

## OER: Workshop

### Activity

# Imagination comes alive with the little fish

**Story:** The Little Fish that discovered the Sea | **Method:** Dramatised story

**Age group:** 9-10 years | **Groups of:** max. 15 students

**Duration:** 80 minutes | **Preparation time:**

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Central topic:

- Animals of the aquarium

Material required:

- Fairytale: The Little fish that discovered the sea
- Power point
- Objects-symbols that contain the basket

The aims of this activity are:

- To use their imagination for the purposes of the activities
- To work in pairs
- To write the further adventures of the protagonist

Narrative competencies to be developed:

- Identify and analyse an imaginary or real person's motives for travelling.
- Demonstrate a critical attitude towards mobility (crossing various kinds of boundaries for diverse reasons) evaluating it from different points of view.



## Step by step approach:

1. The teacher with the students sits in a circle. After placing a basket in the middle of the cycle, in which there are objects – symbols for the story that follows. Then, the teacher takes out one by one the objects and asks the children to name them. The teacher asks them what they think is the relation between the objects and the story.
2. Children in couples think of possible stories which are trying to link them with the objects. After having heard a few stories of the children, the teacher tells the story "The little fish that discovered the sea" using the objects presented above.
3. The teacher gives the students the following scenario: "The Cristobal was very troubled by what he had to do. So troubled that he was asleep on a shell! What dreams did he have?" Students are asked to live Cristobal dreams. Emphasized to students that Cristobal dreams can be either under the aquarium or sea. Students are divided into groups of 3 and play the game "Voices in mind" and represent the dream of Cristobal. In the middle of the cycle can sit a student who will play the role of Cristobal.
4. Then the kids stand in lines. We have a volunteer in the role of Cristobal. The volunteer walks along the hallway, stops in front of a pupil and sees him in the eyes. Then the student tells his argument. Without wasting time the student "Cristobal" directs to another student and repeats the process. So an argument expression is created. The student "Cristobal" hears voices but he does not respond or reacts to what he hears. Finally after passing from all children in the hallway comes out from it and goes back at the beginning to announce his decision.
5. Then the teacher divides the students into groups and after they discuss, asks them to add a scene at the end of the story of how they imagine it would be the continuation of Cristobal and present it to the other teams.
6. For evaluation, the teacher ends the story giving the following scenario: "The Cristobal meets his family after five years!" What will he tell them (had or not a good time? And what will be the reaction of his parents?). After students get in groups (3 students per group) will show with the technique "frozen image" the reaction of the parents. For example, on the assumption that they are happy, can smile and open arms to embrace them. With this technique, children use their bodies to create a three-dimensional image, freezing a moment, an idea or a feeling. Finally the teacher turns to the teams and touches the shoulder of every single student prompting them, in this way, to express the role that he/she plays in one sentence.

