

If our narration was polished, children with the appropriate encouragement will express by themselves their results. At the end, a discussion should be organised on the story and children should be supported to identify what they have learned through the story.

IV.3 Three lesson plans

Creative learning offers many ways to narrate a fairy tale, or to create a new one for the purposes of the lesson. We encourage the reader to read the methodology in order to understand it and more over to be able to create news ways of teaching through narration and fairy tales.

- Like a theatre action.
- Participation of teacher and students (Interaction)
- Narration by the teacher.

IV.3.1 Science (*Properties of the air*)

In this lesson plan, the main learning objective is to identify the properties of the air. This is what we want the students to get at the end of the session.

In order to achieve this objective, we have to choose two antithetical main characters. In the example provided below, we have chosen a flag (unable to move around) and a Seagull which is constantly on the move, one who is knowledgeable about the properties of the air and one that does not have clue. Any couple of opposites that could be somehow related with the main theme could be used.

The, we need to select the properties of the air in which we would like to focus and construct a dialogue. It is important that these antithetical main characters present their ideas

from different points of view. In our story, we have the point of view of a character that is not able to travel and of a character that is a traveller. Often in fairy tales, travelling is associated with knowledge and knowledge comes through travels.

It is important that the story constructed has a beginning (where the background situation is explained so that the students can understand who is who), a middle part (where the story is unfold) and an end (that will come as a conclusion).

Example of a story that can be narrated as a theatre action

Subject: Science

Topic: The air and space

The folktale of the loneliness of the flag which think that the air doesn't exist and the space is empty

Once upon a time it was a flag.

AND she had a philosophical existential question which tortured her.

But let's take the story from the beginning.

It was hung and forgotten on a pole high above a large building. In the front, it was written "School".

To tell the truth It had been forgotten there long enough from the pre-pre-pre-national holiday.

And she was bored. Very bored. The time was passing by and it was getting older. Her colours faded, and the edges were torn from the air that was beating her.

And as we said air ... it was a long time now that the air hadn't passed through that place and our flag hung sad and motionless.

In her sadness she began to wonder why the air was not passing, to blow her and to breathe a bit of freshness. Only a

strong and bad smell came and whipped her up there. And who is this air anyway? And why didn't it go through there? And why was it so arrogant and obnoxious? Does it no longer exist, does it die?

One day she decided and shouted at a flying seagull.

FLAG Sir sir, would you like to come a bit closer?

SEAGULL What do you want, I have a job, the boats came in to the harbour with a bunch of fish in their nets and I'm hungry.

FLAG Well ok...ok. Come a bit closer I want to ask you something and I will let you go. Tell me why the air does not pass here anymore. Is he arrogant, has he left from our territory or has he died?

SEAGULL What are you talking about? The air is always here and there and everywhere.

FLAG How is it always here? If it is such, why I'm not waving anymore? I'm down, sad and poor;

SEAGULL Look there on the sky. What do you see?

FLAG Clouds. Still clouds like me.

SEAGULL And what is a cloud?

FLAG A cloud is a cloud dummy. What else?

SEAGULL No, clouds are air. Air with different thickness.

FLAG You are insane. You say that the clouds I can

see don't exist and the air that I cannot see exists.

SEAGULL Believe it or not YES. The air is here but it's not in a hurry, rushing and savage.

FLAG No it is not. Because I know the air. It's clean and cool. I have a bad smell on my nose only.

SEAGULL It's from the exhaust gas, cars and motorcycles down the road.

FLAG Whatever it is. As it passed by, the air cleared all that. So now it's not here.

SEAGULL Oh Yeah? And how do you think the smell comes up here?
And how do you think I'm flying?
And look there at this shining sunbeam?
What do you see?
(Someone blows a little talc in the light beam of a lens)

FLAG Dust. Small pieces of dirty dust.

SEAGULL Right. And how do you think this dust flies right and left?

FLAG I do not know.

SEAGULL From the air, into the air. The air is everywhere. Whether rushing or calm, cold or hot is here.

FLAG You say so?

SEAGULL Yes. Let me leave now because the sail ships enter the port quickly and their nets have a

lot of fish. I am going to eat.

FLAG Hahaha! Quickly? Quickly???? And how do you know that they come quickly. How do you see them from here.

SEAGULL I see them. I'm not blind. Don't you see their sails full.

FLAG Full? Full of what?

SEAGULL Full of air poor woman. Air is everywhere, and make everything. Makes the dust go here and there, the sail boats to go everywhere the captain wants, the smells to come up here to your nose, even me to fly. That's enough now I'm leaving otherwise I will be hungry for the rest of the day.

The flag was alone again but now she had many things to think about.

Is the air there or not?

Is the air invisible but exists and is it everywhere in the space?

And to solve the existential philosophical question.

“That what we see may not exist and what we don't see is present all the time”.

IV.3.2 Botany

A plant is born. The procedure of sowing, growing, and bearing fruit, up to the time a new plant is reproduce.

We define our target: our intention is teaching the children the reproduction of the plants, and under what cir-