



CLASSROOM ACTIVITY 2 - FIVE INADVERTENT WORDS

OBJECTIVES

Create a story from 5 words provided by the person facilitating the activity. These words cannot be guessed by the rest of the groups. Therefore, this exercise aims to generate narratives with thematic conditions that should be coherent to those who listen to them.

TIME REQUIRED

10-15 minutes. The first part to work on the story itself and the second part to present the stories and evaluate them.

NUMBER OF PEOPLE

Groups of 3-4 people.

TECHNICAL REQUIREMENTS

Some pieces of paper with the 5 words each group must use to create a story.

INSTRUCTIONS

1. One sheet is distributed per group. On it, there are five words that correspond to specific concepts, but are very different from each other.
2. These five words are accompanied by a message in a single line that each group will have to communicate.
3. For five minutes, the group will use *storytelling* to combine this message with the five subtly quoted words, so that the other group does not easily detect them.
4. Next, each group will announce what they want to communicate in a related way and with the five words that they have been provided.

*Imagine it's a full **moon** and a child **sits** eating an **olive** by a balcony **railing**. All at once he hears an off-**key** piano and an olive pit falls on his head. This could be the beginning of a story or it could be a real scene in which the child imagines a world he would like to live in. Do you think we can give more value to the voices and imaginations of children and young people to stimulate their literary development?*

Today, we have a proposal for you!

5. The other groups have to guess the five hidden words and, obviously, look at the narrative structure and resources used.

SELF-EVALUATION AND REFLECTION GUIDE

The exercise tests students' abilities to create stories and use mechanisms to generate them. On a more specific level, it involves:

- The development of stories taking into account the inclusion of resources and unexpected images that force complex constructions.
- The practice of the coherent construction of narratives.
- The need to establish a coexistence of very specific messages with stories that refer to other imaginary ones.
- The construction of attractive mechanisms for narration.

The work of conciseness and message clarity, beyond the peripheral elements that surround it.