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# When the fairytale comes to life

LEARNING SCENARIO BY SPOMINČICA  
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VIBORG  
MUSEUM



OPW  
Oifig na  
nÓibreacha Poiblí  
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## Abstract

**Dynamic fairytale telling, including singing and art creation, strengthens cooperation, communication, and intergenerational collaboration. It is a workshop, where the participants tell their relatives, family, grandchildren, children from kindergarten a traditional fairytale, which touches the folk heritage, because this activity promote the preservation of the cultural heritage. The activity includes singing and art workshops on creating objects/persons that are the main part of the chosen fairytale. The activity is led by a trained professional in the field of drama or art therapy, with knowledge of dementia.**



## Summary table

<b>Subject</b>	<i>Narration and creativity, Relationships</i>
<b>Type of Activity</b>	<i>Theater, museum, gallery</i>
<b>Suitable setting for implementation</b>	<i>The activity loses its purpose if it is carried out in an online environment.</i>
<b>Activity time</b>	<i>1 hour and 15 minutes (without breaks)</i>
<b>Digital material</b>	<i>Youtube (summary of the chosen fairytale, musical accompaniment), Mozilla Hubs</i>
<b>Physical material</b>	<i>Art supplies (crayons, fabric, paper, clay, etc.), instruments for musical accompaniment.</i>
<b>Resources used</b>	<i>Examples of famous fairytales (<a href="https://examples.yourdictionary.com/examples-of-fairy-tales.html">https://examples.yourdictionary.com/examples-of-fairy-tales.html</a>).</i>
<b>Artwork</b>	<i>During the activity, the artwork will be created by the participants. The participants will be creating objects or characters, which is the main part of a chosen fairytale.</i>
<b>Storytelling method</b>	<i>Participants will tell a well-known fairy tale with the help of a facilitator.</i>
<b>Possible critical/complicated situations</b>	<ul style="list-style-type: none"> <li>- <i>The participant gets confused and forgets the content of the fairytale: The facilitator should guide him/her and kindly remind them of what comes next.</i></li> <li>- <i>The participant does not know the fairytale: the facilitator prepares very well-known fairy tales in advance, which he assumes they will know. In case someone does not know the fairytale, the facilitator should quickly summarize it.</i></li> <li>- <i>The participant does not want to participate: the facilitator should not force participation, but let him/her observe the activity.</i></li> </ul>



## **Integration into the methodology**

**This activity addresses communication, art making, creative expression, intergenerational collaboration, and strengthening social relationships, skills, and teamwork.**

## **Aim of the activity**

**The main purpose of this activity is for the participants to strengthen their communication skills and to bond cooperatively in a small group. Telling the story to children, grandchildren, or relatives, gives participants validation and a sense of acceptance.**

## **Outcome of the activity**

**Strengthening of communication skills, cooperation and connection, feeling of validation and purpose, strengthening of creativity and experience here and now.**



## Pre-Activities

- **The facilitator picks a few well-known fairytales, which are popular and sufficiently known at the national level (e. g., Little Red Riding Hood, Beauty and the Beast, Sleeping Beauty).**
- **Preparation of picture books of well-known fairytales with illustrations.**
- **Before carrying out the activity, the facilitator determines a suitable space for the activity (theater, museum, gallery).**
- **Preparation of the workspace: if possible, it is recommended to place chairs or blankets for the audience. For artistic creation, there should be tables with enough space for the participants to feel comfortable. The facilitator prepares different painting tools (crayons, colored pencils, tempera, etc.) and materials (clay, cloths, papers etc.).**



# Activities



Name of activity	Procedure	Time
Welcome	The facilitator starts the activity by introducing themselves, and what they do. The facilitator presents the flow and the purpose of the activity.	5 minutes
Icebreaker	The facilitator invites them to do an icebreaker. Everyone states their name and after she/he states their favorite fairytale character and why. If the participants have problems, the facilitator helps them by reminding them of fairytales or fables.	5 minutes
Opening	<p>The facilitator first presents the flow and purpose of the activity to the participants. The activity consists of two parts: <b>preparation</b> and <b>telling a fairytale</b>. To strengthen intergenerational cooperation, we can invite grandchildren or children from kindergartens to participate in this activity.</p> <p><i>Today's activity is aimed at mutual connection and cooperation. Together we will choose a fairytale that we all know, and then we will make art products on this theme. Then we will play/tell the story to the public (kindergarten children, grandchildren, and relatives).</i></p> <p>The facilitator offers a place to address any questions and dilemmas.</p>	5 minutes
Break		5 minutes
Preparation I (art-exploring)	The facilitator points out some well-known fairy tales and leads a discussion among the participants to choose a fairy tale they used to read to their children or it was read to them. They go through picture books of well-known fairytales with illustrations. When they chose the fairytale together, the facilitator should summarise it with the help of the participants. Then the fairy tale is divided into several parts (as many as there are participants, a maximum of 6) and these parts are distributed by the facilitator among the participants. Everyone writes down their part of the story.	20 minutes
Preparation II (art-making)	<p>The professional prepares material for the art-making of specific objects/persons, which are the main part of the chosen fairytale. This can be hats, clothes, balloons, drawings, etc.</p> <p>Depending on the selected fairytale, the professional also prepares a short theme song, which is part of the fairy tale narration and teaches the participants.</p> <p>Tips:</p> <ul style="list-style-type: none"> <li>- If one of the participants plays an instrument, that can be included.</li> <li>- In this step, we can already include the children, who will later be the audience.</li> </ul>	20 minutes
Break		5 minutes
It's SHOWTIME	The participants then tell the fairytale either to their grandchildren, children from kindergarten, or to their relatives, carers, family members or employees in the home for elderly. The story should include the objects they created and the song they learned. The task of the professional is to encourage them and guide them in case they lose the red thread.	10 minutes
Closing	The facilitator thanks all participants for their participation, then asks the participants open-ended questions to evaluate and obtain feedback: <i>How did you like this activity? How did you feel during it? Would you say you are in a better mood? How did you feel when connecting with children?</i>	10 minutes



## **Participants' feedback**

**In the closing activity, the facilitator asks open-ended questions to seek participants' feedback. Examples: How did you like this activity? How did you feel during it? Would you say you are in a better mood? How did you feel when connecting with children?**

## **AIDA Hubs**

**The facilitator can take pictures of the products (drawings) and process of fairytale telling and upload the photos to AIDA HUBS with the aim of spreading good practice among relatives, carers, and other experts in the field of working with people with dementia.**

## **Evaluation**

**Visual analogue scale (VAS) and Semi-Structured Interview will be applied for the evaluation.**

