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Integrating migrant children in schools through artistic expression



Module 1: Journeys Theme 1C: Performing our Journeys

Prepared by Bath Spa University

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Theme 1C Focus: Introduction to Storytelling

Theme 1C Learning Activities explore personal and cultural stories at an appropriate level for participants' cognitive, linguistic and social development.

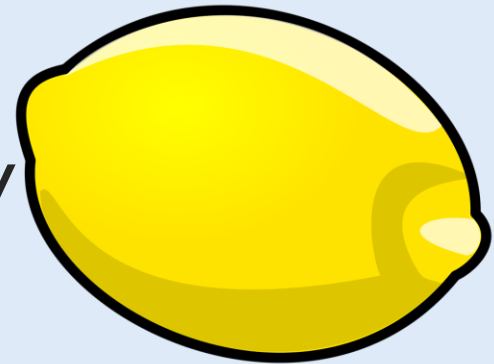
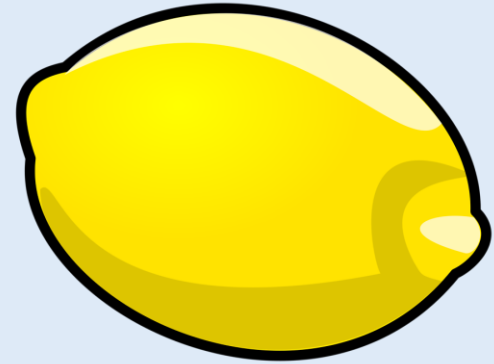
Learning Activities:

- ▶ Introduce practical storytelling activities
- ▶ Recreate stories using drama techniques
- ▶ Co-create and perform new stories
- ▶ Discuss key words in native & host languages.

ALL LEVELS: INTRODUCTION TO STORYTELLING

Eating a Lemon – Mime warm up

- The group stands in a circle - one person in the centre.
- Centre person mimes eating a lemon for 5 seconds - cut it open, smell it, take a bite, react to the sour taste.
- Someone guesses 'What are you doing?'
- They then stand in the centre and mime another activity (e.g. digging a hole).
- Continue round the circle – make the mimes tell a story.



Lemons (CC0 1.0 PD):
<http://www.freestockphotos.biz/stockphoto/15911>

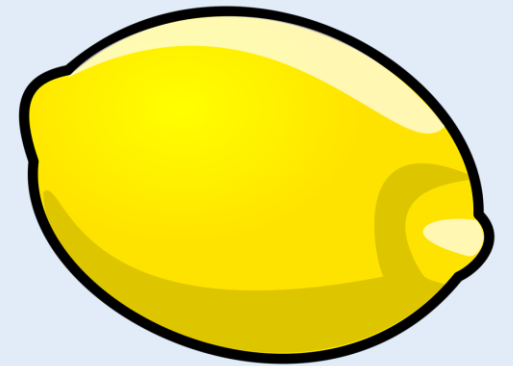
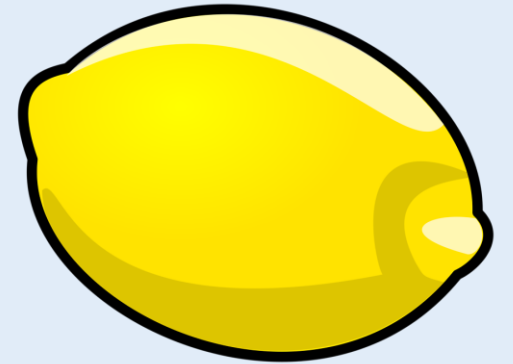
ALL LEVELS: INTRODUCTION TO STORYTELLING

‘A long time ago...’

- Sit or stand in a circle and begin a story with:
‘A long time ago...’
- Continue around the circle - each person adds a sentence to the story.

‘A - Long - Time - Ago’

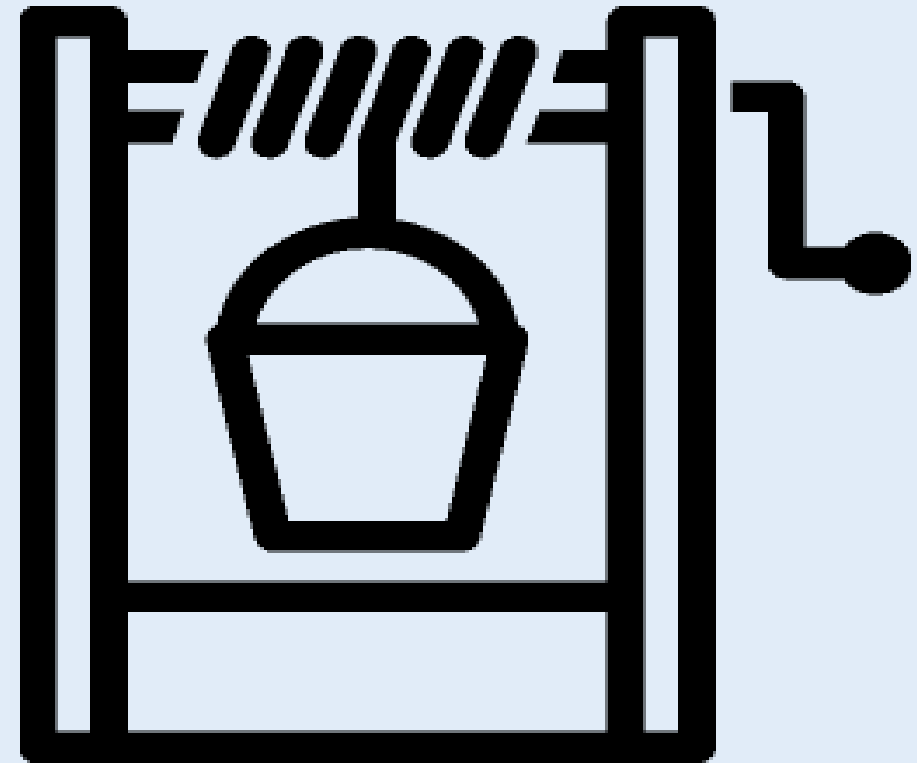
- This time each person says only one word before moving on to the next person.



LEVELS 1 & 2: STORYTELLING - THE WELL

- Sit in a circle
- Read **The Well** a traditional Somali story in English and Somali.
<http://worldstories.org.uk/stories/the-well/>
- Draw a picture of your favourite moment of the story. Discuss why this was your favourite?
- In groups of 3 or 4 create a frozen image of one of these moments.

Resources needed : paper, pens, pencils, hats, costume, fabric, objects as props.

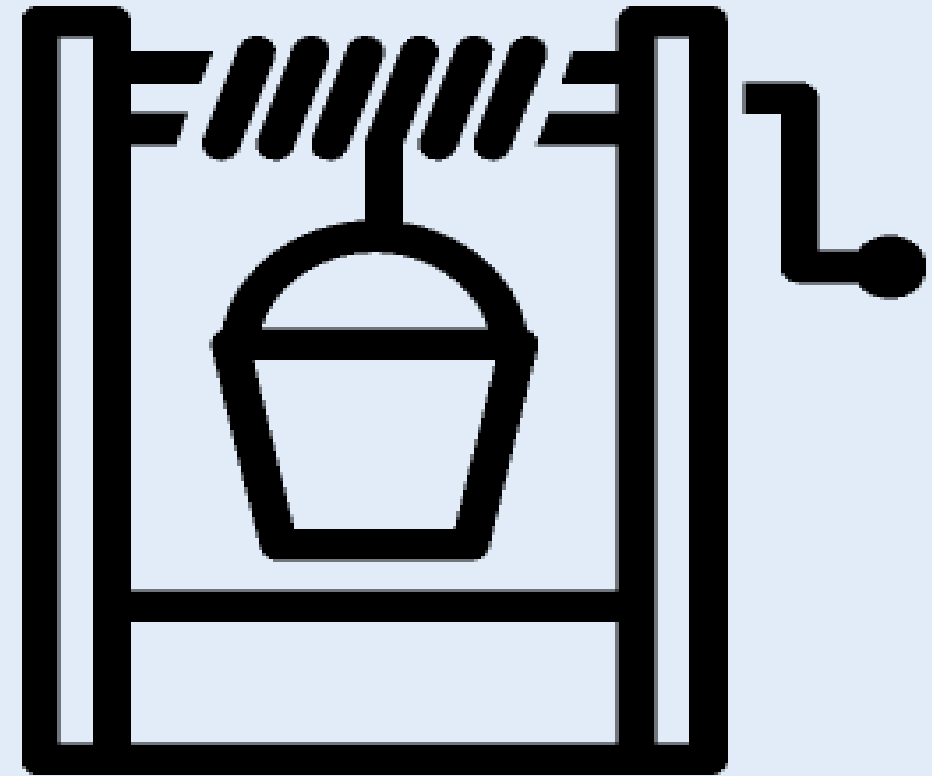


Well Icon (Ichon Archive Licence):
<http://www.iconarchive.com/show/ios7-icons-by-icons8/Plants-Well-icon.html>

LEVELS 2 & 3: STORYTELLING – THE WELL

- Whoosh the story – teacher reads the first section and class act it out.
- Go to the next section and act it out again - continue until the end.
- Get into small groups.
- Create a location for the story – use fabric, objects, chairs etc.
- Perform the story in your own words

Resources needed : paper, pens, pencils, hats, costume, fabric, objects as props.

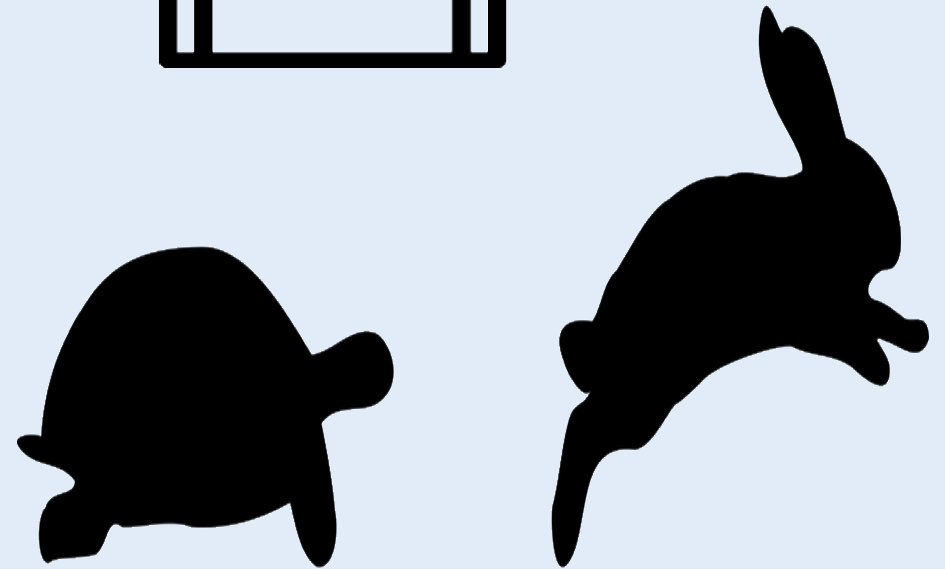
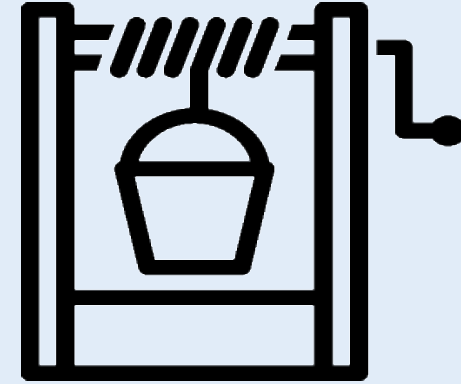


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<http://www.iconarchive.com/show/ios7-icons-by-icons8/Plants-Well-icon.html>

LEVELS 2 & 3: STORYTELLING - MORALS

- What is the moral of the story **The Well**? Is it relevant today?
- Has something like this happened to you?
- Read the **The Hare & the Tortoise** – what is its moral?

<http://worldstories.org.uk/stories/the-hare-and-the-tortoise/>

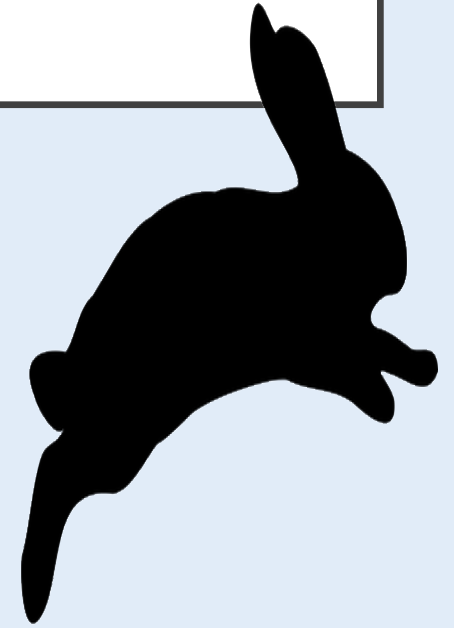
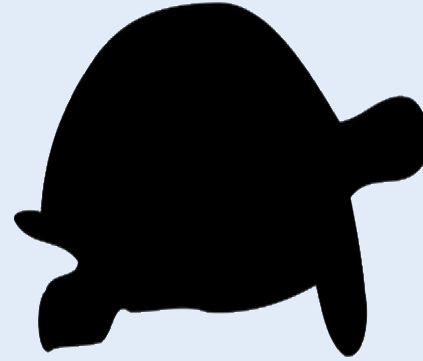


Hare and tortoise (CC0)

<https://pixabay.com/en/alphabet-word-images-fast-icon-1298865/>

LEVEL 2 & 3: STORYTELLING - MORALS

- Read more stories in different languages:
<http://worldstories.org.uk/stories/>
- Create your own story in groups
- Decide what the story's moral will be
- Rehearse & perform to an audience



Resources: paper, pens, pencils, hats, costume, fabric, random objects as props.

Hare and tortoise (CC0)
<https://pixabay.com/en/alphabet-word-images-fast-icon-1298865/>

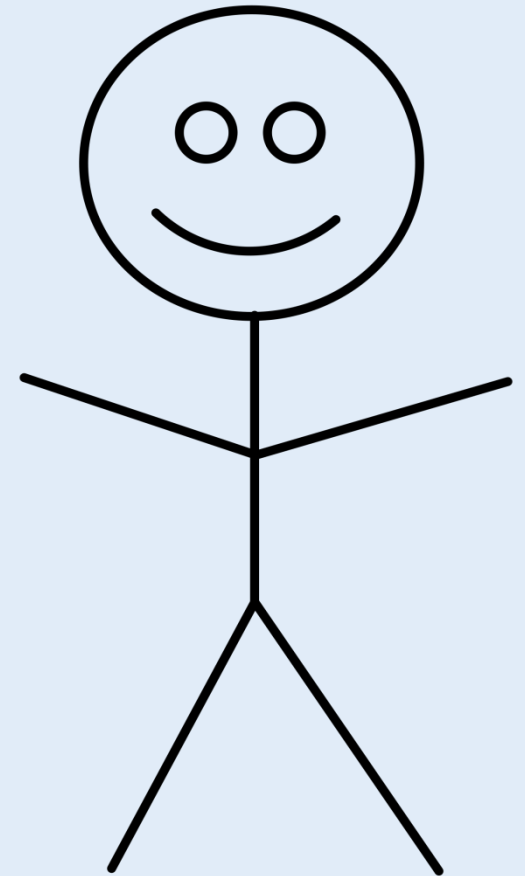
LEVELS 1 & 2: CREATING A CHARACTER

On a large piece of paper draw a stick figure.

Questions to ask your stick figure in pairs:

- Who are you - name, gender, age?
- Where do you live? Who with?
- Who are your friends?
- What is your favourite food?
- Write answers round the stick figure/character.

Resources needed: paper, pens, pencils

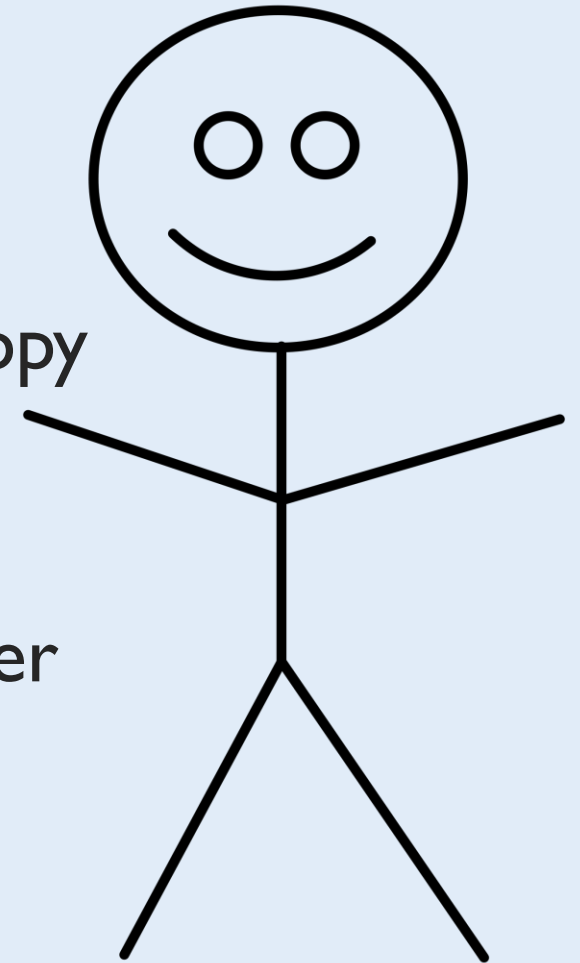


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https://en.wikipedia.org/wiki/File:Stick_Figure.jpg

LEVELS 2 & 3: CREATING A CHARACTER

- What do you love most in the world?
- What do you fear most in the world?
- What would your wish be?
- Groups 3-4: create a story with stick figures in a happy place.
- Describe their characters and the place to the class.
- Imagine a short journey to somewhere your character would like to be. Describe this to the class.

Resources needed : paper, pens, pencils, crayons.



LEVELS 1 & 2: THE JOURNEY

One day something happens which creates a problem.
Sometimes people need to leave a place they love in a hurry.
What might have happened?

LEVEL 1 and 2

- Draw a suitcase on a large piece of paper.
- Think of 5 objects you would take if you had to leave your home. Narrow this down to 4, then 3, 2, 1.
- What is the final object you decide to take on your journey?
- Compare your objects with each other?

Resources needed : paper, pens, pencils, crayons



Suitcases with Stickers (CC0 1.0 PD)
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File:Suitcase_With_Stickers -
No_Trademarks.svg](https://commons.wikimedia.org/wiki/File:Suitcase_With_Stickers_-_No_Trademarks.svg)

LEVEL 2 & 3: THE JOURNEY

LEVEL 2 & 3

Look at the **Object Pictures** in **Appendix I**

- You have to leave your home and have 10 minutes to gather up 4 objects from the **Object Pictures** to take with you.
- Which ones will you choose?
- Display the chosen pictures where everyone can see them.
- Which items are the most popular with the group?

Resources needed : Appendix I, paper, pens, pencils, crayons



LEVEL 3: THE JOURNEY

LEVEL 3

- In groups of 3 - 4 choose your 'final object' and put it (or a drawing of it) in a suitcase.
- Create a memory scene about your object.
- Share scenes - take an object from the suitcase.
- Perform the scene then return object to the suitcase.
- Next group performs.

Resources needed : Appendix 1, paper, pens, pencils, crayons



ALL LEVELS: GOING ON A JOURNEY



- Walk around the space quietly. Keep moving calmly and find an empty space.
- Stand in the space with an imaginary suitcase in your hand. You are going on a journey.
- It starts in a city, then goes up a mountain, through a forest, over the desert and a snowy wasteland. ...Walking, in a car, on a bus. ... You are tired, hungry, thirsty.
- Walk around and listen to the instructions. Show the different locations with your body and your facial expression.

LEVEL 1 and 2

Act out your journey in small groups.

LEVEL 3

Watch and discuss this video - what elements can you recognise?

<https://www.youtube.com/watch?v=N4WyzqLXtqc&t=156s>

In groups, split the story into sections.

One group narrates each section of the journey while others act it out in the centre of the space and add some dialogue

ALL LEVELS: THROUGH THE DOOR

You have finally arrived at your destination. You find a number of doors which will lead you to your future:



Doors: Creative Commons acknowledgements

Red Door (CC0 1.0): <https://www.publicdomainpictures.net/en/view-image.php?image=209062&picture=red-door>

Dublin Door (CC0): <https://pixabay.com/en/doors-colorful-dublin-bricks-wall-3800565/>

French Door (CC BY-SA3.0): https://commons.wikimedia.org/wiki/File:Doorways_Neuville_les_This_France.JPG

Gloria Door (CC0 1.0): https://commons.wikimedia.org/wiki/File:Building_Gloria_Door_in_S%C3%A3o_Paulo_center.jpg



LEVELS 1 & 2: THROUGH THE DOOR

- **Choose one of these doors.**
- **Describe it carefully. What might be behind it?**



LEVEL 1 & 2

- Go through the door. What is on the other side?
- Make a short happy play showing what happens next.



LEVEL 2 and 3.

- Create a scene of what happens through the door.
- Some people are already behind the door.
- Newcomers are not made welcome.



LEVELS 2 & 3: THROUGH THE DOOR

You have finally arrived at your destination. You find a number of doors which will lead you to your future:



- Perform your short dramas to each other.
- Discuss how the unwelcoming situation could be transformed into welcome.
- What could change and why? Consider words, body language, gestures.
- The groups perform again reflecting on the difference.
- Create 2 lists of words – one for 'unwelcome' and one for 'welcome'. Compare.

LEVELS 1 & 2: CHAIRS

- Take 5 chairs - put the chairs in different spaces.
- How does this look and feel?
- Use the chairs to make the space as friendly and welcoming as you can.
- Improvise scenes with the chairs.
- Add a table - improvise scenes.



Chairs (CC0):

<https://pxhere.com/en/photo/1051474>

LEVELS 3: CHAIRS

- Watch Cesnia Voices Festival clip –
- Discuss what you see.

<https://www.facebook.com/cesie.ngo/videos/10160530237115557/?t=13>

- Develop the previous scene and arrange some chairs as unwelcoming places.
- Watch this performance of Rosas Danst Rosas dance.
- How could music or movement develop your performance?

<https://www.youtube.com/watch?v=oQCTbCcSxis>



Chairs (CC0):

<https://pxhere.com/en/photo/1051474>

ALL LEVELS: SHARING OUR STORIES

Choose a story from your culture or community:

- A traditional or historical tale
- A story of a family experience
- Tell or read the story to the group.

Resources needed : paper, pens, pencils

Photo acknowledgement: <http://cesie.org/en/migration/voices-festival-inclusion/>



LEVELS 2 & 3 SHARING OUR STORIES

- Act out your story
- Direct it in your own way
- Add sound: music, singing, movement, and dance
- Add any costumes or props you can find
- Rehearse. Perform to an audience

Resources needed : hats, costume, fabric, objects as props

Photo acknowledgement: <http://cesie.org/en/migration/voices-festival-inclusion/>

