TWISTED TALES
EDUCATIONAL TOOLKIT
DESCRIPTION

Twisted Tales Educational Toolkit is aimed at educators and parents to teach children critical life lessons through the Twisted Tales method of participatory teaching, wherein fairy tales become a tool to teach social values and skills, and the children become stars of acceptance in their lives - through storytelling, drawing, sound creation, and animation.

For use at home or in the classroom, educators and parents are able to choose among six stories with each re-imagined story tackling a different topic of stigma:

Physical stigma: Cinda Real (our take on Cinderella).
Gender identity stigma: The Princess and the Real Frog (our re-telling of The Princess and the Frog).
Mental stigma: Real Punzel (take on Rapunzel).
Racial stigma: The Not-So Ugly Duckling (take on Ugly Duckling).
Sexual stigma: Sleeping Girl (take on Sleeping Beauty).
Social status stigma: Golden Touch (take on Midas Touch).

Download the stories https://twistedtales.tv/twisted-tales/

Through a series of workshops enriched with didactic games, children are drawn into the world of cartoon making by creating illustrations, sound, and animation, all based on the story heard, in order to become storytellers in their own right.

OBJECTIVE

The Twisted Tales Educational Toolkit is designed as an interactive tool to increase immersion / engagement into the narrative and provide a deeper understanding of the topic. Why? Because by presenting the stigma within the familiar narrative of the fairy tale, we raise awareness of the stigma in question and educate children on how to ‘de-stigmatise’. Both those who witness someone being stigmatised and those who have suffered from being stigmatised will be able to recognise: first, the stigma and its harmful effect; and secondly, they will be shown ways of overcoming the stigma (from within as well as socially).

CO-CREATION METHOD

- Workshop Session 1: Illustration
- Workshop Session 2: Sound
- Workshop Session 3: Animation

The sessions are enriched with didactic games to increase children’s focus, participation, and ability to work in groups. Appropriate for children aged 4 to 12.

SUBJECT AREAS

- Storytelling
- Illustration
- Sound creation
- Animation
- Critical life lessons: love, empathy, understanding
WORKSHOP SESSION 1: ILLUSTRATION

Approximate duration: 150+ minutes

Required tools:

- Story (download / ready to read).
- Tactile ball or wool claw (nice to touch, calms down or pacifies).
- Drawing material: paper, color pencils, crayons, marker pens, pencils, rubbers (erasers).

1. START AND PREPARATORY ACTIVITY: Introductory motivation to increase a child’s focus and ability to work in the group

Approximate duration: 30 minutes

STEP 1
Make a circle: Have the children sit with you in a circle, so everyone can see each other.

Introduce your emotions / yourself: Together, play an “introduce your emotions” game.

Throw / pass the tactile ball around the circle, starting with you, i.e. the educator / parent, by introducing yourself: “Hi, I feel so happy today. And how do you feel?” Whomever the tactile ball reaches next has to present their emotions to the others in the same way.

The Educator / Leader then inspires the child to throw the tactile ball to the next child until all the participants have expressed their feelings. When finished, continue with STEP 2.

**In case the group is not familiar with each other, start the session with an introduction question: “Hi, I’m Nina, and who are you?”**
STEP 2
Hot or cold: a game to challenge children's concentration and listening skills.

Select one item for hiding. Choose one child (best case scenario: she/he volunteers) to be the ‘Hunter’, and have the ‘Hunter’ leave the room or move away from the group. The rest hide the object somewhere in the space you are playing in. Bring the Hunter back into the playing space, and now have the Hunter look for the hidden object by moving around the area. When the ‘Hunter’ is far from the object, the group is indicating “cold”, “colder”. When the Hunter is close to the object, the group is indicating “hot”, “hotter”.

For more fun ...
... As an exercise, you can also make sounds: clapping with hands or stumping with legs – silent when far from the object, louder when closer to the object. Continue giving clues until the Hunter finds the hidden object. Repeat playing 3 to 4 times so more children have the chance to hunt.

STEP 3
Tongue twister: an exercise for the tongue to strengthen the muscle of the speech apparatus for easier chatting.

Instruct the children to open their mouths and whine loudly. Perform the exercises together with the group. Then, turn your tongue into a “brush”: run your tongue in a full circle around your cheek walls and across the front of your top and bottom teeth. Repeat three (3) times. Reverse the direction of the circle.

Repeat three (3) times. Sweep your tongue as rapidly as you can from side to side across the upper teeth. Repeat at least ten (10) times. Stick the tongue out, extend it as far as you can, and move it rapidly up and down. Repeat at least ten (10) times. Repeat the sounds: k,k,k,k,k,k; t,t,t,t,t,t; f,f,f,f,f,f; brrrrrrrr.

To end this activity, explain the aim of Workshop Session 1. Refer to the Story Objective as written at the top of the document.

2. ACTIVITY: READING AND UNDERSTANDING

Approximate duration: 60 minutes

• Invite a child (best case scenario: she/he volunteers) to read the fairy tale with you (in case the children in the group are old enough to read by themselves).
Read alternately. Prior to the workshop session, mark the paragraphs of the story that are appropriate to be read by a child from your group.

- After reading, invite the children to share their thoughts on the symbolic properties of the main character and their stigma, guided by the following questions:
  - How did you like the story?
  - What part did you like the most?
  - Is there anything you would change about the story?
  - How does the story make you feel?
  - What would you do differently?

3. ACTIVITY: CREATING ILLUSTRATIONS

Duration: 60 minutes

Instruct the children to move from the sitting position to the table where drawing material is ready for them to use. On each piece of paper, write the name and age of the individual child.

Encourage the children to imagine the characters, objects, and environment in the story and ask them to create drawings of the main characters, objects, environment, etc. Remind the children about the Story Objectives and keep them motivated to draw for about 30 - 45 min, depending on the age of the group. Explain to the children that their drawings will be used for animation in one of the following workshops. Lastly, ask the children to present their drawings to the rest of the group.

4. RECAP

Approximate duration: 15 minutes

STEP 1

Physical activity: Ask the children to choose a song they would like to dance to. Now give them an object from the story (for example, a stick or a crutch for Cinda Real, or a Frog toy...) and encourage them to move or dance in the way they think the main character would (for example, dancing on one leg, dancing like a frog, etc.)
STEP 2
Gradual muscle relaxation: Instruct the children to sit comfortably and close their eyes. Encourage them to think of something nice, something they really like (i.e. the taste of a cake, a kiss from a person they really like, playing in the park, etc.).

At the end of the activity – you decide when to break the cycle – encourage the children to reflect on the meaning of the fairy tale, guided by the following questions:
- What was the fairy tale about?
- What was different about this fairy tale?
- What’s the main point / message of the tale?

Finally, ask the children to share their thoughts with the rest of the group as to the ‘differences’ of the main characters and the challenges they face. End the session by explaining what will happen in Workshop Session 2.

REFLECTIVE SHARING
Help children to understand and analyze the meaning of ‘difference’ and ‘stigma’ and the importance of tolerance and acceptance in their lives. Inspire children to discuss what it means to respect differences, to communicate with people who are ‘different’ (i.e. those from other cultures, who have a disability or different skin color, social status, etc.) and help them to adapt to different situations and environments. Ask them to verbalize behaviors and attitudes that could improve communications with unfamiliar civilizations / cultures / situations / challenges and that will foster mutual learning and exchange.

WORKSHOP SESSION 2: SOUND

Approximate duration: 150+ minutes

Required tools:
- Tactile ball or wool claw (nice to touch, calms down or pacifies)
- Story (download / ready to read)
- A made-up story related to the fairy tale in question.
- A list of five (5) words, characters, objects, animals, etc. covered in the story in question.
- A list of 20 words from the story (objects, characters, environment).
- “Instruments” like cooking pots, a brush, spoons, boxes, glasses, rulers, etc.
- YouTube sounds of nature, rain, tractors, trumpets, bells, showers, that of brushing teeth - sounds covered in the story in question.
- Different objects for playing in the telephone (see below).
- Sound shakers made of plastic eggs (Kinder) and standard
egg carton (the quantity of egg
cartons depends on the number of groups containing four to
six [4-6] persons).
• Children’s illustrations from Workshop Session 1.
• Recorder, microphone, Sound software/programme: Mac -
  Garage Band / PC - FL Studio
• Computer.

1. START AND PREPARATORY ACTIVITY: Introductory
  motivation to increase child's focus and ability to work in a
group

Approximate duration: 10 minutes

STEP 1
Have the children sit with you in a circle. We suggest you begin
by playing the ‘How do you feel today / introduce yourself’
  game.

Throw the tactile ball or pass a toy around the circle, starting
  with you - the educator / parent - by introducing yourself: “Hi,
I’m so happy today, and who are you?”

Whomever the tactile ball reaches next must express himself to
the others until all the participants have expressed their feelings.

Continue to STEP 2.

STEP 2
Start the activity by discussing the story from the previous
workshop. Invite the children to share the story with others,
guided by the following questions:
- What was the story about?
- Who is the main character in the story?
- Is there anything special about the story?
- What did you like the most about the story?

To end this activity, explain the aim of Workshop Session 2.
2. ACTIVITY: FOCUS, LISTEN, UNDERSTAND

Approximate duration: 30 minutes

- After the introduction, invite the children to warm up their tongues and ears, guided by the following exercises:

  - **Play with your mouth and tongue.**
    Tongue twisters are exercises for the tongue to strengthen the muscle of the speech apparatus to enable easier chatting. Perform the exercises together with the group. Open mouths and whine loudly; then, turn your tongue into a ‘brush’: run your tongue in a full circle around your cheek walls and across the front of your top and bottom teeth. Repeat three (3) times. Reverse the direction of the circle and again, repeat three (3) times. Sweep your tongue as rapidly as you can from side to side across the upper teeth. Repeat at least ten (10) times. Stick your tongue out, extend it as far as you can, and move it rapidly up and down. Repeat at least ten (10) times. Repeat the sounds: k,k,k,k,k,k; t,t,t,t,t,t; f,f,f,f,f,f,f; brrrrrrrr.

  - **Stimulation of auditory attention in the field of motor functions.**
    Read from the list of five (5) words repeating in different order (character, animal, object, etc. from the story in question). Before reading, agree on a pattern, each word representing a different movement (try to find the movements from the story in question). For example: a frog representing a jump, a pancake representing a turn - i.e. rotation - a crutch representing a squat. Instruct the children to make the agreed-upon movements in accordance with the word heard. Play the game for five (5) min.

- She reaches down to pick up her slippers and the crutch, then she makes herself a tea, etc. Encourage the children to play this game to the end, supporting their ideas in the retelling of the story, thus following the Story Objective.

  - **Stimulation of auditory attention in the field of reading by imitating the movements from the story - Fostering active attention.**
    Instruct the children to listen very carefully to the story and make the moves they hear in the story.

    Tell a made-up story related to the fairy tale in question. For example: As Cinda wakes up in the morning, she sits on her bed and stretches out her arms.
• **Stimulation of auditory attention in the field of speech and language**
  Make a list of 20 words from the story (characters, animals, objects, etc.) and read them to the children. Instruct the children to memorize as many words as possible within one (1) minute. Ask them to say the words they have memorized out loud.

• **Stimulation of auditory attention in the field of perception - I hear and recognize you**
  Invite the children to listen carefully to the sounds of objects. Put different objects (of different material - i.e. a glass, spoon, floor brush - on the table.

  Let the children take a good look at them, then make them turn around or bound their eyes. Now make sounds with different objects and let the children recognize the objects based on their sound.

• **What’s that sound?**
  Listen to YouTube sounds of nature, rain, tractors, trumpets, bells, showers, that of brushing teeth, etc. (sounds covered in the story in question) and try, as a group, to recognize them together.

• **The telephone**
  Have the children sit in a circle. Place different items / objects on the table (doll, car, flower). Assign one of the children to pick out one object, without pointing at it, and whisper the word to the child sitting to their right. The last child points at the object they heard.
• Sound match game
Fill plastic Easter (Kinder) eggs with different content, i.e. rice, cumin seeds, a bell, whole peppercorns, toothpicks cut in half, marbles, sugar crystals, salt, flour, etc.

Make sure to make six pairs of sounds and place them mixed in a standard egg carton.

Divide the children into groups of four to six (4-6) people and let them shake the eggs. The goal is to recognize / match the same sound pair by hearing alone.

3. ACTIVITY: CREATING SOUND

Duration: 60 minutes
Gather the children to discuss the story once again. Let the children discuss it by themselves so they can stress how they feel about the story. Show the illustrations they have made in Workshop Session 1. Let them discuss the story on the basis of their own drawings.
STEP 1
Prepare a recorder and microphone. Tell the children that they are about to make sounds for the story to fit the illustrations from Workshop Session 1. Show them their ‘instruments’: cooking pots, a brush, spoons, boxes, glasses, rulers, etc. - all of which are made of different materials (wood, plastic, iron, glass, paper) - and instruct them to use these instruments to imitate different sounds.

The sounds should cover sounds in the kitchen, the woods, what you would hear whilst dancing, playing, fighting, swiping, cutting, searching for something, etc., and all will be used (together with the illustrations from Workshop Session 1) in the following workshop. Record the sounds created by children.

To end this activity, play the recorded sounds created by the group.

Here's an even more fun variation of this activity:
One child, the ‘Musician’, will hit, throw, bang, etc. with an object of his choice whilst the others guess what material is making that sound; i.e. which object(s) has the Musician used.

STEP 2
Prepare a recorder and microphone. Using the sound software/programme, encourage the children to record laughter, crying, screaming, the sounds of the animals, etc. and afterward read the dialogues.

** The mentor records the sounds and adds some beats and other sound effects to present the process of transferring music and sounds into drawings, and later, into a cartoon / film.

4. RECAP
Approximate duration: 30 minutes

STEP 1
Ask the children to make their own song, inspired by the story and the drawings. Using all the objects and instruments from before, have them create their own ‘beat’, incorporating lyrics
based on the story features. Let them perform their creation - i.e. the song - simultaneously describing the techniques used to make it. The song exercise can lead to more in-depth research on sound effects to allow the children to further explore the story and thus enhance their creativity / freedom of creation.

STEP 2
Gradual muscle relaxation: Instruct the children to sit comfortably and close their eyes. Encourage them to think of something nice, something they really like (i.e. the taste of a cake, a kiss from a person they really like, playing in the park, etc.)

At the end of this activity – you decide when to break the cycle – encourage the children to reflect on the sounds they have created for the fairy tale, guided by the following questions:

- What was the sound you liked the most?
- What was the game you liked the most?
- Was there anything you didn’t like?

Lastly, ask the children to share their thoughts with the rest of the group as to the ‘differences’ of the main characters and the challenges they face. End the session by explaining what will happen in Workshop Session 3.

REFLECTIVE SHARING

Give the children time to comment on their activities - above all, what they have learned about the stigma in the story. To conclude, invite them to think about the music and sounds and their effect on how they perceive emotions. End the session by explaining what will happen in Workshop Session 3.

WORKSHOP SESSION 3: ANIMATION (SOUND + IMAGE + MOVEMENT)

Approximate duration: 150+ minutes

Required tools:

- Children illustrations from Workshop Session 1.
- Sound creations from Workshop Session 2.
- Tactile ball or wool claw (nice to touch, calms down or pacifies).
- Tactile bag filled with rice.
- Paper letters / list of words / characters / objects from the fairy tale.
- A camera.
- Projector or TV.
- Computer.
- Animation software / programme: Stop Motion Studio
1. START AND PREPARATORY ACTIVITY: Introductory motivation to increase child’s focus and ability to work in the group

Approximate duration: 15 minutes

**STEP 1**
Sing a funny, cheerful song, rhyme, or chant to welcome the children at the Workshop. Then sing the song together. For example:

Hello, neighbor. (wave)
What do you say? (shake hands)
It’s going to be a beautiful day!
So clap your hands. (clap)
And stomp your feet.
Jump up and down.
And have a seat!

That way, the children will start to feel comfortable and start to communicate. Continue to ACTIVITY 2, when all participants have expressed their feelings.

**STEP 2**
Make a circle: Have the children sit with you in a circle so everyone can see each other.

Invite the children to reflect on their emotions by passing / throwing the tactile ball. Let’s see if they have remembered the emotions from previous workshops by asking: “Oh, I know how you felt the last time.” “How are you today?” Whomever the tactile ball reaches next, that child should reflect upon his / her emotions the same way.

2. ACTIVITY: FOCUS, LISTEN, UNDERSTAND

Approximate duration: 30 minutes

**STEP 1**
Together, repeat the content of the fairy tale in question and the activities of the previous Workshops, guided by the questions from Workshop Session 1 and Workshop Session 2:

- What was the story about?
- Who is the main character in the story?
- Is there anything special about the story?
- What did you like the most?
- What would you change about the story?
Review the outcomes of the previous workshops:

- drawings
- sounds (also the sounds of the in-field mentor)
- the song the children have made
- dancing; i.e. with one leg, with a crutch, with a frog, etc.

**STEP 2**

Make a circle. Challenge the children to play the game, ‘What I like about you’. Let the children observe the child standing / sitting to their right and then say out loud what they like about them and what they don't like. Instruct the children to concentrate on positive aspects.

To end this activity, explain the aim of Workshop Session 3, namely by putting all the outcomes of the previous workshops together.

**STEP 3**

Invite the children to play a little bit more before the serious work starts.

- **Stimulation of cooperation skills and auditory attention**
  **Mirror, Mirror** – learning cooperation skills
  Place the children in pairs so that they are facing each other. Instruct each pair to have one person be a ‘Mirror’ and the other an ‘Actor’. The Mirror has to copy the position of the Actor as if they were looking at a mirror.

- **You’re my sculptor** – a game for better focus
  Instruct the children to play in pairs. One will be the ‘Sculptor’ and the other a ‘Statue’. The Statue has to stand still whilst the ‘Sculptor’ shapes and forms them to make different poses.
You might suggest making a pose from the fairytales; i.e. standing on one leg, standing like Frog, etc. Now switch roles.

- **BALL-A-VIS-X** - concentration game
  Encourage the children to pass a tactile bag filled with rice in different ways: from hand to hand, under the knee, with the second repeating the first, with all making the same move at the same time, etc.

- **Searching words** – developing visual attention
  Put different paper letters or pictures (depending on the age of the group) on the table and mix them well. Instruct the children to search out words / characters/objects from the fairy tale.

- **The telephone** - concentration game
  Have the children sit in the circle. Place different items / objects on the table. Assign one of the children to pick out one object, without pointing at it, and whisper the word to the kid sitting to their right. The last child points at the object they heard.

3. ACTIVITY: ANIMATION

Approximate duration: 60 minutes

**STEP 1**
Mentor shows three (3) short animated cartoons (by his own choice / selection) to the children and explains what will be done next: the children will be part of the cartoon production. Explain the basic principles of 2D animation. Then gather the children at the table so they can start to animate. Take illustrations from Workshop Session 1 and sound recordings from Workshop Session 2. Explain the equipment needed for animation (drawings, sound, camera, computer, animation software/programme). Now start with the work.

**STEP 2**
Take the drawings and photograph them. Open the drawings and the sound in an animation software/programme and demonstrate simple ways of animating the children artworks / drawings.
STEP 3
Make a half circle and have the children sit with you in the circle, so everyone can see each other while they are looking at the screen. Project the children’s films on a screen and discuss their own creations / stories.

4. RECAP
Approximate duration: 30 minutes

STEP 1
Physical activity: Ask the children to choose a song they would like to dance to, or play the song they created in Workshop Session 2. Now give them an object from the story (for example: a stick or a crutch or a Frog toy, etc.) and encourage them to move or dance in a way they think the main character would (for example: dancing on one leg, dancing like a frog, etc.)

STEP 2
Gradual muscle relaxation: Instruct the children to sit comfortably and close their eyes. Encourage them to think of something nice, something they really like (i.e. the taste of a cake, a kiss from a person they really like, playing in the park, etc.)

At the end of the activity – you decide when to break the cycle – encourage the children to reflect on the sounds they have created for the fairy tale, guided by the following questions:

- What was the thing you liked the most?
- What is it about the story that you really like?
- Was there anything you didn’t like?
- What would you do differently?

Lastly, ask the children to share their thoughts with the rest of the group as to the ‘differences’ of the main characters and the challenges they face. Inspire the children to discuss what it
means to respect differences, to communicate with people who are ‘different’ (i.e. who are from other cultures, have a disability, different skin color, social status, etc.) and help them to adapt to different situations and environments. Ask them to verbalize behaviors and attitudes that could improve communications with unfamiliar civilizations / cultures / situations / challenges, and that will foster mutual learning and exchange.

REFLECTIVE SHARING

Through the animation workshop process, children are drawn into the world of cartoon production, learning how to use basic 2D animation principles to inspire them to innovate. The materials from the first and second sessions are used to create child-driven films based on a topic covered in a story. Give the children time to comment on their activities - above all, what they have learned about the stigma in the story. End the session by explaining the outcomes of all three (3) sessions and thank them for being an active participant / co-creator.

This method of teaching was co-created by Sara Božanić, design specialist and Nina Cigür, a child behavior specialist.