

EUROvision
SONG CONTEST
UNITED KINGDOM
LIVERPOOL 2023

EUROLEARN

STORYTELLING/CREATIVE WRITING





EuroLearn: Storytelling/Creative Writing Pack

In 2023, Liverpool will host the Eurovision Song Contest on behalf of Ukraine. This storytelling/creative writing pack celebrates folktales from Ukraine and invites pupils to explore these alongside stories from other cultures.

For thousands of years, stories were handed down from generation to generation, at first through oral storytelling and later in written, video and digital formats. Folk tales and fairy tales reflect the hopes and fears of communities. They were often used to share a common history, reflect cultural values or highlight important traditions. Although stories from different cultural traditions do vary, they often have thematic or narrative similarities.

Folk stories have been used historically to bring families and communities together. The lesson ideas and resources included in this pack will look at how themes of hope, togetherness and belonging are reflected in stories across different cultures, using Ukrainian tales as a starting point. There is an opportunity to explore folk tales from other cultural traditions including other Eurovision countries and the cultures represented in the Liverpool City Region.

One aim of the storytelling and creative writing strand is to bring schools and settings across the Liverpool City Region together to explore stories from Ukraine and other countries and cultures. There is a web bank featuring downloadable resources and also a space for settings and practitioners to upload examples of their work to share with families and other schools. We can also support schools who are interested in turning their work into audio texts/podcasts/videos. This work will be hosted on the [Liverpool Learning Partnership](#) website.

The pack is structured around 3 main stories: The Mitten, Sirko and The Golden Slipper. There are given age ranges for the activities but these are only suggestions. Practitioners should use the stories they feel are most appropriate for their pupils and adapt the learning activities accordingly. We have also given ideas for whole school engagement in the exploration of folklore and folktales.

There is an [online padlet web bank](#) where you can download PowerPoints, worksheets and other resources. You will find information about digital and face to face storytelling events as well as offers, opportunities, events and competitions being held by other organisations in the Liverpool City Region.



Folk Tales: Information for Teachers

What is folklore?

Folklore is the traditional beliefs, customs, and stories of a community that have been passed down through the generations. It is the collective wisdom of a people and can include stories, oral histories, music, dance, customs, beliefs, rituals, and more. Folklore is an important part of a culture, as it can provide insight into the values and perspectives of a community.

What are folk tales?

Folk tales, which have been passed down orally for centuries, are usually rooted in the customs and beliefs of a particular culture and often contain a moral or lesson. As they have been shared orally and retold, their content has often changed over time or varies between retellings. They are the stories of the people, or “folk”, hence their name.

Are folk tales the same as fairy tales?

Fairy tales are usually set in a magical world and tend to feature human characters (often princes and princesses) alongside magical beings such as wizards, witches and giants. Many fairy tales have their roots in oral storytelling and folk tales but have become well known through versions retold by authors and folklorists such as Charles Perrault. For example, the version of Cinderella that is most widely known these days is based on *Cendrillon* by Charles Perrault, which was published in 1697 as part of *Histoires ou contes du temps passé (Stories of Past Times)*. However, some fairy tales are not based on older folk tales and were created primarily for publication, such as Hans Christian Andersen’s *The Little Mermaid*.

So, some folk tales are fairy tales but not all fairy tales are folk tales.

Why should we study folktales?

Folk tales and fairy tales have been studied and analysed for centuries. By examining the structure, characters, and themes, scholars have been able to gain insight into the culture and society that created the stories. For example, by studying the characters and their relationships, we can gain insight into the values, relationships, and gender roles of the time. Additionally, looking at the narrative structure of the tales can tell us about the values, customs, and beliefs of the culture that created the story.

So what does this have to do with the Eurovision Song Contest?

Folklore and folk music have often been used as an inspiration for entries into the Eurovision Song Contest. The 2017 article [Eurovision and Funky Folk](#) gives an overview of how traditional elements of culture have been included in the Eurovision Song Contest.

Kalush Orchestra, [the winners of the 2022 Eurovision Song Contest](#), blend hip hop with folk motifs and elements from traditional Ukrainian music. Ihor Didenchuk, one of the members of the group, is a folklorist who has travelled the Ukraine [recording songs that have been passed down by generations](#).

The Mitten – EYFS/KS1

About The Mitten

The Mitten is a Ukrainian folktale about a mitten that gets lost in the snow. Various animals crawl into the mitten to keep warm until it stretches and eventually bursts. The version in the resource pack has been retold by Liverpool Learning Partnership.

Ideas for using The Mitten in class

Focus	Learning Activities
Retelling the story	<p>Read and re-read the story, encouraging the children to join in with the patterned language.</p> <p>Retell the story using small world animals and a mitten or encourage children to roleplay the story. How can they use their body to become the different animals? How would they change their voice to mimic the sounds of the animals?</p> <p>Practise sequencing the story by putting the animals featured in the story in the correct order.</p> <p>Share other stories with patterned language.</p>
Shape and Pattern	<p>Encourage the children to design their own mitten. Provide sticky shapes or decorations to use or shape stencils. Can the children create a repeating pattern on their mitten? Can they make a design using 2D shapes? Can they describe the shapes or patterns used?</p>
Size and Measurement	<p>In the story, the mitten keeps getting larger every time another animal climbs in. Use this as the basis for exploring size and measurement. You could compare different real life gloves. You could also provide the children with 'sorting and measuring mitten worksheet' and use this to sort from shortest to longest or to use non-standard measures (cubes etc) or standard measures (cm) to find out how long the mittens are.</p>
Cooperation, Sharing and Working Together	<p>Discuss the theme of sharing and cooperation in the story. Why did the animals want to share the mitten? Encourage the children to talk about times when they have shared with others.</p> <p>Create a class mitten for display and encourage the children to decorate it together.</p>
Emotions in The Mitten	<p>How do the different characters feel at the different points in the story? Use emotion cards (on the padlet) to talk about how the characters might feel before they find the mitten, when they find the mitten and once they've climbed into the mitten.</p>
Clothes and Weather	<p>This story takes place in cold weather. In the winter in Ukraine temperatures range between -4 and 2 degrees Celsius. In the summer it isn't as hot as it can get in the UK but it will get to 18-22 degrees. What types of clothes would you wear for cold</p>



	and hot weather? Carry out a sorting activity using hot and cold weather clothes.
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Worksheets, padlets and resources can be found at:

<https://liverpoollearning.padlet.org/admin/eurolearn-storytelling-and-creative-writing-e4kwlzv70qadifpl>

Other stories to explore

Stories with Patterned Language

The Enormous Turnip

The Gingerbread Man

The Little Red Hen



Sirko- KS1/LKS2

About Sirko

Sirko is a traditional Ukrainian tale about the unlikely friendship between an old sheepdog called Sirko and a wolf. The version in the resource pack has been retold by Liverpool Learning Partnership.

Ideas for using Sirko in class

Focus	Learning Activities
Expectations from other stories/comparing and contrasting with other stories	Show images of sheepdogs. What words would we associate with sheepdogs? Do we know any stories about sheepdogs or information about sheepdogs? What would we expect from a traditional tale featuring a sheepdog? What about wolves? What are our narrative expectations of wolves in stories? Discuss wolves from traditional tales, fairy tales and folktales. What do wolves usually represent in these stories?
Personal response to a story	Share the story of Sirko (PowerPoint on the padlet) and ask the pupils to reflect on how they feel about this story. What do they like and dislike about it? Does anything puzzle or confuse them? What questions would they like answering about this story? Do they notice any patterns- either within the story or patterns/similarities to other stories? (Going into the forest: the woodsman taking Snow White into the forest / Hansel and Gretel being taken in the forest and left) Use the 'Tell Me worksheet' on the padlet to support this activity. Did anything surprise them about the characters in this story?
Hope in Sirko	What does it mean to have hope? What helps us to have hope? At what point does Sirko hold most and least hope? Use the 'hope clouds worksheet' (on the padlet) to write down what Sirko may have been hoping for at different points in the story.
Exploring emotions in Sirko	Use graph paper to plot Sirko's mood/emotions across the story. What happens to affect the change in mood? (Emotions resources can be found on the padlet)
Retell the story	Retell the story from the point of view of Sirko, Sirko's master or the wolf. Think about what information you would have if you were each of these characters. What would you not know if you were Sirko's master? How does the story change depending on the point of view of the character telling the story?
Moral	Do you think that there is a moral or meaning to this story? What might it be?

Worksheets, padlets and resources can be found at:

<https://liverpoollearning.padlet.org/admin/eurolearn-storytelling-and-creative-writing-e4kwlzv70qadifpl>



Other stories to explore

Folktales about Animals

Animal Folktales of Britain and Ireland- Sharon Jacksties and Bea Baranowska

A World Full of Animal Stories- Angela McAllister and Aitch

About Dogs and Loyalty

The story of Greyfriars Bobby: <https://www.historic-uk.com/HistoryUK/HistoryofScotland/Greyfriars-Bobby/>

About Wolves

The Wolf's Secret- Miriam Dahman, Nicolas Digard and Julia Sarda

The Wolf's Story: What Really Happened To Little Red Riding Hood- Toby Forward and Izhar Cohen

The Last Wolf- Mini Grey

Beware of the Storybook Wolves- Lauren Child



The Golden Slipper- KS2/KS3

About The Golden Slipper

'The Golden Slipper' was published in a collection of fairy stories and folk stories from what we now know as western Ukraine. The collection was originally translated by British historian and linguist Robert Nisbet Bain in 1894. The tales that he translated for this book were mainly taken from collections of folklore collected by Panteleimon Kulish, Ivan Rudchenko, and Mykhailo Drahomanov.

The version in the resource pack has been retold by Liverpool Learning Partnership (primarily to modernise the language used). You can find the original text [online](#) alongside original illustrations from the 1916 edition by Noel Laura Nisbet. The illustrations are lovely and suitable for sharing but please be aware that some of the language used in this version means that it wouldn't be suitable for reading aloud with pupils.

Ideas for using The Golden Slipper in class

Focus	Learning Activities
Summarising a story and retelling Narrative structure and pattern	Divide the class into small groups and give each group a different story to read, learn and summarise (using 'story retelling worksheet' on padlet). What are the important key points of the story that they must remember? Children could write notes or use pictures to help them retell the story briefly (in under a minute). In their small groups give them the opportunity to practice retelling their version. How could you make your retelling more clear and concise? Mix up the pupils and ask them to retell their story to a pupil who was working on a different one. What similarities can they find in their retellings? What differences are there? Are there narrative or thematic differences/similarities? Which version did they prefer? Do these stories remind them of anything? What do they think that these stories are? Explain that they are all versions of the Cinderella story. Provide the worksheet 'Cendrillon and Aschenputtel' to explore the versions collected by Charles Perrault and The Brother's Grimm.
Personal response to a story	Share the story of The Golden Slipper (PowerPoint on the padlet) and ask the pupils to reflect on how they feel about this story. What do they like and dislike about it? Does anything puzzle or confuse them? What questions would they like answering about this story? Do they notice any patterns either within the story or patterns/similarities to other stories? Can they identify similarities with the story of Cinderella? Use the 'Tell Me worksheet' (based on the work of Aidan Chambers) on the padlet to support this activity.
Hope in The Golden Slipper	What does it mean to have hope? What helps us to have hope? At what point does the main character in this story hold most and least hope? Use the 'hope clouds worksheet' (on the padlet)

	to write down what the character may have been hoping for at different points in the story.
Exploring emotions in The Golden Slipper	Use graph paper to plot the main character's mood/emotions across the story of The Golden Slipper. What happens to affect the change in mood? (Emotions resources can be found on the padlet)
Compare and contrast to other stories	In 2016 a survey of parents showed that Cinderella was the most popular fairytale in the UK. Why is this story so popular? Why do you think this story has been retold so many times and why has it endured over the years? What is appealing about the story of Cinderella? What are its main themes? Does it have a moral? What might it be? Pupils could create an information sheet or Did You Know? fact boxes explaining about the many variants of Cinderella.
Writing a fairy tale using stock characters	Share the PowerPoint about the types of characters in a fairy tale (from the padlet). Can you identify these characters in the traditional version of Cinderella? What about in The Golden Slipper? Use the 'Fairy Tale Characters' worksheet to design your characters for a story. Plan out a fairy tale using these characters. You could write this story as a traditional fairy tale or write a playscript which could be turned into play. You could even create a comic book that tells the story of your fairy tale.

Worksheets, padlets and resources can be found at:

<https://liverpoollearning.padlet.org/admin/eurolearn-storytelling-and-creative-writing-e4kwlzv70qadifpl>

Other stories to explore

Cinderella of the Nile- Beverley Naidoo and Marjan Vafaeian

Rumaysa: A Fairytale- Radiya Hafiza and Rhaida El Touny

Chinese Cinderella- Adeline Yen Mah

Interstellar Cinderella- Deborah Underwood and Meg Hunt

Cinderella Liberator- Rebecca Solnit



Whole School Ideas

Eurovision and Folklore

The padlet features a powerpoint for introducing the idea of the links between folklore/folk stories and Eurovision. This could be used in individual classes to introduce a series of lessons or as an assembly resource.

Sharing Folktales

All cultural traditions have their own folktales. Invite members of the wider school community (including governors, parents and carers) in to tell stories from their own cultural traditions. These could include local myths and legends or folktales/fairy tales from different cultures. You could ask the children to retell the stories and produce a video playlist or book of the folktales told.

School Improvement Liverpool's MFL Team have created some videos of folktales told in different languages for schools to watch. These will be available soon and will be added onto the padlet. If you'd like to create your own folktale videos (in any language) you can add them to the sharing padlet: <https://liverpoollearning.padlet.org/admin/eurolearn-creative-writing-storytelling-sharing-space-qqrs8qmfcjmko9f5>

The [padlet](#) features booklists of folktales and fairy tales as well as a map of folktales and fairy tales to share with pupils. The pupils could read or listen to different folktales and then create simple videos or comic book retellings to share the stories with others.

BBC Teach has a range of folktale videos from around the world to explore: <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-tales-from-around-the-world/zmybnrd>

BBC Teach also has a selection of audio folktales: <https://www.bbc.co.uk/teach/school-radio/audio-stories-traditional/zb9wkmn>

The British Library has a useful resource based around their extensive collection of folktales, fairy tales and children's books: [Fairy tales and folktales | The British Library \(bl.uk\)](#)

Events and Competitions

You can find details of digital and face to face storytelling events on the [EuroLearn Storytelling padlet](#). You will also find details of creative writing competitions relating to Eurovision or folktales/fairy tales that pupils can enter. **Keep checking back as we will regularly be updating this space this more events, competitions and opportunities.**

Share Your Work

Culture Liverpool and Liverpool Learning Partnership would love to see how you've explored folktales and fairy tales with your pupils. Share your work on social media using #Eurolearn and #Eurovision2023 and remember to tag @LLPartnership, @ReadingatLLP and @CultureLPool



You can submit your work to Culture Liverpool on [Submit Activity - Culture Liverpool](#) and can email any examples of your work to admin@liverpoollearningpartnership.com

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