



Story World Before Your Visit

WHAT: Ideas for sessions and preparation ahead of a class visit to Discover.

WHO: Teachers and teaching staff with classes (all ages) visiting Discover's Story World.

WHY: We want you to make the most of your visit. This will:

- give you an idea of the session your pupils will take part in,
- give you some ideas for getting ready,
- and make sure you know what to expect.

Your Session

Story World sessions give children a chance to increase their confidence with language and develop literacy skills through a unique educational play environment. The session involves storytelling, sharing ideas, exploring imagination and creative play. By the end of the session each class will have created a brand new story, together, to be proud of and to take back to school.

Facilitation



Photos: Suzi Corker

Meet our Story Builders! Our team of facilitators are trained to help develop creativity and explore stories with a wide range of children. They have a wealth of experience in drawing out children's ideas and imagination, imparting an understanding of narrative structure and story throughout the process.

Differentiation

We will ensure that the session is suited to your pupils' ages and needs:

- **EYFS:** focus on basic building blocks of narrative
- **KS1-KS2:** focus more on revising the story they create and bringing in richer language
- **EAL children:** focus on early language, repetition and multi-sensory exploration

These sessions are very suitable for children with SEND and our Story Builders can adapt delivery and the process of creating a story to best fit with pupils' needs. (Please ensure you pass on all related SEND information at the point of booking – our Story Builders need to know in advance of any changes or adaptation needed for the session.)

Before you get here

You don't have to cover anything specific in class before you come to Discover. Your Story Builder will start at the basics and work up to the class's level. However, if children are already used to sharing creative ideas, and thinking about what makes a good story, this may enhance their experience in the session.

We would recommend that before visiting you explore:

EYFS:

Lots of stories with a variety of settings and character types. The more varied the locations and settings, the more children will be able to imagine and create in their own stories. If pupils are able to engage with basic language around story – character, setting, plot – then this will also give more time to focus on ideas and creativity.

KS1:

The basics of story and narrative. Knowledge of basic language around story – character, setting, plot – will help maintain pace and interest for the whole group. Wide experience of stories and environments will also enhance the pupils' ability to create new worlds and ideas.

KS2:

Story structures and descriptive language. Revising the story and critically assessing what is happening will give pupils a chance to reflect on good storycraft. Richness of language and more vivid description will enhance the impact of their story, even as they create and tell it to one another.

Please note: the session aims to create a new story based on the pupils' ideas, play and exploration. Therefore, there are no specific recommended books or stories; rather, we'd suggest a wide range of stories to help develop pupils' knowledge of where stories might take place, and what might happen.

On the day

For practical information relating to your session, please consult the booking confirmation pack you will have received.

Your pupils' session will include the following elements:

- Introductory story – Hootah's home planet
- Exploration and play
- Story building a new story

NB: where appropriate or relevant, and where time allows, pupils will have the opportunity to support their ideas and creativity with related craft activities.

Exploring and playing in the space is a vital part of the session, as this gives pupils time and space to develop ideas and garner inspiration that will eventually become their story.

Children do not engage in physically writing the story they are creating during the session. We want to focus on their ideas and imagination, and adding transcript into the session would inhibit this – their imagination is far more advanced than their transcript skills. During the 'story build' an adult in your group will be asked to write down the emerging story to ensure you have a record of what has been created. This can be taken away and worked on back in school.



Photo: Suzi Corker