



## TECHNICAL SHEET

### STORY BOX

#### WHAT IS IT?

In order to involve all children and make the understanding of the story easy for everyone, the teacher can use a series of tools to make the storytelling inclusive. These narrative tools stimulate, surprise and intrigue the listeners. The teacher will have to get in tune with the chosen tool in order to exploit its full potential.

**THE STORY BOX** contains a series of objects directly related to a story. It is a very valuable tool, especially for children in the first age group (5/6). These objects have a dual value and utility: on the one hand, they exemplify the story; on the other hand, they have a strong poetic value, and they are, in fact, able to arouse emotions and to create the right atmosphere to transport the children inside the story. (Our “Storias” website provides some of these story boxes, but teachers can create their own based on the stories they want to make. They can also involve the children in the design and creation of new boxes, so that the children feel particularly gratified when the teacher uses their creations to tell the story). The box thus contains the setting and the characters, but teachers could also insert other objects they deem appropriate to enhance their story.

#### HOW TO USE IT

The teacher will bring the story box into the classroom and attract the children's attention by arousing their curiosity.



The opening must be done in an engaging way so as to create expectation in the children who will be attentive to the teacher's gestures and voice.

As the story proceeds, the teacher will take the first object out of the box in chronological order, according to what is useful for the story, and the others as the story progresses.

The oral storytelling should be combined with the appearance of the various characters and objects.

Some photos of the materials contained in the Story Box of the story “Manneken Pis”





## TECHNICAL INSTRUCTIONS

It is important that everything is properly cared for, including the box, which cannot be downloaded. On the website, however, there are some elements that will allow you to transform an ordinary shoebox, or other container (sufficiently large) to house the various story materials, into “our” story box. The teacher can also decide personally to create the illustrations and a title with a different font or ask the children to help - the final result is what matters.

If you use the materials available on the “Storias” website, all you have to do is cut and paste them. Take inspiration from our example or follow your own creativity!

In addition to the pictures and the title, origami could also be added both to decorate the outside and to make objects useful for storytelling.

P.S. There are available materials for the story box creation in the folder “materials to print”.

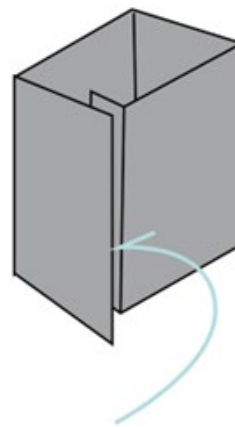
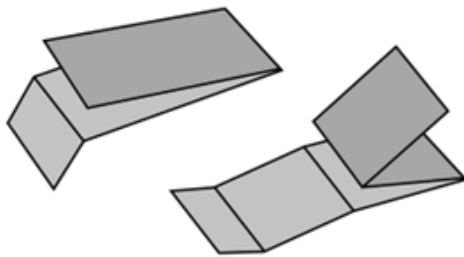
## CHARACTERS

1. Print the sheet on which the characters are placed. If possible, it would be advisable to do this on a paper of at least 220 g.



Alternatively, you can print on 90g paper and then glue it onto a strong card of 220g or more so that they are stable.

2. Cut out the various rectangular cards and fold them along the dotted lines, glue them together to create parallelepipeds. These elements will be glued behind the respective characters to enable them to stand upright.



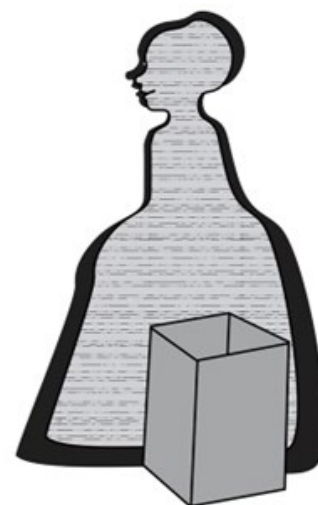
GLUE WELL AT THIS POINT.

Using a strip of cardboard of 5 cm in height and 10 cm in length, create your support by folding it into 5 parts. Fold it so that one of the two parts is longer.

Fold the two parts in half, taking the shorter part as a reference point.

Use the fifth part to glue your strip.

Glue it behind your “artwork”.



THIS ELEMENT WILL ALLOW YOU TO  
“MOVE” THE CHARACTERS.



## BENEFITS OF STORY BOX FOR PUPILS WITH SPECIFIC LEARNING DISORDERS

Playing with a story box is particularly useful for young learners who struggle to decode words during storytelling for a few reasons. First, the objects are used as a pathway to take in the information from the story, build concepts and connect the story with an image, instead of having children solely rely on text to understand the events.

In addition, a story box also has the added benefit of aiding children in reading comprehension, who not only struggle to decode words but also to identify a story's implicit meaning. Playing with and acting out scenes with the figurines from the story box can teach these learners that comprehension encompasses more than reading and includes non-verbal communication. This can be practiced as they act out the emotions and motives of the figurines from the story, with the aim of uncovering the deeper meaning behind what is explicitly said in the story (Why is a certain character angry? How do they sound when they are angry? What do they want to do to relieve their anger?)

As this activity requires manipulating and handling of objects that represent the story, it is a good fit for tactile learners that thrive in hands-on learning environments, which is the case for a large number of children with SLD. However, since some of the object manipulations include the use of scissors and folding paper, these tasks can be challenging for children that have poor fine motor skills and hand-eye coordination (especially those with dyspraxia). Planning for these instances entails providing plenty of assistance and introducing pupils to the activity beforehand, so that they have a chance to practice and get familiar with the physical manipulations required. Equipping your pupils with scissors which are adapted to those that struggle with using conventional style scissors (such as Easi-Grip scissors) is a simple and inexpensive adaptation that can make a big difference in your classroom.



As with origami, allowing your pupils the opportunity to practice and improve their dexterity with the creation of a story box can stimulate the development of these motor skills and increase hand-eye coordination.

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