

Erasmus+ project „The Children of Sheherazade“

Belgium – Year 1 – Questionnaire for Teachers

School: Städtische Grundschule Unterstadt, Eupen/Belgium

Facilitator (Storyteller): Susanne Lachnit (Lotte von der Inde)

1. What did you notice positively about the project?

The children always looked forward to Lotte and were able to listen (surprisingly) for a very long time with great concentration.

Some children remembered a lot of the stories and were able to retell a lot.

The children also talked about the stories days later and related them to current events.

Lotte (Susanne) is a great storyteller! She captivates the children, creates a great atmosphere and brings along suitable props.

2. What did you notice negatively about the project?

Colouring something after each story was sometimes more of a 'duty' than a pleasure for the children. Perhaps other activities could also be planned.

The questionnaires for pupils and teachers take up a lot of time.

The questions are sometimes difficult for the children to answer as they are worded strangely: 'I don't like going to school'. Do you? Not true?

The questionnaires may only be completed after the last activity (last week of school). This is very difficult because there is so much to do at this time. (...) Perhaps this could be handled more flexibly.

3. From your perspective: did the children who have difficulties during class time profited from this project?

If yes: how did you notice this or how was it noticeable?

In the 2nd year, 3 children were affected (integration children).
I did not notice any clear improvement in these children.

Except: they were able to sit quietly for a long time and follow the story (which is not a matter of course for children with ADHD).

Erasmus+ project „The Children of Sheherazade“

Belgium – Year 2 – Questionnaire for Teachers

School: Städtische Grundschule Unterstadt, Eupen/Belgium

Facilitator (Storyteller): Susanne Lachnit (Lotte von der Inde)

1. What did you notice positively about the project?

- great interest of the children in the project
- great storyteller, created a lovely atmosphere for storytelling + dreaming
- cultural education was strengthened and general education
- interest in stories was awakened
- children were very attentive and always enjoyed it
- stories (topics) were selected together with the children at the beginning (there was something for everyone)
- creating the books (as a memory/memory); all the stories were taken up again

2. What did you notice negatively about the project?

Pupils paint after the story without any details, as the same pupils always paint 'two strokes', so to speak, are finished and then interrupt.

It might be better to give information about colouring, as some children might not be so motivated and then only paint a circle, for example, and are finished. You could give details such as 'Colour 5 things'.

3. From your perspective: did the children who have difficulties during class time profited from this project?

If yes: how did you notice this or how was it noticeable?

In any case, the children are used to listening.
We did a 'listening comprehension' test in class, which has never turned out so well.

The imagination was stimulated during free writing, the ideas are more quickly present than in other years.

Many children look forward to the calm and cosiness of storytelling.

Some children who are usually more 'active' were able to calm down.

They learnt to listen and to imagine things.
Painting afterwards encouraged their imagination/creativity.

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Belgium – Year 2 – Questionnaire for Teachers [inclusion children]

School: Zentrum für Förderpädagogik, Eupen/Belgium

Facilitator (Storyteller): Susanne Lachnit (Lotte von der Inde)

1. What did you notice positively about the project?

The free storytelling with facial expressions and gestures is a great experience for the children and they are really involved in the stories.

Ian [inclusion child] had a lot of fears at the beginning (in relation to the ghost stories and 'dark' content) and no longer has them - lots of conversations with the teacher - very good development (important: contact with 'normal' children).

[The inclusion children] have been positively received by the other children.

The teacher loved it and said thank you.

2. What did you notice negatively about the project?

- class was restless

- more rules

3. From your perspective: did the children who have difficulties during class time profited from this project?

If yes: how did you notice this or how was it noticeable?

Good training for Yannis [inclusion child] to pay attention, sit quietly and practise concentration.

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Belgium – Year 3 – Questionnaire for Teachers

School: Städtische Grundschule Unterstadt, Eupen/Belgium

Facilitator (Storyteller): Susanne Lachnit (Lotte von der Inde)

1. What did you notice positively about the project?

The children were full of anticipation for Lotte's visit every week. They always worked with great motivation and were also willing to finish things during the breaks.

Every child was included and taken along according to their level. Nobody felt excluded, the group dynamic was great!

Even when Lotte was telling a story, the children were excited and attentive.

2. What did you notice negatively about the project?

The fact that the project took up two hours a week meant that quite a lot of teaching time was lost during these three years. From the teacher's point of view (and the associated curriculum), this is a lot of time in which other topics can be dealt with.

Nevertheless, the children developed other skills during this time.

3. From your perspective: did the children who have difficulties during class time profited from this project?

If yes: how did you notice this or how was it noticeable?

Yes, even the weaker and shyer pupils took an active part and came out of their shell much more than in the lessons. Nobody was afraid to join in, everyone felt accepted and respected. Sometimes group work was difficult, but this is generally the case.