

STORY LOGIC NET

SLN EXTENSION CARDS



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**StoryLogicNet Community – Collaborative Writing for Children’s Multiliteracy Skills
Utilising Multimodal Tools**

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While working with stories, everything can happen. A writer's block, a character in a bad mood, a wet scenario, a special ink that disappears over time...

Before losing your mind, allow yourself an opportunity. As a teacher, you know that writing and reading skills are fundamental for a child development but you know also for sure, how hard it is to engage in writing activities. Perhaps as adults we forgot how hard it was to share our fabulous tales with others – while they seemed to make a lot of sense inside our heads, once out there sometimes they would strangely odd...

As educators it's also our role to set the pace and listen to the signs. This extension cards are the result of that amazing part of our job – while experimenting with the SLN toolkit and platform, sometimes we realized we were in (desperate) need for a break, a hot spot, a a-ha moment, to ensure everyone had the inspiration, mood, courage, resilience, grit and meaning to keep working collaboratively.

All these cards are activities you can use to enrich your experience and the experience of your group while working with the SLN platform. They are meant to set the tone, to facilitate collaboration, perspective, divergency. They are meant to unblock resistance, nurture creativity. They are meant to create pathways for the future, outputs, rewards for hard work.

We do hope you find it useful. And you find other ways, tools, resources, do share it with us!

CREATIVE WRITING

PERSPECTIVES

Do you see what I see? Do you imagine what I imagine? How can I see what's going on inside your thoughts?

1. Provide writing prompts and ask participants to fill the gaps.
2. Each participant should present their own completed version of the prompt before starting a new one.
3. Reflect on how different people can imagine situations / characters / environments.

Example: It was a sunny day. The little tiger just woke up... He saw the _____, and he said _____. Together, they _____ . Then, they _____ . They had lots of fun. They agreed to _____ .

CREATIVE WRITING

CREATIVITY

Writing doesn't have to be a serious or complex challenge. One can turn a writing activity into something that pushes our divergent thinking skills and nurtures our creativity. Sometimes, the hardest thing is to have an idea so why don't you start with something already created by someone else?

1. Select a set of newspapers and magazines.
2. Explain to the participants that the goal of the activity is to look for sentences, words, bits of stories published in those newspapers and magazines and use it to create a new narrative.
3. Each participant will have to go through the papers and cut the words, sentences that he/she prefers. They will then have an A4 paper to glue their selected words/sentences, recreating a new story.
4. Let participants showcase their stories at the end as if they were presenting the local news.

CREATIVE WRITING

CREATIVITY

How, who, how come? Do we all see the same when we look to someone?

1. Cut photographs of people from magazines and ask participants to pick two of them.
2. Ask participants to write about who the people are, what their lives are like, and how they might know each other.
3. Allow time for presentation of the characters and a debate at the end.

COLLABORATIVE WRITING

PERSPECTIVES

Every story has a point of view and each viewer adds a layer to a story from his or her's own perspective. Learning how to deeply listen to other's perspectives and act on it, adding value to a common narrative is a critical competence when we intend to do a collaborative writing project.

1. Select one event or specific day that all members of the group experienced.
2. Each participant will write about his/her's memories of that day/event. This is a writing exercise not a memory test, so let them know they are free to invent details to fill in the gaps. Invite them to include things such as the size in relation to other people or objects, information from all five senses and any emotions they were feeling.
3. Use a 1-2-4 technique (write alone; pair; join a group) to read out loud your story and listen to the other's.
4. Notice the differences in the narratives: tone, structure, vocabulary and details of the stories. Reflect on how the same event could have been seen and felt in such different ways.

COLLABORATIVE WRITING

STRUCTURE

All stories have at least three parts: a beginning, a middle and an end. Three happens to be a story magic number and there are at least three ways for you to practice the three basic parts of a story:

Select one topic you are passionate about:

1. write something about it making sure your text has three parts – a beginning, a middle and an end
2. write three sentences – describe each of those parts in three sentences
3. select three words – sum up the aim or tone of your piece of writing in three words.

COLLABORATIVE WRITING

ILLUSTRATION

Do we see the same thing when we hear the same word? How do you see words? Does the way you visualize words affects the way you understand a narrative?

1. Think of different words. Use items (e.g., moon, tree, notebook) but also abstract concepts (e.g., love, beauty, anger, peace)
2. Ask participants to draw what they hear. Give a specific and short time for drawing.
3. Once the time ends, all participants should show their drawings to the others.

COLLABORATIVE WRITING

STORYBOARDS

Humor is always a good strategy to engage people and inspire collaboration. Why not to use humor as a prompt for new stories?

1. Prepare comic strip templates (blank) in advance
2. Explain to participants that you will work in a collaborative comic book. Each participant will be responsible for drawing/writing one strip of the comic book page.
3. Set a time for each round. Whenever a round is finished, participants will offer their page to the participant seated on their left and receive a new one, to continue the story someone else started before!
4. Once finished, showcase the stories and share them out loud!

GIVING LIFE TO STORIES

STOP MOTION

Stop motion animation is a film making technique that makes inanimate objects appear to move on their own. To do so, you only need to have a story, a set of basic resources (e.g., Legos, figures, toys, etc.) and mobile phones / tablets / iPads with a free Stop motion app installed (e.g., Stop Motion Studio).

1. Select a story or have participants write their own stories before hand.
2. Set up a backdrop. This could be a wall or piece of foam core.
3. Gather resources/toys to include in your animation.
4. Set up your touch pad or smart phone (use a stand or tripod if you have one) across from the foam core / wall.
5. Start the Stop Motion Animation App and make your movie.
6. Share your videos!

GIVING LIFE TO STORIES

AUDIO BOOKS

Sharing our favorite story is something special and allows us to share also our passion for books!

But sharing a book can be even more special if we read it out loud to the other person!

1. Select a story or book you love and want to share. Start with a short one to practice your reading out loud skills!
2. Install an app in your mobile phone / tablet / iPad (e.g., Voice Memos) or use a sound recorder programme on a laptop (sure needs a mic!).
3. Place yourself in a quiet place and press start to record. Read out loud and don't forget to try out different voices, tones and sounds! Make the experience fun for you and the one you are offering it to!
4. Once finished, save the file and share your gift!

GIVING LIFE TO STORIES

DIGITAL STORYTELLING

And if your story has potential to become the next big movie hit, why not give it a try? There are several free apps for digital storytelling you can use to give life to your own plots!

1. Present the Toontastic app (or another similar) to participants and let them explore the settings available.
2. Engage participants in pairs and set the time for the activity.
3. Inform participants they will have to write their own plots for one of the available settings in the app.
4. Once the writing process is finished, start the digital storytelling production phase. Each pair will have to transform their writing into a digital story by using the app resources (scenarios, voice over, movement, etc.).
5. Have participants presenting their movies at an Oscar ceremony!

GIVING LIFE TO STORIES

MUSIC SOUNDS BETTER WITH YOU

When we think about stories, we not always remember music...But indeed, music is a fabulous vehicle to share a story! Each music has lyrics, and each lyric can represent a story if the one writing has that intention. Go and set your own music!

1. Select in advance three well known music's for the participants to choose from (look for the instrumental versions).
2. Inform participants that the goal of the activity is for them to rewrite the lyrics of the song, by writing the story of their lives or, shorter, the story of their year.
3. Allow enough time for writing. Once participants finish writing, inform them they will have to present their lyrics, singing while the music (instrumental) plays.
4. Enjoy the concert!

GIVING LIFE TO STORIES

3D CHARACTERS

When we write our own stories, characters became part of our lives. Sometimes we designed them so in detail that they even seem to turn live... What if we can, at least, give them a 3D shape?

1. Start from a story that participants created in advance
2. Ask them to choose their favorite character
3. Each participant should draw a draft of the character in paper
4. After the drawing is complete, participants should then design the character using a programme such as Thinkercad. This programme allows participants to drag and drop, creating 3D designs
5. Download the drawing as a STL file to be printed in a 3D printer

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