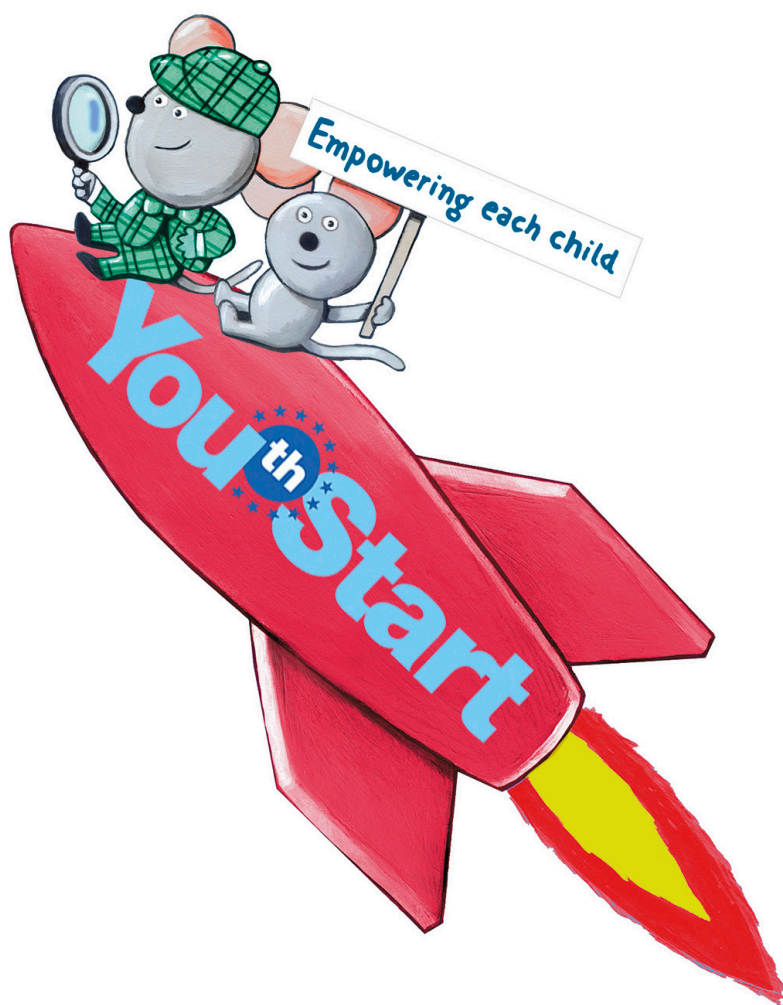




A1 Storytelling Challenge

Castle of Stories

Teacher Guide



Eva Jambor • Ingrid Teufel

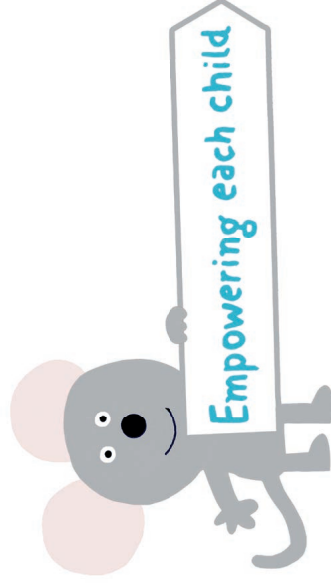
All Challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).



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with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP
AND IMPLEMENT YOUR IDEAS!

DON'T BE AFRAID TO TRY NEW THINGS!
ALSO ENCOURAGE OTHERS!

USE YOUR IDEAS
TO HELP OTHER PEOPLE!

IDEA CHALLENGE
Get your ideas moving forward!
Let's create value!




☐ ☐

HERO CHALLENGE
You're my role model



☐

EMPATHY CHALLENGE
My feelings –
Your feelings





☐

STORYTELLING CHALLENGE
Creative storytelling





☐

BUDDY CHALLENGE
Empower others!



☐

MY COMMUNITY CHALLENGE
Solving problems together



☐

MY PERSONAL CHALLENGE
What's it worth?



☐

LEMONADE STAND CHALLENGE
Selling is fun



☐

PERSPECTIVES CHALLENGE
Tracking 20 Euros



☐

TRASH VALUE CHALLENGE
Recycling adds value



☐

OPEN DOOR CHALLENGE
Discovering clues



☐

DEBATE CHALLENGE
Let's talk to each other!





☐

REAL MARKET CHALLENGE
Becoming a "junior manager"


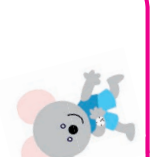


☐

START YOUR PROJECT CHALLENGE
I'm off to a flying start!



☐

EXTREME CHALLENGE
Assessing oneself



☐

BE A YES CHALLENGE
This is good for me



☐

EXPERT CHALLENGE
Learning holistic learning



☐

VOLUNTEER CHALLENGE
I can volunteer



☐

The Youth Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at www.youthstart.eu. A mindfulness programme with video clips is provided in the "Mind & Body" section.



Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting. **Pink** stands for personal development: these challenges focus on empathy, teamwork and self-confidence. **Green icons** indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

Empowering each child ...

... refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for primary school children. Bigger and smaller challenges form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



Empowering each child is part of the “Youth Start Entrepreneurial Challenges” Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.

The objective of the **A1 Storytelling Challenge** (“Castle of stories”) is to spark the children's imagination. They are provided with many ideas on how to fantasise about something, how they can “build”, invent, write, and retell stories – and they learn how texts can enchant them. At the end they put on a story festival where stories are read, told, presented or even sung.

This Teacher Guide contains explanations of the exercises, games and copy templates for the children to further explore the topic.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers. The research results demonstrate that by working with the programme in primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

Eva Jambor and Johannes Lindner, editors

www.ifte.at | www.youthstart.eu

Content:



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A1 Storytelling Challenge








Castle of stories

An enchanted castle of stories surrounded by extensive grounds invites the students on a fantastical journey. In the castle's workshops, they “build” something new from existing words, phrases and poems. Going through the castle, the children are inspired by pictures, sentence starters or short texts to fantasise and retell existing stories as well as to invent and write their own stories. At the end of the challenge, the students get creative at a story festival holding readings, singing stories and performing short plays.

Explanatory video for this challenge:

http://www.youthstart.eu/en/challenges/castle_of_stories/

7 steps to the finish line:

-  1 Fantasising
-  2 “Building” stories
-  3 Retelling stories
-  4 Inventing and writing stories
-  5 Enchanting texts
-  6 Putting on a story festival
-  7 Thinking things over



Core competence for the challenge:
I can turn content into stories.



**Big idea behind the challenge**

Various experiences prompt the students to tell and write stories sparking their imagination and allowing them to practise their creative skills, which is one of the key competences of the 21st century. In addition, the children's language skills are improved and critical thinking is promoted step by step.

Pictures, words, phrases, poems, games and short stories they come across in each room of the castle of stories are provided as inspiration. The challenge ends with a story festival that is organised by the children, unleashing their imagination: everything from reading to singing and performing a play as a way of presenting their story is allowed.

This way, the children learn the key competence of storytelling: turning content into stories and presenting them in a fascinating way.

**Explanatory video for this challenge**

http://www.youthstart.eu/en/challenges/castle_of_stories/

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can identify my strengths, and I do not let mistakes discourage me.
- I can fulfil my tasks on my own or in a team even when it gets tough.
- I can identify problems and develop creative ideas to solve them.
- I can work with others.

Language objectives

- I can use writing prompts to create texts.
- I can write texts that match the given situation.
- I can write structured texts that my readers will understand.
- I can consciously use linguistic means in the creation of texts.
- I can review, adapt and correct texts.

Assessment

A checklist and a self-assessment questionnaire for writing fantasy stories are included in step 7 "Thinking things over" of the student manual. The children use the questionnaire to assess how well they now observe the requirements specified in the checklist. The teacher's evaluation sheet and the children's lists can be found in the copy templates.

Further questionnaires in the student manual invite the children to assess many of the competences they have acquired in the challenge and to reflect on their own work.

At the end of the challenge, the children define individual learning objectives which help them practise assuming responsibility for their personal learning process step by step.

Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all children. Complete the exercises in the workbook with the children.

The titles of the exercises shown below are marked in pink and labelled "E".

Note on preparation: Cut out the cards in the copy templates so the class can create its own castle of stories. Laminate the cards and keep them in pretty boxes or magazine files cut in half for easy access in the classroom.





Going through the castle and its gardens, the children learn how to tell and write their own stories step by step.



Fantatising

The first step is about sparking the children's imagination, making them think and letting their own fantasies emerge intuitively.

E1: Welcome to the enchanted castle of stories!

E2: Fantastical dream meadow (the pictures from the workbook are also included in the copy templates)

E3: Fantasy pond



"Building" stories

In the castle's workshops, the children are introduced to the process of telling and writing stories by experimenting first with words and sentences and, finally, with short texts (poems). Special emphasis is placed on the children enjoying the playful use of language.

E1: Word workshop: Word mixing machine

E2: Word workshop: Assembly kit for words

E3: Word workshop: Syllable poem

E4: Sentence workshop: Roll-the-die game (the die game is also included in the copy templates)

A die determines which parts of the given phrases are to be used to form crazy sentences.

E5: Sentence workshop: Changing sentence starters

E6: Sentence workshop: Completing sentences

E7: Poem workshop: Writing poems

Four simple poem types are introduced:

elevenie, today poem, now poem and haiku. You will find the instructions in the student manual as well as on the cards in the copy templates.

The students use the today poem to focus on what makes them happy with the aim of fostering well-being and practising being optimistic (see "A1 Be A YES Challenge"). The now poem helps the children to practise being mindful in a moment and experiencing it with all their senses. Further exercises on this topic are provided in the comprehensive "Youth Start Mindfulness Programme" (you can download it at www.youthstart.eu -> section "Mind and Body".)

E8: Poem workshop: Working with poems

Here the children will find numerous suggestions on what they can do with poems. The ideas range from writing them using creative typefaces to suggestions for handicraft and forms of presentation. All suggestions from the student manual are also provided as flash cards in the copy templates.



Retelling stories

Having the children retell stories prepares them for creative writing. The students can practise it as often as they like. By retelling stories (verbally or in writing), the children learn how to tell and write their own stories step by step.



Preparation: Copy the jokes cards from the copy templates, cut them out and laminate them if you wish. Store them in a joke box. In addition, ask the children to look for jokes in children's magazines and on the internet.



E1: Telling jokes

E2: Retelling funny stories

Laughter is contagious, puts the children in a good mood and makes them more willing to learn. So, work on funny stories every once in a while!

Inventing and writing stories



The castle of stories serves as a framework for various fantasizing, telling and writing prompts which support the students in developing their own creative ideas. For each room, corresponding pictures and instructions in the form of flash cards are included in the copy templates.

Preparation: Before writing (or telling) their first fantasy story, go through the "Checklist on writing a fantasy story" with the children (student manual step 7, exercise 2).



E1: Mirror room

E2: Games room

E3: Bedchamber

E4: The witch's kitchen

E5: Swapping room

E6: Barn

Based on the conversations between the animals in the barn, the children's language skills are practised as well as the rules of empathic social interaction.

E7: Magic chamber

E8: Tower room

E9: Lost and confused in the castle's courtyard

Enchanting texts



Preparation: Copy the magic cards from the copy templates, cut them out and laminate them.



E10: The castle's library

The students use the magic cards as inspiration to discover what they can do with texts. Ask the children what they like and try it out in class: rewriting texts, presenting them using different rhythms, organising exhibitions ...

Note: Not all of the suggestions on the magic cards are included in the student manual.

Putting on a story festival



E11: Banquette hall

The story festival can be organised at the end of the school year. You can either celebrate as a class or invite other classes or external guests. It is helpful to establish a culture of celebrating within the class throughout the year. By working towards the festival, the children learn to persevere and to stay motivated which is necessary when working thoroughly. They learn from and with each other when choosing whose stories they will present at the festival.



They provide feedback, look for solutions together and practise treating each other fairly. In the course of preparing the festival, the community spirit of the class is improved, and in addition, the students practise important skills they will need in the future such as presenting and reflecting.



Thinking things over

E1: Checklist for writing a fantasy story

E2: How good are you at writing fantasy stories already?

The children use the checklist to assess how well they observed the requirements of writing a fantasy story. The copy templates contain the student's checklist as well as the corresponding teacher's evaluation sheet.

E3 Questionnaire for "Storytelling Detectives"

Use the questionnaire to reflect about and to discuss the entire challenge once more.

E4: How well can you do that already?

The students evaluate the progress they have made regarding each strength. Prior to that, explain the meaning of the four symbols. The questionnaire includes the key competences that were practised during the challenge.

E5: Reach your personal goal in a few steps ...

Encourage the students to think of individual learning objectives and practise how to persevere as a group. This strengthens their individual sense of responsibility and is proven to have a very strong effect on learning results as shown by various sources including the widely known study "Visible Learning" by John Hattie.

Based on the self-assessment in the questionnaire "How well can you do that already? (E4)", the children choose an area they need more practise in and that they want to work on. Let them write it down, e.g.: I listen carefully when others read something aloud.

Instruct the children to imagine with all their senses what it will be like when they are able to do what they decided to practise. You can ask the children to close their eyes. Here is an example: You see Simon smiling at you while reading aloud, and you can feel your tummy warming up. It's quiet in the classroom and you and your friend are happy ... You're invited to write down how you'll feel at that moment. You can also draw a picture of the scene.

Talk to the children about the importance of them telling someone about their goals. This will help them to persevere.

Resolving to practise every day helps turn practise into a habit – just like brushing your teeth.

Another good way to encourage perseverance is to reflect in the evenings. The children learn to motivate themselves in a positive way. Work with the children to figure out who or what else might help them to persevere and celebrate each successful step together!

**TRIO Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the "Storytelling Challenge" belongs to the area of Entrepreneurial Culture which is all about personal development: demonstrating initiative, believing in oneself, showing empathy and being a team player as well as encouraging oneself and others.

Length of the challenge

Year-round project you can invest as much time in as you wish.

Necessary background knowledge

The children are used to working independently.

Context within the "Youth Start Entrepreneurial Challenges" Programme

All challenges: www.youthstart.eu

The "A1 Storytelling Challenge" builds on the "A1 Be A YES Challenge" and the "A1 Trash Value Challenge" and closely correlates with the "A1 Expert Challenge". Following this challenge, we suggest working on the "A1 Debate Challenge". The "A1 Storytelling Challenge" is meant to introduce the "Storytelling Challenges" of the levels A2 and B1.



Fantastical dream meadow




**Imagine your dreams in vivid detail with all their colours.
Tell others about it if you want to.**



**What do you see in these clouds? People, animals, plants or objects?
Tell others about it.**




Sentence workshop: Roll-the-die game

	Who or what? Subject	... does what ... Verb	Where? Place	With whom or what? Accusative case
1	A magician	plays	under a table	with an egg
2	A prince	dances	on the roof	with a bicycle
3	A queen	sings	under the bed	with trousers
4	A witch	eats	in a cupboard	with a robot
5	A frog	works	in a bottle	with a book
6	A dragon	speaks	in a tree	with a fairy

Roll the die four times and choose one part of a sentence from each column to form a crazy fairy tale sentence. Write each sentence on a small piece of drawing paper and turn the sentence into a drawing.

Satz-Werkstatt: Würfel-Sätze

	Who or what? Subject	... does what ... Verb	Where? Place	When? Time
1	A monkey	sang	in a meadow	in the evening
2	A princess	hopped	at midnight	in a cupboard
3	A king	ran	under a tree	yesterday
4	A cat	jumped	in a cellar	a year ago
5	A mouse	cooked	in a pond	in the morning
6	A girl	painting	in a fountain	at night

Roll the die four times and choose one part of a sentence from each column to form a crazy fairy tale sentence. Write each sentence on a small piece of drawing paper and turn the sentence into a drawing.



Poem workshop: Writing poems

ELEVENIE

An elevenie is made up of 5 lines and 11 words.

Therefore, it is called elevenie. The text does not have to rhyme.

1st line – 1 word
2nd line – 2 words
3rd line – 3 words
4th line – 4 words
5th line – 1 word
= 11 words, therefore elevenie

Here is an example:

Poem,
some words,
they paint pictures
with colours, not words:
Imagery.



Write your own elevenie.

Poem workshop: Writing poems

Today poem

Use the today poem to celebrate the present day.

Write down the following sentence 5 times (in lines 1, 3, 5, 7 and 9): "What a beautiful day!"

In lines 2 and 10, write down: "Today I'll do something that makes me happy." macht."

In lines 4, 6 and 8, insert what makes you really happy!

Example

1st line	WHAT A BEAUTIFUL DAY!
2nd line	Today I'll do something that makes me happy.
3rd line	WHAT A BEAUTIFUL DAY!
4th line	<i>I'll be happy and I'll laugh a lot.</i>
5th line	WHAT A BEAUTIFUL DAY!
6th line	<i>I'll jump into every puddle on the street.</i>
7th line	WHAT A BEAUTIFUL DAY!
8th line	<i>I'll read a book and immerse myself in it.</i>
9th line	WHAT A BEAUTIFUL DAY!
10th line	Today I'll do something that makes me happy.



Write your own today poem.



Poem workshop: Writing poems

Now poem

A now poem helps you to be mindful in a moment and to experience it with all your senses. You can use the wheel of mindfulness if you need help. First, write down what you see, hear, smell, taste and feel on your skin or with your hands. Then, describe what you feel and perceive: How does your body feel? How do you feel when you are alone and with others?

Now I am seeing ...
Now I am hearing ...
Now I am smelling ...
Now my skin is touching ... (feeling)
Now I am tasting ...
Now I am feeling ... in my body.
Now I am feeling ... in my heart
Now I am feeling ... with the people around me.



Write your own now poem.

Poem workshop: Writing poems

HAIKU

A haiku is a form of Japanese poetry. It consists of three lines. The 1st line consists of 5 syllables, the 2nd of 7 and the 3rd of 5 syllables.

Example 1st line: The shim-mer-ing rays
 2nd line: of the ear-ly morn-ing sun
 3rd line: are love-ly and warm.

Write your own haiku.

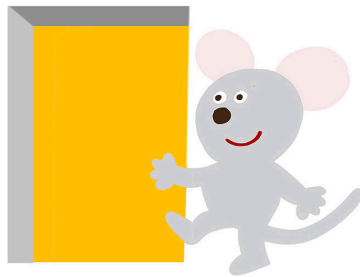




Poem Workshop

Working with poems

POEM WORKSHOP



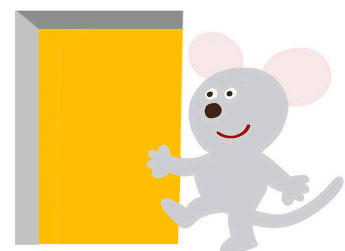
Look for poems in your reading book, children's magazines and on the internet.

Use the cards as an inspiration and think about what you can do with poems.

Collect everything you worked on and want to present to others for ...

- your portfolio,
- an exhibition and/or
- a poem party.

POEM WORKSHOP



**TYPEFACE**

Copy a poem using a typeface that fits its content.

- Funny poem: Paint colourful, bouncing letters.
- Easter poem: Draw an Easter egg in each round letter (a, b, d, g, o, p, q).
- Plants poem: Write using a green pencil and draw flowers.
- Scary poem: Draw a ghost and write the text inside it.
- Water poem: Paint waves and write the text on top of them.

You are certain to have great ideas of your own!

POEM WORKSHOP

**DRAWING**

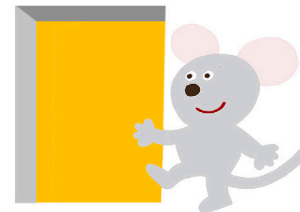
Make a drawing by yourself or with others that shows the content of one or all the verses of a poem.



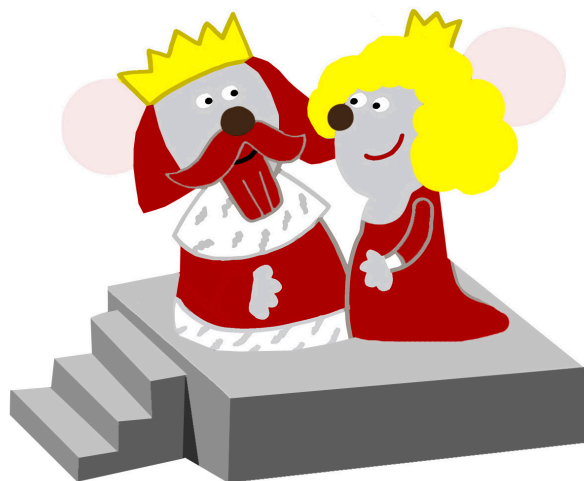
COLLAGE

Look for objects
that fit the content of your poem.
Glue them onto a box lid
to create a tactile collage.
The collage also looks great on a wall!

POEM WORKSHOP



THEATRE



Some poems can be presented in the form of a short “play”.
You can do that using words or our body (= pantomime).

**THEATRE IN A BOX**

Use a box to build a “set” that fits your poem.
Use any material you can find that somehow fits your poem:
branches, stones, small boxes, cutlery, socks ...

DANCE

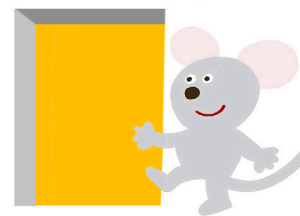
Find music that fits your poem.
Come up with moves and dance steps.
Recite your poem while playing (soft) music
and dance to it – by yourself
or with your classmates.



SOUND POEM

Use your voice, your body or objects to create sounds which intensify the mood of your poem:
rain, wind, footsteps, animal sounds ...

POEM WORKSHOP



SONG



If you like to sing,
you can certainly turn your poem into a song.



COMIC STRIP



Draw a comic strip based on your poem.
Think about inserting sentences from your poem
into the speech bubbles.

RAP



If you like to rap,
try to turn your poem into a rap song.









WORD CLOUD



Write down all **nouns**
that appear in your poem as a word cloud.

READ FEELINGS

					
sad	cheerful	happy	angry	anxious	tired

Nimm einen Würfel und würfle. Lies das Gedicht nun in der
Stimmung vor, die du gewürfelt hast.



<p>Tim is visiting his grandfather. He accidentally smashes a vase. His grandfather says: "Do you know how old this vase was? It dated back to the 16th century!" Tim answers: "Oh, thank God. I thought it was new."</p>	<p>Why did the math book look so sad? Because it had so many problems!</p>
<p>Will is whinging on the ride to the doctors and continues whinging at the surgery. The doctor asks Will: "What do you want to be vaccinated against?" Will answers: "Against my own will."</p>	<p>What were the last words of the poisonous snake? "Damn, now I've bitten my own tongue!"</p>
<p>How do the oceans say hello to each other? They wave!</p>	<p>Sabine has been busy in the kitchen for half an hour when her mother asks her: "What are you doing in the kitchen?" Sabine says: "The ice cubes fell into the boiling water, and now I can't find them anymore!"</p>
<p>An elderly lady is in a taxi. Upon exiting the taxi, the driver says: "That's twelve euros, please!" "Oh, I don't have enough money. Could you drive back a couple of metres?"</p>	<p>"I took a pizza on the bus today. The bus driver said the bus wasn't a restaurant. So I told him that this was the reason why I had brought my own food."</p>
<p>What has hands but cannot clap? A clock!</p>	<p>Why are ghosts bad liars? Because you can see right through them!</p>





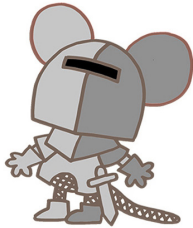
<p>What is the difference between serving at a restaurant and breaking into a restaurant? You can serve at any restaurant any time you want, but when you break into one, you must serve time in prison!</p>	<p>Two ants talking to an elephant: "Come on, let's fight!" The elephant says: "Two against one, that's not fair!"</p>
<p>I ordered a potted plant on the internet today. I just got an email saying: "We have received your order." I wonder if my plant was delivered to them. I didn't fill in their address.</p>	<p>What did the zero say to the eight? Nice belt!</p>
<p>Father and daughter at the zoo. "Daddy, will you buy me an elephant?" – "But where are we supposed to get all the food from?" – "Don't worry, the sign says 'Do not feed the animals!'"</p>	<p>Carl asks his teacher: "Can I be punished for something I haven't done?" "No, of course not!" the teacher answers. Carl is relieved and says: "Thank God, because I didn't do the homework."</p>
<p>Little Peter is sitting in the stands during a football game. The man beside him asks him: "Where did you get the tickets from, boy?" Peter answers: "They are my dad's!" – "And where is your dad now?" – "At home looking for them!"</p>	<p>Dan is piecing together a puzzle. After six months, he says: "Finished, finally!" His wife says: "You were quite fast. It says 2 to 3 years on the box!"</p>
<p>Why are elephants so wrinkled? Because they take too long to iron!</p>	<p>Max and Mary are talking about their plans for the future. Max says: "I want to be a millionaire, just like my father!" Mary is impressed and says: "Wow, your father is a millionaire?!" Max answers: "No, but he wants to be one, too!"</p>



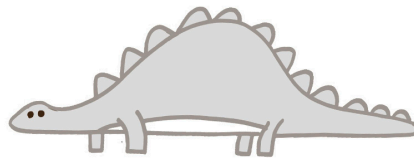


MIRROR ROOM

In the mirror room, you come across ancient magic mirrors. When you look in one of the mirrors, it takes you on a journey through time. If you could travel back in time, where would you like to go? I would like to travel to ...



Age of the knights



Age of the dinosaurs



Age of the ancient Romans

Have a look at a non-fiction book or on the internet to find out what life was like back then. Imagine living in that period, write down everything you experience in "that" period and make a drawing of it.

MIRROR ROOM

In the mirror room, you come across ancient magic mirrors. When you look in one of the mirrors, it takes you on a journey through time. If you could travel back in time, where would you like to go? I would like to travel to ...



Age of the ancient Egyptians



Stone Age



Future

Have a look at a non-fiction book or on the internet to find out what life was like back then. Imagine living in that period, write down everything you experience in "that" period and make a drawing of it.

**GAMES ROOM – Roll a story**

	1. humans	2. animals	3. magical creatures	4. feelings
	father	snake	fairy	fear
	I	cow	witch	joy
	mother	insects	dwaraf	anger
	male friend	pig	magician	sadness
	female friend	cat	troll	jealousy
	president	spider	Easter bunny	boredom

GAMES ROOM – Roll a story

	5. dangers	6. landscaps	7. weather	8. activities
	thunderstorm	mountains	rain	perform magic
	volcanic eruption	ocean	sunshine	search
	thief	meadow	heat	fall in love
	spell	forest	cold	cry
	flooding	stream	snow	be happy
	hail	park	storm	get angry

Roll the die 8 times, once for each column. Write down the words that correspond with the number shown on the die. Invent a story and include those 8 words.

**BEDCHAMBER**

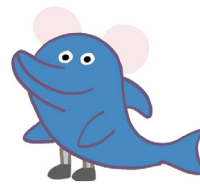
In the bedchamber, you come across a mysterious magic bed.
When you sit down on this bed, you have fantastic dreams.
In your dream, you are enchanted and turn into something or someone else.
You do the craziest things.
What or who did you turn into?



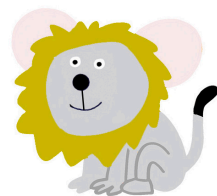
I am a mirrow



I am a king



I am a dophin



I am a lion

Imagine you are somebody else and visualise your life as vividly as you can.
Using the "I" form, describe the life you are living so others can feel what you feel.

BEDCHAMBER

In the bedchamber, you come across a mysterious magic bed.
When you sit down on this bed, you have fantastic dreams.
In your dream, you are enchanted and turn into something or someone else.
You do the craziest things.
What or who did you turn into?



I am a witch



I am a water drop



I am a mouse



I am an alien



I am a princess

Imagine you are somebody else and visualise your life as vividly as you can.
Using the "I" form, describe the life you are living so others can feel what you feel.



THE WITCH'S KITCHEN

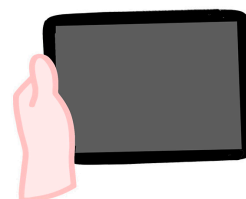
A little witch works in the castle's kitchen. She is a great cook.
But sometimes she plays practical jokes and adds a few drops of magic
potion to one of the bowls of soup.
The person eating from this bowl is enchanted and turns into e.g. ...



Tell others or write down how you feel when you are enchanted.

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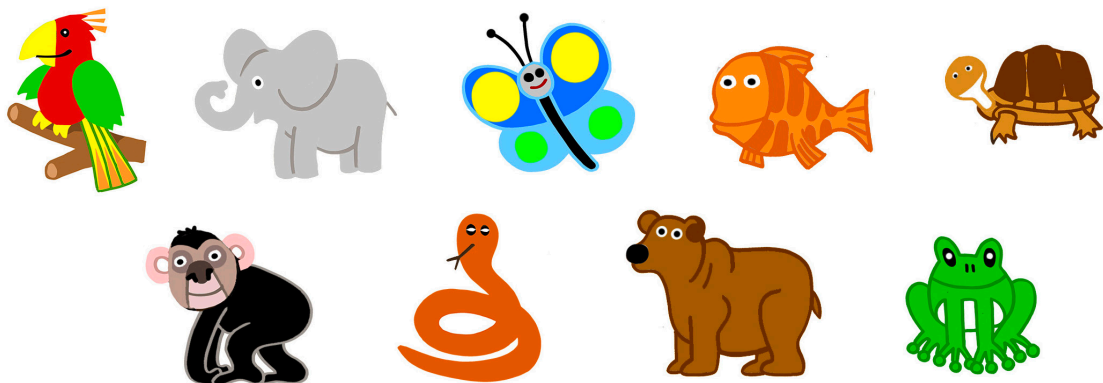
Erzähle oder schreib auf, wie es dir geht, wenn du verzaubert wirst.



SWAPPING ROOM

In this room, you can “swap” everyone who makes you angry with an animal! All you have to do is bring a picture of the person and point to one of the animals below. Once the swapping fairy casts her secret spell, the swap is completed. Every time you encounter this person in future, you will see the animal you chose instead.

Whom would you like to swap, and which animal would you choose? Write down the story and make a drawing of it.



BARN

The barn behind the castle is inhabited by numerous animals living together in peace. They listen and show empathy when talking to each other. And they always solve problems together. Sometimes they think about the old times when they used to fight a lot. They then talk about those times and think about how they would solve those problems today.



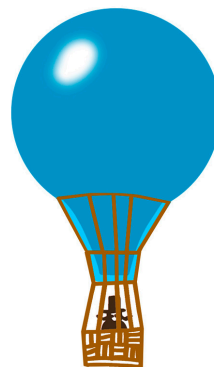
Choose two animals, invent a pleasant or unpleasant dialogue between them and write it down in the form of a play.



MAGIC CHAMBER

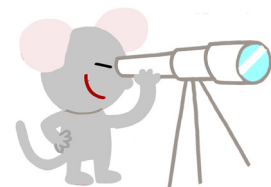
On the way leading up to the tower there is a chamber that is inhabited by a little magician's apprentice. He casts a spell on everyone who enters his chamber. Unfortunately, he is not very good at it yet and he turns his visitors into funny things.

Now he casts a spell on you because you have visited his chamber. What do you look like? What can you do? Write down the story and make a drawing of it.



TOWER ROOM

In this mysterious room, you come across an enchanted time machine. Every time it is used, the craziest things happen.



Dad turns on the tap. Suddenly ...	We are watching TV. Suddenly ...	Mum is making a soup. Suddenly ...
I open my schoolbag. Suddenly ...	The dentist is taking a look at my teeth. Suddenly ...	I am walking through the school gate. Sudden- ly ...
Granddad is watering the flowers. Suddenly ...	I am doing my home- work. Suddenly ...	Grandma puts on her glasses. Suddenly ...



Lost and confused in the CASTLE'S COURTYARD

Many centuries ago a magnificent celebration took place at the castle. The guest list included many people and animals from various fairy tales. Many of them had never seen a castle as big as this one. Hence, some of the guests got lost. Today, each time two people or animals accidentally meet in the courtyard, a new fairy tale is created.



Witch



Frog



Queen



Dwarf



Cinderella

Write down the new fairy tale and make a drawing of it. If you and your classmates like acting in plays, you may also turn the story into a play.

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Wizard



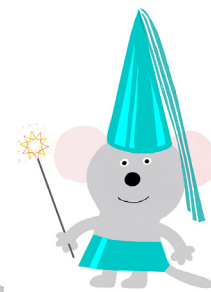
King



Stepmother



Princess



Fairy

Write down the new fairy tale and make a drawing of it. If you and your classmates like acting in plays, you may also turn the story into a play.



Enchanting texts

MAGIC CARDS

for the books from the castle's library



Enchanting texts

ENCHANTING FAIRY TALES

Go ahead and enchant a fairy tale!

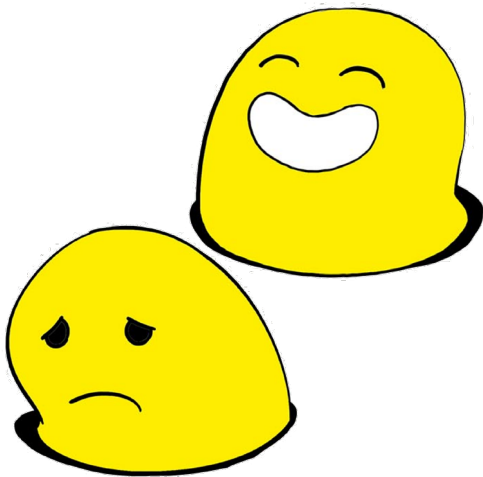
Turn it into ...
ikel.

- a newspaper article
- a parody (= imitating a story in an amusing way) by including e.g. characters from other fairy tales
- a play





Enchanting texts

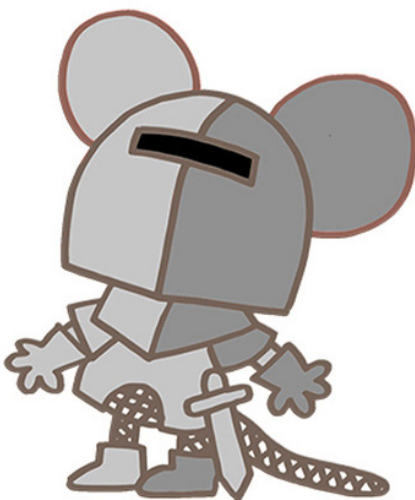


Happy End?

Is there an ending that you don't like?

Then think of a new ending and write it down!

Enchanting texts



Time Travel

Many stories take place in a certain period in time.

Choose a story and rewrite it so it takes place in a different age.

For example, in ...

- **the past** (the Stone Age, the Middle Ages ...),
- **the present** (your country, faraway countries ...)
- or **the future**.



Enchanting texts

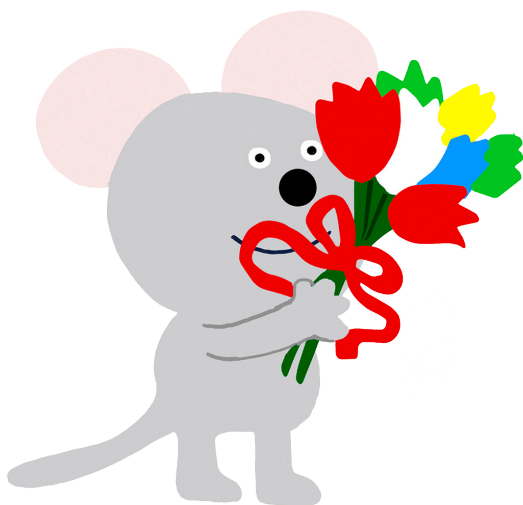
Diary

Imagine a character from a story keeping a diary.



Pretend that you are that character and write something in the diary using the “I” form.

Enchanting texts



Thank-you speech

Thank one of the characters from a story for something they did. Praise them like you would at an award ceremony.



Enchanting texts

Brother John

Moderately
1

Traditional
Arr. Julie A. Lind

mf Are you sleep - ing? Are you sleep - ing? Bro - ther John?

Broth - er John? Morn - ing bells are ring - ing.

morn - ing bells are ring - ing. Ding dong ding. Ding dong ding.

This arrangement Copyright © 2016 Julie A. Lind, www.PianoSongDownload.com

“Theme song”

Write a song to accompany a story using the melody of a song you like.

(Hint: “Frère Jacques” is a good song to write new lyrics to.)

Enchanting texts



Election speech

A character from a story wants to run for a political office, such as mayor or president.

The character must hold an election speech and convince an audience that they are the right person for the office.

Choose an office the character wants to run for and write an election speech.



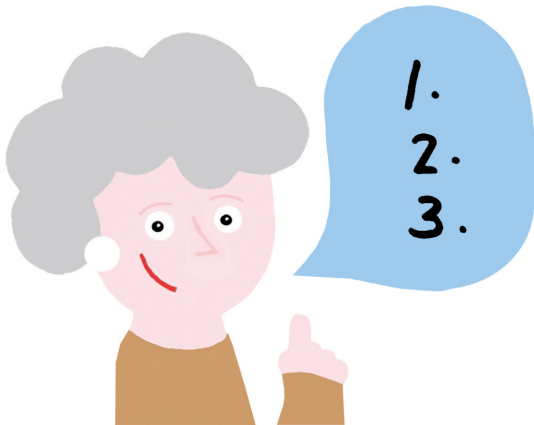
Enchanting texts

Story lists

Make different lists for a story.

For example, a list of ...

- emotions you feel when reading the story.
- the characters that appear in it.
- objects that appear in it.
- parts of speech (a list of verbs, adjectives, nouns ...) that appear in it.



Enchanting texts

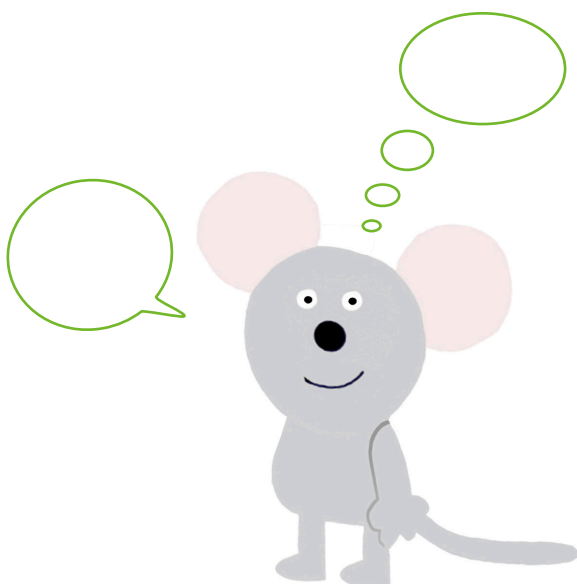
Monologue

Imagine you are one of the characters from a story.

How does this person feel at the moment?

What are their characteristics and views?

Talk about your thoughts with yourself ("thinking aloud") and write down the monologue.





Enchanting texts

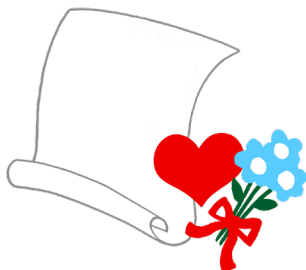


Hearing stories

Turn a story into an **audio book** or an **audio drama** with your classmates.

Enchanting texts

Story LINE, Story UMBRELLA and Story BRANCH



Write a story on a piece of paper and add beautiful drawings.

Then hang up your stories in the classroom to create a collective art object!



Enchanting texts



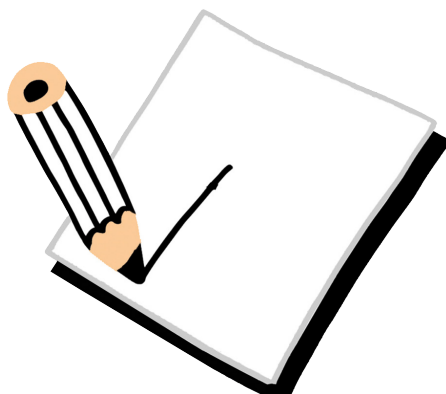
Exhibition

Organise an **exhibition** based on a story.

Remember to also include activities as well as something that the visitors can look at, listen to and smell.

Also, bring a **story box** filled with objects that fit the story and the visitors can touch.

Enchanting texts



Story poster

Choose a story and create a poster that is based on it.

Important:

Add a drawing and write down the title of the story, write the author's name and summarise the content in one sentence.



Enchanting texts

**Work of art**

Use fabric and wool to create a work of art that fits a story.

Or make a sculpture out of cardboard, wood or another material.

Enchanting texts

Rhythmic stories

Use objects you can find in the classroom or at home to produce sounds that fit a story.

Think of the objects as drums and come up with your own “rhythms”.





Enchanting texts



Dance

Turn a story into a dance.
First, look for music that fits the story.

Enchanting texts



Turning a story into a drawing

Listen to a story.
(Have someone read it to you
or listen to it on the internet.)

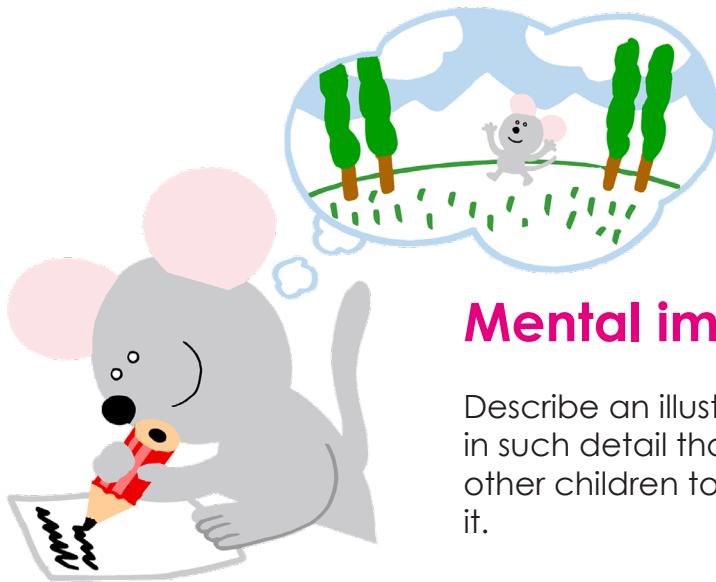
Make a drawing of the story or
turn it into a comic.

Hint:

Listen to the story twice. Die
Geschichte zweimal anhören.



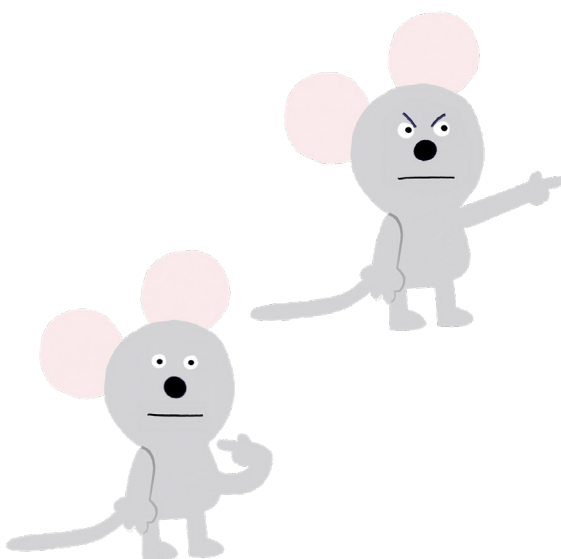
Enchanting texts

**Mental imagery**

Describe an illustration from a story in such detail that it enables the other children to make a drawing of it.

Do the original illustration and the drawings match?

Enchanting texts

**Body language**

Can you tell a story only through gestures and body language so the other children understand it?

Try it!



Checklist for writing a fantasy story

In this checklist you will find important requirements you should consider when writing (or telling) a fantasy story.

Read the checklist carefully and try to consider all elements below.



What is the story about (= content)

1. Set a goal and think about the how you want your story to be.

My story is supposed to be	<input type="checkbox"/> mysterious	<input type="checkbox"/> exciting
	<input type="checkbox"/> funny	<input type="checkbox"/> scary
	<input type="checkbox"/> _____	<input type="checkbox"/> _____

2. Choose an intriguing title for your story.
3. In your story, only recount one event.
4. Describe everything in detail so that the reader understands everything.

What is the structure of your story (= structure)

5. Start each sentence with the most important part.
6. Use words that express exactly what you want to say.
7. Use diverse vocabulary and choose different words to describe the same thing.

How are you telling the story (= use of appropriate language)

8. Tell the story in the simple past.
9. Write complete sentences
10. Each sentence ends with a punctuation mark.

How can you avoid mistakes (= use of correct language)

11. Read through the finished text once more.
12. Check the correct spelling of each word.
13. If you are unsure of the correct spelling of a word, underline it with a pencil. Look it up later in a dictionary.



Evaluation sheet for writing a fantasy story

For Teachers

Content		2	1	0
1	The self-assigned goal was reached.			
2	The title is intriguing but does not reveal the whole story.			
3	The story is limited to one event and has a logical structure.			
4	The story is told in detail (people involved, feelings ...).			
Structure				
5	Each sentence starts with the most important part.			
6	The choice of words is appropriate.			
7	Different words are used for one and the same idea.			
APPROPRIATE LANGUAGE USE				
8	The story is told in the simple past.			
9	The sentences are complete, and the word order is correct.			
CORRECT LANGUAGE USE				
10	Dictionaries or other resources were used.			
11	The text was reviewed once more before it was handed in.			
12	Frequently used words are spelled correctly.			
13	Rarely used words are spelled correctly.			
Total score:				

Here is how the points are awarded:

Two points for meeting a requirement entirely. One point for meeting a requirement in part. Zero points for not meeting a requirement.

Overall grade:

Think of your mistakes as advice!

Come to me so we can create a training programme that is tailored to your needs.



Self-assessment questionnaire for writing a fantasy story for students

Read one of the fantasy stories you wrote carefully and assess how well you observed the following requirements from the checklist. Tick the box you feel applies the most to you and your story.



What is the story about (= content)

My story is supposed to be	<input type="checkbox"/> mysterious	<input type="checkbox"/> exciting
	<input type="checkbox"/> funny	<input type="checkbox"/> scary
	<input type="checkbox"/> _____	<input type="checkbox"/> _____

1.	I have reached my goal.	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
2.	The title is intriguing	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
3.	My story only recounts one event	yes <input type="checkbox"/>		no <input type="checkbox"/>
4.	I describe everything in detail. The reader understands everything	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>

What is the structure of your story (= structure)

5.	Each sentence starts with the most important part	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
6.	The title is intriguing	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
7.	My story only recounts one event	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>

How am I telling my story? (= use of appropriate language)

8.	My story is told in the simple past	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
9.	I wrote in complete sentences. Each sentence ends with a punctuation mark.	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>

How can I avoid mistakes? (= use of correct language)

10.	I read through the finished text once more	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
11.	I checked the correct spelling of each word	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>
12.	When I was unsure of the correct spelling of a word, I underlined it with a pencil and looked it up later in a dictionary.	yes <input type="checkbox"/>	in part <input type="checkbox"/>	not yet <input type="checkbox"/>

All Challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).

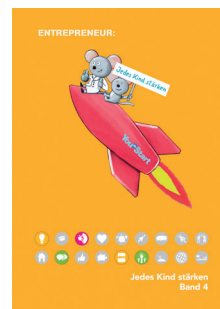
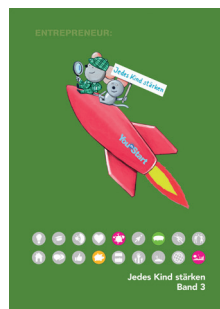
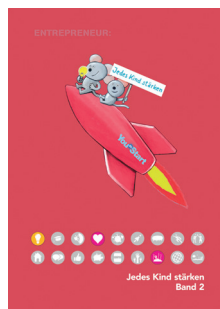
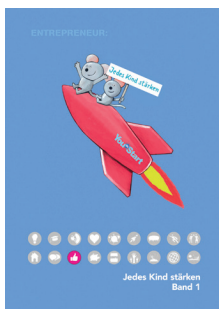
„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “Youth Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at www.youthstart.eu including also video clips explaining the challenge.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the “Youth Start mindfulness programme”.

Explanatory video for this challenge:

http://www.youthstart.eu/en/challenges/castle_of_stories/





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