

Europeana Learning Scenario

(Museum Educators)

Title

Fairy Tales and Imagination: Making Magic Happen

Author(s)

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Abstract

Once upon a time, there were princesses, knights, dragons, witches, giants and fairies... But, guess what? They have been among us all along! You can still find them, if you know where to look. There are two places where one can be sure to encounter them: fairy tales and one's own imagination.

There are two types of fairy tales: oral fairy tales and literary fairy tales. Oral fairy tales existed for thousands of years and present a subclass of folktales as they were passed on by word of mouth. Thus, each storyteller added something of their own, while keeping the main plot. Literary fairy tales became popular in the 17th century in aristocratic circles, evolving from the same magical world of most fantastic heroes and creatures. Fairy tales remain popular to this very day. Recent studies show that fairy tales enhance imagination and creativity.

In this LS we will first go through some of the best-known fairy tales and their authors in order to discover all the typical elements and characters which make this fairy tale world. We will then go through this list in more detail and unleash our creative powers: we will use magic to make our own books, and our imagination to create a unique fairy tale using materials we discovered through the activities of this learning scenario. The aim is to encourage participants' creativity through traditional approach and modern digital platforms and applications.

Keywords

Fairy tale, imagination, creativity, literature, writing

Table of summary

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Subject	Literature (native language classes, foreign language classes)
Topic	Creative thinking and writing: how to create one's own fairy tale
Age of participants	12-16 years
Suitable setting for implementation	This learning scenario could be implemented in a museum or online. If it is implemented in a museum, all the activities can be performed in a library, auditorium or any other room with tables, chairs and computers/tablets/smartphones.



Activity time	150 minutes
Online educational material	<p>Online tools for sharing information (e.g. Lino, Padlet, Google Docs etc.) Gif maker platforms (e.g. https://makeagif.com, www.giphy.com)</p> <ul style="list-style-type: none"> • Portrait of Ivana Brlić-Mažuranić (Wikipedia resource): Ivana Brlić-Mažuranić • Croatian Tales of Long Ago, 1916 edition: Priče iz davnine (1916.) • Traditional Nordic Fairy Tales
Offline educational material	Paper (A4), pens and pencils
Europeana resources used	<p>Portraits of fairy tale authors:</p> <ul style="list-style-type: none"> • Wilhelm Grimm und Jakob Grimm (provided by: Deutsche Digitale Bibliothek) • Bildnis Charles Perrault (provided by: Deutsche Digitale Bibliothek) • H. C. Andersen (provided by: The Royal Library: The National Library of Denmark and Copenhagen University Library)

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Integration into the curriculum

This LS could be easily implemented in school plan for Croatian, English or German language.

Aim of the educational activity

The aim of this LS is to broaden students' knowledge of fairy tales and to motivate them to explore their own imagination and creativity.

Outcome of the educational activity

This learning scenario will have two major outcomes: fairy tale presentation made through collaborative work and a brand-new fairy tale made as their individual creation.

21st century skills

Through this learning scenario, students will further develop their creativity, social skills, collaboration, technological, media and information literacy and communication.

Activities

Name of activity	Procedure 1 (face-to-face)	Time
Introduction to Fairy Tales	<p>The visit might begin in a special part of the museum like a library or any other place where participants can connect to oral and/or written storytelling. The museum educator will introduce the topic talking about fairy tales in general.</p> <p>Then, he/she will introduce folk fairy tales and play one folk fairy tale using the audio-visual resources of the museum or resources from the internet (e.g.: https://www.youtube.com/watch?v=oThlBFsCBDk).</p> <p>After that, the museum educator will introduce literary fairy tales and their authors and present some important books of fairy tales.</p>	10 minutes
Famous Fairy Tales	<p>Then the museum educator will introduce participants several prominent names related to fairy tales e.g., Jacob and Wilhelm Grimm, Charles Perrault, Hans Christian Andersen, and a well-known author from their country. In this case, the famous Croatian author Ivana Brlić-Mažuranić is going to be introduced.</p> <p>Four computers will be prepared in an IT equipped Room and participants will be divided into four groups. Each group will find one of the below author's photo on their workspace:</p> <ul style="list-style-type: none"> • Jakob and Wilhelm Grimm: https://classic.europeana.eu/portal/en/record/437/item_JHKVNSYL_CXQSY7DWVBWP4EDGRUDX7DBM.html?q=jakob+grimm (provided by: Deutsche Digitale Bibliothek) • C. Perrault: https://classic.europeana.eu/portal/en/record/188/item_CEO7P7S_VMK3NKVD6OMVV732PTKUHTQSH.html?q=charles%20perrault#dcId=1614590227401&p=1 (provided by: Deutsche Digitale Bibliothek) • H. C. Andersen: https://www.europeana.eu/en/item/92023/images_billed_2010_0kt_billeder_object491061 (provided by: The Royal Library: The National Library of Denmark and Copenhagen University Library) • Portrait of Ivana Brlić-Mažuranić: https://hr.wikipedia.org/wiki/Ivana_Brli%C4%87-Ma%C5%BEurani%C4%87 <p>Then participants are asked to explore the available resources (e.g., the museum exhibition, library, internet, etc.) and find out which fairy tales were written by the author assigned to them. Participants are encouraged to visit Internet resources, especially Europeana.</p>	30 minutes

	<p>After having explored the suggested resources, participants are invited to use an online tool for sharing information (e.g., Lino, Padlet, Google Docs etc.) in order to present that particular author (their biography and some general information about the author) and his/her works (they can list the most popular works and/or provide some popular book covers and illustrations of their fairy tales). For example, they could create their own online board and share their findings with their peers.</p> <p>Once finished, participants will present their author's works to other students and discuss their favourite fairy tales.</p>	
<p>Magic ingredients</p>	<p>Based on the presented fairy tales, the museum educator introduces the next topic, which concerns the characters encountered in the stories presented. Accordingly, the following questions are asked:</p> <ul style="list-style-type: none"> • Who were the good guys, and who were the bad guys in these fairy tales? • Were there any "magical helpers" or "magical artifacts"? <p>Each group is assigned one of the following topics:</p> <ul style="list-style-type: none"> • Positive characters, • Negative characters, • Magical helpers, • Magical artifacts. <p>Then, participants are asked to search Europeana to find images of the characters/artifacts under analysis and possibly explore the resources of the museum (exhibition, library, etc.).</p> <p>Once collected, each group is invited to use a GIF making platform (e.g. giphy.com or https://makeagif.com/) to create a gif and add it to an online board created with a tool to share information (e.g., Lino, Padlet, Google Docs etc.).</p>	<p>25 minutes</p>
<p>DIY magic book binding</p>	<p>The museum educator introduces this activity:</p> <ul style="list-style-type: none"> • As we have already discussed, fairy tales originate from the time way before these digital tools. The oral tradition of fairy tale is still important today, but from 17th century to this day on, fairy tales are usually written and published as books to be preserved. This is why we are going to make our own fairy tale books using no glue, staples or other binding methods – only magic! <p>The museum educator distributes A4 paper (white or coloured) to each of the participants. The participants are supposed to make their own magic books: without using any staples, glue or other means of book-binding. The museum educator shows the participants how to do it. The instructions can be found in a relevant online resource (https://www.youtube.com/watch?v=sDdTdyzueDU).</p>	<p>15 minutes</p>

<p>Let Magic Happen</p>	<p>For this final activity, all participants should be able to access the online board previously created either via a smartphone or through computers provided by the hosting institution.</p> <p>Now that some of the elements comprising a fairy tale have been introduced, the museum educator invites each participant to randomly pick one element in each category by taking screenshots of the GIFs created. Then he/she invites participants to create their own stories using the randomly selected characters as core ingredients.</p> <p>Accordingly, participants should write their own short fairy tales with the selected elements.</p>	<p>70 minutes</p>

Participants' feedback

Add here the method with which participants will be able to give you feedback and discuss the activity, if any is foreseen.

Educator's remarks

*Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

