with the children

Teacher Training	• Physical experiential training for teachers is needed for specific innovative teaching methodologies • Training in storytelling as an educational tool for better learning and social climate outcomes • Train in how to deliver linguistic competences
Support for Teachers	• School leadership and project managers need to encourage and support teachers in implementing projects like PLACES. • Collaboration and partnerships among teachers bring better outcomes and should be encouraged by school leadership or policy makers with regards to upscaling co-creative and collaborative working processes within schools. • Strong management and coordination of projects by external coordinators, project managers or by internal school staff is necessary for successful outcomes.

School Curriculum

Linguistic and orality skills	• Include storytelling in the curriculum to improve oral skills, active listening skills, linguistic skills
Improve students understanding, critical skills, empowerment, promote well-being	• More flexible time within the curriculum for open experiential and creative activities with the active participation of students,
Increase understanding and learning	• Reduce the core curriculum to enable more time for teachers to allow time for discussion and explain what is needed in more in depth ways, allowing more time for students to process and absorb the core knowledge, rather than rushing to cover the curriculum
Embed health promotion, well-being and teaching life skills, including teamwork, healthy social interactions, empathy, collaboration and active participation in the educational agenda and curriculum	• Include in the educational agenda, curriculum and school mission activities aiming at improving well-being, health literacy, life skills, empathy among students. • PLACES materials offer the opportunity and base for working with empathy, well-being, collaboration, active participation in the classroom.

Teaching Methodology and training

Include Innovative Methodologies in schools for quality education	• Playful Learning methodologies • Health promotion methodologies

	- Whole school approach methods - Storytelling methodologies and activities - Sustainable Development Goals
Provide Teacher Training and professional	- Physical experiential training for teachers is needed for specific innovative teaching methodologies - Training in storytelling as an educational tool for better academic, individual and team skills and social climate outcomes - Train teachers how to best deliver linguistic competences

Following, you may read the Danish recommendations for policy makers from PLACES partners in the form of an imaginary letter to a Minister, as an example of some of the project partner's suggestions.

Dear Minister,

We recommend that the requirements and resources for individual schools be structured in such a way that more time is allocated for testing new tools and methods in teaching, as well as more preparation time to adapt instruction to individual classes.

Additionally, we suggest that a central effort be made to develop playful and storytelling approaches to collaboration, teaching, communication, etc., across all aspects of the school as part of a whole school approach. Furthermore, these methods should be integrated into teacher training.

From a health education perspective, we recommend that both health and sexuality education, as well as family studies, be allocated a specific number of hours in the school curriculum.

Currently, these topics are ones that teachers must incorporate into their teaching themselves. As a result, even though the subject is mandatory, many teachers are not familiar with the common objectives and curriculum guidelines.

Yours sincerely,

The Danish PLACES team

Finally, one may consider and propose what other improvements should be advocated for in Europe, so as to upscale the quality of education and wellbeing for all children and young people and decrease inequalities, especially in health and education.

Annexes

Annex 1: The PLACES Good Practice and Recommendations Template

Dear Teacher, please fill in the following information to present what you consider to be good practice from the implementation of PLACES in your school. The aim is to collect and share good practice ideas and stories for inspiring and assisting other educators to use the PLACES material, as well as to give recommendations that would facilitate implementation in schools in Denmark, Italy, Greece and Belgium to policy makers.

School name:

Location:

Number of Pupils involved:

Age Group:

Class/Lesson:

Your PLACES Good Practice

Summarize the good practice activities from PLACES that you implemented in your school here in a few lines. Begin with how you started and your first steps to assist others in working with PLACES (Max.120 words)

Please describe in a few words what was summarised in the previous section

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Good Practice Lesson plan (as it was implemented)

Title of the story (from PLACES):

SDG themes:

Did you change the story?

Overall educational objective (what students were supposed to learn):

Materials and tools used:

Procedure: what happened initially before storytelling/during/after and specific objective for each of these steps:

Rationale of lesson plan (reasons for the different choices):

Possible alternatives and adaptations for other teaching levels/contexts:

Feedback from the implementation and its positive results, based on the Reflection Cards if applicable, or themes such as: Communicating the project to pupils/parents/teachers, Overcoming challenges, Playful learning and storytelling methods, Active student participation, Improving social classroom climate and relationships, Whole school approach, Teaching about SDGs.

Please attach 1-2 photographs (or, video, collage, drawings), if you have some, from your good practice activities that can be uploaded in the PLACES online platform:

Description of your photos and/or other visual material:

You are kindly asked to complete the following letter to an imaginary Minister of Education or a School Headmaster, with recommendations for 1) Facilitating the implementation of PLACES in schools, using storytelling, playful learning methods and the whole school approach and recommendations for 2) Overcoming challenges in implementation, based on your experience from participating in PLACES

(Max. 150 words). Please mention challenges and facilitators for implementing PLACES in your country.

Dear Minister,

We would like to recommend…..

Yours sincerely,

An educator from …….. [your country]

Annex 2: Exemplary of implemented Good Practice Lesson Plans using "Stonesoup" for improving Diversity

In this section you can read analytically how a primary teacher used the PLACES materials and planned workshops which she integrated in the curriculum of Skills Labs, a lesson designated by the Greek Institute of Educational Policy for developing life skills and thinking skills to students. You may also find the differences in the adaptations of the PLACES stories for the different countries and languages, highlighting the value of flexibility and cultural appropriate adaptation of the materials, easily integrated in different teaching contexts and curriculums across Europe.

School Name: 3rd Elementary School

Location: Zografou, Athens, Attiki

Number of pupils involved: 18

Age group: 8-9 years old

Class/Lesson: 3rd

Story Title: The Stone Soup

Sustainable Development Goal Themes: Economic Inequality, Social Inclusion and Exclusion

Did you change the story? No, but I asked the students to change it and I used other versions of the story.

Learning objectives (what the students should learn):

1. To recognize the diversity among people

2. To "put themselves in the shoes" of different heroes of the story and try to understand their own perspective

3. To see that a fairy tale can exist in many different versions depending on the particularities of the people who tell it, but at the same time many similarities, as there is a common basic purpose.

4. To realize experientially the value of cooperation and the contribution of each person to society.

1st workshop

GETTING TO KNOW THE PEOPLE OF THE STORY

Preparation

https://www.play-2-learn.eu/the-places-academy/videos-in-greek/

Drawing papers – note papers

Printed scenarios to share with children

Divide students into pairs and groups of four

Themes and Learning Objectives: 1. Students to put themselves in the shoes of each different hero. To recognize diversity and its value.

2. In a safe context, to represent the first meeting with a new friend / a new girlfriend and to discuss this experience.

We listen to the story with pauses

We listen to the story with no ending

1st hour

Until 1′

What do we learn about Maria? What else can we assume about her? (1st minute). I draw her and write everything I can think of about her character, her habits, what she likes…

until 1.47 min

• Brainstorming in plenary.

Who are the new neighbors? Why do they live in a caravan? Why did they come to Maria's village?

• In small groups, students prepare and act out the scenarios mentioned in the brainstorming and/or the following:

Scenarios for the new family:

1. The little girl goes to the same school as Maria. The other students ignore her and do not invite her to play with them. What happens next?

2. The new family has habits and traditions that seem strange to the other neighbors. How do they react? What happens in the end?

3. The family has difficulties in the new place they have arrived in. What might these be? How do they finally deal with them?

2nd hour

until 1.50′

What will the girls do now? We play their first meeting in pairs.

After all the pairs have presented themselves, we discuss:

How do we feel when we meet a new person?

What do we do to approach a stranger?

What do we like about new acquaintances? What makes it difficult for us?

3rd hour

until 6.36′

Each group makes a description of the remaining people who are introduced:

Amelia's father, Maria's mother, Mrs. Hayden, Mr. Costas, the other neighbor (with the salt),

the neighbor with the zucchini, the neighbor with the chicken, Carmen the cat.

I imagine (using the little information I have) and draw him/her and write whatever I can think of about the character, his/her habits.

2nd workshop

CHANGING THE STORY

Learning Objectives 1. Practice seeing and understanding different perspectives. 2. Introduction to the art of storytelling

Preparation

We prepare cards with:

1. the names of the heroes (see previous workshop)

2. versions of the story: comedy, science fiction, another ending

3. narrative paths

We listen to the story to its ending.

1st hour

In small groups: We randomly choose one of the cards with the above characters and tell the story from his/her side. How was Stone Soup day for X?

2nd hour

In small groups: We randomly choose one of the cards with the versions of the story, prepare it and tell it.

3rd hour

The paths of storytelling (using the PLACES Tutorial on the Road to Tell): we tell the story emphasizing: 1. sound effects 2. thoughts and feelings of the characters

3. descriptions that refer to the 5 senses

3rd workshop

VERSIONS OF THE STORY

Learning Objectives:

1. To establish that a tale can exist in many different versions depending on the particular characteristics of the people who created it.

2. To establish that all versions of the same tale have similarities, as they fulfill a similar purpose.

Preparation

- The book: Stonesoup (Petrosoupa), John Muth, Ankara Editions
- CD: An unusual day at school and Petrosoupa (Stonesoup), music by Stathis Gyftakis, narration by Lilly Triantari
- Aesop's Fable: The Fox and the Stork

1st hour

We read the book and discuss:

What similarities and differences (Place – Heroes – Era) does the book have in relation to the story we heard? Which message/messages does it emphasize? What did I like most about each different version?

2nd hour

We listen to the CD and discuss: What similarities and differences (Place – Heroes – Era) does it have in relation to the other versions? Which message/messages does it emphasize? What did I like most about this version?

3rd hour

We read Aesop's fable The Fox and the Stork. We discuss the fable: what should the animals have thought? How did they feel when they couldn't eat? What should they have done? How does the fable differ from Stone Soup? We make a tale salad with the two tales.

4th workshop

OUR OWN STONE SOUP (PETROSOUPA)

Learning Objectives: To realize experientially the value of cooperation and the contribution of each person to society.

Preparation Card-shaped cardboard

1st hour

We design a board game: we make cards with Stone Soup ingredients (onions, carrots, potatoes, celery, oil, salt, pepper, water). The aim of the game is for the soup to have one of each ingredient. Each player takes 4 cards. They keep their cards open, so that the others can see them, not themselves. In each round, the player must give information to another player or throw the card to make the soup or discard a card. When the player gives information, a blue pebble is put into the soup. If a player throws an ingredient that already exists, a red pebble is put into the soup. Every time a player discards a card, a blue pebble is drawn from the soup. If all the blue pebbles are put into the soup, the players cannot give any more information. If all the red pebbles are put into the pot before the soup is made, the game ends.

2nd hour

Preparation.

 We draw a large cauldron on a piece of paper. We give each child a post-it note.

If the school, the family, the society were a Stone Soup, what "material" would I put inside? What are my own talents, abilities, characteristics that help the whole? I write on one or more pieces of paper and stick them on the cauldron.

Reflection

The children complete the following questionnaire

NAME: …………………………………………..

In this workshop I liked …………………………………………………………………

………………………………………………………………………………………………

What I found most important in the tale "Stonesoup" was: ………………

……

I was very impressed by ………………………………………………………………………………….

……

Put numbers from 1 (not at all) to 5 (very much) to show how much you agree with the following sentences:

• People are very similar. ……..

• People are very different. ……..

• Some people are different from others. ……..

• We are all different from others in some way. ……..

• All people can be useful in society. ……..

• When I work together, I achieve more. ……..

• I worked well in the laboratory ………

• I was useful / helpful to my team. ……..

• I could help my team more. ……..

Annex 3: Letters to an imaginary Minister of Education

In the following session, you can read more examples of teachers' recommendations to policy makers from the participating countries in PLACES, in the format of a letter to an imaginary Minister of Education. This is a good practice with regards to adopting a playful methodology for selecting recommendations from educators who piloted the project.

"Dear Minister,

We would like to suggest that the theater education room be equipped with a projector and a laptop stand (to protect it). This will help a lot, as there will be sound, image, internet access and at the same time enough space for dramatization. The existing puppet theater could also be repaired. A rail with hangers would help for a mini cloakroom.

A teacher"

"Dear Minister,

We would like to propose, firstly, some training programs should be carried out to inform a large number of teachers about the SDGs, playful learning and storytelling and how it can be practically implemented in the classroom.

It would also be useful, since the timetable is particularly pressing, to give teachers the opportunity to utilize programs such as Places in their classrooms. For this reason, this program with all its material could be included in the proposed programs that can be implemented in skills workshops, so that teachers can systematically implement it in one 1 or two hours per week.

A teacher"

Dear Minister,

We would like to inform you that we are trying to show our children every day how to be people with empathy. In a world dominated by images, we are struggling to show them the value of meaningful interaction. We are trying through fruitful discussion, but also with the help of actions to highlight the clarity of thought that a child has. This is a dynamic and continuous process, which does not fit neatly into 10-hour and 30-hour actions. We would therefore ask you to leave the freedom to teachers to work with their children without requiring them to show what they did, how they did it, why they did it, how long it took them, as this way teachers end up dedicating time to presenting what they do and not to doing it. If we want to show children how to focus on the very essence of things, then they should see our own example.

Sincerely,

A teacher