STELA
Basis for compiling the curriculum: The European Framework of Reference for Languages
FAIRY TALE

Synthetic presentation of the pedagogical scenario: method, interest, target audience...
The main objective is to evaluate the strength of fairy tales as multiculturalism education sources. The equity pedagogy measurement will be based on the current programs, strategies, techniques and pedagogies used by schoolteachers to reach the equality of all students independently of their sociocultural contexts. The learning a foreign language must not be lowered only to linguistic proficiency (grammar, phonemics and terminology), it also should involve a double focus where culture and language can be integrated, improving the educational value of language teaching and learning.

Collective and/or individual scenario	Duration: 3h	Created by: Bego Gomez & Mario Alquézar (Onageb.Spain)

Targeted skill(s): by the end of the scenario, the trainee will be able to study in a more effective way since when learning becomes something interesting, understandable, and natural, then, grammar is best taught intuitively by listening or reading literature.

Evaluation Criteria and Expected Results:

The learner can: work on the essential parts of fairy tales (traditional introductions and endings), vocabulary mentioned to stock characters of most fairytales (witches, dwarfs, princes, etc.…) and a huge amount of grammar (adjectives; comparatives; diminutives; tenses).

Expected outcomes: Through with fairy tales, students will be able to work a great amount of grammar, such as irregular verbs, the use of adjectives, punctuation marks, among others. Students can be entertained while (not even realizing) they are learning a language.

Digital competences can also be encouraged while they are using digital tools to "receive" fairy tales, being able to understand it, being even more creative and critical using technology to accomplish the objective, while they are learning using even their free time at home. They can be used with several digital resources to achieve different and motivating activities to develop their technological abilities.

Students will not only learn expressive vocabulary related with the topic, but also transversal knowledge such as Geography (locating places in a map) and ICTs (using them during the assessment) can be created. Moreover, many essential values can be also targeted, such as the environmental loving and coexistence training and civic beliefs, promoting in this way, values as: respect and knowledge of diverse cultures, attitudes, and opinions.

Evaluation and validation procedure: Related with the multiple intelligences subject, varied evaluation tools can be used: oral presentations, tests, written works, group, and individual work If digital format, they can be able to self-evaluate, recognize their abilities and limitations, accept their own mistakes, even learning from other ones

STAGE	DURATION	Type of activity	CONTENT			
			TRAINER'S TASKS	**TRAINEE'S TASKS**	**GUIDELINES**	**DOCUMENTS/MATERIAL**
1.S1	It depends on used material.	1.-Use drama, with group or paired activities to explore potential options. 2.- Discuss the impact of the different alternatives and decide why the writer opted to use the words and sentences that are in the text 3.- Recognize the words / sentences the writer used.	Teachers will have to 1.- Create some questions referred to fairy tale understanding 2.- Review English Statements based on grammar. 3.-Explain any doubt coming up after review. 4.-Rule the further worksheet and participate in students' involvement and assessment. Activities that involve students with grammatical structures, and which make them question and explore their use, are likely to increase standards in learners' own writing far more effectively than "isolated" sentence-writing in weekly grammar lessons.	1.- Be allowed to create new speech bubbles of sentences throughout the story, using the same kind of data but in different sentence types. 2.-Talk about the motivations why particular sentence types are used at each point in the fairy tale. 3.- Search for adverbials, adjectives, etc...,,, throughout the text. Where are they mostly used?	1.- Achieve the activities promoting the activities autonomously so that cooperation among students is encouraged and they learn to learn for themselves. 2.- Listening / watching / performance fairy tales to increase concentration skills. 3.- Create both short oral and written texts when they do the story-based activities.	Teaching materials advisable to be used are mainly three: 1.Printed material 2.-Visual material 3.-Audio material

STELA Storytelling Scenario

PROPOSED ACTIVITY_1

<u>Comprehension/ Grammar Questions to be developed by teachers / learners</u>

1- How many different tenses can you listen in this video??
2- Could you name them?
3- How many voices are heard in the story?
4- How many characters are there?
5- Who is the protagonist of the story?
6- Who is the villain or the antagonist of the story? Why?
7- Who or what is George, and which is its role in this story?
8- Is the name of woodcutter said at some point of the story? If so, could you tell his name?
9- Which color is the Great Fox?
10- Make a summary of the story told in the video.

PROPOSED ACTIVITY_2

Groupwork by five students who will have to create questions related to the video and make classroom contest among all teams. Winner teamwill recreate the fairy tale in a performance for their classmates.

PROPOSED ACTIVITY_3

After the work in video and transcript, every student will create a cartoon to assemble them to give a different end to the story, even continuing it.

PROPOSED ACTIVITY_4

Building Sentences
Sentence Cards: Helen
Cut out the word cards. Arrange them on the table to make sentences. Write as many sentences as you can using the words given. Words to be included, Helen, forest, fox, witch, toy, house, and cage.

PROPOSED ACTIVITY_5

Discussion part among all students:
In fairy tales, good always defeats evil. Why do you think this is? Why do you think there are so many stories in our cultural heritage that prove the victory of good over evil? Do you think these stories are still significant to us today? Why or why not?

PROPOSED ACTIVITY_6

Create your own fairy tale following this template:

Name _____

STORY NAME:

_____

DIRECTIONS: Write the main plot events of the story on the plot diagram.

_____
_____
_____

1. Inciting Event
What sets the story into motion?

fairy Tales

7. Resolution
_____
_____
_____

_____
_____
_____

2. Rising Action

6. Falling Action

_____
_____

3. Rising Action

_____
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_____

5. Climax

_____
_____

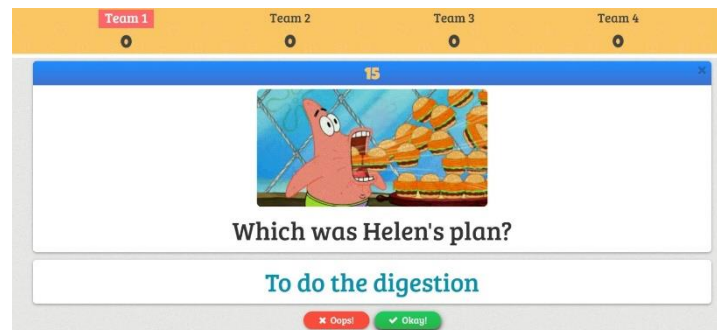**4. Rising Action**

ONLINE ACTIVITIES

FAIRYQUIZ TALE

Introduction of the page

- **BAAMBOOZLE** is an online page devoted to educational field by which you can create your own theme games, or you can use the originals of the page itself or created by other users.
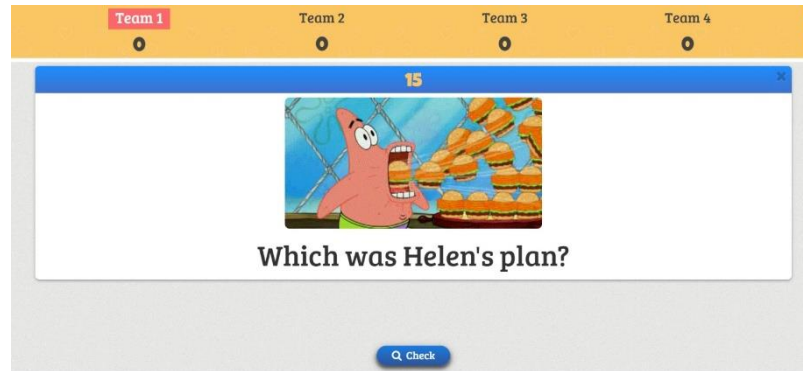

- It can be played with Power UPS that makes the game more interesting since either gives points or changes them to other teams. These power ups make learning funnier.

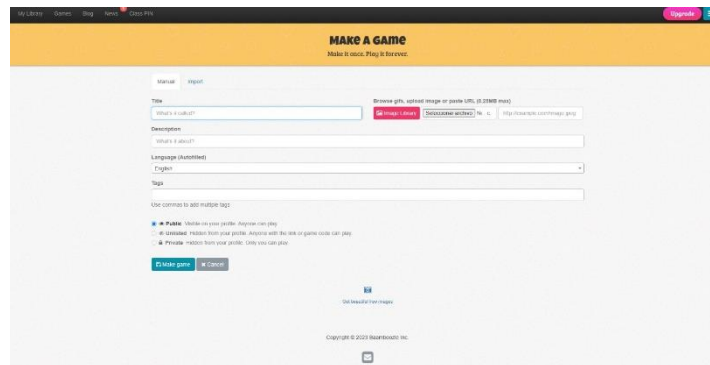- Games can have multiple choice or a specific answer.

- To unlock everything offered in this page, you must make you premium but with free mode it is more than enough.

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- In this case we will make a **BAAMBOOZLE** with the students on the Discord platform, where the teacher will share their screen and the students divided into groups must select a number and answer that question.

- The applied **BAAMBOOZLE** has as theme Fairy Tale created by Onageb.Spain and students will have to previously visualize the video to be able to answer the questions.

- However, you can create or use English grammar **BAAMBOOZLES**.

- Here, you can find the link to access the **BAAMBOOZLE** created by Onageb.Spain

- **https://www.baamboozle.com/game/1427797**

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