European Fairy Tale Cultural Routes Of The Council Of Europe
"The grandfather Aesopos travels all over Europe"
2023-2024

IMPLEMANTATION REPORT

40o PRESCHOOL KINDERGARDEN PERISTERI, ATTIKI, GREECE

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EUROPEAN FAIRY TALE ROUTE

CULTURAL ROUTES OF THE COUNCIL OF EUROPE

CERTIFICATION CIRCLE 2023-2024

IMPLEMANTATION REPORT

"THE GRANDFATHER AESOPOS TRAVELS
ALL AROUND EUROPE"

Under the corporation of the International Relations Department and the EU
Hellenic Ministry of Culture

40o PRESCHOOL KINDERGARDEN

PERISTERI, ATTIKI, CREECE

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Introduction

The Cultural Routes of the Council of Europe Programm started back in 1987 with the goal to showcase, by using a trip through space and time, the ways in which the cultural heritage of the different countries and civilizations of Europe contribute to the common European material and non-material cultural heritage.

The Cultural Routes use in action the fundamental values of the European Council: human rights, cultural democracy, cultural diversity and identity, mutual exchanges and cultural wealth beyond borders, through the centuries. Also, the Routes work as a channel for cross-cultural dialog and promote the bet knowledge and comprehension of the European Cultural Identity.

Therefore, priority of the "*European Fairy Tale Route*" is the growth of reading and the education of the children of the age that have to do with the dissemination of the fairy tale tradition from the beginning of the ancient times until today. The "*European Fairy Ttale Route*" will contribute to the promotion of the European identity through the knowledge and the information of the common European heritage. The institution of the "*European Fairy Tale Route*" plan to acquire an outstanding role in the growth of inclusion in the education and in the growth the linguistic and cross-cultural ability by underling the importance of the cultural route as a live illustration, creating a firm cultural and touristic program which will refer in polyphony, pluralism and dissimilarity of European culture which will be based to common values and everything that has to do with cross-cultural dialogs and in the mutual understanding. (Cantoni L., p.7)

So according to the principals of the "*Council of Europe*", which concerns the *"European Fairy Tale Route"* the proposed frame of the research is based and designed according to educational criteria which concern the education and the learning of the children. As Cantoni says, from the pedagogy point of view, and the typical education the novel and the fairytale have a basic role in shaping the kid's personality and its development as a citizen and an adult.

The fairytale that conquers a basic place in the person's life and shapes a base upon which the person lives until the end of his life. Every person has an identity and thanks to it places himself in a certain group of people. The concept of the identity is referring as a total of behaviors and emotion that acquires gradually. This specific cultural Route aims in studying and research how the fairytales can help in the development of the personal identity by enriching it with the right values. (Cantoni L., p. 9)

Moving power of this cultural route will be the children's favorites myths of Aesopos. Myth consists, without any doubt, one of the older literary styles, because it comes from the psychological need of humans to express through visual means, images in specific form. From the time when the man expressed through speaking, he started to compose myths. The myth although consist of a narration and this creates a close relation and connection with the fairytale. So, the fairytale and the myth have narrow routes because both of those 'styles' cites similar, if not the same concerns. (Sarikas,1993)

The myths present and deliver lessons to people in a happy and understandable way. For the benefits of the myths there is a mention from Platonas in his work "Politeia", where he accepts that the kindergartens children love to hear myths and it is necessary to have a connection with the little kid, to narrate to children the brilliant myths, which will be selected carefully, because those myths will form and cultivate the children's soul. (Anagnostopoulos B. ,1997, p. 64)

There are a lot of fairytales styles, one of which refers mainly to young children, is the myth where the animals act and behave like human beings and show human's mistakes and weaknesses. The human from the years he lived primitive developed a close relationship with the animals. Later he gave to animals a couple of attributes which reflect his mentality and reactions. (Anagnostopoulos B., page 82-84).

On of the most known mythmaker is Aesopos. He is considered the creator of this kind of myth. Aesopos didn't narrate the myths by having memorized the myths from the areas he passed, he started to compose his own, in which at the right time he presented at readers with a goal so to entertain as to teach. The way he composed without any difficulty and the variety of his myths expand his fame to the whole, known at time, world which resulted in having the educational myth be associated with his name.

The biggest part of his work consists from stories in which animals or plant play a leading role and they have all the intellectual and mentally attributes of humans. His myths do not idealize and beautify, they don't create imaginary world, but they use the plant and animal world with the goal to educate. They are simple, but they express a deep philosophical of the common humans, they are characterized by frugality and nicety, they consist of the precipitation of the human presence and action is always timely and are amenable to adjustments in the reality of each season and community without losing their educational purpose. (National Geographic p. 10-11)

Based on those previous characteristics the "*European Fairytale Route*", that is designed and organized by our school has as a goal and on the occasion of the myths of Aesopos to follow a route of experiential experiences, knowledge, creativity, self-awareness, shaping of the personal and cross-cultural identity of the European citizen. It is based on our common non-material heritage, and it is supported by public stories and verbal traditions of the past. From the other side, there will be a try to collect books that have to do with the Aesop's myths and other heroes from different countries which participate in this specific Cultural Route. The kids will experience a fantastic cultural trip that will be floating in between tradition, narrative, study, creation, inside time and space.

The students will have the opportunity to explore the magical places that housed the favorite characters from the fairytales and also to deepen in the linguistic cultural of the fairytales from other countries.

Getting to know the Aesop's myths and utilize them in the educational procedure.

More specific, with the help of the myths the children will create a contact with the values that inspire Europe, such as egality, justice, differentially and protection of the environment.

- Acquaintance with the non-material cultural heritage of our country that has to do with myths,
- Collection, study and listing of different books that accents the myths,
- Designing and organizing an imaginary cultural route wherever the children will get to know the fairytale's heroes from other countries,
- The communication with cultural actors which have a connection with the narrative of the fairytales in Greece and in Europe,
- the theatrical and artistical expression and creation of the Aesop's myths,
- Creation of fairytales by the students,
- Development of digital attributes by implementing the cultural route

1. Preparation and design of the educational procedure

Our first action, before the personal doll *"grandfather Aesopos"* visits our classroom and start the implementation of the "*European Fairy Tale Route* ", we inform our parents and the local community. We shared a brochure with all the important information about the educational program and the specific Cultural Route and for all the events and action we have already planned.

1.1. Presentation our museum suitcase and creation an observation play area

- To organize the environment of the kindergarten and create the suitable conditions for the student to discover, to explore and to develop the educational progress.
- To enrich the natural environment of the classroom (observation play area, bookcase) with the appropriate educational material such as books, pictures, games related with Aisopos and his myths.
- To incorporate appropriate digital technology
- To investigate the Aisopos and his myths

1.2. The grandfather Aesopos visits our classroom

- To recognize the elements that characterize the "classroom dol", his identity, his role, the subject that represent and his intentions

In the plenary session of our classroom shows up a suitcase which came from the Post Office. The children were thrilled and curious to open it and find out what is in the suitcase. When we opened it, we discover that there is a letter from Mr. Aesopos Paramythakis, a doll with the shape of a contemporary grandfather, a European map, and photos from him and his travels in the world.

The children were thrilled and the grandfather doll asked them to stay with them for a while and meet the most famous storyteller in the world "The Aesopos and his myths".

In the center of the school, we create an observation paly area with the exhibits of the suitcase.

1.3. What do you know about Aesopos, the storyteller?

- **To recognize that oral speech is a system, which the children can express their thoughts, to ask, to investigate and to solve problems.**

In the classroom, in the plenary session the teacher asked:

- What do you know about Aisopos?
- What you would like to learn about him?
- Which myths do you know?

With these questions we would like to investigate the previous knowledge of the student and to organize and plan with them that we would like to know, in which way and recognize their intentions.
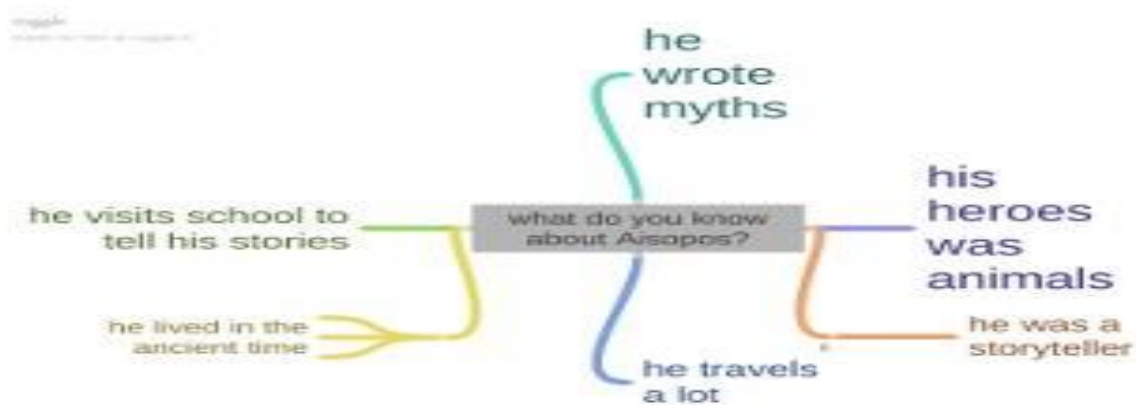
Then we watched videos with the biography of Aisopos.

https://youtu.be/XCVJDhuZesE?si=4s-WCmKdSAMrsRs1

https://youtu.be/n4HrVQ5bsWA?si=YDRIZUzNlgjZdZB4

To continue with, we created two concepts' maps

1.4. Which is your favorite myth of Aesopos

- **Using the brainstorming the children mention words which is related with the subject of their investigation.**

  The children during brainstorming recall myths they know and the teacher writes down in a paper. Then they vote which is the most popular myth and favorite one. The results of the election were:

- "The rabbit and the turtle",
- "The lion and the Mouse",
- "The fox and the crow",
- "The council and the mice".

2. Implementation of educational procedure

Part 1º: Aesop 's myths.

2.1.1. In the old days…

- **To approach different species of theater and especial with the art of narration.**

We have invited an art and education group "*Paramytoplastis*" to narrate myths of Aesopos in a traditional way. The narrator present with her voice, with traditional instruments and songs a group of very popular myth, such as:

- "The Hermes and lumberjack",
- "The rabbit and the turtle",
- "The council of the mice"
- "The cicada and the ant".
- The cicada and the ant. The children created an artistic construction with clay and the ant presented the fairy tale.

2.1.2. The Rabbit and the turtle

- *To watch a puppet, show and express their opinion*
- *To create original art as a response in a stimulus and to combine materials with a creative way*
- *To cooperate in order to create a work of art*

The teachers read the story of "the Rabbit and the Turtle". Then they represented the story in a puppet treater with puppets that created by the children. After an intestine discussion and reflection, the children were led to the conclusion that we must not underestimate others and the turtle didn't win t, because she was stronger and faster, but because she steadies on her target.

The students paint the myth and asked who wanted to win. Some students chosen the rabbit because he was faster. Most student chosen the turtle because "the effort matters" and few children chosen both to win because "the effort matters".

Finally, the children create a model represent the myth with two versions, in the first version, the turtle wins and in the second version both the two animals finish together.

EΦP AIMIA

Ευρωπαϊκή Πολιτιστική Διαδρομή
"Ο παππούς Αίσωπος ταξιδεύει στην Ευρώπη"

ΑΦΗΓΗΣΗ ΤΟΥ ΜΥΘΟΥ "Ο ΛΑΓΟΣ ΚΑΙ Η ΧΕΛΩΝΑ"
(ΔΗΜΙΟΥΡΓΙΑ ΠΟΙΗΜΑΤΟΣ ΑΠΟ ΤΑ ΠΑΙΔΙΑ)

Μια φορά κι έναν καιρό
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ήταν ο λαγός και η χελώνα
και ξεκίνησαν αγώνα

Έτρεχε γρήγορα ο λαγός
και πήγε για μπάνιο βιαστικός
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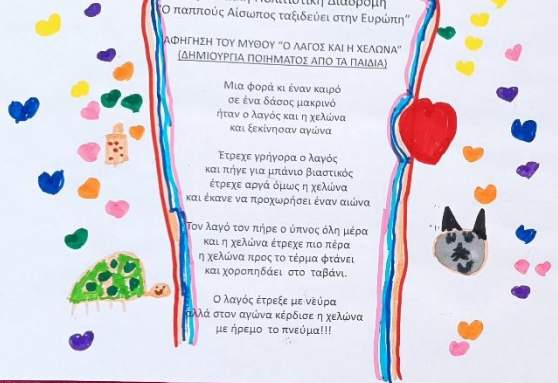"Ο παππούς Αίσωπος ταξιδεύει στην Ευρώπη"

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ΕΦΡΑΙΜΙΑ

2.1.3. Narration day

- **To appreciate the meaning of the past and understand the contemporary reality**
- **To cooperate in organizing an event**
- **To respect the historical and cultural legacy**

With the children of the school, we invite the grandfathers and grandmothers to narrate Aesop's myths, so that we have a lot of opportunities with the students to listen stories with different way. A lot of grandfathers and grandmothers responded to this invitation. They narrated with a beautiful figurative way, full of love and care the stories: "the fox and the grapes", "the liar Shepard", "the fox and the crow". At the end, we gave them α storytelling award as a thankful gift.

2.1.4. *The Sun and the north wind*

- **To experiment and to discover the capabilities of their bodies during the dramatization of the story**
- **To choose the role they want to play**
- **To express theired feelings with their body**
- **To present the myth by their drawings**
- **To create a digital e – book**

The children listened the myth from the teacher and they presented using theatrical technics. Then, they draw the myth with their own way and with the teacher created an e-book with their arts.

https://read.bookcreator.com/pzYXhSnbRrM1oC5Bfz2vSCNFJ7k1/jDDciQFbQs6EXbwLqZSx6w

2.1.5. The Rabbit and the turtle with the use of Clipchamp

- **To retell the myth**
- **To contact with portable devices and to use applications in order to create a story**
- **To develop their fantasy and their creativity**
- **To cooperate with the teacher and their classmates**
- **To create their own video and feel satisfaction**

The children retell the myth "the rabbit and the turtle". The previous day the teacher read the myth and the students drew the myth and created their own puppets of the heroes. The next day, the

children narrated the myth and wrote down the dialogues. Then, they took photos of the puppets with a tablet and narrated the story, using the dialogues. The teacher was recording their narration and, finally, they created a video with the application of "*Clipchamp*", using the photos and their dialogues.

Ο ΛΑΓΟΣ ΚΑΙ Η
ΧΕΛΩΝΑ βιντεο (3).π

2.1.6. The animation movie "The fox and the crow"

- **To investigate, to discover, to experiment using the appropriate software programs**
- **To create original digital works and to express themselves with design, processing, reproduction and recording software**

The children in the classroom narrated the myth and created their own puppets to play with. On the other hand, we have invited the "KARPOS" group (who organize media workshops for young people of different ages and various skills, aiming at encouraging their need to express, communicate and speak in a new language, using the new media and researching the content, form and the digital tools). During the implementation of the program named "*Animation- the material come to life"* https://karposontheweb.org/animation/?lang=en, they used the animal puppets and the children photographed them, set the figures in motion and wrote their names. Finally, the implementation group "KARPOS" created a sort animated film. When the students watched the movie, they were enthusiastic.

- https://drive.google.com/file/d/1Nksq3weoG7fhPBxjjGcccXXWJGFBvJPi/view?usp=sharing

- https://drive.google.com/file/d/1FXcqb8cPjNwqw8NIXrg1PV4CXDcfZ0kW/view?usp=sharing
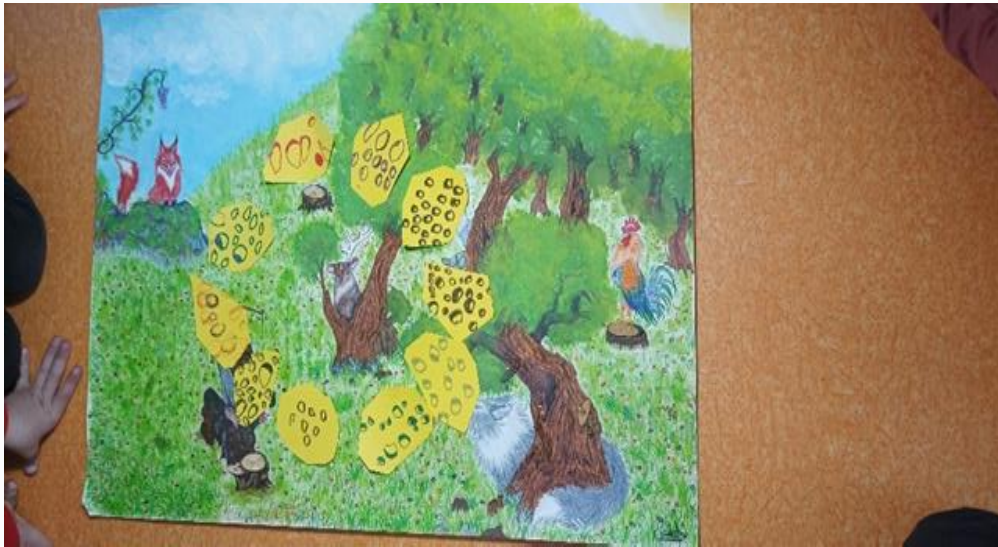
2.1.7. Learning English by storytelling

- **To distinguish the different types of the oral texts**
- **To describe with order and consistency**
- **To enrich their vocabulary**

The students narrate with their own way and vocabulary the Aesopo's myth, while the English teacher narrate the myths in English.

Greek Language	English Language
Φωνή 004.m4a	Ο λαγός και η χελώνα ΑΦΗΓΗΣΗ ΣΤ/
	By Mary Lazaridou

2.1.8. The Aesopos and their myths

- **To use different materials to compose a visual creation**

- **To come into contact with writing in many and varied ways**

With the children we created an art work who represented the Aesopos and wrote down the titles of the most known myths. We created a poster and we have chosen to complete the first part of this educational program.
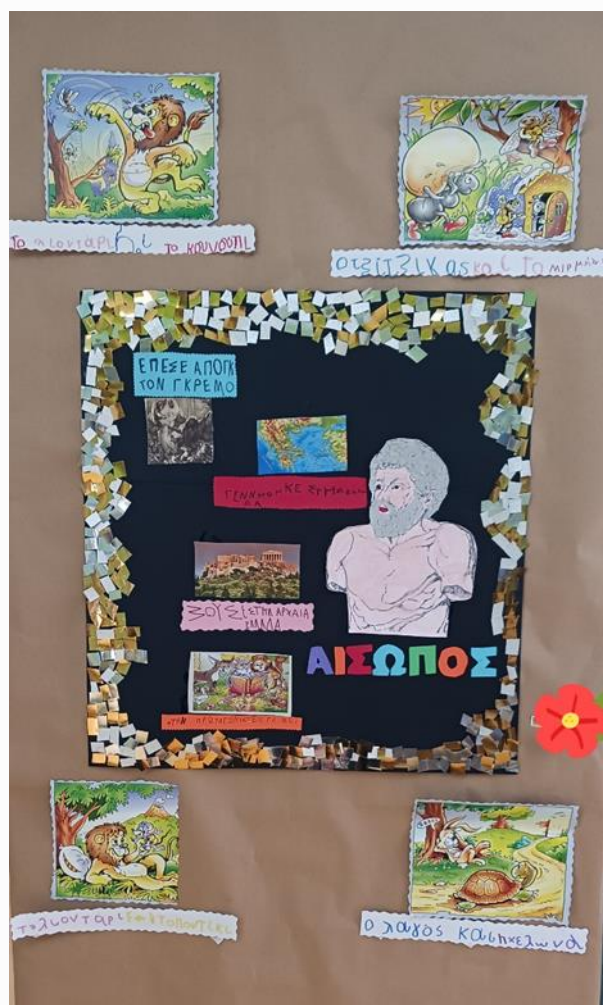
Part 2o: The grandfather Aesopos meets Pinocchio

2.2.1. Creation an observation area with Pinocchio

It's about time the children to meet a very important children's literature novel and a very famous and lovely hero, Pinocchio of Carlo Collodi. We asked the children to collect different books, works, puppets and games of Pinocchio and create Pinocchio's reading and playing area.

2.2.2. Exploration of Pinocchio's theme park in Italy

- **To investigate, to discover and experiment with the appropriate use of open-source software in order to extract important information**

We investigated the web page [https://www.pinocchio.it/en)](https://www.pinocchio.it/en), which is dedicated in the Pinocchio's theme park in Italy and his writer, Carlo Collodi. They were surprised and were excited that there is a park dedicated in Pinocchio, full of sculpture, activities, and a library where they can discover different and old books.

2.2.3. The first day of April with Pinocchio…tell me little lies

- **To interact so they can enjoy the game**
- **To acknowledge mores and customs of our country**

The first day of April is a tradition that we can tell little innocent lies. So, on the first of April, we have planned to get know the Pinocchio. We draw the head of Pinocchio, but we haven't done his nose. Every child told a lie and put a piece of brick or bead to form the big nose. Our purpose was to say as much lies as we could.

2.2.4. Watching a theater performance

- **To get know the different theatrical art**

The student watched the theatrical play of Pinocchio at the National Theater.

https://www.n-t.gr/el/youngstage/repertory/Pinokio

2.2.5. Playing drama with Pinocchio

- **To recognize their body and their face as a means of expression and communication**
- **To cooperate among themselves for the development and expression of a role**
- **To experiment and discover the possibilities of expression that their body gives them**

Using the drama and theatrical teachings, we experienced with our fantasy the fairy tale of Pinocchio. Working with pairs, we divided the story into pieces and every child chose a role to play, such as Geppetto and Pinocchio, Jack and Pinocchio, Fairy and Pinocchio, the Fox and the Cat, the Puppets dancing, the whale and the sea.

Part 3o: The grandfather Aesopos travels all over the Europe

2.3.1. The myth of Europe

- **to enjoy reading books**
- **to create their own art works**
- **to observe work of art and to appreciate art as a global form of expression and communication**

The myth of Europe is considered as the myth which connects all the countries of the Europe. This myth create sense to the European Union. Many artists from ancient times until today crafted the myth and many art works are found in several towns and museum. The children learn the myth of Europe from books, but also from a lot of art works. Then they drew the myth with their own and unique way.

https://en.wikipedia.org/wiki/Europa_(consort_of_Zeus)

ΕΛΛΗΝΙΚΗ ΜΥΘΟΛΟΓΙΑ
ΑΔΕΛΦΩΝ ΣΤΕΦΑΝΙΔΗ

ΕΥΡΩΠΗ

Η ΕΥΡΩΠΗ ΣΤΗΝ ΚΡΗΤΗ

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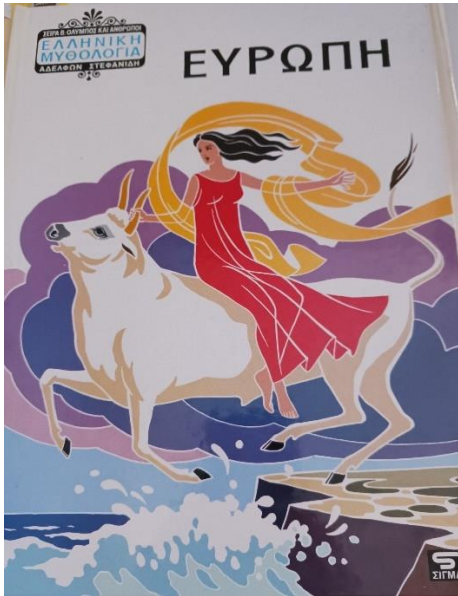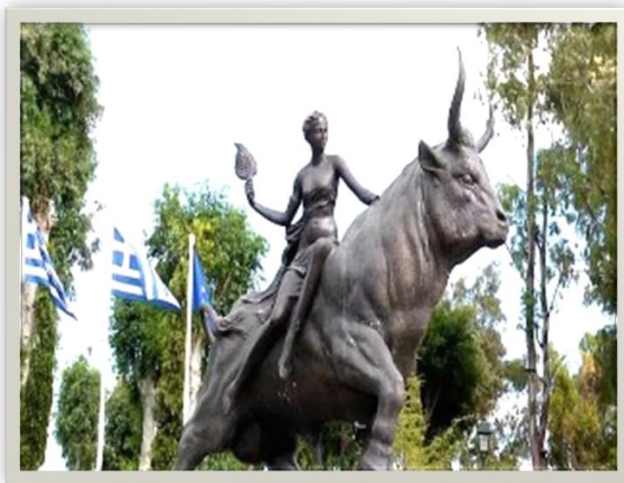
2.3.2. Traveling with the Beebot, the smart robot bee

- **To investigate, to discover, to experiment with the appropriate open source software**
- **To use basic programming commands**
- **To utilize and appreciate the different way of thinking that programming environments offer them**

With the students we identified Europe as a continent on the map and then we identified Greece not only on the map but in relation with the others European countries. Our primary idea was to propose grandfather Aesopos other countries to travel in order to spread the myths. In order to achieve this, we used the little robot Beebot. It is based on the programming principles of the language "*logo*" and is manufactured to be used by the students of preschool and primary school. The children identified the countries of European Union and manage to check, to perform, simple routes in the floor by driving the Beebot to different European destinations.

2.3.3. The grandfather Aesopos visits countries and monuments

- **To investigate, to discover, to experiment with the appropriate use of open software**
- **To appreciate the artistic creation of Europe**
- **To enjoy the online visit to the monuments with global interest and to learn their history**

We purposed to the children to choose with their parent a country of Europe, to find information about, such as to identify on the map, to find out their flag, which is their best-known monument so that the grandfather Aesopos could visit. They filed these informations in a paper and the next day the children presented it in the classroom. During the presentation we found the country not only in the paper map but in the digital map also and we tried to discover the stories that are hidden behind each monument.
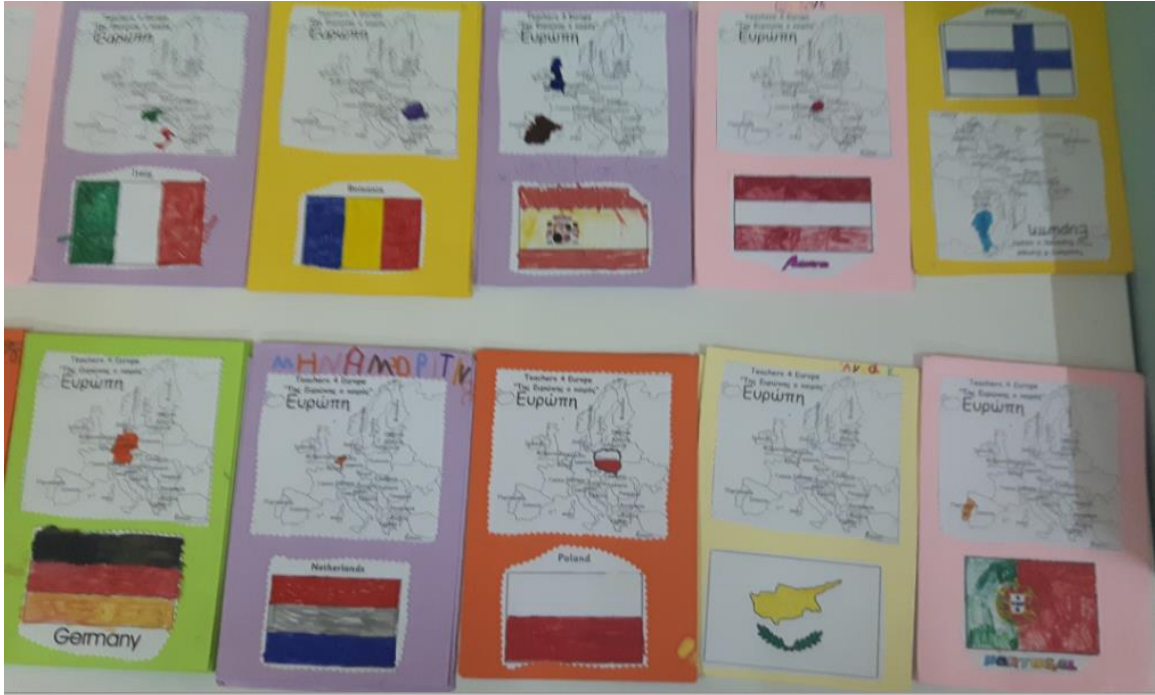
2.3.4. "I love you" in different languages

- **To recognize words and phrases in the mother languages and in other languages also**

We learned to sing a very old Greek song that refers the word "*love*" in different languages. With this song the children understand that every country every nation, every human being has common feelings, which expresses them with different way, such as the language, the gesture, art, culture.

https://www.youtube.com/watch?v=aoH_L3rKGHQ

2.3.5. Trivial games with the European countries and their symbols.

- **To use closed source software**
- **To elaborate the capabilities of a virtual browsing environment**
- **To use appropriate tools to extract information**

We visited the formal site of European Union which is dedicated to the child.

https://learning-corner.learning.europa.eu/index_el.

We navigated and discovered that in this site there are a lot of free educational resources for preschool and primary school pupils offered by the Council of Europe.

First, we read "***the Yooki and the Union of the forest***", which will help them to discover what the EU is, why it was created and what the role of the Council and the member states is. It explains the origins of the EU through an imaginary world where Yooki the firefly and his animal friends live.

https://www.consilium.europa.eu/el/documents-publications/educational-resources-teach-learn-play/teaching-and-learning-for-primary-education/?utm_source=newsletter&utm_medium=email&utm_campaign=2023-05-01-yooki-ECcorner#yooki

Then, we visited and played digital games, such as two memory games. At the first game we discovered and learned the flags of the European Union and at the second game we discovered

the monuments. Finally, we found a lot of informations about Europe and their countries with a very fancy and interactive map.

- https://learning-corner.learning.europa.eu/play-games/match-flags_el
- https://learning-corner.learning.europa.eu/play-games/match-landmarks_el
- https://learning-corner.learning.europa.eu/learning-materials/eu-whats-it-all-about_el

3. *Assessment and dissemination of the educational program*

3.1. Creation of the poster of our European Fairytale Route

We create a poster of our "*European Fairytale Route*" using "*postermywall*", so that we can communicate and disseminate our project to the parents, to the educational and local community.
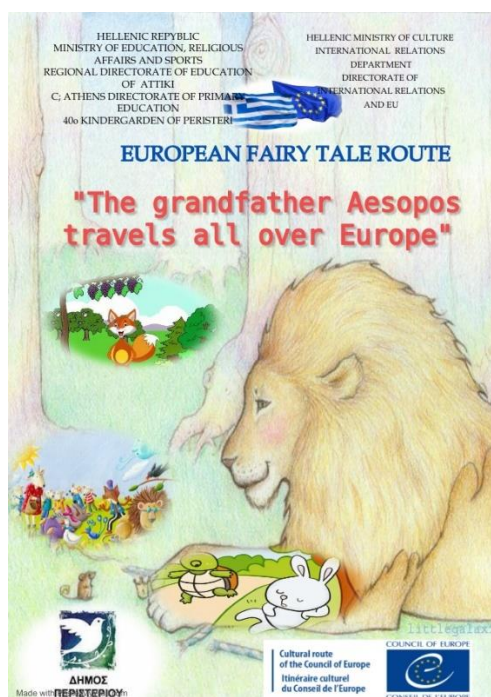
3.2. Presentation of the educational program

With the teachers of the school and the Parents Association of 40o Preschool of Peristeri we decided that this educational project should be disseminated and shared to the local and educational community. We implement these:

The final (summer) event with the title: "***In the European routes with the myths companion***" and presentation of the "*European Fairytale Route*" of the Council of Europe in the educational

community which are going to take place on 3rd of September 2024 from our Supervisor of 3rd PEKES Attiki. We also have the desire to share this project toother educational groups.

3.2.1. *"In the European routes with the myths companion…"*

Our final and summer event took place on _5th of June 2024_ at the *Theater in the Townhall of Peristeri*. At this event the students presented the myths of Aesopos reciting poems, playing in drama and singing little children's songs. The message we wanted to send, was that we can learn to cooperate and be united under common values and cultural heritage.

 At this event, they attended and spoke Mr. Anastasios Theodorakos, the Deputy Mayor of Education, Mrs. Patritsia Masouraki, Directorate of International Relations and EU of the Hellenic Ministry of Culture, Mrs. Zaxaroula Dramisioti, local council of Municipality of Peristeri and the parents of our students. We also have the honor to read the message that had sent the President of Association European Fairytale Route, Dr. Marina d' Amato.

4. Conclusions

As the school year came to an end and this specific project, it is useful to evaluate the action and the activities that took place and concern the achievement of the goals we initially set for the "*European Fairytale Route" of the Council of Europe.*

The children acknowledge the Aesop's myths with a more contemporary way, but also update the myths to contemporary reality, connect them with the values of European Union and the Council of Europe. Specifically:

- they develop the love of reading and came into contact with other literary texts from different countries of Europe,
- they spent happy moments enjoying traditional ways of storytelling,
- they were able to render the myths artistically using different forms of expression, such as drawing, narration, theatrical techniques, music, drama,
- they used digital tools and they made an attempt to render the myths by using new technologies,
- they come into contact with the cultural heritage of our country
- they acknowledge the European countries with an imaginary experienced and creative way,
- they create their own personal and collective route,
- they acknowledge the values and attitudes which are the columns of European culture as the democracy, the freedom, the truth, the corporation, the peace

Regarding the "European Fairytale Route" itself and based on the criteria mentioned in the report of the "*Cultural Routes of the Council of Europe*", we typically state that:

- The theme of the route was able to update Aesop's fables in a more modern way.

- The children's interest was undiminished throughout the program and they understood the historical importance of cultural heritage.

- This educational program created many opportunities for children to engage in cultural, educational and innovative activities.

- This educational program promoted the values of the Council of Europe.

- It contributed to a better understanding of the concept of cultural heritage and its importance for sustainable development.

Based on the above considerations, we could submit some proposals related both to the specific cultural route and more generally to the dissemination and activation of other schools to participate and implement corresponding routes.

- Aesop and his fables are known throughout Europe, and for this reason it can be a common value, but also an idea for action for many European countries.

- It can create opportunities for research and development of relevant cultural issues.

- The actions carried out highlighted innovative and creative practices that can serve as an example for similar actions and projects.

- It would be useful to create a network with cooperating schools that can spread the "European Fairytale Route" and also be able to cooperate with corresponding actions.

In conclusion, I believe that the planning, organization and implementation of this program was for the whole school (students, parents, teachers) a unique experience and an opportunity to create and develop partnerships. Our experience, our collaboration and our communication both with the Department of International Relations of the Hellenic Ministry of Culture and our communication with the "*European Fairy Tale Route*" in Italy gave us the possibility to connect education with culture and

art and by extension with universal values that support our society from ancient times to the present day.

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