

**Erasmus+ Cultural connections : Enhancing EU heritage, Social Inclusion
and Digital Literacy through our Pupils' hearts**

Scientific and Creative Thinking Workshop
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LESSON PLAN 3

Pupils as Learning Agents – Students as Co-Creators of the Learning Process

Students as Learning Creators Through the Fairy Tale “*The Three Little Pigs*”

Objectives:

- To develop students' ability to design their own learning process.
- To analyze a fairy tale through experiential activities and visual techniques.
- To solve real creative problems through group inquiry.
- To promote critical thinking, reflection, and awareness of one's own learning.
- To collaborate in three different groups that exchange information with one another.

Materials:

Sticky notes, A3 paper, thick colored markers, pens, timers, phones or work tablets, various learning examples.

STAGE 1. INTRODUCTION (10–15 minutes)

1.1. Mini Story Reconstruction

The teacher briefly reminds students of “*The Three Little Pigs*” but does not retell the entire story—only three episodes:

- The pigs decide to build houses.
- The construction results are different.
- The wolf attempts to break in.

1.2. Task for Students

Students decide for themselves what knowledge they are missing to understand why events unfolded as they did.

Questions students formulate:

- Why did some pigs choose straw, others wood or bricks?
- How do these materials differ?
- What was the wolf unable to overcome?
- How did the characters' choices affect the course of the story?
- How could the story be changed?

STAGE 2. GROUP FORMATION AND ROLES

Students work in three different groups, each with distinct tasks and methods:

Group A – “Analysts”

- Use critical thinking, discussion, and the SEN mini-method (S – Situation, U – Task, P – Reflection).
- Task: analyze the characters’ decisions.

Group B – “Creators / Designers”

- Apply visual techniques:
 - Mind maps
 - Storyboards / comic panels
 - Diagrams
 - Visual design solutions
- Task: recreate the story using visuals.

Group C – “Researchers / Experimenters”

- Conduct mini experiments and investigations, such as:
 - Material strength tests
 - Wind-blowing tests (fan)
 - Structural stability tests
 - “What if?” investigations
- Task: prove why some houses were stronger than others.

STAGE 3. GROUP ACTIVITY SCENARIOS (45–60 minutes)

3.1. Group A – ANALYSTS

Goal:

To understand character motivation and decision-making.

Steps:

S – Situation:

Discuss what is known and what is unknown.

U – Task:

Understand why the pigs made different choices.

Analysis methods:

- Character mind maps
- “Why? Because!” chains
- Decision trees

Conclusion:

Each analyst prepares a 2–3 sentence conclusion:

- What influenced the choices?
- What were the strengths and weaknesses?

Reporting:

Prepare a 3-minute mini presentation for the other groups.

3.2. Group B – CREATORS / DESIGNERS**Goal:**

To recreate or strengthen the story through visual techniques.

Steps:

1. Choose a technique:
 - Storyboard
 - 6-panel comic sequence
 - Fractal mind map
 - House design blueprints
2. Rethink the story:
 - What do we want to change?
 - What would the pigs do if they were smarter, more cautious, or collaborated more?
3. Create a new version, for example:
 - All three pigs work together
 - Mixed technologies (straw + wood + bricks)
 - Construction based on scientific research
4. Prepare a visual board on paper.

Presentation:

Present to Groups A and C.

3.3. Group C – RESEARCHERS / DETECTIVES

“Find out why the characters behaved as they did”

Steps:

1. Answer the following questions:
 - What does the character want to achieve?
 - What does the character fear?
 - What motivated the action?
 - What mistake was made?
 - How would the story change if...?
 - What is the hidden moral?

2. Task distribution:
Each group member is responsible for one of the first four questions.
3. Text analysis (8 minutes):
Answer the questions; the last two are addressed collectively.
SEN pictograms may be used: “angry / happy / afraid.”
4. Create a “**Character Case File**” (5 minutes)

Example:

- **WOLF – CASE FILE No. 003**
Goal: to get food
Mistake: impatience
Alternative: could have negotiated
Evidence: “he blew with all his strength”
 - **Pig Nif – Case File No. 001**
5. Presentation of reports (5 minutes):
Groups share their “case files” with others.
 6. Mini discussion (5 minutes):
 - Is the wolf really evil?
 - Were the pigs fair?
 - How would the wolf tell the story?

Outcome:

Students act as analysts and interpreters, argue their positions, and justify them using textual evidence.

STAGE 4. GROUP ROTATION SESSION (15 minutes)

Each group rotates to the others and, within 5 minutes, learns:

- what the researchers discovered,
- what visual ideas the creators proposed,
- what analytical conclusions the analysts reached.

Each group completes a **shared learning map** showing:

- what knowledge is needed to understand, change, and improve the story.

STAGE 5. COLLECTIVE PRODUCT – LESSON CLIMAX (20–30 minutes)

All students collaboratively create an “**Improved Version of *The Three Little Pigs***” based on:

- research evidence,
- analytical reasoning,
- creative ideas.

Possible outcomes:

- Interactive poster wall
- Unified comic
- Mini play script
- Animated storyboard

STAGE 6. REFLECTION

Reflection takes place on three levels:

1. Individual Reflection

- What did I learn?
- What do I still not know but want to learn?
- How did I contribute to the group?

2. Group Reflection

- Did we fulfill our role?
- What worked best?
- What would we do differently next time?

3. Community Reflection

The whole class discusses:

- How did the different groups complement one another?
- Did learning become more of our own creation?

Example of a Shared Learning Map (Schema)

SHARED LEARNING MAP

*“What knowledge is needed to understand, change, and improve the fairy tale *The Three Little Pigs*?”*

[1] CHARACTERS

- Character traits
 - Why did they make certain decisions?
 - What did they know / not know?
 - How does their behavior shape the story?
- ↓ input from Group A

[2] PROBLEMS

- What problems do the characters face?
- How are they solved?

- Are the solutions effective?
↓ insights from all groups

[3] MATERIALS

- What materials are used for houses?
- What is the logic of their strength?
- “What if...?” alternatives
↓ input from Group C

[4] IMPROVING STRUCTURES AND IDEAS

- How can the story be strengthened?
- How can character decisions be changed?
- What design solutions are proposed?
- How can the narrative be improved?
↓ input from Group B

[5] LOGIC AND STORYTELLING

- Cause–effect chains
- Illogical moments in the story
- What could be added to improve accuracy
↓ input from Groups A, B, and C

[6] NEW VERSION OF THE STORY

- What do we keep?
- What do we change?
- What do we add?
- How do we justify our creative choices?
↑ compiled from all groups

[7] CONCLUSIONS

- What did we learn?
- What is still needed?
- Which knowledge was most useful?

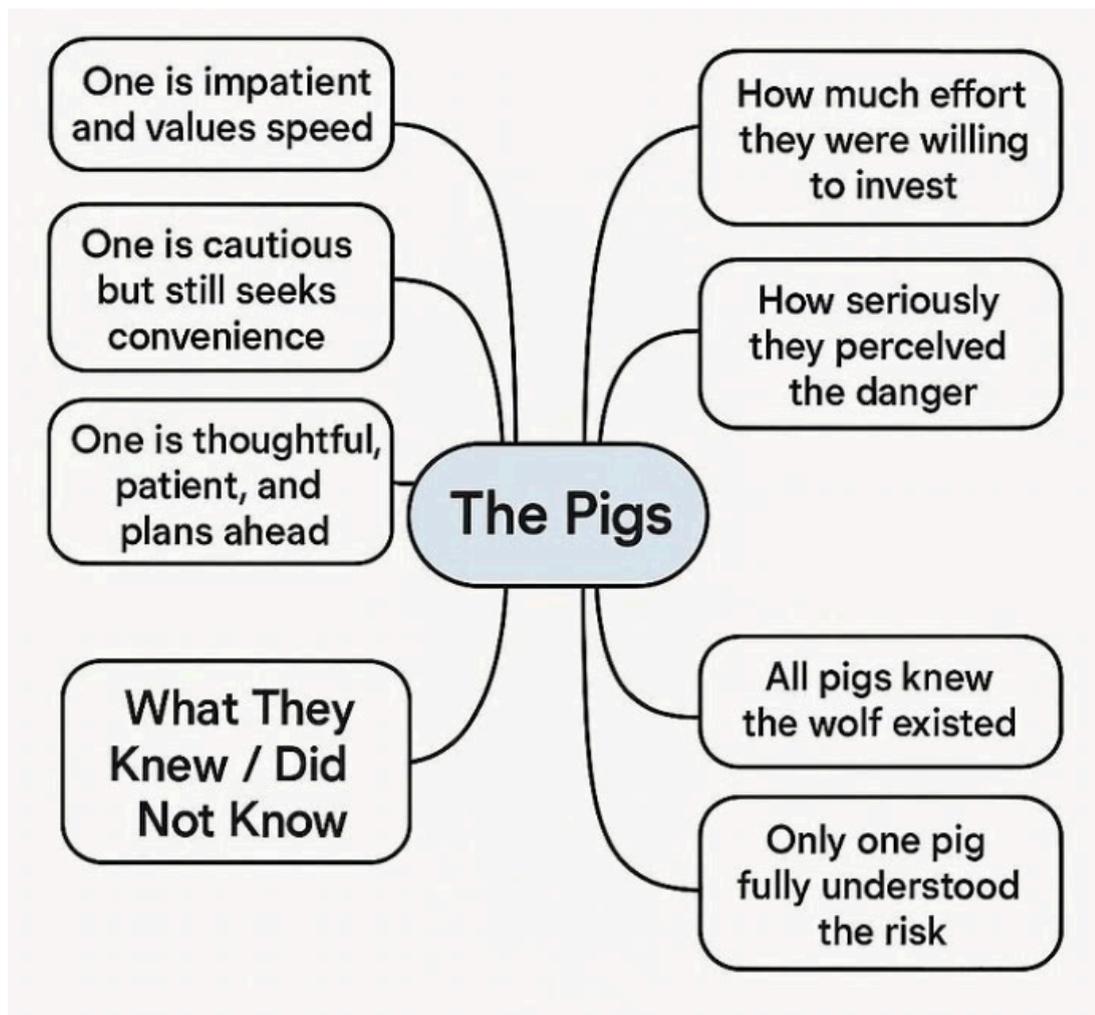
SHARED LEARNING MAP

No	Section	Purpose	Key Questions	Links
1	Characters	Analysis of decisions and behavior	What are the characters' traits? Why did they make certain decisions? What did they know / not know? How does their behavior influence the story?	→ Problems
2	Problems	Identification of conflicts	What problems arise? How are they solved? Are the solutions effective?	↓ Materials
3	Materials (I)	Resource analysis	What materials are used for the houses? What is the logic of their strength? What alternatives exist?	→ Materials (II)
4	Materials (II)	Comparative evaluation	Which materials are most suitable? Why are some stronger than others?	↓ Improvements
5	Improving Structures and Ideas	Redesign and optimization	How can we strengthen the story? How can we change the characters' decisions? What design solutions do we propose?	↓ New Story
6	New Version of the Story	Narrative reconstruction	What do we keep? What do we change? What do we add? How do we justify the changes?	↓ Conclusions
7	Conclusions	Metacognition	What did we learn? What is still needed? Which knowledge was most useful?	Final

EXPECTED ANSWERS FROM THE TEAMS

[1] CHARACTERS**Expected Answers:**

- The pigs have different character traits:
 - One is impatient and values speed.
 - One is cautious but still seeks convenience.
 - One is thoughtful, patient, and plans ahead.
- They made different decisions based on:
 - How much effort they were willing to invest.
 - How seriously they perceived the danger.
- What they knew / did not know:
 - All pigs knew the wolf existed.
 - Only one pig fully understood the risk.
- Impact on the story:
 - Poor decisions led to weak houses and danger.
 - Careful decisions led to safety and survival.



[2] PROBLEMS

Expected Answers:

- Main problems:
 - Threat from the wolf.
 - Weak construction of houses.
 - Lack of cooperation between characters.
- How problems were solved:
 - Two houses failed due to poor material choices.
 - One house resisted the wolf because of strong materials.
- Effectiveness of solutions:
 - Quick solutions were ineffective.
 - Thoughtful, well-planned solutions were effective.

[3] MATERIALS (Identification)

Expected Answers:

- Materials used:
 - Straw, wood, bricks.
- Logic of strength:
 - Straw is light and weak.
 - Wood is moderately strong.
 - Bricks are heavy and durable.
- Alternatives:
 - Combining materials.
 - Reinforcing structures.
 - Testing materials before building.

[4] MATERIAL EVALUATION

Expected Answers:

- Strongest material:
 - Bricks, because they resist force and pressure.
- Comparison:
 - Straw collapses easily.
 - Wood resists some force but breaks.
 - Bricks withstand strong attacks.
- Conclusion:
 - Material choice directly affects safety and success.

[5] IMPROVING STRUCTURES AND IDEAS

Expected Answers:

- Strengthening the story:
 - Add planning and testing phases.
 - Show cooperation between pigs.
- Changing character decisions:
 - Pigs share knowledge.
 - They build together instead of separately.
- Design solutions:
 - Mixed-material houses.
 - Strong foundations.
- Story improvement:
 - Clear cause–effect logic.
 - Stronger message about collaboration.

[6] NEW VERSION OF THE STORY

Expected Answers:

- What we keep:
 - Main characters.
 - The wolf as a challenge.
- What we change:
 - Pigs collaborate.
 - Decisions are evidence-based.
- What we add:
 - Experiments with materials.
 - Dialogue and planning scenes.
- Justification:
 - The new version is more logical and realistic.
 - It promotes problem-solving and teamwork.

[7] CONCLUSIONS

Expected Answers:

- What we learned:
 - Decisions have consequences.
 - Planning and effort lead to better results.
- What is still needed:
 - More testing.
 - More information before acting.
- Most useful knowledge:

- Understanding materials.
- Cause-and-effect reasoning.
- Collaboration skills.

Overall Rubric Achievement (Summary)

- **Critical Thinking:** Analyzes decisions and consequences
- **Creativity:** Redesigns the story logically
- **Collaboration:** Integrates ideas from all groups
- **Metacognition:** Reflects on learning and process
- .

GROUP A – ANALYSTS

Focus: motivation, decision-making, cause–effect logic

Expected Findings

1. Why did the pigs choose different materials?

- Straw pig: wanted speed and comfort; underestimated risk; prioritized short-term ease.
- Wood pig: sought balance between effort and safety; had partial awareness of danger.
- Brick pig: anticipated risk; invested time and effort for long-term security.

2. What influenced their decisions?

- Different levels of experience and foresight.
- Different values (speed vs. safety).
- Incomplete information about the wolf's strength.

3. Strengths and weaknesses of decisions

- Straw house
 - Strength: quick to build
 - Weakness: extremely vulnerable
- Wood house
 - Strength: moderate durability
 - Weakness: still insufficient against strong force
- Brick house
 - Strength: high resistance, safety
 - Weakness: time- and effort-intensive

4. Cause–effect chains

- Poor material choice → weak structure → wolf succeeds.

- Careful planning → strong structure → wolf fails.

Sample 2–3 Sentence Conclusion

“The pigs’ choices were determined by their priorities and perception of risk. Short-term convenience led to failure, while long-term planning led to safety. The story shows that effort and foresight directly influence outcomes.”

GROUP B – CREATORS / DESIGNERS

Focus: visual redesign, alternative narratives, collaborative solutions

Expected Creative Outcomes

1. Key changes to the story

- The pigs communicate before building.
- They share knowledge about materials.
- Construction decisions are based on testing and evidence.

2. Redesigned story elements

- One shared house with zones:
 - Straw for insulation
 - Wood for structure
 - Bricks for reinforcement
- A collaborative building process instead of individual work.

3. Visual products

- Storyboard showing:
 - Planning phase
 - Testing materials
 - Collaborative construction
 - Wolf failing due to improved design
- House blueprints with labeled materials and functions.



Credits: Bing Microsoft

4. Narrative message

- Collaboration increases success.
- Knowledge-sharing prevents mistakes.
- Creativity improves outcomes when combined with logic.

Expected Presentation Summary

“We changed the story so the pigs learn from each other and use mixed materials. Our version shows that cooperation and design thinking make the house stronger and the story more logical.”

GROUP C – RESEARCHERS / DETECTIVES

Focus: evidence, experimentation, character investigation

Expected Research Findings

1. Material tests

- Straw:
 - Easily collapses under wind
 - Low structural integrity
- Wood:
 - Resists light force
 - Breaks under strong pressure
- Bricks:
 - High resistance
 - Stable structure

2. Experimental conclusions

- Material density and structure determine durability.
- Combined materials can increase stability.
- Testing before building leads to better decisions.

Character Case Files (Examples)

WOLF – Case File No. 003

- Goal: obtain food
- Fear: starvation
- Motivation: hunger
- Mistake: impatience and use of force
- Alternative: cooperation or negotiation
- Evidence: repeated blowing attempts

PIG (Straw House) – Case File No. 001

- Goal: finish quickly
- Fear: hard work
- Mistake: ignoring danger
- Alternative: testing materials first
- Evidence: house collapses immediately

Moral Identified

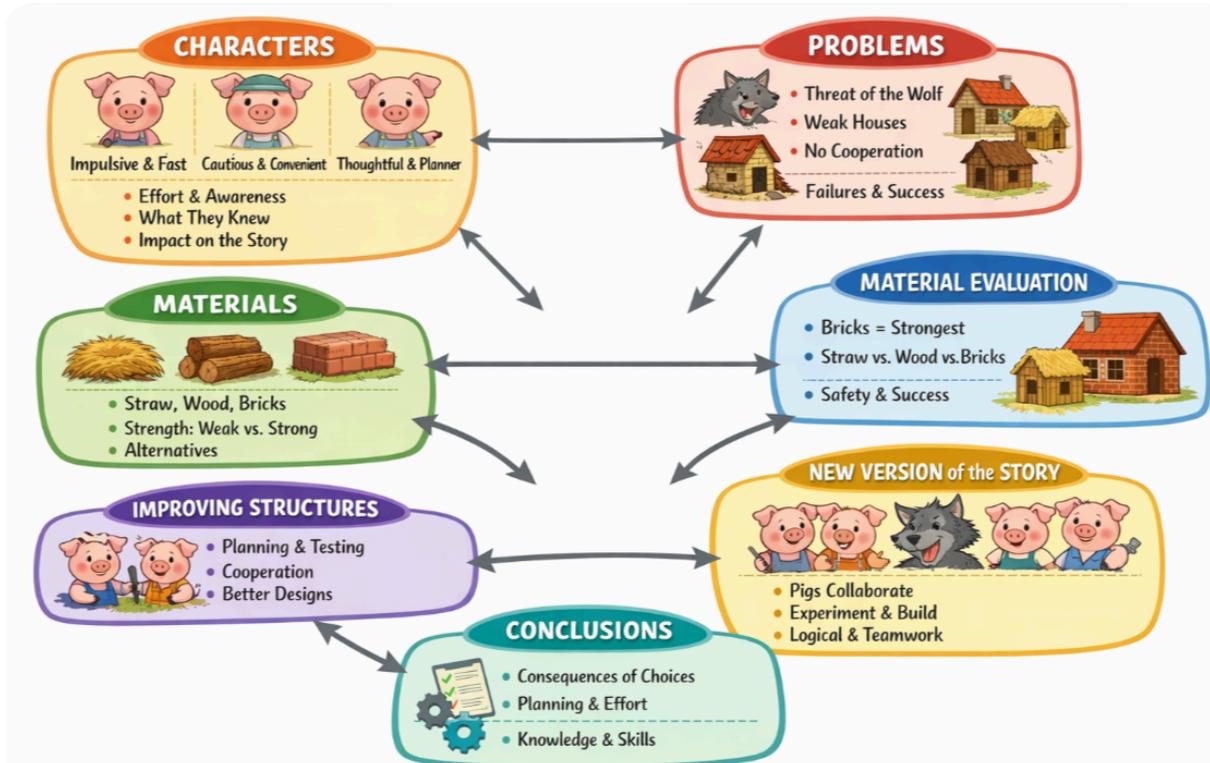
- Strength comes from preparation, not speed.
- Conflict escalates when characters do not communicate.

ROTATION SESSION – SHARED INSIGHTS

What groups learn from each other

- **From Analysts:** decisions create predictable consequences.
- **From Creators:** stories can be redesigned using logic and imagination.
- **From Researchers:** evidence explains why some ideas fail or succeed.

FINAL COLLECTIVE PRODUCT – EXPECTED FEATURES



Credits: ChatGPT

Improved “Three Little Pigs” version includes:

- Evidence-based building choices.
- Clear cause–effect logic.
- Cooperative problem-solving.
- A more complex moral:
Intelligence, collaboration, and preparation matter more than speed or force.



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REFLECTION – EXPECTED STUDENT RESPONSES

Individual

- “I learned that my choices affect results.”
- “I helped by sharing ideas / testing materials / drawing.”

Group

- “We worked well when we listened to each other.”
- “Next time we would plan before acting.”

Whole Class

- “Learning felt like something we built ourselves.”
- “Each group was important; without one, the story would be weaker.”