

'There were once two people who lived in a vinegar bottle...'



# What can we do with Folktales?

drawing  
TO LEARN

Strengthening the skills of Early Childhood educators to create learning opportunities through traditional folk tales and art and craft. The Action learning workshops will be held in Early learning centres in the city over three Saturdays in...

The educational focus will be upon:

- Meeting and working with other Early Childhood Educators
- Using folk tales to stimulate children's thinking, imagining and creativity
- The Design/ Make / Appraise process
- Co operative learning strategies in group work
- Art/ craft/ designing and creating using a variety of recycled products.
- Questioning
- Using an online tool [The wepublish app] to display children's creations
- Using an Integrated planning framework focusing upon 'tuning in, finding out, sorting out and going further' in exploration of how folk tales can be created with recycled products
- Creating puppets

drawing  
TO LEARN

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## An Action Learning project for Early Childhood Educators

Connecting folk tales to the Arts, English, Mathematics, History, Geography, ICT through a play- based curriculum.

## Belonging Being Becoming

Outcome 2:

CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children become socially responsible and show respect for the environment

- Participate with others to solve problems and contribute to group outcomes
- Demonstrate an increasing knowledge of, and respect for natural and constructed environment

Outcome 4:

CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

- Use play to investigate, imagine and explore ideas
- Follow and extend their own interests with enthusiasm, energy and concentration
- Initiate and contribute to play experiences emerging from their own ideas
- Participate in a variety of rich and meaningful inquiry-based experiences
- Persevere and experience the satisfaction of achievement

Outcome 5:

CHILDREN ARE EFFECTIVE COMMUNICATORS

Children express ideas and make meaning using a range of media

- share the stories and symbols of their own culture and re-enact well-known stories
- use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning
- experiment with ways of expressing ideas and meaning using a range of media
- begin to use images and approximations of letters and words to convey meaning

## CONNECTING FOLK TALES TO THE CREATIVE ARTS TO SUPPORT CHILDREN TO EXPRESS IDEAS AND MAKE MEANING.

Cardboard, lids, bottles, tops, boxes, paper scraps, boxes, plastic bottles

Felt tip pens

Pencils, crayons

Black highlight pens

White glue/ masking tape, cellotape

Sequins, pipe cleaners, pegs,

paper towels, cellophane, colored papers, wool etc.,

Collage craft materials:

Pop sticks, scraps of material, card, buttons

Large sheets of white paper

Paints /edicol dyes /brushes

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### Session 10:

The Exhibition:

See the diorama

Celebrate the houses that we have created

Hear the folk tale with its adaptations.

See the app story and the photos of our work

Share the work and hear the story of the creation

See what the children have created.

Each participant to provide 3 examples of what the children created back in their centre using the ideas from the workshops with their adapted folk tale to go with their creations





## ACTIVITIES:

### DAY 1:

#### Session 1:

Folk tales ... what do you know?

- The three little pigs
- Henny Penny
- The little red hen
- Three Billy goats Gruff
- Little Red Riding hood
- Mrs Vinegar .....and more

#### Session 2:

Drawing activity

Designing Mr and Mrs Vinegar's new house or the Little pigs house or the Troll's bridge or Grandma's house or.....

#### Session 3:

A. Creating the setting/ diorama:

Groups of 4:

Where will you create the house for ....?

B. Re plan the folk tale with a character from each of the 4 group folk tales in the setting.

### DAY 2

#### Session 4:

Building/ Making:

Building the house using recycled materials.

#### Session 5:

What's happening inside the house?

Creating the rooms:

A cooking space/ sleeping / sharing space.

#### Session 6:

Who lives inside the house??

### DAY 3:

#### Session 7:

Placing the houses in the Diorama/ setting:

Creating the backyard, front yard etc.,

Checking that the group folk tale makes sense.

Does it work?

#### Session 8:

Telling the story of the adapted folk tale.

#### Session 9:

Transferring new folk tale to wepublish app online

#### Session 10:

The Exhibition:

See what we have built....

Sharing the work

See what the children have built

Each participant to provide 3 examples at the

Exhibition of what the children created back in

their centre using the ideas from the work-

shops with the Folk tale adapted to go with

their creations

**Each session will highlight a different creative art technique and a Belonging, Being, Becoming curriculum outcome.**

**There will be an Exhibition at the conclusion of the workshops where teachers will display their creations and the work that the children created as a result of the teachers intervention back in their ECE setting on .....at .....**

## DAY 1:

### Session 1:

Folk tales ...What do you know?

- The three little pigs
- Henny Penny
- The little red hen
- Three Billy goats Gruff
- Little Red Riding hood
- The gingerbread man
- Mrs Vinegar .....and more

Choose a folk tale and be aware of the plot of the tale. Fitting the plot together from the jumble of folk tale beginning, middle and endings

Use a variety of tools to recreate the plot e.g. comic strip, story map etc.,

### Session 2:

Designing the house

Large sheets of white paper

Pencil drawings:

Black outline:

Edicol dye painting.

### Session 3:

Each choose their setting and map the surrounds.

Creating a co-operative community together to accommodate the characters and setting of 4 folk tales on large sheets of brown paper on the floor. Where will the river and roads go? Who will live near the hills/ mountains? Painting the scene together

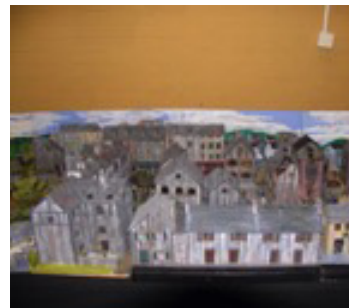
## DAY 2

### Session 4:

Constructing/ making the house:

What will you need?

Using recycled materials, boxes, card, wire, lids etc., to create the folk tale character's house following the design from Session 2



### Session 5:

What do you need to create for sleep? Matchboxes, material, boxes, card and colored paper

A. Making beds

B. Cupboards

C. Rugs, quilts out of boxes lids and materials

What do you need to create for the characters to cook?

Creating, fire, pans, plates ...more. Made out of lids, boxes and pop sticks, matches, cellophane.

Creating chairs /tables with cardboard and boxes for the characters to share/ play together.

### Session 6:

Making the characters of the folk tale using pegs, spoons, pipe cleaners, pop sticks, lids etc., thinking about the narrative.

What characters do you need?

## DAY 3:

### Session 7.

Diorama: Setting the scene

Placing the houses into the scene. Creating trees backyards, roads, paths, figures in the background  
Appraising what has been created.

### Session 8:

Planning, creating and stepping out the new folk tale: Photographing the diorama, house inside and outside, figures, characters, setting and writing up the tale.

Steps in the story [8 frames]

Learning how to use the 'Wepublish' app to upload the new folk tale.

Creating and uploading the story onto the wepublish app.

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