



- Creating a well-structured storyline
- Peer-assessment, self-evaluation
- Produce a text in own words
- Using of grammar skills
- Using rich and descriptive language
- Practising to write dialogue
- Develop handwriting and word processing skills

### Skills:

- Listening
- Speaking
- Reading
- Writing
- Interaction
- Vocabulary
- Grammar
- Mediation
- Pronunciation
- Intercultural
- Plurilingual

**ICT tools used:** Mentimeter, Copilot, Google Docs/ yopad.eu / Kits Tools / Cryptpad, Google Classroom.

### Duration in minutes:

- 15-30
- 30-60
- 60-90
- 90-120
- 120+

**Timing:** Six lessons; it can be implemented annually.

**Description of each stage of the activity:**

1. **Creating:** Each student has a computer. At first, students brainstorm ideas (using Mentimeter) about what comes into their mind about fairy tales. The teacher leads the conversation to the topic and presents the whole process to the students.
2. **Planning & character creation:**
  - a. The teacher gives a completed form to the student, which includes the directions on how to plan a story (the main character description, place, etc.). [see Annex 1]
  - b. After that, students can create their own character using AI (Copilot). [see Annex 2 for an example.]
  - c. Students print their character and, at the end, add the picture to their final work.
3. **Writing:** Students write their tale in the notebook using the plan they have created, focusing on handwriting, spelling, dialog, etc.
4. **Feedback / teamwork:**
  - a. Students are divided into small (3 person) groups.
  - b. Everyone reads their own story aloud to the others, and a pair gives written/pictorial (smiley face) feedback about the text (assessment items: handwriting, spelling and punctuation, a plot, dialog, etc.). [see Annex 3]
  - c. The feedback form is put in the students' own notebook.
5. **Final draft:** Students write the story in Google Docs, developing their word processing skills. Students input the text on Google Classroom.
6. **Evaluating:** The teacher evaluates the story (Docs version of the text) using a rating scale made by a rubric.

**Potential challenges/problems:**

- Using the AI (focusing the substantive words)
- Following the structure of the story plan
- Using rich and descriptive language



## Use of ICT in support of language teaching and learning



Attribution: Original activity from “Use of ICT in support of language teaching and learning (ICT-REV)”, European Centre for Modern Languages of the Council of Europe. [www.ecml.at/ictrev](http://www.ecml.at/ictrev)



Annex 1:

**Fairy Tale Setting Plan: Lightforest**

**1. Name of the place:** Lightforest

**2. What kind of place is it?**

- [x] Forest Lightforest is a magical forest where trees glow with soft green light and sparkling flowers grow on the branches. In the evening, the whole forest looks like a sky full of stars.

**3. What does it look like?** Glowing mushrooms grow on the ground, and tiny light-streams flow around the roots of trees. The sky is often pink and filled with floating light clouds. The forest smells like honey and flowers.

**4. Who lives there?** Fairies, talking animals, magic frogs, and light owls live there. Each creature has its own little home in a tree hollow, flower, or mossy hut.

**5. What happens there?** In Lightforest, there are parties, magic tricks, adventures, and sometimes danger. Sometimes someone gets lost and needs help. You might also meet the Shadow Spider, who doesn't like light.

**6. Why does the character live or go there?** Kipinä the fairy lives in Lightforest because it's full of light and magic. She loves building little gadgets that help the forest creatures. It's also the perfect place to organize a big light festival.

Annex 2:

**Fairy Tale Character Example: Kipinä the Fairy**

**Name:** Kipinä

**What kind of character:** A magical creature – a tiny fairy who loves light and inventing things

**Appearance:** Kipinä is about the size of a palm. She has sparkling green wings, a dress made of flower petals, and tiny blossoms in her hair. Her eyes shine like stars.

**Home:** She lives in a small workshop nestled in the branches of an old oak tree in the middle of the forest.

**Skills:** Kipinä can light up small sparks with her fingers and builds magical gadgets that help forest animals.

**Dream:** She wants to organize the biggest light festival in the forest, where everyone gets to shine in their own way.

**Fear:** Kipinä is afraid that rain will put out her lights and ruin the celebration.

**Friends and enemies:** Her best friend is Pomppu the frog, who helps her with preparations. The Shadow Spider tries to stop the festival because it hates light.

**Character description:** Kipinä is curious, inventive, and kind. She loves helping others and gets excited about new ideas. If something goes wrong, she may feel discouraged for a moment, but Pomppu's encouragement helps her try again.

Annex 3:

### Peer Feedback Form – Fairy Tale Review

Title of the story: \_\_\_\_\_

Author of the story: \_\_\_\_\_

Feedback given by: \_\_\_\_\_

1. 🌟 **What was the best part of the story?**

Write one or two things you especially liked. For example: the character, the plot, the beginning, the ending, excitement, humor...

2. 🧙 **Was the fairy tale character interesting?**

Very interesting  Pretty good  Could be even more exciting

Why?

3. 📖 **Did you understand the plot of the story?**

Yes, it was clear  Somewhat  Not really

What helped or made it harder to understand?

4. 💡 **What would you improve in the story?**

Give one friendly tip that could make the story even better.

5. 😊 **How did the story make you feel?**

Happy  Excited  Sad  Surprised  Other: \_\_\_\_\_