LESSON PLAN

Reimagining Fairy Tales: Everyone Belongs in the Story

2025

MAKE U IN Lesson Plan

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Lesson Plan

Title of the Lesson	Reimagining Fairy Tales: Everyone Belongs in the Story
Duration	2–3 hours
Teaching methods and strategies	• **Interactive storytelling** with visual and sensory aids • **Small-group collaboration** with flexible roles • **Hands-on exploration** using both low- and high-tech materials • **Scaffolded visual planning** using templates, comics, and icons • **Multiple means of engagement, expression, and participation**
Learning Outcomes	• Learn basic storytelling elements (character, setting, plot) • Learn how to use creative tools (3D pens, clay, paper, or digital tools) • Collaborate respectfully with peers and share ideas in multiple ways • • Learn how to create a short stop motion animation that reflects kindness and belonging
Steps to be Followed	1. **Introduction (5-10 minutes)** • Introducing the topic of the lesson: Reimagine a classic fairy tale in a more inclusive, meaningful way • Engage the students by asking them: "Who is usually the hero in fairy tales?", "What would make a story more fair or welcoming? • Share audio stories, picture books or video clips of reimagined fairy tales.

Adaptation for inclusivity:

- Story choices with visuals: Cinderella, Aladdin, Little Red Riding Hood, etc.
- Multi-language or audio formats available
- Emotion boards and discussion cards with sentence starters
- Visual schedule for the whole session
- Allow fidget items or seating choices for comfort

2. **Main Content**

Step 1 – Choose & Reimagine the Fairy Tale (15-20 minutes)

- Split the class into small groups.
- Ask each group to pick a well-known fairy tale and decide together:
    a. What will be different in your version? (new setting, new character traits, new ending?)
    b. How will your story make everyone feel seen or included?

Adaptation for inclusivity:

- Planning sheets with icons and sentence starters
- Comic strip templates for students who prefer drawing over writing
- Voice dictation tools or partner scribing
- Use puppets or printed character cards for brainstorming

Step 2 – Design Characters & Build the World (40–60 minutes)

- Ask the groups to create characters by using the following options:
    a. Tinkercad (3D modeling) with teacher support or pre-made starter files

b. 3D pens with stencils or outlines
c. Clay, cardboard, or paper dolls with tactile elements and mixed textures
d. Flexible add-ons: glasses, hijabs, hearing aids, prosthetics, skin tones, etc

- Ask the groups to create the setting by using the following options:
    a. Laser-cut props or backgrounds (bridges, forests, buildings)
    b. Cardboard or paper dioramas with textures and ramps
    c. Recycled or natural materials (fabric, cork, twigs) for creative freedom

Adaptation for inclusivity:

- Visual and tactile templates
- Group tasks by interest and skill (builder, colourer, voice actor, idea helper)
- Adapted tools: large scissors, grips, styluses, Velcro for holding parts
- Quiet, focused workspaces with optional sensory breaks

Step 3 – Bring the Story to Life (20–30 minutes)

- Show students how to use Stop Motion Studio or similar app on tablet or phone to animate the reimagined story.
- Ask the groups to:
    a. take photos one frame at the time to show movement
    b. Add sound: music, voiceover, or captions

	c. End the video with a custom message like: "Everyone belongs in our story."
	Adaptation for inclusivity:
	• DIY tripods or camera stands to ease fine motor challenges
	• Flexible pacing: allow extra time or breaks between shots
	• Record voiceovers instead of writing
	• Use emoji stickers or typed captions to narrate scenes
	3. Wrap-Up/Review
	• Ask each group to present their animations.
	• Ask students to reflect using the following questions:
	a. "What changed in your version of the story?"
	b. "Who got to be the hero this time?"
	c. "What did we do to make sure everyone belonged?"
	Adaptation for inclusivity:
	• Emoji cards to show feelings
	• Draw a favorite scene from the group's animation
	• Record a short voice message: "I liked when…"
	• Write a few words or decorate a reflection page
	• Private reflection options for students who prefer not to share out loud
Required material and resources	Tech Tools: • Tablets/phones with Stop Motion Studio • Computers with Tinkercad (optional)

| | • 3D printers & filament (if available)
• 3D pens and stencils
• Laser cutter (with software like Inkscape or pre-designed files)

Craft & Maker Tools:
• Clay, cardboard, paper, glue, scissors, fabric scraps
• Stickers, pipe cleaners, googly eyes, recycled containers
• Visual character-building cards
• Diorama kits or boxes

Accessibility Tools:
• Adaptive scissors, foam grips, large-handled tools
• Sentence strips, graphic organizers, comic panels
• Pre-made character templates with inclusive details
• Voice recorders or AAC devices
• Visual vocabulary boards

Extra resource:
• https://cdn-learn.adafruit.com/downloads/pdf/paper-craft-zoetrope-with-circuit-python.pdf |
| **Assessment or evaluation techniques** | **Presentation of Animations:**
Students present their created animations, either in groups or individually, depending on the group size. Focus on their ability to explain the animation process and the story or concept behind it.

Group Work and Collaboration:
Assess how well students collaborate in their assigned roles (e.g., designer, creator). Evaluate their communication, cooperation, and the support they offer each other. Ensure all group |

	members are actively involved in the task, contributing ideas, and completing their assigned responsibilities.
	Final Product (Animation): Evaluate the animation based on creativity and originality. While the final product is important, equal attention should be given to the process—how students approached the design, tested their ideas, and overcame challenges. This ensures that the effort, collaboration, and problem-solving involved in creating the animation are valued, alongside the end result.
Ethical Considerations	**Inclusivity and Accessibility** • Design tasks to be multimodal (visual, tactile, verbal) for diverse learners. • Provide choices in how students engage with each part of the activity. **Respect for Diverse Abilities** • Encourage peer collaboration with roles that allow everyone to shine (e.g., designer, creator). **Digital & Eco Responsibility** • Use recycled/repurposed materials when possible • Share work safely and with consent • Store or reuse materials for future makerspaces **Encouraging Positive Behaviour** • Promote kindness, patience, and teamwork. • Intervene in exclusionary behaviour and foster inclusive peer support.