



A2 Storytelling Challenge

Creative Stories



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme



CORE ENTREPRENEURIAL EDUCATION

ENTREPRENEURIAL CULTURE

ENTREPRENEURIAL CIVIC EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All **competence levels** (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Preface

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school students**. Bigger and smaller “challenges” form the key elements of the programme. They function as learning prompts from three key areas that play an important role in empowering young people:

- **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 Youth 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 **A2 Storytelling Challenge ("Creative Stories")** gives many creative prompts on how to describe, philosophise about, (re)tell, write, think about and re-enact stories.

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 lower secondary school, the students’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at

These symbols will guide you through the challenge. They have the following meaning:



Instructions for an exercise



Extra tip for you



Bonus task



Talk to someone about it



Think about it



More information can be found in the teacher guide





A2 Storytelling Challenge

Creative Stories

Be inspired to describe, philosophise, fantasise, read, retell, tell, write, think about and re-enact. Learn how to tell your stories!

Explanatory video: www.youthstartchallenges.eu/A2StorytellingEN

8 steps to the finish line:

-  Step 1 - Describing _____ **4**
-  Step 2 - Philosophising _____ **6**
-  Step 3 - Fantasising _____ **8**
-  Step 4 - Reading and retelling _____ **9**
-  Step 5 - Telling and writing stories _____ **11**
-  Step 6 - Writing my story of success _____ **12**
-  Step 7 - Re-enacting stories _____ **14**
-  Step 8 - Thinking things over _____ **18**

Aim

I can tell stories.





1.1. That's me!



Describe yourself. Take notes before you start: *My name is ... My favourite colour is ...*

1.2. Here and Now! poem



Train to attentively take in each moment with all of your senses. What is happening right NOW? The HERE AND NOW! poem to continue writing will help you do it.



Use the Wheel of Mindfulness from the Youth Start Mindfulness Programme (www.youthstart.eu under the heading "Mind & Body").

HERE AND NOW!

Here and now I am seeing ...
Here and now I am hearing ...
Here and now I am smelling ...
Here and now I am tasting ...
Here and now my skin is touching ...
Here and now my body is feeling ...
Here and now I am feeling ...

Author: _____



Write the poem on a sheet of paper and decorate it. Hang up your HERE AND NOW! poems.



1.3. I'm off - See you later!



Would you like to see other places and experience what life is like there? Yes? Then let's go on a "dream journey". How?

Imagine the place where you would like to be with all your senses. Write whatever comes to your mind in the bubbles – without thinking too much about it.



Describe your dream place as vividly and invitingly as possible to arouse the curiosity of your classmates. This is how you might want to begin your descriptions:

My dream place

Yesterday I woke up in the middle of the night, but I was no longer in my bed. When I looked around me, I saw that I was in a special place.

I smelled _____ and tasted _____.

I felt _____ and _____ on my skin.

I saw _____ and _____.

I heard _____ and _____.

In this place I felt _____.



The **ideas fan** and **ideas card index** in the teacher guide will give you further ideas for imaginative, funny and interesting descriptions. Check them out.

You have become invisible overnight.
Once you have overcome your terror, you
use the situation wisely.
Describe what for.



What features must a house of the future have?



Draw the house and describe its features.



2.1. Philosophy workshop



Write down words on little pieces of paper - one word per piece. Choose something you are interested in, like for example something you have learnt about recently in your favourite subject. Roll the die and pick a task from the list. Draw one or two pieces of paper and think about what is written on it. Once you have formed your opinion, philosophise about it with others.

Draw one word		Imagine a wizard turned you into this object. Talk about how you are feeling.
		Write down what you know about the object.
		What do you like about this object?
		What is negative (bad) about this object?
		What can you do with this object? Why not think crazy?
		What is positive (good) about this object?
Draw two words		What differences are there between the objects?
		Make up a funny story that features both objects.
		Make up a sad story that features both objects.
		Write a sentence using both words.
		In your opinion, which of the two is more important? Why?
		Imagine the two objects are arguing. Write down the argument.



Choose cards from the ideas card index in the teacher guide to philosophise and think about. Imagine with all your senses the described situation and write down your thoughts and ideas, e.g.: If I were to rule a land, I would ...

A tree is dying. Tell us why it is important that it should live on.

2.2. What could that be?



Roll the die and write down the adjectives listed in the first and second box according to the number of dots shown.

	red		small
	edible		elastic
	cheap		huge

	round		useful
	immobile		light
	valuable		durable



What could that be? Think about it on your own first, and then philosophise with others. Write down reasons for why the two characteristics make the "object" special and distinguish it from similar objects.



2.3. What if food and housing were free of charge?



Imagine that food and housing were free of charge for all people. What then?

Don't just think about yourself, but also think about those who make sure you can eat and live.

Outline your thoughts.

- If food were free, then ...
- If housing were free, then ...



Give reasons for why you think that way.



Check out the **A2 Debate Challenge** for tips on how to use arguments for justification (http://www.youthstart.eu/en/challenges/from_listening_to_debating/).



Use your thoughts to write a speech for the (students') parliament and deliver it.



Do you need help with concentrating before you begin with your speech?

Open your arms and hands wide and imagine you are holding a ball in your hands. "Mould" the ball until the fingertips of both of your hands touch. Imagine that you are squeezing all of your knowledge into this ball where it will be safe.

(A short explanatory video of the "energy ball" as well as further exercises to activate & concentrate is provided under the heading "Mind & Body" at www.youthstart.eu).

2.4. Thinking alien

An alien who lives on a peaceable planet comes to earth with an important mission. It wants to explain to us humans how we can live together in peace.



Imagine you were the alien creature. Write a speech to young people, explaining what each of us can do to ensure that we all get along well.

Tips: Before you begin, activate your mind's eye and envision everything clearly.
Draw a beautiful, peaceable planet.
Think about what makes it possible for us to live together in peace.



Now write your speech:

- Introduce yourself by name, talk about where you are from and why it was you that was assigned this mission.
- Begin your speech with a question to "shake up" your audience and make them curious.
- Describe how to succeed in living together peacefully.
- Conclude your speech by summarising its aim in one sentence.



Present your speeches in small teams.

Write the ideas on a poster. Hang it up where many people can see it.



3.1. "If-then" stories



Close your eyes and point to a line. Read the sentence.
Use the sentence to write an "If-then" story.

If I were a farmer, then I would ...
If I were a wizard, then I would ...
If I were a tree, then I would ...
If I were a bird, then I would ...
If I were invisible, then I would ...
If I could fly, then I would ...
If I were unhappy, then I would ...
If I had a lot of power, then I would ...



Think of a beginning for your OWN "If-then" story:

If I _____

3.2. "When suddenly" stories



Close your eyes and point to a line. Read the sentence.
Use the sentence to write a "when suddenly" story.

A pigeon is sitting on the roof when suddenly ...

A car drives past when suddenly ...

I'm sitting on the toilet when suddenly ...

I'm starting my computer when suddenly ...

My mum is repairing the toaster when suddenly ...

I'm eating soup when suddenly ...

Our teacher is writing something on the
blackboard when suddenly ...

I'm lying in bed when suddenly ...

I'm on the phone with my aunt when suddenly ...

My granddad is ironing his shirt when suddenly ...



Check out the ideas fan and the ideas card index in the teacher guide for more prompts for telling and writing fantasy stories.

My dream country

Draw your dream country and describe your life there: What does your flat look like? What do you eat? How do the people treat each other?



Imagine somebody gave
you a business property.



What kind of business would you set up?
Use your interests and strengths to make sure
your dream shop is a success.



4.1. The Erzberg mountain in Styria

The Erzbach river flows through a valley in the Austrian province of Styria, near the town of Eisenerz. Tradition has it that many hundred years ago, mermen lived in its dark waters. People believed that the mermen were very rich and had magic powers. That is why a few young farmers decided to catch a merman so that he would give them something. They put out a bottle of liquor on the riverbank, and the next day they found a drunken merman on the bank. They tied him up and brought him into the valley. At first, the merman accompanied them silently. Then he began to plead with the young men, "Please, let me go! My wife is waiting for me!"



The men laughed at him and said, "First you drink our liquor, and now you want us to just let you go? What will you give us in return?"

The merman thought about this and said, "You can choose: gold for a month, silver for a year or iron forever. What will it be?"

The men discussed about what would be the best choice. Finally, they reached an agreement. "We'll take the iron."

"A wise choice," the merman answered. He pointed to a mountain and said, "Do you see this mountain? It is made of iron ore and will give you an eternal supply of iron." So the farmers set him free. The mountain was given the name Erzberg (iron ore mountain).



There is some truth to most folk tales. Reflect on what could be true about the "Erzberg" folk tale.



Re-enact the tale with your classmates. Put special emphasis on the discussion between the young men about which choice they should make. Make sure you argue and give reasons for each of the possibilities (gold, silver or iron).



Retell the story, using the present and past tenses when appropriate.

Before you start, carefully read through the checklist and try to take everything into account.

4.2. Checklist for retelling stories

What is your story about?

- I tell everything that is important: Who? When? Where? What? How?
- I tell the story in the right order.
- I don't make anything up.

How to structure your story

- I use my own words when retelling the story.
- I use words that fit the content of the story.
- I use different beginnings for my sentences.
- I use direct speech.

How to tell your story

- I tell the story using the simple past.
- I make sure to use the correct finite verb forms.
- I write in full sentences and end each of the sentences with a punctuation mark.

How to avoid mistakes

- When I have finished, I read through the text once again.
- I check the spelling of all words.
- Whenever I am unsure about the spelling of a word, I underline it with a pencil and look it up in the dictionary later on.



4.3. Stories to read and retell



Read these stories carefully and think about them. Choose one or more to retell and write down. The checklist for retelling stories (see previous page) can help you.

The hammer

The only survivor of a shipping accident is washed up on the beach of an uninhabited island. He builds himself a wooden hut, and every day he keeps a lookout for a ship to save him. When he gets back from hunting food one day, he sees how his hut has burst into flames. He is in despair, for now he has lost everything. The next morning, he is awoken by the sound of people talking. A ship has come to rescue him. He is over the moon. "How ever did you know I was here?", he asks his rescuers. "We saw your smoke signal".

Source unknown

Blessing in Disguise

On an island there lived a student who gave his teacher a very specially shaped shell. She was very pleased: "Thank you. I have never seen such a beautiful shell before. Where did you find it?" The student told her how he had found it in a hidden cove at the other end of the island, and that only every once in a while such beautiful shells were washed up. The teacher was touched. "I thank you, but you shouldn't have gone so far just to get me a gift." The student replied: "But the long journey is part of the present..."

Source unknown

The present

On an island there lived a student who gave his teacher a very specially shaped shell. She was very pleased: "Thank you. I have never seen such a beautiful shell before. Where did you find it?" The student told her how he had found it in a hidden cove at the other end of the island, and that only every once in a while such beautiful shells were washed up. The teacher was touched. "I thank you, but you shouldn't have gone so far just to get me a gift." The student replied: "But the long journey is part of the present..."

Source unknown

How people can be

At the gates of the city sat an old man. Whoever wanted to enter the city would pass him by. A stranger stopped to ask the old man: "Tell me, how are the people in this city?" "How were the people where you are coming from?", he replied. "They were friendly, generous and helpful. I felt very much at home there." "They will be like this here too", answered the old man. After that came another man. He, too, asked the old man: "Tell me, how are the people in this city?" "How were the people where you are coming from?", he replied. The man complained: "They were absolutely horrible. They were mean, unfriendly, nobody helped each other." The old man replied: "I'm afraid they will be like this here too."

Source unknown



Retell the story to others and talk about what it wants to teach us.



Find more stories to think about, retell and re-enact in the teacher guide.



5.1. The world 20 years from now



Imagine travelling into a liveable future in which the *Sustainable Development Goals* (= "Global Goals") have been achieved. Answer the following questions:

- What does nature look like?
- How do the people live?
- What do they eat?
- Which jobs are there?
- What vehicles are there?
- Where do people go on holiday?
- How do the people treat each other?



Describe your future life as vividly as possible.

5.2. This is what my dream country looks like

Imagine, the UN asks you to design a model country in which all people feel at home.

It shall serve as an example for other countries.

You may ask experts from your class to join your team.



Take into account each member's strengths when allocating the tasks:

- interviewing people about what they need in order to feel comfortable with each other
- listing all comfort-factors and rules for a better coexistence
- writing a report on the country
- creating a poster with the most important information and pictures of the country
- writing the storyboard for and possibly shooting a promotional video of the country
- presenting your dream country (with poster and possibly the video)
- your own ideas:



Follow all presentations and give each other encouraging and appreciative **feedback** that will help the others to learn something new:

- I was able to understand everything you said. You spoke loudly and clearly.
- I was not able to understand you, because ...
- I was able to visualise everything. Your descriptions were well-structured and clear.
- I was not able to visualise everything, because...
- I enjoyed listening to you. The way you talked was very lively, and you made eye contact with the class.
- I was rather bored, because...



Imagine ... you asked your teacher for the **ideas card index** What happens? ;-)



6.1. Learning about stories of success



Research the stories of Greta Thunberg, Boyan Slat and Simone Biles in the



A2 Hero Challenge in Exercise 2.1. "Three exceptional people"
(at http://www.youthstart.eu/en/challenges/learning_from_role_models/).

Go on Wikipedia to look up Malala Yousafzai. Who do you find especially interesting?

Name: _____ Job: _____

Strengths: _____

Successes: _____

Tell their story of success using your own words.

Variation:

Put yourself in the place of this person and tell his/her story of success from a "first person point of view".

6.2. Your story of success



You probably know what you are good at and what your strengths are. But you most certainly have even more talents than you are aware of. Read through this list and highlight all strengths you can identify in yourself:

CREATIVITY CURIOSITY VISION EAGERNESS TO LEARN COURAGE HONESTY
ENTHUSIASM PERSEVERANCE PATIENCE ENERGY FRIENDLINESS FLEXIBILITY
FAIRNESS JUSTICE TEAM SKILLS MODESTY WARINESS LEADERSHIP QUALITIES
RELIABILITY READINESS TO FORGIVE LOVE HUMOUR SENSE OF RESPONSIBILITY
WISDOM PEACE SELF-CONTROL APPRECIATION OPTIMISM INITIATIVE
SENSE OF BEAUTY SOCIAL INTELLIGENCE BELIEF



Imagine you have suddenly aged 10, 20 or more years. You have achieved something very special which is why a speech of praise is given in your honour.

What is said about you?

Which strengths are mentioned?

In what do you set an example for others?

For which achievements are you congratulated?

Take notes for this speech of praise and answer the following questions:

- Where and with whom do you live?
- How did you deal with your weaknesses?
- What are your greatest strengths?
- What have you learned from them?
- What makes you happy?
- Which job do you have?
- What are you especially proud of?
- What are your next goals?

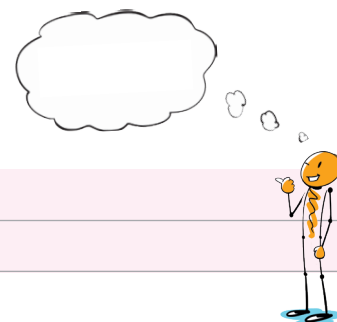


Write your story of success in the form of a speech of praise in your honour.





6.3. Developing a vision



- What are your interests and desires?

- What are your strengths?

- What are your weaknesses?



Do your interests, strengths and weaknesses "match"? Think about it.

Which strengths do you have to use to make your vision (= what you desire) come true?

Which are the weaknesses you will work on in order to make your vision come true?

Highlight them in the list above.

6.4. Roleplaying a job interview

Lead questions for
your application:



What do all employers value? Think about it, strike through and complement the list of words below.

reliability, impatience, courtesy, perseverance, empathy, team skills, creativity, irresponsibility, discourtesy, punctuality, friendliness, power of concentration, laziness, interest, egoism, dishonesty, patience, tardiness, sense of responsibility



Write down a job interview with clearly defined roles.

applicant: „...“

• welcome

• questions – answers

employer: „...“

• introduction

• goodbye



Allocate the roles and re-enact the interview. Ask the audience to give you encouraging and appreciative feedback that will help you learn new things (see exercise 5.2. *This is what my dream country looks like*).



7.1. Painting pictures (= metaphors) in your head

Metaphors are sentences or stories that create pictures and "films" in your head. These "pictures in our head" help us visualise things so we may better plan our future. Our brain is not able to comprehend, process or use "raw" data or "hard" facts and information. If information is described and explained vividly, we are able to visualise it and paint pictures or create films in our head. That way it will be easier for us to understand and memorise things.



Think of that when you tell other people things and try to draw illustrative comparisons to paint pictures in the heads of your audience.

Suggestions for "painting pictures in your head" for you to try out:

- Compare your class with a zoo: Who, would you say, is the lion and who the zookeeper? Which animal would you be? Who visits the zoo?
- Comparisons with a (sports) competition: Which trophy would there be to win for your class? Who would feel like a winner, who would feel like a loser?
- Or: Animals living in or around water; a supermarket; a farm; a firm; ...



Write down your own metaphor.



Tip: Re-enact the "picture" in class, take a photo of the scene and enjoy this special class photo!

7.2. Re-enacting metaphors



Choose a metaphor, think about what it means, and talk to others about it.

Mime the metaphor like in the game "Activity" and tell a story that creates a picture in the heads of your classmates. Re-enact the story with others.



A thank you doesn't cost a penny but does a world of good.

Smiling is the most beautiful language of the world.

The first impression counts.

Use the obstacles others put in your way to build a staircase.

One hand washes the other.

You scratch my back and I'll scratch yours.

The devil is only as black as you draw it.

Our head is round so we can easily change the direction of our thoughts.

The mathematics of feelings:

- A joy that's shared is a joy made double.
- A problem shared is a problem halved.



Look at the **Metaphor cards** in the teacher guide for more prompts for contemplating and re-enacting.



7.3. Reading, contemplating, re-enacting



Read the following stories and think about what they want to teach us. Choose a story to re-enact and perform with others. Talk about it with others and come up with examples from your everyday life.

Perspective is everything!

A teacher holds up a black book and says: "This book is red." The class begins to protest and calls in unison: "No."

The teacher insists: "Yes, it is."

The class calls out firmly: "That's not true!" At that he turns the book around and shows its red back cover.

He looks into the embarrassed faces of his students and says: "Never say somebody is wrong as long as you haven't looked at the situation from his/her perspective."

from: www.MadeMyDay.com



Re-enact the situation with different objects and think about similar situations that could occur outside of school.

The three filters

One day the great philosopher came upon an acquaintance who ran up to him excitedly and said

"Socrates, do you know what I just heard about your friend?"

"Wait a moment," Socrates replied. "Before you tell me I'd like you to pass the Triple Filter Test."

"Triple filter? Which filters?", the other asked amazed.

"The first filter is Truth. Have you made absolutely sure that what you are about to tell me is true?"

"No," the man said, "actually I just heard about it and..."

"But surely you filtered it through the second filter, the filter of goodness. Is what you are about to tell me about my friend something good?"

The other hesitated. "No, on the contrary..."

"So," Socrates continued, "then let us take the third filter. Is what you want to tell me going to be useful?"

"No, not really"

"Well," concluded Socrates, smiling, "if what you want to tell me is neither true nor good nor even useful, then let us bury it, and it shall bother neither you nor me."

(Socrates)

Sadly, rumours and fake news spread a lot faster and further than is good or beneficial for us. Socrates' strategy protects us from unpleasant, false or uninteresting news.



Can you recall a situation in which somebody passed on something without applying the three filters TRUTH, GOODNESS and USEFULNESS? Talk about it.



Think about how you could make this important strategy accessible to others by acting it out. Perform the scene.



The frogs' race

One day, a group of frogs decided to make a race. To make it especially difficult, the determined goal was to get to the top of a high tower.

Many came to see the frogs, though nobody really believed that even a single frog would make it to the goal. Instead of cheering them on, everybody kept calling out things like: "Look at those poor little things... They'll never make it!" or "It's simply impossible. You'll never manage." And it seemed as they if would be proven right. Little by little, the frogs were giving up, all but one who undauntedly climbed on, all the way up. He was the only one to reach the goal.

The viewers were astonished and wanted to know how the frog had managed. It was only when they didn't get an answer that they realised that the frog was deaf.

Source unknown



Think about the story and talk to others about the following:

- Why did only the deaf frog carry on?
- What would the audience have had to call out in order to encourage the frogs to climb on?
- Have you ever been encouraged and "empowered" by others?
- Have you ever been discouraged? Tell us about it.



Turn your stories into little plays.

First re-enact the negative situation and then turn it into a happy end.

Prejudices

A woman was waiting at an airport one night, with several long hours before her flight. She hunted for a book in the airport shops. She bought a book and some cookies and found a place to pass the time. She was engrossed in her book but happened to see that the man sitting beside her, as bold as could be, grabbed a cookie or two from the bag in between which she tried to ignore to avoid a scene. With each cookie she took, he took one too. When only one was left, she wondered what he would do. With a smile on his face, and a nervous laugh, he took the last cookie and broke it in half.

He offered her half, as he ate the other.

She snatched it from him and thought ... "Oh bother, this guy has some nerve and he's also rude, Why, didn't he even show any gratitude!"

She had never known when she had been so galled and sighed with relief when her flight was called. When on the plane, she reached in her baggage, she gasped with surprise, there was her bag of cookies, in front of her eyes.

"If mine are here", she moaned in despair, "the others were his, and he tried to share."

poem by Valerie Cox, based on a story by Douglas Adams and adapted for this exercise



Think about the story and talk to others about the following:

- How would you have reacted if you were in her position? Would you have scolded him or asked him what he was doing or ...?
- Have you ever been falsely suspected? Of what or when?



Re-enact the story "Prejudices" and include different possible reactions of the woman.



Also re-enact similar experiences.



More stories to think about, retell and re-enact are available in the **stories index** in the teacher guide.



7.4. FAB(u)LEous Festival of Stories



Get excited about your stories!

Plan and organise a festival together as a platform to read or re-enact your stories.

You could also set your stories to music and turn them into songs.



Decide together who should take on which task and what should be done by when. Take into consideration your strengths when allocating the tasks.

Who is good at ...

- ... acting?
- ... choosing stories that are interesting for everyone?
- ... planning a varied programme?
- ... drafting and creating an appealing poster?
- ... writing creative invitations?
- ... moderating the festival?
- ... decorating the room?
- ... creating the stage design?
- ... ensuring that all requisites are at the right place at the right time?
- ... organising food and drinks as well as dishes?
- ... taking photos or filming the event?

Invitation to the
Festival of Stories



Following the performance, talk about what went well and what you could do better next time.



Write down what you have learned from planning and organising the Festival of Stories:



8.1. Questionnaire for the Storytelling Challenge

You have worked on the **Storytelling Challenge**. You have trained how to make up, plan and write texts and stories. Others have heard or read your texts. You have read, read out loud, retold or re-enacted the stories of others.

1. What was especially fun?

2. What went especially well?

3. What are your favourite types of texts to write? Why?

4. Which of your classmates' texts did you like? Why?

5. What haven't you tried out yet? What do you want to do next?

6. What do you want to be able to do even better? What will you work on next?

7. Who do you want as a partner to write and edit texts?



Talk to others about your answers and give reasons.



8.2. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things. Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

I think about how to structure my text before I start writing.				
I take notes before I start writing.				
I can envision stories in my mind's eye.				
I can find suitable headings to a story.				
I use different words. (e.g. instead of "walking" I use <i>sneaking</i> , <i>leaping</i> , <i>running</i> , ...)				
I begin the sentences using different phrases.				
Before I hand in my text, I read through it once again and correct any mistakes I find.				
I revise and, if necessary, rewrite my texts.				
I work in a concentrated manner.				
I can retell stories in a way that others know what I am talking about.				
I can make up imaginative stories.				
I write my texts legibly.				
I read my texts in a loud and clear voice.				
I read expressively, varying in speed and volume.				
When others are reading, I listen attentively.				
I can give feedback in an encouraging and appreciative manner so that others can learn something from it.				
I can put myself in the role of another person and re-enact a situation.				

All Challenges of level A2 are also available in a printed version in German.
 You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



Empowering Youth is a holistic learning programme for lower secondary school students. It is part of the “Youth Start Entrepreneurial Challenges” programme.

All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

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



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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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