



GREEN TALES

8 TALES ABOUT THE 4 ELEMENTS

JUNE 2025



Co-funded by
the European Union

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ERASMUS-2023-PCOOP-ENGO Project 101134067



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1 Introduction

The GREEN TALES project aims to enhance green awareness education for children through arts and digital tools.

During the 2024/2025 school year, 153 children were involved with artists and teachers in creative workshops in four schools in Germany, Iceland, Spain, and Turkey.

Together they created eight short stories together with drawings, sounds, music... on the 4 elements (earth, air, water, fire) and a final animated movie, using storytelling and digital techniques like stop-motion animation, fostering creativity and green awareness.

1.1 Schools

The schools involved in the project were:

- Valsárskól (Akureyri, Iceland)
- Carl-Kraemer- Grundschule (Berlin, Germany)
- Ceip Ramón Y Cajal (Ceuta, Spain)
- Kazim Karabekir Secondary School (Adana, Turkey)

1.2 Artists

The storyteller was the first artist to take part in the creative workshops process. Together with the children and the teachers, they created two different stories. They supported children in developing unique characters, settings, and plotlines encouraging creativity and critical thinking about environmental issues or the positive effects of the natural elements.

1.3 Stories

As part of the Green Tales project, each participating school created two stories with the guidance of a storyteller.

The story about the 4 elements explored all four elements, earth, air, water, and fire. Each class wrote a script based on these themes, which was translated into English and sent to a partner school. The partner school then added visuals and sound or music, making it a collaborative, intercultural production.

The story about the alien GT focused on a single element assigned to each school. Following a common storyline involving the alien GT character, each class developed a script centred on their specific element. These stories will be animated and brought together as chapters in a final collective film.

2 Story about the elements

Each class created a script based on the theme of the four elements (earth, air, water, fire). The script was then translated in English and sent to the partner school. The partner school added visuals and music/audio to the received script.

2.1 “The Element Figure” - Iceland

The Icelandic class created and exchanged its story with the Turkish class.

English

The Element Figure

Jón and Sara were on their way home from school when a little strange creature came walking towards them. Sara stopped and grabbed her brother’s arm as they watched the creature hopping along the path. It was small, shaped like a mudball, with fiery glowing hair. Its four arms, unusually long, were whirling around like wind and water. Jón and Sara thought it looked scary, so they didn’t dare to move forward. When the creature got closer, they saw that it was crying. They were still scared, but they also felt sorry for it. The creature came right up to them and was clearly looking for help. Sara and Jon saw that it was friendly, so they felt calm. “What do you want from us?” asked Sara. “I’m exhausted,” said the creature, tears running down its muddy little cheeks. “I was sent here to save the world, but it’s not going well,” said the little creature, tears kept flowing down its muddy cheeks. “Can we help you?” asked Jón. The strange creature looked at them and stopped crying right away. “Do you want to help me save the world?” asked the little strange creature. “I am Earth, fire, water, and wind, and here on Earth, there’s a lot of imbalances. I came here to fix it, but I don’t know where to start.” Jón and Sara looked at each other, then at the little strange creature. Its hair, which was made of fire, had grown a lot while it was talking, it was clearly very angry. “We all need to help each other, and I mean ALL of us. We need to get more people to help,” said Sara. “Yes, we all need to help, that way, we can make the world a better place,” said Jón. The little creature jumped and laughed. “Now I’ve finally found a generation that wants to join me in this project!” The little creature was so happy it hugged Jón and Sara, shouting, “Onward, we go!”



Icelandic

Frumefnafígúran

Jón og Sara voru á leið heim úr skólanum þegar lítil skrítn vera kom gangandi á móti þeim. Sara stoppaði og greip í bróður sinn. Þau horfðu á veruna koma skoppandi eftir göngustígnum. Hún var lítil og með logandi hár og var í laginu eins og drullukúla úr mold. Hún var með fjórar hendur og þær voru óvenju langar miðað við hvað hún var lítil. Hendurnar voru sífellt á iði og litu út eins og vindur og vatn. Jóni og Söru fannst það ógnvekjandi og þorðu því ekki að halda áfram. Veran kom nær og þá sáu þau að hún var grátandi. Þau voru enn hrædd en fundu samt fyrir samúð og það dró út hræðslunni. Veran var komin alveg að þeim og var greinilega í leit að hjálp. Sara og Jón sáu að hún var vinaleg og voru því róleg. "Hvað viltu okkur" sagði Sara. "Ég er uppgefin" sagði veran og tárin runnu niður kinnar hennar og bjuggu til tauma í kinnarnar. "Ég var send hingað til að bjarga heiminum en það gengur ekki vel" sagði litla veran og tárin héldu áfram að streyma niður leir-kinnarnar. "Getum við hjálpað þér?" sagði Jón. Skrýtna veran leit á þau og hætti samstundis að gráta. "Viljið þið hjálpa mér að bjarga heiminum? sagði litla skrýtna veran. "Ég er jörð, eldur, vatn og vindur og hér á jörðinni hefur skapast mikið ójafnvægi. Ég er hingað komin til að laga það og veit ekki hvar ég á að byrja" Jón og Sara litu hvort á annað og svo á litlu skrýtnu veruna. Þau sáu að hár hennar sem var úr eldi hafði vaxið mikið á meðan hún var að tala svo hún var greinilega mjög reið. "Við þurfum öll að hjálpast að og þá meina ég ÖLL. Við verðum að fá fleiri í lið með okkur" sagði Sara. "Já, við þurfum öll að hjálpast að og þannig getum við búið til betri heim" sagði Jón. Litla veran hoppaði og hló "Nú hef ég loksins fundið kynslóð sem er til í verkefnið með mér" Litla veran var svo glöð og faðmaði Jón og Söru og hrópaði upp yfir sig "Áfram við"



Turkish

Element Karakteri

Jón ve Sara okuldan eve dönerken garip küçük bir yaratığın onlara doğru yaklaştığını gördü. Sara durdu ve kardeşinin koluna sarılarak yaratığın yolda zıplamasını izledi. Küçük yaratık bir çamur topuna benziyordu ve parlayan ateşten saçları vardı. Aşırı derecede uzun olan dört kolu rüzgâr ve su gibi dönerek hareket ediyordu. Jón ve Sara'ya göre yaratık korkunç görünüyordu, bu yüzden hareket dahi etmeye cesaret edemediler. Onlara doğru yaklaştığında, yaratığın ağladığını fark ettiler. Hala korkunç olduğunu düşünüyorlardı ama onun için üzuldüler de. Yaratık belli ki onlardan yardım istiyordu. Sara ve Jon onun zararsız olduğunu anladılar ve böylece rahatladılar. "Bizden ne istiyorsun?" diye sordu Sara. "Çok yorgunum," dedi yaratık, çamurlu küçük yanaklarından aşağı akan gözyaşlarıyla. "Dünyayı kurtarmak için buraya gönderildim ama işler iyi gitmiyor," dedi. Çamurlu yanaklarından gözyaşları akmaya devam etti. "Sana nasıl yardım edebiliriz?" dedi Jón. Garip yaratık onlara baktı ve ağlamayı kesti. "Dünyayı kurtarmama yardım etmek ister misiniz?" diye sordu. "Ben toprağım, ateşim, suyum ve rüzgarım. Dünya'da çok fazla dengesizlik var. Buraya bu dengesizliği düzeltmeye geldim ama nereden başlayacağımı bilmiyorum." Jón ve Sara önce birbirlerine, sonra da küçük garip yaratığa baktılar. Yaratık konuşurken ateşten saçları çok uzamıştı ve çok kızgın olduğu açıkça görülüyordu. "Birbirimize yardım etmemiz gerek, yani hepimizi kastediyorum. Daha fazla insanın yardım etmesini sağlamalıyız," dedi Sara. Jón, "Evet, hepimizin yardım etmesi gerek, bu şekilde dünyayı daha iyi bir yer haline getirebiliriz" dedi. Küçük yaratık güldü ve zıplamaya başladı. "Sonunda, bu projede bana katılmak isteyen bir nesil buldum!" Küçük yaratık o kadar mutluydu ki Jón ve Sara'ya sarılarak "Başlıyoruz!" diye çığlık attı.





2.2 “The Birth of the 7 R's” - Turkey

The Turkish class created and exchanged its story with the Icelandic class.

English

The Birth of the 7 R's

Long ago, before the first humans arose on the planet Earth, there were four elements: air, fire, water and earth. These elements were extremely important for the survival of living things. Without air, they could not breathe. Without water, they wouldn't be able to drink water from the rivers, and they would be dehydrated. Without earth, they could not feed, and they couldn't get warm without fire.

These elements, also, orchestrated the cycle of life. Air moved the clouds, bringing rain to nourish the fields; earth nurtured the plants; and fire provided warmth and cooked food. This delicate balance sustained humanity for countless generations.

However, in time, people's misuse of these four elements led to a depletion of resources. The delicate balance of the world, namely its ecosystem, was disrupted. Countless plants and animals faced extinction. Glaciers began to melt, water resources became polluted, leaving less and less drinkable water. Due to drought, the habitats of living things shrank, the yield of the soil decreased, and famine arose. Diseases became widespread. With the increase of population and urbanization, natural area was lost, industrial waste increased, and the air became polluted. People could no longer go out. Carelessly discarded glass bottles and smouldering cigarette butts in the forests caused fires, wiping out many species of flora and fauna.

People who were saddened by the plight of the world sought ways to restore the balance of nature. One day, a group of people proposed a path to safeguard the four elements and said:

" We must treat these elements with respect; before consuming them, we must reconsider whether we really need them. If we do not need them, we must refuse consumption. To maintain the balance of the elements, we must reduce the use of resources: we must lessen our drinking water consumption, curb vehicle emissions, and minimize food waste. We should reuse existing materials – plastics, metals, glass and paper– creatively. For example, we can use packaging waste for different purposes such as pots, pencil holders or storage containers. We can make cleaning cloths from our old clothes. We can extend the life of unused items by redistributing them to those who are in need. Instead of buying new items, we can repair what we already have – broken toys, for example – giving them a second life. We should recycle the materials that are no longer usable returning them to recycling bins and ensure that these materials are returned to the cycle of production.

These sensible suggestions were received positively by everyone. People began to use these rules to preserve the four elements and that's how they began to build a more sustainable future. They called this approach "The 7Rs". From then on, everyone followed the 7Rs and worked together to create a more beautiful and liveable world.

Turkish

7 R' nin doğuşu

Henüz dünyada insanlar yokken, hava, ateş, su ve toprak olmak üzere dört element vardı. Bu elementler, canlıların hayatta kalabilmesi için son derece önemliydi. Hava olmadan canlılar nefes alamazdı. Su olmadan nehirlerden su içilemez ve susuz kalırlardı. Toprak olmadan beslenemezlerdi. Ateş olmadan ısınamazlardı.

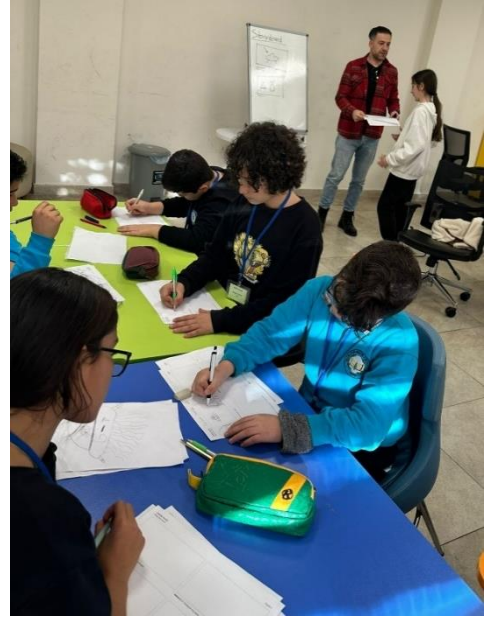
Aynı zamanda bu elementler, doğadaki yaşam döngüsünü meydana getirirdi: Hava bulutları hareket ettirir, tarlalar yağmurla sulanır, toprak bitkilere hayat verir, ateş ise ısınmayı ve yemek pişirmeyi sağlardı. Bu denge sayesinde insanlar dünyada asırlarca hayatta kaldılar.

Ancak zamanla, insanların bu dört elementi yanlış kullanması kaynakların tükenmeye başlamasına neden oldu. Dünyanın dengesi, yani ekosistem bozuldu. Birçok hayvan ve bitki türü yok olma tehlikesiyle karşı karşıya kaldı. Buzullar erimeye, su kaynakları kirlendiği için içme suyu azalmaya başladı. Kuraklık nedeniyle canlıların yaşam alanları daraldı, toprağın verimi düştü ve kıtlık baş gösterdi. Hastalıklar yaygınlaştı. Nüfusun ve kentleşmenin artmasıyla doğal alanlar azaldı, sanayi atıkları arttı ve hava kirlendi. İnsanlar artık dışarı bile çıkamaz oldu. Ormanlara dikkatsizce atılan cam şişeler ve sönmemiş sigara izmaritleri yangınlara neden oldu, bu yangınlar yüzünden birçok bitki ve hayvan türü yok oldu.

Dünyanın geldiği bu kötü duruma üzülen insanlar, doğanın dengesini yeniden sağlamak için çözüm yolları aramaya başladılar. Bir gün bir grup insan, dört elementi koruyabilmek adına önerilerde bulunarak şöyle dediler*:

"Elementleri doğru kullanmalıyız; tüketmeden önce gerçekten ihtiyacımız olup olmadığını yeniden düşünmeliyiz. Eğer ihtiyacımız yoksa, tüketimi reddetmeliyiz. Elementlerin dengesini korumak için kaynakların kullanımını azaltmalıyız: içme suyu tüketimini, taşıtların egzoz salınımını ve besin israfını minimuma indirmeliyiz. Var olan plastik, metal, cam, kağıt gibi materyalleri yaratıcı biçimde yeniden kullanmalıyız. Örneğin, ambalaj atıklarını saksı, kalemlik ya da saklama kabı gibi farklı amaçlarla değerlendirebiliriz. Eskimiş giysilerden temizlik bezleri yapabiliriz. Kullanmadığımız eşyaları ihtiyacı olanlarla yeniden paylaşarak kullanım süresini artırabiliriz. Bozulan eşyalarımızı tamir edip onararak yenisini almaktan kaçınabiliriz. Mesela, kırılmış oyuncaklarımızı tamir edebiliriz. Artık kullanılamayacak hale gelen ürünleri ise geri dönüştürmeliyiz; geri dönüşüm kutularını kullanarak, hammaddeleri tekrar üretime kazandırmalıyız."

Bu akılcı öneriler herkes tarafından olumlu karşılandı. İnsanlar, dört elementi koruma amacıyla bu ilkeleri uygulamaya başladılar ve böylece sürdürülebilir bir geleceğe adım attılar. Bu yaklaşıma "7R" adını verdiler. O günden sonra, tüm insanlar 7R kurallarına uyarak daha güzel ve yaşanabilir bir dünya için çalışmaya başladılar.



Icelandic

Fæðing 7 R-inna

Fyrir löngu síðan, áður en fyrstu mennirnir stigu fæti á jörðina, voru fjögur frumefni: loft, eldur, vatn og jörð. Þessi frumefni voru lífsnauðsynleg fyrir allar lífverur. Án lofts gátu þær ekki andað. Án vatns gátu þær ekki drukkið úr ám og þornuðu upp. Án jarðar gátu þær ekki nærst og án elds gátu þær ekki hlýjað sér.

Þessi frumefni stýrðu einnig hringrás lífsins. Loftið færði skýin áfram og kom með regnið sem nærði akrana; jörðin gaf plöntunum næringu; og eldurinn veitti hita og eldaði mat. Þetta viðkvæma jafnvægi hélt mannkyninu á lífi í ótal kynslóðir.

En með tímanum fóru menn að misnota þessi fjögur frumefni og úr varð alvarleg uppspretta vandamála. Viðkvæmt jafnvægi heimsins, vistkerfið, raskaðist. Óteljandi plöntur og dýr stóðu frammi fyrir útrýmingu. Jöklar byrjuðu að bráðna, vatnsauðlindir menguðust og drykkjarhæft vatn varð sífellt minna. Þurrkar ollu því að búsvæði lifandi vera minnkuðu, uppskeran úr jörðinni dróst saman og hungursneyð geislaði. Sýkingar og sjúkdómar urðu útbreiddir. Með fólksfjölgun og borgarvæðingu minnkaði náttúrulegt svæði, úrgangur frá iðnaði jókst og loftið varð mengað. Fólk gat ekki lengur farið út. Glerflöskur og glóandi sigarettustubbar sem hent var kæruleysislega í skóginum ollu eldsvoðum sem eyðilögðu fjölda tegunda af plöntum og dýrum.

Fólk sem hryggðist yfir ástandi heimsins fór að leita leiða til að endurheimta jafnvægi náttúrunnar. Dag einn lagði hópur fólks fram tillögur til að vernda þessi fjögur frumefni og sagði: „Við verðum að sýna þessum frumefnum virðingu; áður en við notum þau, verðum við að íhuga hvort við þurfum virkilega á þeim að halda. Ef við þörfumst þeirra ekki, verðum við að sleppa því að nota þau. Til að viðhalda jafnvægi frumefnanna verðum við að draga úr notkun auðlinda: minnka vatnsnotkun, draga úr útblæstri okutækja og minnka matarsóun. Við ættum að endurnýta það sem við eigum – plast, málma, gler og pappír – á skapandi hátt. Til dæmis getum við notað umbúðaleifar sem blómapotta, pennastanda eða geymslukassa. Við getum búið til klúta úr gömlum fötum. Við getum lengt líftíma hluta sem við notum ekki með því að gefa þá til þeirra sem þurfa á þeim að halda. Í stað þess að kaupa nýja hluti getum við gert við það sem við eigum fyrir – eins og brotin leikföng – og gefið þeim annað líf. Við ættum að flokka þau efni sem ekki eru lengur nothæf, setja þau í endurvinnslutunnur og tryggja að þau komist aftur inn í framleiðsluferlið.“

Þessum skynsömu tillögum var vel tekið af öllum. Fólk fór að fylgja þessum reglum til að vernda frumefnin fjögur og þannig hófst smám saman bygging sjálfbærari framtíðar. Þeir kölluðu þessa nálgun „7 R-in“. Frá þeim degi fylgdi fólk 7 R-unum og vann saman að því að skapa fallegri og bættan heim til að lifa í.



2.3 “The Secret of the Ancient Tree”- Spain

The Spanish class created and exchanged its story with the German class.

English

The Secret of the Ancient Tree

In the heart of a magical forest lived an ancient tree named Tawqa, who kept the balance of the four elements: Water, Earth, Fire, and Wind. But one day, Tawqa began to weaken, and the forest lost its glow. The elements, who used to work together, were now fighting and had gone their separate ways.

Water hid in a polluted river, Earth was cracked and dry, Fire burned out of control, and Wind hid behind the mountains. With its last strength, Tawqa called four children: Fatima, Yusef, Laila, and Sami. “The elements need to work together again to save the forest,” Tawqa explained.

First, the children found Water. Fatima started cleaning the river, and Water became clear and bright again. Then, they helped Earth. Yusef planted seeds in the cracks and watered them with Water, making Earth fertile once more. Next, they found Fire. Sami built a circle of stones to keep it safe, and Fire agreed to live in harmony. Finally, they climbed the mountains to find Wind. Laila built a windmill to clean the air, and Wind began to blow strongly again.

When the four elements came together, Tawqa regained its energy. “Thank you, children. You have shown me that balance is only possible when we work together.” The elements also made peace and promised to protect the forest as one.

From that day on, the forest flourished again, and the children became guardians of nature’s balance, reminding everyone that with unity and effort, anything is possible.



Spanish

El Secreto del Árbol Milenario

En el corazón de un bosque mágico vivía un árbol milenario llamado Tawqa, que cuidaba el equilibrio de los cuatro elementos: Agua, Tierra, Fuego y Viento. Pero un día, Tawqa comenzó a debilitarse, y el bosque perdió su brillo. Los elementos, que solían trabajar juntos, estaban peleados y se habían alejado.

Agua se refugió en un río turbio, Tierra estaba cubierta de grietas, Fuego ardía sin control, y Viento se escondía tras las montañas. Tawqa, con su última fuerza, llamó a cuatro niños: Fatima, Yusef, Laila y Sami. “Los elementos necesitan reconciliarse para salvar el bosque,” les explicó.

Primero, los niños buscaron a Agua. Fatima comenzó a limpiar el río, y Agua recobró su brillo. Luego, ayudaron a Tierra. Yusef plantó semillas en sus grietas y la regó con Agua, devolviéndole su fertilidad. Después, encontraron a Fuego. Sami creó un círculo de piedras para contenerlo, y Fuego aceptó vivir en armonía. Finalmente, subieron hasta las montañas para ver a Viento. Laila construyó un molino para limpiar el aire, y Viento volvió a soplar con fuerza.

Cuando los cuatro elementos se reunieron, Tawqa recuperó su energía. “Gracias, niños. Me habéis enseñado que el equilibrio solo es posible cuando trabajamos juntos.” Los elementos también se reconciliaron y prometieron proteger el bosque unidos.

Desde entonces, el bosque volvió a florecer, y los niños se convirtieron en guardianes del equilibrio natural, recordando a todos que, con unión y esfuerzo, todo es posible.



German

Das Geheimnis des uralten Baumes

Im Herzen eines magischen Waldes lebte ein uralter Baum namens Tawqa, der das Gleichgewicht der vier Elemente bewahrte: Wasser, Erde, Feuer und Wind. Doch eines Tages begann Tawqa zu schwächeln, und der Wald verlor seinen Glanz. Die Elemente, die früher zusammenwirkten, waren zerstritten und hatten sich auseinander gelebt.

Das Wasser flüchtete sich in einen trüben Fluss, die Erde war mit Rissen übersät, das Feuer brannte unkontrolliert, und der Wind versteckte sich hinter den Bergen. Mit letzter Kraft rief Tawqa vier Kinder: Fatima, Yusef, Laila und Sami. „Die Elemente müssen sich versöhnen, um den Wald zu retten“, erklärte er ihnen.

Zuerst suchten die Kinder nach Wasser. Fatima begann, den Fluss zu reinigen, und das Wasser erhielt seinen Glanz zurück. Als nächstes halfen sie der Erde. Yusef pflanzte Samen in ihre Ritzen und bewässerte sie mit Wasser, um ihre Fruchtbarkeit wiederherzustellen. Dann fanden sie das Feuer. Sami schuf einen Kreis aus Steinen, um ihn zu bändigen, und das Feuer stimmte zu, in Harmonie zu leben. Schließlich stiegen sie in die Berge hinauf, um Wind zu sehen. Layla baute eine Mühle, um die Luft zu reinigen, und der Wind blies wieder kräftig.

Als die vier Elemente wieder vereint waren, gewann Tawqa ihre Energie zurück. "Ich danke euch, Kinder. Ihr habt mich gelehrt, dass ein Gleichgewicht nur möglich ist, wenn wir zusammenarbeiten." Auch die Elemente versöhnten sich und versprachen, den Wald gemeinsam zu schützen.

Seitdem ist der Wald wieder aufgeblüht, und die Kinder sind zu Wächtern des natürlichen Gleichgewichts geworden, die jeden daran erinnern, dass mit Einigkeit und Anstrengung alles möglich ist.





2.4 “The story about the 4 elements” - Germany

The German class created and exchanged its story with the Spanish class.

English

The story about the 4 elements

The story begins in the sea. There are underwater plants and sea creatures: Sharks, dolphins, whales, starfish, turtles, jellyfish and lots of colourful little fish. A mermaid swims across the seabed and finds an old treasure chest. The box contains an underwater course. Curious, she swims through the course and ends up on an island. A strange man, a witch and a parrot are sitting around a campfire. A pirate ship is moored near the island. The pirates are looking for the mermaid. They want to kidnap her to get their hands on her family's trident. But the mermaid gets help: the witch conjures up water so that the mermaid doesn't dry out. The parrot flies high into the air and watches what happens. But the witch turns the pirates into frogs that jump into the sea. So the mermaid is saved, and it ends well.

German

Die Geschichte über die 4 Elemente

Die Geschichte beginnt im Meer. Dort gibt es Unterwasserpflanzen und Meerestiere: Haie, Delphine, Wale, Seesterne, Schildkröten, Quallen und viele bunte, kleine Fische. Eine Meerjungfrau schwimmt über dem Meeresboden und findet eine alte Schatzkiste. In der Kiste befindet sich ein Unterwasserparcours. Neugierig schwimmt sie durch den Parcours und landet auf einer Insel. Dort sitzen an einem Lagerfeuer ein fremder Mann, eine Hexe und ein Papagei. Nahe der Insel liegt ein Piratenschiff. Die Piraten suchen die Meerjungfrau. Sie wollen sie entführen um an den Dreizack ihrer Familie zu kommen. Doch die Meerjungfrau bekommt Hilfe, Die Hexe zaubert Wasser, damit die Meerjungfrau nicht vertrocknet. Der Papagei fliegt hoch in die Luft und beobachtet was geschieht. Die Hexe aber verwandelt die Piraten in Frösche, die ins Meer hüpfen. So ist die Meerjungfrau gerettet und es geht gut aus.

Spanish

La historia de los 4 elementos

La historia comienza en el mar. Hay plantas submarinas y criaturas marinas: Tiburones, delfines, ballenas, estrellas de mar, tortugas, medusas y muchos pececillos de colores. Una sirena nada por el fondo del mar y encuentra un viejo cofre del tesoro. La caja contiene un recorrido submarino. Curiosa, nada a través del recorrido y aterriza en una isla. Un extraño hombre, una bruja y un loro están sentados alrededor de una hoguera. Un barco pirata está amarrado cerca de la isla. Los piratas buscan a la sirena. Quieren secuestrarla para hacerse con el tridente de su familia. Pero la sirena recibe ayuda: la bruja conjura agua para que la sirena no se seque. El loro vuela por los aires y observa lo que ocurre. Pero la bruja convierte a los piratas en ranas que saltan al mar. La sirena se salva y todo acaba bien.

3 Story about the alien GT

Each school worked on one assigned natural element. Classes followed a storyline predetermined by the Consortium. Each story will become a chapter of the final animated film being produced.

3.1 Chapter on Air – Germany

English

The story begins on a hot summer day in Berlin Mitte. The air is thick (smog), and the city is almost deserted. People are drawn out into nature to breathe in the fresh air.

In the middle of the city, in a park, there is a large, colorful hot air balloon with a small gondola. Lea is sitting in the gondola and is happy because she is above the smog and can see the sun.

A parrot flies past and pecks a hole in the balloon. The parrot is happy and flies on. But the balloon loses its air and sinks to the ground.



Once on the meadow, Lea crawls out of the collapsed balloon. A green creature falls out of the sky and lands right next to her in the collapsed balloon. It is GT, an alien child who has jumped out of his spaceship and wants to help. It straightens its antennae and mumbles

GT: Bllbll....

Lea: What did you say? I don't understand you.

GT: (excitedly) Bllbll...

Lea: What are you doing here?

GT takes a deep breath and points to the balloon lying on the grass.

Lea: Ah, you want to help me. Let's blow the balloon full of air together.

GT plugs the hole with his magic feelers. The two of them blow hard and have no more air. Max comes over with an air pump. The balloon fills up again and starts to rise.

Lea / Max: AAAAAA...h

GT points to the sky with his antennae and the children look up. With the balloon, they fly hiiiiigh above the clouds to Spain."

German

Die Geschichte beginnt an einem heißen Sommertag in Berlin Mitte. Es ist dicke Luft (Smog) und die Stadt fast menschenleer. Die Menschen zieht es hinaus in die Natur um gute frische Luft zu atmen.

Mitten in der Stadt gibt es in einem Park einen großen, bunten Heißluftballon mit einer kleinen Gondel. In der Gondel sitzt Lea und freut sich, weil sie über dem Smognebel ist und die Sonne sehen kann.

Da kommt ein Papagei vorbeigeflogen und pickt ein Loch in den Ballon. Der Papagei freut sich und fliegt weiter. Der Ballon aber verliert seine Luft und sinkt auf die Erde.

Auf der Wiese angekommen krabbelt Lea aus dem zusammengefallenen Ballon heraus. Da fällt ein grünes Wesen aus dem Himmel und landet direkt neben ihr im zusammengefallenen Ballon. Es ist GT, ein Alienkind das aus seinem Raumschiff gesprungen ist und helfen will. Es streicht seine Fühler wieder gerade und murmelt

GT: Bllbll....

Lea: Was hast Du gesagt? Ich verstehe Dich nicht.

GT: (aufgeregt) Bllbll..

Lea: Was machst Du hier?

GT atmet durch, holt tief Puste und zeigt auf den Ballon, der auf der Wiese liegt.

Lea: Ah, Du willst mir helfen. Wir blasen zusammen den Ballon wieder mit Luft voll.

GT klebt mit seinen Zauberfählern das Loch zu. Die Beiden pusten feste und haben keine Luft mehr. Da kommt Max mit einer Luftpumpe vorbei. Der Ballon füllt sich wieder und beginnt zu steigen.

Lea / Max: AAAAA...h

GT zeigt mit seinen Fählern in den Himmel und die Kinder verstehen:

Lea: Ach, Du willst mit im Ballon fliegen

Die Kinder und GT springen nacheinander in die kleine Gondel, sodass man sie nicht mehr sieht. Nur die Fühler von GT schauen noch raus und winken fröhlich. Mit dem Ballon fliegen sie hoooooch über den Wolken nach Spanien.



3.2 Chapter on Earth – Spain

English

It's night. GT arrives at a tiny city, almost an island surrounded by the sea, and lands in a small forest in the middle of a mountain. The noise, lights and wind produced by the landing attract the attention of large and small animals that live there. GT leaves the spaceship, while many small eyes watch him from the darkness. Once outside, he pulls out a small gadget, like a speaker, and presses a button, but it doesn't seem to make any kind of sound. However, someone or something begins to move among the forest plants. Suddenly, a small character [TERRA] appears, tightly covering its ears, and making an annoying sound. He advances towards GT and starts talking to him in an angry manner.

TERRA: Please, stop yelling at me? Haven't you seen what time it is?

G.T: Excellent! You heard me! I need your help to accomplish my mission. I need your help. On my planet we are investigating the importance of the different natural elements on your planet, since we want to replicate your habitat, but we have seen that you are having lately some problems. That's why they sent me to meet you to tell us first-hand what is happening.

TERRA: My name is Terra, and I am one of the four natural elements. Many know me as Mother of Nature, and together with my siblings, we bring life to everything you can see around you. For centuries, we have tried to take care of this wonderful planet, but lately humans are becoming more and more irresponsible and greedy. They leave garbage when they come to visit me in the countryside, they cut down trees without control, they construct buildings... However, I still have hope: the new generations are realizing these mistakes and are trying to fix the situation. I'm sure they will work together to fix it.

G.T: Well, I think I have everything I need. I have recorded everything you have told me on this interstellar communication device. Now I must continue my trip. We will be in contact.

TERRA: I hope I have helped you. Before you leave, I would like to give you a small gift. [TERRA hands over a speck of soil with a small sprout]. Have a good trip! And good luck on your mission!



Spanish

Es de noche. GT llega a una pequeña ciudad, casi una isla rodeada por el mar, y aterriza en un pequeño bosque en medio de una montaña. El ruido, las luces y el viento provocados por el aterrizaje llaman la atención de los animales, grandes y pequeños, que viven allí. GT sale de la nave espacial, mientras muchos ojos pequeños lo observan desde la oscuridad. Una vez fuera, saca un pequeño dispositivo, como un altavoz, y presiona un botón, pero no parece emitir ningún sonido. Sin embargo, algo o alguien comienza a moverse entre las plantas del bosque. De repente, aparece un pequeño personaje [TERRA], cubriéndose fuertemente los oídos y haciendo un sonido molesto. Se acerca a GT y comienza a hablarle de forma enfadada.

TERRA: ¿Puedes dejar de gritarme? ¿No ves qué hora es?

G.T: ¡Excelente! ¡Me escuchaste! Necesito tu ayuda para cumplir mi misión. En mi planeta estamos investigando la importancia de los distintos elementos naturales en el tuyo, ya que queremos replicar su hábitat, pero hemos visto que últimamente están teniendo algunos problemas. Por eso me enviaron a encontrarte, para que nos cuentes de primera mano lo que está sucediendo.

TERRA: Me llamo Terra, y soy uno de los cuatro elementos naturales. Muchos me conocen como la Madre Naturaleza, y junto a mis hermanos damos vida a todo lo que puedes ver a tu alrededor. Durante siglos hemos intentado cuidar este maravilloso planeta, pero últimamente los humanos se están volviendo cada vez más irresponsables y codiciosos. Dejan basura cuando vienen a visitarme al campo, talan árboles sin control, construyen edificios... Sin embargo, aún tengo esperanza: las nuevas generaciones están tomando conciencia de estos errores y están intentando cambiar la situación. Estoy segura de que trabajarán juntos para solucionarlo.

G.T: Bien, creo que ya tengo todo lo que necesito. He grabado todo lo que me has contado en este dispositivo de comunicación interestelar. Ahora debo continuar mi viaje. Estaremos en contacto.

TERRA: Espero haber sido de ayuda. Antes de que te vayas, me gustaría darte un pequeño regalo. [TERRA entrega una mota de tierra con un pequeño brote]. ¡Buen viaje! ¡Y buena suerte en tu misión!





3.3 Chapter on Fire - Turkey

English

GT travels to Turkey all the way from Iceland to learn about the fourth element, fire. G.T finds himself/herself in Adana at a kebab place and sees the vibrant colours of the fire in the barbecue pit. Driven by curiosity, GT moves a bit too close to the fire and gets a burn on his/her hand.

GT retreats with fear as two local children approach him.

C1: Hey, what do you think you're doing? Do not touch the fire with your bare hands ever again.

C2: Fire is dangerous. If you don't proceed with caution, you'll get burned.

GT: Tell me about it. That really hurts. I just wanted to hold the fire because I was mesmerised by it.

Fire: I reckon you don't know what I really am. Let me do a proper introduction. Many many years ago prehistoric people met me the first time after a lightning strike. Just like you, they first wanted to handle me but they were hurt. Then, they found ways to control me, and that way they met their daily needs with ease. First, they gathered around me for some warmth. Then, they figured out that they could cook for me. They even used me to illuminate their caves. They've survived up to this day thanks to me. You'll find a great many stories about me in every culture.

C1: We too have a legend in our culture about fire. In the old times when Turks were trapped in between two huge mountains in the Middle East, they used fire to melt them away. That is how they escaped Ergenekon.

C2: We celebrate this historic event every year with the arrival of spring on March 21. We make a big fire. We sing songs, make wishes, and jump over the fire.

Fire: However, when people use me for their evil intentions or when they do not use precautions, I become wild and unwillingly damage their surroundings or the nature around them.

GT: I get it. I wasn't aware of your significance for humankind before. Thank you.

(GT's stomach grumbles)

C1: Are you hungry as well? Wanna have kebabs with us?

GT: I have a long way to go and two more elements to learn about.

But the local children insist.

C2: Adana is famous for its kebabs. There's no way we'll let you go before you have a taste.

GT eats a kebab with the children; his stomach is full now. He finds it hard to board the spacecraft. He throws one last glance at the fire and the children through the gate of the craft. Initially struggling to take off, the spacecraft vanishes into thin air. The kids from Adana waved goodbye.



Turkish

Ateş elementini öğrenmek için G.T. İzlanda'dan Türkiye'ye gelir. Adana'da bir kebabçıya rastlar. G.T. Kebabçının mangalında ateşin canlı renklerini görür. Meraklı gözlerle mangaldaki ateşe yaklaşır ve eli yanar. G.T. Korkarak bir metre geriye gider.

Bu sırada Adanalı iki çocuk koşarak G.T. 'nin yanına gelir.

Ç1: Hey napıyorsun sen! Sakın bir daha Ateşe Dokunma!

Ç2: Ateş çok tehlikelidir. Dokunursan seni böyle yakar.

G.T.: Offf.. Evet canım yandı. Ateşi görünce ona hayran oldum, elime almak istedim.

Ateş: Sanırım sen benim kim olduğumu bilmiyorsun. Sana kendimi tanıtayım! Bundan uzun yıllar önce ilk insanlar bir yıldırımın düşmesiyle benimle tanıştılar. İlk başta insanlar senin gibi beni ellerine almaya çalıştılar ve canları acıdı. Daha sonra beni kontrol altına alarak temel ihtiyaçlarını karşıladılar. Önce çevremde toplanarak ısındılar. Sonra üzerimde yemeklerini pişirmeyi öğrendiler. Hatta karanlık mağaralarını aydınlattılar. Bugüne kadar benim sayemde yaşamlarını sürdürdüler. Pek çok kültürde benim gücümünden etkilenen hikayeler anlatılır.

Ç1: Bizim kültürümüzde de bir efsane bulunuyor. Eski zamanlarda Türkler Orta Asya'da dağların arasında sıkışıp kalmışlar. Çözüm olarak bir ateş yakarak devasa dağları eritmiş ve Ergenekondan çıkarak kurtulmuşlar.

Ç2: Biz her yıl 21 Martta bu tarihi olayı ve baharın gelişini yine büyük bir ateş yakarak kutlarız. Şarkılar ve dileklerimizi söyleyerek ateşin üstünden atlarız.

Ateş: Ancak beni insanlar bazen kötü amaçla ve dikkatsizce kullandıklarında kontrolden çıkarak onların yaşam alanlarına ve doğaya istemeden zarar verebiliyorum.

G.T. Anladım. Seni ilk gördüğümde insanlar için bu kadar önemli olduğunu bilmiyordum. Teşekkür ederim. (Bu sırada G.T. nin karnı guruldar.)

Ç1: Sen de mi acıktın. Bizimle kebab yemek ister misin?

G.T. "Yolum çok uzun, iki element daha öğrenmem lazım." der

Ama Adanalı çocuklar ısrar ederler ve;

Ç2: "Adananın kebabı meşhurdur. Kebabımızı tatmadan hiçbir yere gidemezsin" der

GT. Çocuklarla kebab yer ve karnı tıka basa doyar. Uzay gemisine binmekte zorlanır. Uzay gemisinin kapısından son bir kez ateşe ve çocuklara bakarak el sallar. Uzay gemisi havalanmakta zorlansa da bir süre sonra gözden kaybolur. Adanalı çocuklar GT nin arkasından el sallar.

3.4 Chapter on Water - Iceland

English

The alien put on her backpack, opened her spaceship, and stepped out.

She saw nothing but snow and ice all around her. Suddenly, she sees a large boulder slide past her. She decided to follow it.

Alien (GT): "Hello! Who are you?"

The ice block stopped and looked around.

Ice Block: "Hello, I'm Ice Block and I live here on Vatnajökull.
Who are you and what are you doing here?"

Alien (GT): "I'm GT, and I've come here looking for water,
because we need water out in space."

Ice Block: "Well, you're in the right place! There's lots of water here, in solid form.
I'm made of water, but if it gets too warm, I will disappear
I turn into a puddle, and even steam, and become a cloud."

As he says this, he points to three states of water by pointing to an example in the surrounding countryside (a small puddle, a geiser, a cloud in the sky).

The alien was very surprised by this. The Ice Block smiles and offers GT a block of ice. GT wants to put it in his bag, but Ice Block waves him off.

Ice-Block: "And no! If you do that, it'll melt. Here..."

He hands her an insulated box to put the block of ice in. The alien is really happy with the result.

She thanked Ice Block for his gift and decided to continue her journey.



Icelandic

Geimveran setti á sig bakpokann, opnaði geimskipið sitt og steig út.

Hún sá bara snjó og ís alls staðar í kringum sig.

Allt í einu sá hún hreyfingu og ákvað að elta.

Geimveran: "Halló! Hver ert þú?"

Ísmolinn stoppaði og leit við.

Ísmolinn: Halló, ég er Ísmoli og bý hér á Vatnajökli.

Hver ert þú og hvað ert þú að gera hér?"

Geimveran: "Ég heiti GT og kem hingað í leit að vatni, því við þurfum vatn út í geim"

Ísmolinn: "Þá ert þú á réttum stað! Hér er fullt af vatni í föstu formi, ég er úr vatni en ef það hlýnar mikið þá hverf ég.

Ég breytist í poll, jafnvel gufu og breytist í ský."

Meðan hann segir þetta bendir hann á þrjú form vatns í landslaginu í kring (lítinn poll, goshver og ský á himninum).

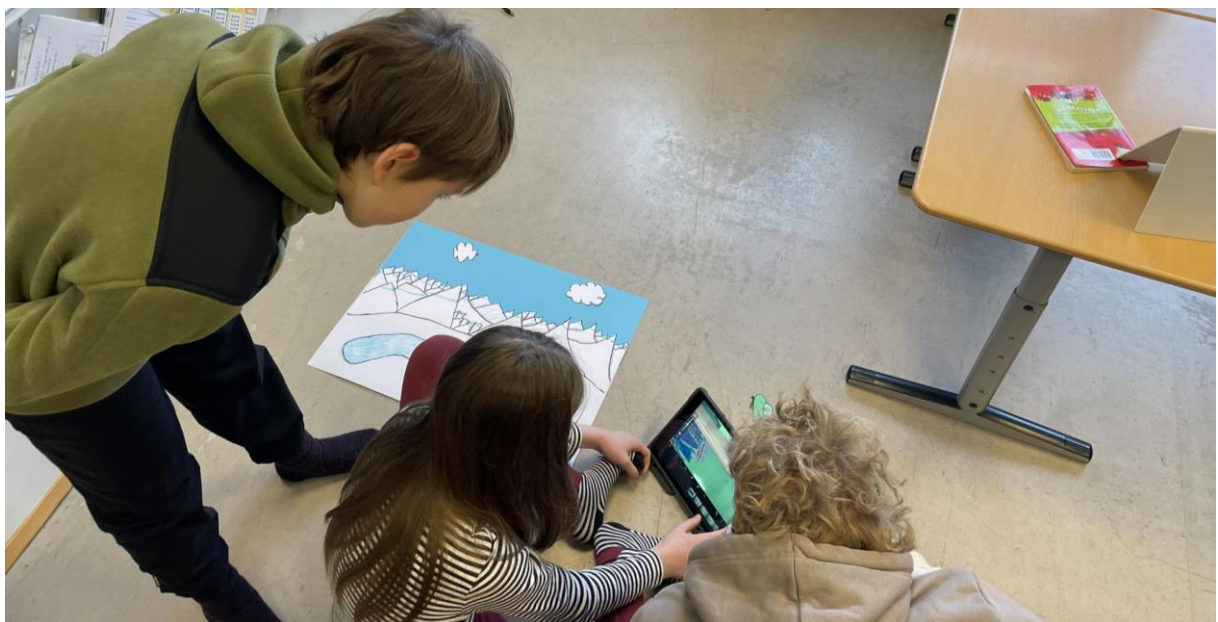
Geimveran varð mjög hissa á þessu. Ísklumpurinn brosti og bauð GT klaka.

GT ætlaði að setja hann í töskuna sína, en Ísklumpurinn veifaði á móti.

Ísmolinn: „Nei, nei! Ef þú gerir það, þá bráðnar hann. Hérna..."

Hann rétti henni einangraðan kassa til að geyma klakann í. Geimveran varð mjög glöð með lausnina.

Hún pakkaði Ísklumpi fyrir gjöfina og ákvað að halda ferð sinni áfram.





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