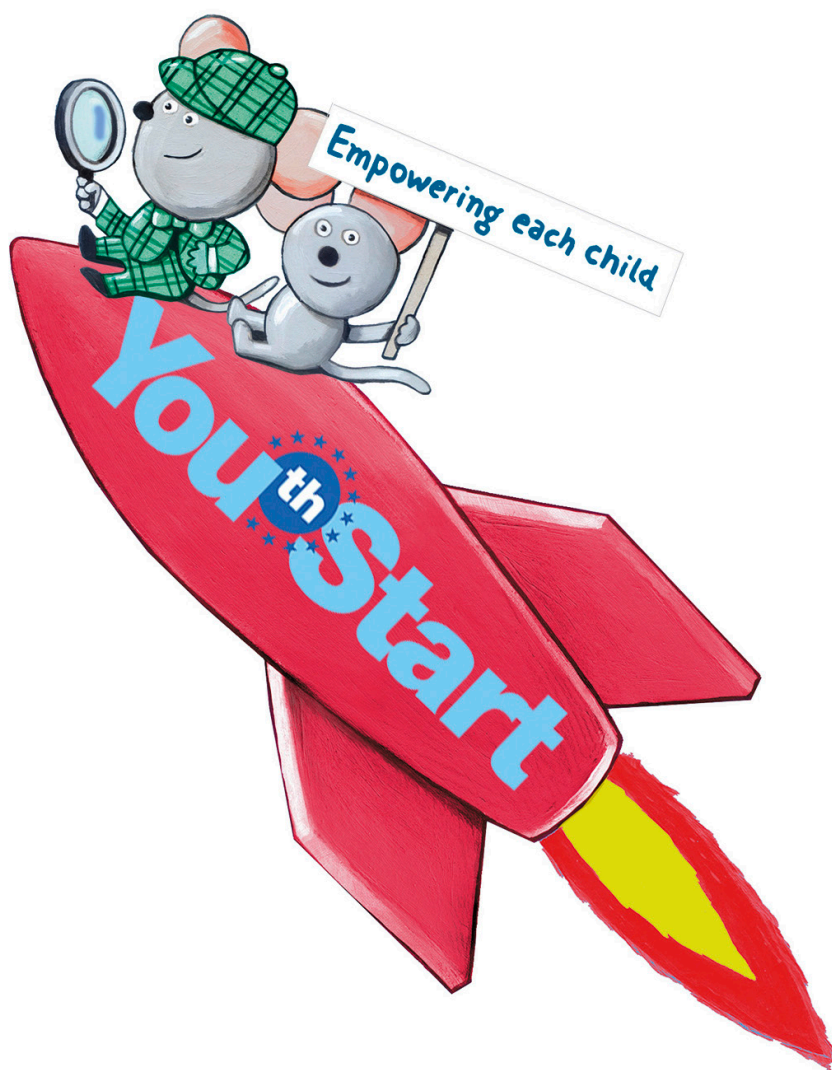




# A1 Storytelling Challenge

## Castle of stories

### Student Manual




**Andrea Bisanz • Gerald Fröhlich • Eva Jambor • Johannes Lindner • Ingrid Teufel**

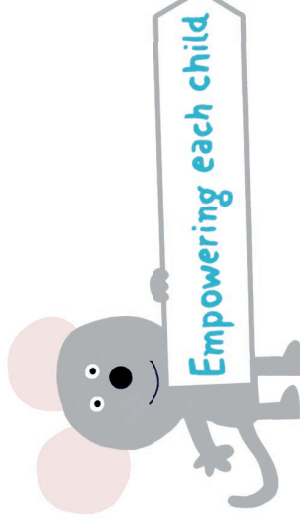
All Challenges of level A1 are also available in a printed version in German. You can find them at  
**[www.jedeskindstärken.at](http://www.jedeskindstärken.at)** (*Jedes Kind stärken*, volume 1 - 4).



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Bildung, Wissenschaft  
und Forschung





## with the You<sup>th</sup> 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!	
<b>IDEA CHALLENGE</b> Get your ideas moving forward! Let's create value!  <input type="checkbox"/> <input type="checkbox"/>	<b>HERO CHALLENGE</b> You're my role model  <input type="checkbox"/>	<b>EMPATHY CHALLENGE</b> My feelings – Your feelings  <input type="checkbox"/>	<b>STORYTELLING CHALLENGE</b> Creative storytelling  <input type="checkbox"/>	<b>BUDDY CHALLENGE</b> Empower others!  <input type="checkbox"/>	<b>MY COMMUNITY CHALLENGE</b> Solving problems together  <input type="checkbox"/>
<b>MY PERSONAL CHALLENGE</b> What's it worth?  <input type="checkbox"/>	<b>LEMONADE STAND CHALLENGE</b> Selling is fun  <input type="checkbox"/>	<b>PERSPECTIVES CHALLENGE</b> Tracking 20 Euros  <input type="checkbox"/>	<b>TRASH VALUE CHALLENGE</b> Recycling adds value  <input type="checkbox"/>	<b>OPEN DOOR CHALLENGE</b> Discovering clues  <input type="checkbox"/>	<b>DEBATE CHALLENGE</b> Let's talk to each other!  <input type="checkbox"/>
<b>REAL MARKET CHALLENGE</b> Becoming a "junior manager"  <input type="checkbox"/>	<b>START YOUR PROJECT CHALLENGE</b> I'm off to a flying start!  <input type="checkbox"/>	<b>EXTREME CHALLENGE</b> Assessing oneself  <input type="checkbox"/>	<b>BE A YES CHALLENGE</b> This is good for me  <input type="checkbox"/>	<b>EXPERT CHALLENGE</b> Learning holistic learning  <input type="checkbox"/>	<b>VOLUNTEER CHALLENGE</b> I can volunteer  <input type="checkbox"/>

The You<sup>th</sup> 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](http://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 "You<sup>th</sup> 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.

### **The "You<sup>th</sup> 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](http://www.ifte.at) | [www.youthstart.eu](http://www.youthstart.eu)



# A1 Storytelling Challenge

## Castle of stories

*In the Storytelling Challenge you will be provided with ideas on how to invent, tell and write down stories.*

Explanatory video: [http://www.youthstart.eu/en/challenges/castle\\_of\\_stories/](http://www.youthstart.eu/en/challenges/castle_of_stories/)

### 7 steps to the finish line



Fantasing

Seite 4



„Building“ stories

Seite 7



Retelling stories

Seite 16



Inventing and writing stories

Seite 17



Enchanting texts

Seite 25



Putting on a story festival

Seite 26



Thinking things over

Seite 27



**I can turn content into stories.**



## 1 Welcome to the enchanted castle of stories!

The castle is located on extensive grounds. To enter the grounds, you must go through a magnificent gate.

On the gate, you find a map showing you the path to the castle.



**Open the gate and start your tour of stories.  
Start by visiting the fantastical dream meadow.**



2.

FANTASTICAL DREAM MEADOW 2



When you lie or imagine lying in this meadow, all your dreams come true. But only if you can imagine them in vivid detail and with all their colours in your head.



Tell others about your dreams if you want to.



When you lie down in the meadow and look up in the sky, you see clouds. What do you see in these clouds? People? Animals? Plants? Objects? Tell others about it.





### 3 FANTASY POND

In the middle of the meadow, you come across a pond which is known as the fantasy pond. Its water sparkles in mysterious ways. Looking into it, you can discover all sorts of things. What do YOU see in the water? A person? An animal? Plants or objects?

- ☒ Trace the shapes of what you see.



- ☒ Write a story based on what you see, and then tell it to someone. You may also write it down.

**Continue your tour. Soon enough you reach a huge house where you will find the castle's three workshops:**

- 1. Castle workshop: Word workshop**
- 2. Castle workshop: Sentence workshop**
- 3. Castle workshop: Poem workshop**

**In the workshops, you can use story building blocks to “build” your own stories.**

**WORD WORKSHOP: Assembly kit for words 1**

Choose one word from each of the columns (1, 2, 3 and 4) below. Using the describing words (adjectives) and words for things (nouns), try to come up with groups of words that are as crazy as possible.



Write them down in your notebook. Do you feel like coming up with a title that is made up of a group of words and writing a story based on it? Also, make a drawing of it. Have fun!

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
light	brown	winter	coat
used	white	paper	tissue
fast	purple	flower	pot
soft	rotten	rose	garden
round	grey	computer	screen
new	orange	sun	hat
skinny	red	ice	lolly
ice	cold	holiday	home
gentle	green	trouser	button
loud	blue	Easter	bunny
hard	black	fruit	cake
sunny	yellow	bed	sheet
shiny	blank	clothes	rack
tall	shy	tram	driver
clever	little	mineral	water
bright	fat	glass	bottle
sweet	small	shoe	box
heavy	gold	water	bottle
funny	silver	orange	juice
clean	violet	teddy	bear
clever	beige	bed	room
spicy	bald	tomato	sauce
big	blurry	picture	frame

## 2 WORD WORKSHOP: Assembly kit for words



Choose a long, difficult word and write it in capital letters on a paper strip.  
Example:

I	M	M	E	D	I	A	T	E	L	Y
---	---	---	---	---	---	---	---	---	---	---

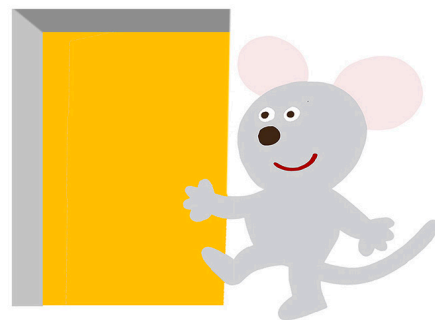
Cut out the letters and use them to make as many new words as possible!  
You do not have to use all the letters.



Write all the words you can think of in your notebook.  
Write the letters of a word you often spell wrong below one another!  
Write a new word starting with each of the letters.

C	cool
H	happy
A	age
I	intresting
R	ready

### WORD WORKSHOP



## 3 WORD WORKSHOP: Syllable poem



Choose a long word and write it in capital letters on a paper strip.  
Cut out the syllables and form funny words. Take a look at the following example to see how it works:

IM	ME	DI	ATE	LY
----	----	----	-----	----

Use the syllables to write a modern poem! For example:

- IM-ME-DI-ATE-LY
- ME-DI-ATE-IM-LY
- DI-ATE-IM-ME-LY
- and so on ...

How many different words can you form?


**SENTENCE WORKSHOP: Roll-the-die game** **4**

Roll the die four times and choose one part of a sentence from each column to form a crazy fairy tale sentence. Use both tables.



Write down some of the sentences in your notebook

	<b>Who or what?</b> Subject	<b>... does what...</b> Verb	<b>Where?</b> Place	<b>With whom or what?</b> Accusative case
1	Place	With whom or what?	under a table	with an egg.
2	Accusative case	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.

	<b>Who or what?</b> Subject	<b>... does what...</b> Verb	<b>Where?</b> Place	<b>With whom or what?</b> Accusative case
1	Place	When?	in a meadow	in the evening.
2	Time	hopped	in a cupboard	at midnight.
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	paints	in a fountain	at night.

You can also write each sentence on a small piece of drawing paper and draw something that fits the sentence.



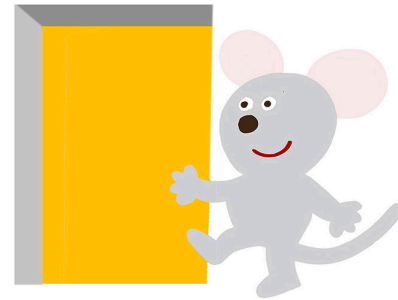


## 5 SENTENCE WORKSHOP: Changing sentence starters



Do you always use the same sentence starters when writing a story?  
Do not worry, we will tell you a great trick  
— just move the different parts around!

### SENTENCE WORKSHOP



Take a good look at this example:

At school	we	like	to play	together	.
We	like	to play	together	at school	.
Together	we	like	to play	at school	.



For each sentence, write down two sentences with different word orders.

In the afternoon	we	play	football	in the park	.
------------------	----	------	----------	-------------	---

Many people	like	to help	other people	.
I	put	my note-book	on the table	.
A bird	sings	in the park	in the morning	.



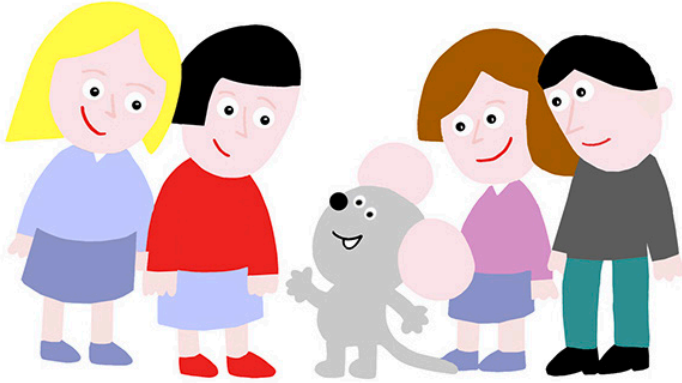
Think of your own sentences and change them by moving their different parts around.



This is a great exercise because it will become easier for you to come up with different sentence starters for your stories.



## SENTENCE WORKSHOP: Completing sentences 6



In this exercise you will practise how to tell exciting stories others like to listen to.



Copy the sentence starters below into your notebook and complete them here and in the notebook.

Once upon a time ...

Every day ...

Until one day ...

Thus, ...

Therefore, ...

Until finally ...

Since then ...

## 7 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.

Here is an example:

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



Write your own elevenie:

1st line – 1 word \_\_\_\_\_

2nd line – 2 words \_\_\_\_\_

3rd line – 3 words \_\_\_\_\_

4th line – 4 words \_\_\_\_\_

5th line – 1 word \_\_\_\_\_

### 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?



Try it yourself (complete the sentences here or write them down in your notebook):

Now I am seeing \_\_\_\_\_

Now I am hearing \_\_\_\_\_

Now I am smelling \_\_\_\_\_

Now I am tasting \_\_\_\_\_

Now my skin is touching (feeling) \_\_\_\_\_

Now I am feeling \_\_\_\_\_ in my body.

Now I am feeling \_\_\_\_\_ in my heart.

Now I am feeling \_\_\_\_\_ with the people around me.



### 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."

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

Write your own today poem:

1st line What a beautiful day!

2nd line Today I'll do something that makes me happy.

3rd line What a \_\_\_\_\_

4th line \_\_\_\_\_

5th line What a \_\_\_\_\_

6th line \_\_\_\_\_

7th line What a \_\_\_\_\_

8th line \_\_\_\_\_

9th line What a \_\_\_\_\_

10th line Today I'll do \_\_\_\_\_



### 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:

1st line (5 syllables) \_\_\_\_\_

2nd line (7 syllables) \_\_\_\_\_

3rd line (5 syllables) \_\_\_\_\_



If you write every poem in your best handwriting on a piece of paper and add beautiful drawings, you can put them up in class or in the hallway!

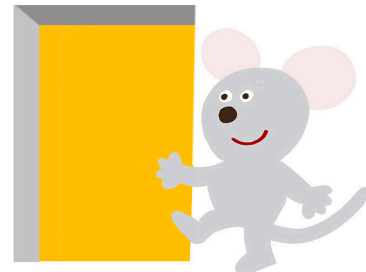


## 8 POEM WORKSHOP: Working with poems

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

Below you will find some suggestions on what you can do with poems. These suggestions are also available in the form of flash cards. Ask your teacher to give you a copy.

### POEM WORKSHOP



- ☒ 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.

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



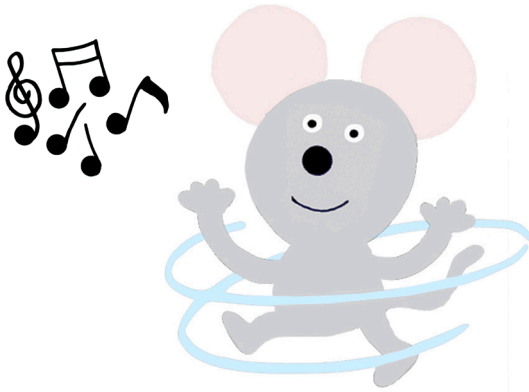
- ☒ Look for objects that fit the content of your poem. Glue them onto a box lid to create a tactile collage. The collage also looks great on a wall!

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

- ☒ Some poems can be presented in the form of a short "play". You can do that using words or your body (= pantomime).

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 ...





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.



Produce sounds with your voice, your body or objects enhancing the mood of your poem: rain, wind, steps, animal sounds ...



If you like to sing, you can probably turn the poem into a song! If you like to rap, try and see if you can rap the poem.



Write down all the nouns from the poem in the form of a word cloud.



Take a die and roll it. Now read the poem aloud in the mood that corresponds with the number on the die.



sad	cheerful	happy	angry	anxious	tired

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

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



Now leave the house and the workshops and go to the big gate of the castle.



Beside the castle gate, there is a big sign that says:

Only happy and friendly people  
are allowed in!  
The Castle Administration

Laughter is contagious, it puts you in a good mood, and it is healthy.

What makes people laugh?

Jokes, of course! So, let us practice telling jokes now.



## 1 Telling jokes



You must know a lot of funny jokes.

Collect your favourite jokes, bring them to school and make a joke box for your class together with your classmates.



Choose one joke from the box that you find especially funny.

- Tell the joke to your classmates. Try to keep up the excitement until the end!
- Write down the joke using the exact same words as you used to tell it.
- Put this text into the joke box.
- Do you feel like acting out the joke with your classmates?
- Come up with your own joke and tell it to someone or act it out.

## 2 Retelling funny stories



Have your teacher provide you with funny stories or try finding them on your own.

Choose a story you like a lot and retell it or turn it into a play. In your notebook, write it down as you retold it or write down the play.

You can use the following story to practice:

### THE FOX AND THE STORK

A fox once invited a stork to dinner.

He served the stork a thin soup in a shallow dish.

But the hungry stork was not able to eat from the dish.

Later, the stork invited the fox to dinner.

He chopped the meat and the vegetables into small pieces.

He put them in a bottle with a narrow bottleneck.

He was able to put his beak inside and feed.

But the fox stayed hungry because he was not able to eat out of the bottle.

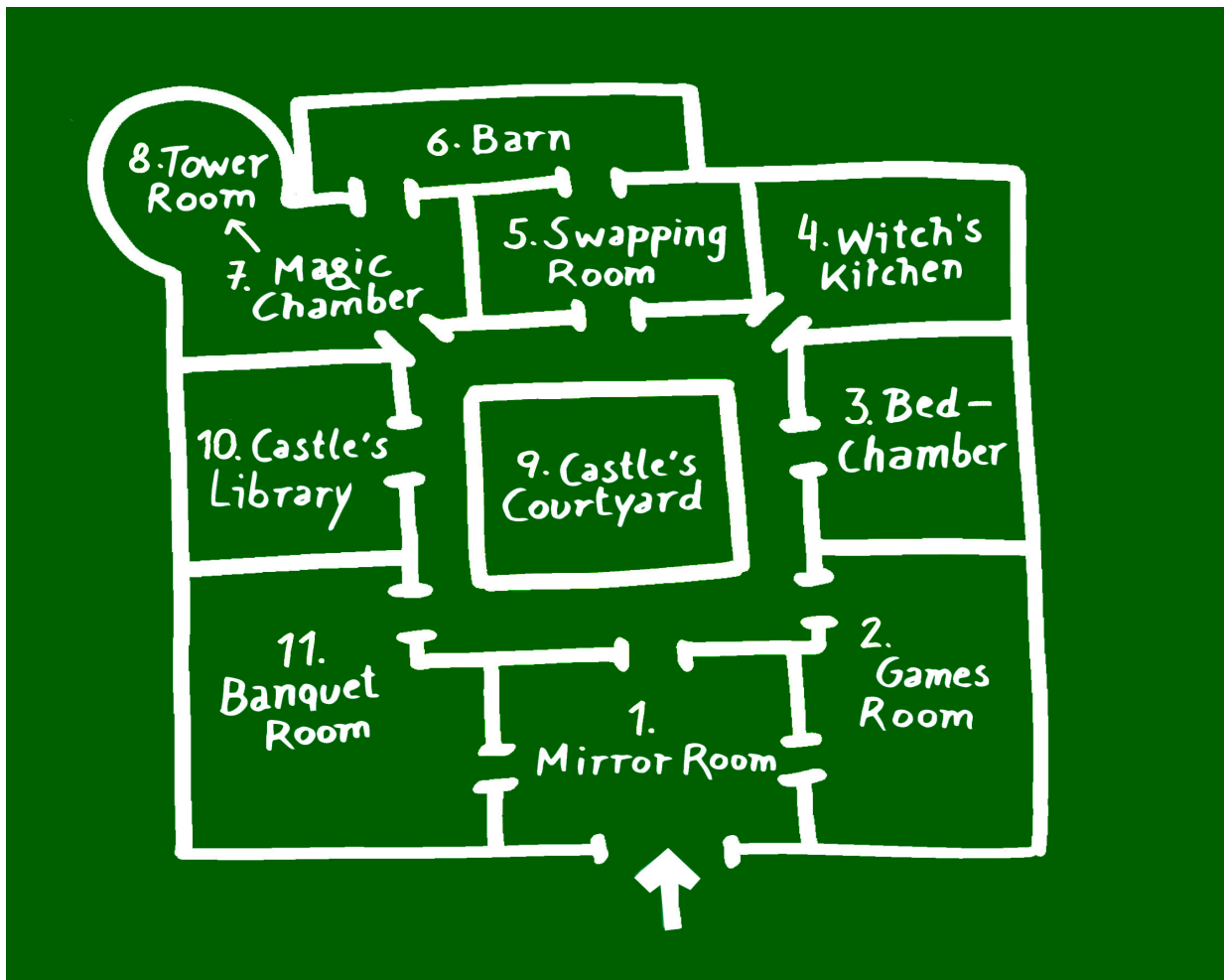
The stork laughed and said: "What goes around comes around!"



Retell the story and write it down in your notebook as you retold it.



Open the gate. Can you see the castle's floor plan? It shows you all the rooms in the castle. In each you will find something that will make stories appear in your head.



Here is what you can do in every room:

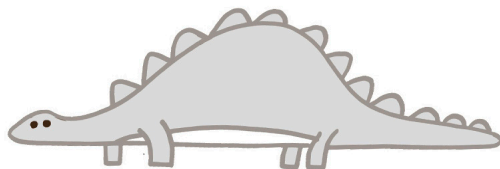
- Imagine the stories in your head, just like a movie. Tell someone your stories.
- Dictate the stories to your classmates or ask an adult to help you look for a speech-to-text app that will write the text for you.
- Write the stories by hand to create a work of art. Decorate your text and make a drawing.
- Write the stories on your computer and think of turning them into a PowerPoint presentation. Add pictures between the slides. Take a look at the website <https://pixabay.com/>, which offers pictures for free. It is important that you include the website you got the pictures from in your presentation!

You also have ideas? Great! Talk to your teacher about them.

**Your tour around the castle starts now. Look around and decide in which room you want to start your story journey.**

## 1 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 the...



Age of **the dinosaurs**



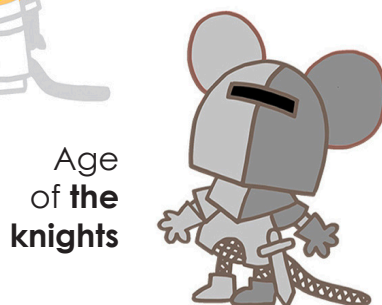
**Stone Age**



Age of the  
**Romans**



Age of the ancient  
**Egyptians**



Age  
of **the knights**



**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 and write down everything you experience in "that" period. Read the "Checklist for writing a fantasy story" on page 29 and try to do everything that is required. Make a drawing based on your story.

## 2 Games room

- ✓ In the games room, "Look for the title" is the most popular game. You can make it yourself. All you need are cards with pictures and cards with adjectives.

Look for pictures of the objects in the table and glue each picture onto a card. You can also choose other objects.

the bed	the bottle	the house	the shoe
the cat	the spoon	the trousers	the cap



Write down describing words (adjectives) on cards which the objects possess. You can also choose other adjectives.

friendly	bad	unfriendly	funny
kind	tiny	giant	sad

Now draw a card with a picture and a card with a describing word – on there you have your title. Write a story based on this title and make a drawing of it.

On the wall of the games room, a die game called “**Roll a story**” is hanging. You can find the die on the games table. 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.

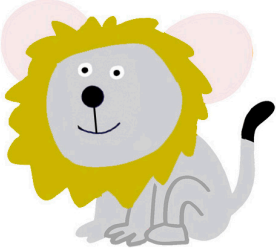



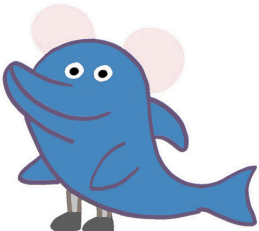






	1. humans	2. animals	3. magical creatures	4. feelings
	father	snake	fairy	fear
	I	cow	witch	joy
	mother	insects	dwarf	anger
	male friend	pig	magician	sadness
	female friend	cat	troll	jealousy
	president	spider	Easter bunny	boredom

	5. dangers	6. landscapes	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

### 3 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?

 <p>I am a lion.</p>	 <p>I am a witch.</p>	 <p>I am a mirror</p>
 <p>I am a mouse.</p>	 <p>I am a dolphin.</p>	 <p>I am a drop of water.</p>
 <p>I am a king.</p>	 <p>I am a princess.</p>	 <p>I am an alien</p>



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 4

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 felt when you are enchanted.

Additional tip:

Make your own witch's kitchen book!

Cut out pictures of objects that stir your imagination from leaflets or magazines.

Or look for pictures on the internet and print them.

Glue them onto a piece of paper or in a notebook and write your own stories based on them.

Have fun!





## 5 Swapping room

In the castle, there is also a “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



## 6 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. When problems arise, they always solve them 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 7

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.

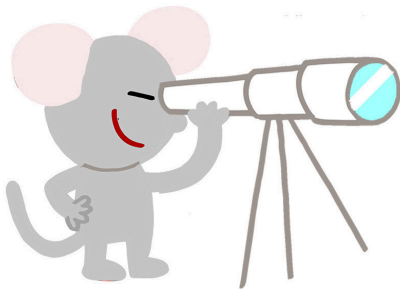
Now he casts a spell on you because you have visited his chamber.



What do you look like? What can you do? Write down the story and make a drawing of it.



## Tower room 8



In this mysterious room, you come across an enchanted telescope. Each 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. Sud- denly ...
Granddad is watering the flowers. Suddenly ...	I am doing my ho- me-work. Suddenly ...	Grandma puts on her glasses. Suddenly ...

Choose a "Suddenly" story and write down how it continues.



## 9 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.



- ✓ 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.



### The castle's library 10

In the castle, you will also find a library.

When you borrow a magic book, you also get magic cards with tips on how to enchant stories. Ask your teacher to show them to you.



Below you will find the content of some of the magic cards.

Choose a book and start enchanting its story:



#### Happy-End?

Is there an ending that you don't like? Then think of a new ending and write it down!



#### Thank-you speech

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



#### 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.



#### Hearing stories

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



#### Story **line**, story **umbrella**, 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!



#### 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.

## 11 Banqueting room

In the castle, there is also a beautiful banquet hall.

This is where the story festival takes place.

At the festival, the stories from the castle of stories are retold, read aloud or presented in the form of plays and your own story songs are performed.



- Prepare for your story festival:
- In class, decide who is responsible for fulfilling each task and decide on a deadline.
- Choose stories you wrote yourselves or stories you want to retell or act out as a play.
- Write and draw a programme and invitations.
- Invite your parents, siblings as well as your friends.
- In class, decide who will be the presenter.
- Decorate your classroom for the festival.



Do you want to perform a play?

Then think about the following:

- Which story do you want to perform?
- Who will play which character?
- In which room do you want to perform the play?
- What costumes and objects do you need?
- Who will get them?



If someone records the story festival, you can watch the video together.

Discuss what went well and what you could do better.





## Checklist for writing a fantasy story 1

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 your 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"/> thrilling
	<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 your 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.



## 2 How good are you at writing fantasy stories?

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 my story about? (= content)

My story was supposed to be.. <input type="checkbox"/> mysterious <input type="checkbox"/> thrilling			
<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"/>
2.	The title is intriguing.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
3.	My story only recounts one event.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
4.	I describe everything in detail.	yes <input type="checkbox"/>	In part <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"/>
6.	I used appropriate words.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
7.	I chose different words to describe the same thing.	yes <input type="checkbox"/>	In part <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"/>
9.	I wrote in complete sentences. Each sentence ends with a punctuation mark.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
10.	Each sentence ends with a punctuation mark.	yes <input type="checkbox"/>	In part <input type="checkbox"/>

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

11.	I read through the finished text once more.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
12.	I checked the correct spelling of each word.	yes <input type="checkbox"/>	In part <input type="checkbox"/>
13.	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"/>



## Questionnaire for “Storytelling Detectives” 3

You have worked on the Storytelling Challenge, you have practised using your imagination and have worked with words, sentences, rhymes and stories. Others have listened to, seen and read your stories. You have also read stories yourself and to others and you have told stories.

1. What did you find the most fun?

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2. What were you particularly good at?

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3. Which of the other children's stories did you like the most? Why?

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4. Is there anything you have not tried yet and you want to do next?

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5. What do you want to be better at?

---

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6. Do you have a role model? Who is it and why?

---

---

Discuss your answers with your classmates.



## 4 How well can you do that?

- ☒ Think about how well you can do the things in the list below and colour in the field under the symbol that fits the best.

Here is what the four symbols mean:



I need a lot more practice at that.







I can do that quite well.



I can do that a little bit. If I practice, I will get better.



I'm great at that.

				
I can imagine fantastical scenes in my head when I close my eyes.				
I can write a story that fits a given title.				
I use different words for the same ideas in my stories.				
I use different sentence starters.				
I read my stories carefully and correct and adapt them.				
I always make an effort to work as best as I can.				
I can retell stories.				
I can invent stories.				
My handwriting is legible and neat so others can read my texts without difficulty.				
I can read loudly and clearly.				
I can read stories vividly and vary my reading speed and volume so that my audience can imagine the content clearly.				
I listen carefully when others read aloud.				
I can put myself in the place of a story's characters and act out their role.				



## Reach your personal goal in a few steps ... 5

Choose something from the left-hand column of the table that you need to practice more and want to learn. Pursue your goal step by step.



Write down exactly what you want to achieve.

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Imagine with all your senses what it will be like when you reach your goal. Write down or paint a picture of your future: How are you going to feel? What will you see, hear, smell, taste and touch?

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Tell someone of your plan. Write down who you want to tell about it:

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Practice your new strength daily.



At the end of each day, remember how you practiced your new strength and be happy about it.

If you find it difficult to stick to your plans: Imagine how it will be when you reach your goal and look forward to it!

Empowering each child



You made it!

Write down how others notice that you have reached your goal.

Celebrate your success.

---

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Now choose a new goal and also pursue it step by step.

All Challenges of level A1 are also available in a printed version in German. You can find them at [www.jedeskindstärken.at](http://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 “You<sup>th</sup> Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at [www.youthstart.eu](http://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 “You<sup>th</sup> Start mindfulness programme”.

Explanatory video for this challenge:

[http://www.youthstart.eu/en/challenges/castle\\_of\\_stories/](http://www.youthstart.eu/en/challenges/castle_of_stories/)





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