TEACHER STORY GUIDE

Local Voices, Shared Pages

Inspired by Helder Guastti da Silva, Brazil, and his work with “Como diz o outro” and Confabulando.

TEACHER ADAPTATION GUIDE

Before you begin: consult the appropriate school or district department, secure required approvals, follow school policy for interviews, recording and sharing. Contributors choose what to share and how to be credited. Offer an equivalent classroom option.

Learning goals

- Listen closely and explain a saying or story in context.
- Draft, revise and illustrate a text for readers.
- Credit contributors and distinguish recollection from verified historical fact.

Context

Helder’s fifth-grade project explored folk tales, oral memories, rhymes and tongue twisters. Confabulando also offers community book lending and storytelling. This suggested adaptation invites learners to create a small collection of local voices for a classroom reading corner.

Suggested adaptations (editorial, not the educator's own process)

- Suggestion, not a reconstruction of Helder’s process: begin with one saying or short story per pair.
- Suggestion: use a willing family member, school contributor or educator-selected published text. Home interviews are not required.

Resources

- Paper, pencils and a folder (required): Reused materials work; illustrations can be hand drawn.
- Contributor permission and source notes (required): Use school-approved procedures and record sharing preferences.
- Device or recording tool (optional): Use only approved tools with permission. AI is unnecessary.

Preparation

- Choose an existing literacy objective and a small, agreed audience.
- Model three questions: What does it mean? When is it used? Where did you learn it?
- Prepare a page template: contribution, meaning, context, illustration and agreed credit.

Time and cost (estimates)

- Estimate: three 40-minute lessons, plus an optional short conversation between lessons.
- Estimate: no additional cost using existing supplies; printing or binding may add local costs.

Implementation steps

1. Notice: discuss an educator-selected saying. Explore how its meaning changes with context.
2. Collect: pairs choose an approved source, ask questions and take notes. Do not pressure anyone to disclose personal experiences.
3. Compose: write one page explaining the contribution. Separate exact words, paraphrase and interpretation.
4. Check: ask the contributor to confirm meaning, wording, credit and sharing permission. For published material, check against the source.
5. Revise and illustrate: partners identify one unclear passage and improve it. Label adaptations rather than presenting them as original testimony.
6. Share: assemble approved pages in a folder for the agreed reading space. Invite readers to leave a question or connection.

Accessibility supports

- Offer drawing, dictation, partner scribing, typing or oral explanation.
- Welcome home languages and dialects; add translations with contributor review.
- Provide readable print, generous spacing and descriptions of illustrations. Offer quiet participation instead of public speaking.

Low-tech alternatives

- Take handwritten notes instead of recording.
- Use folded paper or a shared binder instead of digital publishing.

Assessment

- Check each page for clear meaning, contextual detail, accurate attribution and one purposeful revision.
- Compare a draft with its revision; ask the learner to explain the change.
- Assess literacy decisions, not family access, dialect or artistic polish.

Reflection

- Whose contributions were included, and who needs another way to participate?
- What did a reader’s question reveal about clarity?
- What could be simplified next time without reducing learner choice?

Variations

- Younger learners: illustrate one expression and dictate its meaning.
- Older learners: compare versions from consenting contributors without treating one as the only correct version.

Optional reference: advanced requirements

- Optional public archive: arrange separate permissions, copyright checks, accessible formats, storage responsibilities and a correction or withdrawal process before expanding beyond the classroom.

Credits

- Activity design: Champions of Learning, inspired by Helder Guastti. Suggested steps are not his documented lesson sequence.
- Porvir, Ana Luísa D’Maschio, originally published January 15, 2025; updated September 27, 2026.
- Global Teacher Prize educator profile, January 15, 2025.
- AI prompts below are optional educator supports created for this guide, not attributed to Helder.

Links

- Porvir: Helder’s project and community reading space
- Global Teacher Prize: Helder Guastti da Silva

Optional AI planning prompts

Copy, fill in the bracketed parts, and always review the output yourself.

TEACHER ADAPTATION GUIDE

AI is optional. These prompts help you plan; they do not describe how the featured educator worked. Review every output for accuracy, bias, and fit with school policy before using it with students.

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1. Plan and adapt

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Suggest a local-voices literacy activity for [AGE/GRADE], targeting [LEARNING GOAL], within [TIME] using [AVAILABLE MATERIALS]. Address [ACCESS NEEDS]. Include a classroom alternative to home interviews. Do not invent community traditions.
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Teacher check: Review feasibility, inclusion and school requirements. Enter no identifiable learner information.

2

2. Create supporting materials

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Create a brief interview organizer for [AGE/GRADE] in [LANGUAGE], with open questions about a willingly shared saying or story, space for context and agreed credit, and a revision checklist. Use [READING LEVEL]. Do not generate contributor answers.
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Teacher check: Check wording, language accuracy and accessibility. Use approved permission procedures separately.

3

3. Reflect and improve

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Using only [ANONYMIZED OBSERVATIONS] and [ASSESSMENT CRITERIA], identify what remains uncertain and suggest two adjustments for [NEXT LESSON]. Do not infer learner identities or claim improvement without evidence.
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Teacher check: Remove personal details and private testimony. Verify suggestions against actual work before changing instruction.