



# A2 Storytelling Challenge

## Creative Stories

### Teacher Guide



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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](http://www.jugendstärken.at) (Jugend stärken, volume 1 - 4).



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# Empowering Youth with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

## CORE ENTREPRENEURIAL EDUCATION

## ENTREPRENEURIAL CULTURE

## ENTREPRENEURIAL CIVIC EDUCATION

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

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

 <b>MY COMMUNITY CHALLENGE</b> I can do things for the community where I live.	 <b>VOLUNTEER CHALLENGE</b> I can engage in community service.	 <b>DEBATE CHALLENGE</b> I can develop and debate my opinion.
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The You<sup>th</sup> 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 "You<sup>th</sup> 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](http://www.youthstart.eu) in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "You<sup>th</sup> Start mindfulness programme".



## 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 “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 **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 “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 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](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)



Ideas and stories index, philosophy, metaphors and „If-then“ cards as well as the ideas fan provide inspiration for the students to create their own creative texts and conversations. Whether by describing, philosophising, fantasising, reading, telling, thinking about or re-enacting – this challenge will inspire the students to tell THEIR stories!

Explanatory video for this challenge:

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### Big idea behind the challenge

Using different methods, this challenge aims to spark the students' fantasy and train the 21st century competences – especially creativity, critical thinking, cooperation and communication. Short stories and quotations, „If-then“ cards and „when suddenly“ stories, the ideas fan and ideas card index provide a lot of space and numerous opportunities for students to try things out. Beginnings of sentences, metaphors or visual prompts are only a few of the methods used to inspire students to describe, philosophise, (re) tell, write, think about and re-enact.

Once they have reflected on their strengths and developed different visions, the students have reached the highlight of being able to tell their own story of success. Celebrate with a FAB(u)LEous Festival of Stories.

### Entrepreneurial Competences according to the reference framework

[www.youthstart.eu/en/whyitmatters/](http://www.youthstart.eu/en/whyitmatters/) (Competence-oriented learning)

- I can present my ideas and stories in an oral or written form.
- I can write comprehensible texts, the structure of which fits their purpose, and I can check, edit and improve them.
- I can identify and use my learning progress to set new and challenging goals for myself.
- I can name a person whom I consider a role model due to their strengths and skills.  
I can give feedback in an encouraging and appreciative manner.
- I can take on responsibility for my tasks when working in a team and follow the rules we agreed on.
- I can look at a topic from different points of view and put myself in the shoes of others.
- I can allocate tasks within a team.
- I can take on responsibility for achieving a common goal.

### Assessment

Step 4 in the student manual provides a checklist for retelling stories. The copy templates at the end of this teacher manual include a self-assessment sheet for students to assess how well they can implement the criteria mentioned in the checklist. You will find further checklists for the assessment of the following text types online under A2 Storytelling Challenge

([http://www.youthstart.eu/en/challenges/creative\\_stories/](http://www.youthstart.eu/en/challenges/creative_stories/)):

narrative, picture story, description, report and fantasy tale.

A wide array of questions relating to reflection and interaction with other students forms the basis for analysing situations from different perspectives and discussing as well as questioning the different standpoints. Various tasks relating to the recreation of situations and the (re)telling of stories from another person's perspective will help train the students' empathy.

Step 8 „Thinking things over“ in the student manual includes an assessment sheet to reflect on the entire challenge. The open form of the questions gives the students the opportunity to formulate their own learning objectives. By filling out the self-assessment sheet for writing, telling and reading texts, the students assess how well they can do what. That way, they learn how to take responsibility for their learning process step by step.



### Preparation for all steps

Hand out the student manual containing the exercises for the individual steps to all students.  
The titles of the exercises are labelled “E”.

#### General note on the implementation:

The **ideas fan** gives different prompts, such as dream countries, journeys to the future or mysterious doors, to stimulate the students’ imagination, and may serve as an inspiration for many different exercises. (For each individual step, one possible use is pointed out.) The easiest way to work with these prompts is to cut out each part of the fan, laminate them, punch a hole in the bottom and bind them together. (see copy templates)

Equally numerous – and quite different – are the creative possibilities of how to use the **ideas card index**. Here you will find different textual and pictorial prompts for telling, thinking about and re-enacting stories and questions such as: „Why do we eat some animals and keep others as pets?“, „What would happen if you walked to the end of a rainbow?“

Put the ideas cards in a box at the students’ disposal. (see copy templates)

## Step 1 – Describing

The first step comprises structured exercises to guide the students in writing simple descriptions.

### E 1.1. That’s me!

The students may also create graphic versions of their descriptions and hang them up in class. Whoever wants to present their descriptions can go together, e.g. in groups of two, and present it to their partners.

### E 1.2. Here and Now! poems



In the Youth Start Mindfulness Programme you will find the Wheel of Mindfulness as well as scientific findings on mindfulness and numerous exercises for all the senses – for more confidence, acceptance and unprejudiced encounters. It is available at [www.youthstart.eu](http://www.youthstart.eu) in the „Mind & Body“ section.

### E 1.3. I’m off, see you later!

The students may describe or draw the place of their dreams and hang them up in the classroom. If they like, the students can read their texts out loud in class – perhaps some have similar ideas of their dream place?

Further ideas for imaginative, funny and interesting descriptions are listed in the appendix in the ideas fan and in the ideas card index.

## Step 2 – Philosophising



Preparation: For this exercise you will require dice and a few boxes.

### E 2.1. Philosophy workshop

In this exercise the students repeat and apply what they have learned so far. The information is put into new contexts and helps the students train critical scrutiny and creative thinking. The student manual gives instructions on how to carry out the exercise.



The **Philosophy cards** (copy templates) provide more ideas on what to write on the little notes for this exercise. The **ideas card index** (copy templates) offers even more prompts to think about and philosophise.

### E 2.2. What could that be?

Every student rolls the dice (the more often per table, the more difficult the exercise) and writes down the adjectives according to the number of dots shown. The students work in pairs or individually to think about what „thing“ might have these qualities and exchange their ideas with the others.

If they like, they can also make a drawing of the ideas (real or fictitious) they came up with and present them to the class.

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

A possible exercise might be to have the students write a text about their thoughts and opinions on the above question. It is important that they give reasons for their point of view.



The **A2 Debate Challenge** provides exercises to help the students find and formulate arguments for their point of view/opinion. The challenge is available at

[http://www.youthstart.eu/en/challenges/from\\_listening\\_to\\_debating/](http://www.youthstart.eu/en/challenges/from_listening_to_debating/).



**Energy ball:** This is a rhythmic exercise which enhances the students' concentration and helps them relax.

The students imagine that they are holding a ball in their hands (starting with their arms and hands wide open) which they „mould“ until the fingertips of both hands touch. Imagine: I want to squeeze all my knowledge (e.g. on conversational rules) into this ball, where I save it.

A short explanatory video on „energy ball“ and further exercises to activate & concentrate is provided under the heading „Mind & Body“ at [www.youthstart.eu](http://www.youthstart.eu). There you will also find a detailed description of all exercises and their effect.

### E 2.4. Thinking alien

„Thinking alien“ means to look at things as if you had never seen anything like it before. It helps train the students to think in an unprejudiced and neutral way.



You will find exercises on this topic in our You<sup>th</sup> Start Mindfulness Programme

(„Why mindfulness?“ download for free at [www.youthstart.eu](http://www.youthstart.eu) under the heading „Mind & Body“).

## Step 3 – Fantasising

### E 3.1. „If-then“ stories

The copy templates include 10 cards with prompts for „If-then“ stories.

To carry out this exercise in small groups, copy and cut out a set of cards for each group. The students take turns drawing a card and thinking up a sentence or short story for the given prompt.

It is also possible to work on a card in pairs or choose three cards per group and write a short story together. If the students want to, they could also perform their stories in front of the class.

### E 3.2. „Suddenly“ stories

The copy templates include flash cards with beginning sentences for the „suddenly“ stories.

Carry out this exercise in pairs or in small groups. Prepare a set of cards per group and let the students draw a card each. They may then spontaneously say a few words.



It is also possible to carry out this exercise in written form and let the students write a story. In that case the students may choose a card. Why not set the story in a different time?

More prompts for telling and writing fantasy stories are provided in the **ideas fan** and the **ideas card index** which can be found among the copy templates.

## Step 4 – Reading and retelling

### E 4.1. The Erzberg mountain in Styria

The students are divided into pairs or two groups to discuss the following folk tale and re-enact it. Discuss the following topic with the students:

A few years ago iron ore mining in Erzberg was stopped even though there is still enough iron ore in the mountain. Mining has become more expensive than importing iron from abroad.

What does this mean for the people living in this region?

### E 4.2. Checklist for retelling stories

The **checklist for retelling stories** (E 4.2.) will help the students retell the folk tale and stories in E 4.3.

By using the **self-assessment sheet for retelling stories** (see copy templates) the students can check whether their renarration meets the criteria laid down in the checklist.

### E 4.3. Stories to read and retell

The students may illustrate their renarrations.

The **stories index** (see copy templates) provides more texts to think about, retell and re-enact.

## Step 5 – Telling and writing

### E 5.1. The world 20 years from now



Exercises on the United Nations' 17 Sustainable Development Goals (= Global Goals) are provided in the A2 Be A YES Challenge in step 5 (download at [http://www.youthstart.eu/en/challenges/a\\_path\\_in\\_flourishing/](http://www.youthstart.eu/en/challenges/a_path_in_flourishing/)).



By going through the A2 My Community Challenge and by playing the card game Changemaker the students learn more about the Global Goals and reflect on how to become a changemaker and contribute to finding a solution themselves (you can download the challenge for free at [http://www.youthstart.eu/en/challenges/the\\_17\\_sustainable\\_development\\_goals\\_and\\_how\\_to\\_contribute/](http://www.youthstart.eu/en/challenges/the_17_sustainable_development_goals_and_how_to_contribute/) and order the card game in English at <https://www.ifte.at/shop/changemaker>).

### E 5.2. That is what my dream country looks like

It is important for this exercise that the students think about what their strengths are and distribute the tasks within the team accordingly.

**Each student takes on responsibility for his/her task.**

In addition to the tasks listed in the student manual, the following tasks may be distributed:

- draw a map
- write a postcard
- draw a comic
- recreate the dream country

The students then give each other feedback on their presentations.  
Make sure that the students are encouraging and appreciative when giving feedback.



The feedback should give information on the observations made. Feedback should be free from interpretations and evaluations, as practiced in the **Youth Start Mindfulness Programme** with the Wheel of Mindfulness or in the **A2 Expert Challenge** which provides numerous exercises on giving and receiving feedback (free download of both programmes at [www.youthstart.eu](http://www.youthstart.eu), section “Mind & Body”).



The A2 Be A YES Challenge offers exercises to help students identify their strengths and learn to use them to find meaningful goals and to act with commitment.

The challenge can be downloaded at [http://www.youthstart.eu/en/challenges/a\\_path\\_in\\_flourishing/](http://www.youthstart.eu/en/challenges/a_path_in_flourishing/).

The **ideas fan** and the **ideas card index** which can be found among the copy templates provide further stories, pictorial prompts and inspirations for fantasy journeys and countries.

## Step 6 – Writing my story of success

### E 6.1. Learning about stories of success

In addition, the students may draw up short profiles of persons they find especially interesting and present them in class. Hang the profiles up in class. That way the students will have their role models and good ideas around them.

### E 6.2. Your story of success

The students present speeches in praise of each other in front of the class.

### E 6.3. Develop a vision

It is important for this exercise that the students are given the opportunity to exchange their thoughts with others, be it in pairs or in small groups. The students who listen give appreciate feedback, e.g. by adding further strengths (or interests) they have noticed in the other students.

### E 6.4. Role play for a job interview

The students decide on a „dream job“ they want to apply for and act out the job interview.

## Step 7 – Re-enacting stories

### E 7.1. Painting pictures (= metaphors) in your head

A simple experiment:

The students may also draw a picture of what they described. If the metaphors are presented in front of the class or in small groups, the other students may draw the picture forming in THEIR minds (without having seen the picture of the presenting student).

Are all pictures/drawings the same?

What differences are there?

Why is it that the same description results in different pictures forming in each student's heads?

### E 7.2. Acting out metaphors

The students get together in small groups and choose a metaphor. They act it out in front of the other groups. Whoever guesses what it is about is the next to play.

The **metaphor cards** (copy templates) offer even more prompts for contemplation and re-enacting.





### E 7.3. Reading, thinking, playing

It is all about perspective!

The three filters

Additional option: The students note down at least two pieces of current news per day for a few days and express their opinion on it. Which of these news items are true, good or useful? How can you assess that?

Race among frogs

Prejudices

More stories to think about and re-enact can be found in the **stories index** among the copy templates.

### E 7.4. FAB(u)LEous Festival of Stories

Celebrate the end of the school year. Organise the festival as an in-class or internal school event or invite guests to join you. It helps to establish a culture of celebration. By working towards a common goal - the organisation of the festival - the students learn about perseverance and motivation. By making a common choice of self-written stories for the festival, they learn from one another and with each other.

The students give feedback, find solutions together and practise fair play. The organisation of the festival furthermore boosts the sense of community in class and trains important future competences, such as presenting and reflecting.

## Step 8 – Thinking things over

In a final round of reflection, the students are asked to assess their own learning progress and to set new learning goals.

### E 8.1. Questionnaire for the Storytelling Challenge

By answering the open questions, the students summarise their personal findings from this challenge. The students reflect on the whole challenge once again and are given the opportunity to discuss it with the others.

### E 8.2. Wie gut gelingt dir das schon?

The questionnaire repeats the most important competences that were trained during the challenge. The students assess how well they can do what. Explain the meaning of the smileys before starting.

Further options for self-assessment and mutual evaluation: The **self-assessment sheet for retelling stories** (see copy templates) will help the students assess if they themselves or others have met the criteria listed in the checklist for retelling stories (see Step 4).

More **checklists for assessing the following text types** can be found online in the **A2 Storytelling Challenge** ([http://www.youthstart.eu/en/challenges/creative\\_stories/](http://www.youthstart.eu/en/challenges/creative_stories/)): narrative, picture story, description, report and fantasy tale.



### TRIO Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the A2 Storytelling Challenge belongs to the area of **Entrepreneurial Culture** which is all about personal development: acting on one's own initiative, believing in oneself, acting empathetically, working as a team and encouraging oneself and others.

### Time/length of the challenge

Project for one school year; it is possible to devote more or less time, as desired.

### Necessary background knowledge

none; A1 Storytelling Challenge and basic knowledge on the Global Goals recommended

### Context within the You<sup>th</sup> Start Entrepreneurial Challenges Programme

All Challenges: [www.youthstart.eu](http://www.youthstart.eu)

The „A2 Storytelling Challenge“ builds on the „A1 Storytelling Challenge“ ([http://www.youthstart.eu/en/challenges/castle\\_of\\_stories/](http://www.youthstart.eu/en/challenges/castle_of_stories/)) and forms the basis for the „B1 Storytelling Challenges“. It is closely linked to the „A2 Be A Yes Challenge“ ([http://www.youthstart.eu/en/challenges/a\\_path\\_in\\_flourishing/](http://www.youthstart.eu/en/challenges/a_path_in_flourishing/)), the „A2 Expert Challenge“ ([http://www.youthstart.eu/en/challenges/learning\\_holistic\\_learning/](http://www.youthstart.eu/en/challenges/learning_holistic_learning/)) and the Youth Start Mindfulness Programme (‐Mind & Body‐ section at [www.youthstart.eu](http://www.youthstart.eu)).

We recommend to continue with the „A2 Debate Challenge“ ([http://www.youthstart.eu/en/challenges/from\\_listening\\_to\\_debating/](http://www.youthstart.eu/en/challenges/from_listening_to_debating/)).

### Additional materials

Further checklists for the assessment of the following text types can be found online in the A2 Storytelling Challenge ([http://www.youthstart.eu/en/challenges/creative\\_stories/](http://www.youthstart.eu/en/challenges/creative_stories/)): narrative, picture story, description, report and fantasy tale. The lists include assessment sheets for the teacher as well as self-assessment sheets for the students.















## ... as a basis for philosophical discussions and philosophical texts and sentences

That's how it works: Draw a tasks card and one or two word or picture cards and follow the instructions given on the first card. Philosophise about the given topics - either alone, in pairs or in small groups - and write a few sentences or a short text.

### A. Word cards (or picture cards)

The students can make their own flash cards by choosing words for the **word cards**. They can look for suitable pictures in magazines, pamphlets or on the internet and add them to the word cards or make **picture cards** instead.















<p><b>purse</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>bottle</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>train</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p><b>100 euro note</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>politician</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>lunch box</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p><b>shopping bag</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>plastic bag</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>mobile phone</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p><b>chicken</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>bread</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p><b>milk</b></p> <p> A2 Storytelling Challenge Philosophy cards</p>



**B. Task cards**

If you draw a task card with a grey border, draw one word or picture card, if you draw **one** with a pink border, draw **two** word or picture cards.

<p>Imagine a wizard turned you into this object. Talk about how you are feeling.</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>Write down what you know about this object.</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>What do you like about this object?</p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p>What is positive (good) about this object?</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>What can you do with this object? Why not think crazy?</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>What is negative (bad) about this object?</p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p>Which differences do you see between these objects?</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>Make up a funny story featuring both objects.</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>Make up a sad story featuring both objects.</p> <p> A2 Storytelling Challenge Philosophy cards</p>
<p>Write down the differences between these objects.</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>Write a sentence using both words.</p> <p> A2 Storytelling Challenge Philosophy cards</p>	<p>In your opinion, which of them is more important? Why?</p> <p> A2 Storytelling Challenge Philosophy cards</p>





## Ideas fan

Prompts for fantasising, thinking, writing, drawing and telling

A2 Storytelling Challenge  
Ideas fan

You win a journey to a faraway country no European has visited before.

Draw a postcard and write about what you experience upon your arrival.

A2 Storytelling Challenge  
Ideas fan

Draw your dream country and describe your life there:

- What does your house look like?
- What do you eat?
- How do the people treat each other?
- ...

A2 Storytelling Challenge  
Ideas fan

Travel 20 years into the future with a time machine.

Tell us about your life there.

A2 Storytelling Challenge  
Ideas fan

You find a key to a mysterious door.  
You open the door curiously.

Describe the things you see  
and experience behind that door.

A2 Storytelling Challenge  
Ideas fan





You have become invisible overnight.

Once you have overcome your terror,  
you use the situation wisely.  
Describe what for.

A2 Storytelling Challenge  
Ideas fan

You win ten million euros.  
What will you do with the money?

Think about it carefully before you write down your plans.

A2 Storytelling Challenge  
Ideas fan

Choose a joke you like.

Browse in your teen magazines or search for one on the internet.  
Turn it into a play and perform it.

What do you have to consider/  
do for a successful performance?

A2 Storytelling Challenge  
Ideas fan

Rewrite your favourite fairy tale  
as if it were set today.

What is different?

A2 Storytelling Challenge  
Ideas fan

You want to sell a jacket that no longer fits you.

Design an ad that attracts as many buyers as possible.

A2 Storytelling Challenge  
Ideas fan



# Ideas card index



Prompts for telling,  
writing and playing stories



A2 Storytelling Challenge  
Ideas card index

Into which picture would you like to be magically transported?



Describe what you experience at your dream place.



A2 Storytelling Challenge  
Ideas card index



**You are standing at the edge of an enchanted rainbow that will lead you into a beautiful land.**

What do you find at the end of the rainbow?

Visualise where you end up after following the rainbow.  
Describe what you see.



A2 Storytelling Challenge  
Ideas card index

What is going on here?



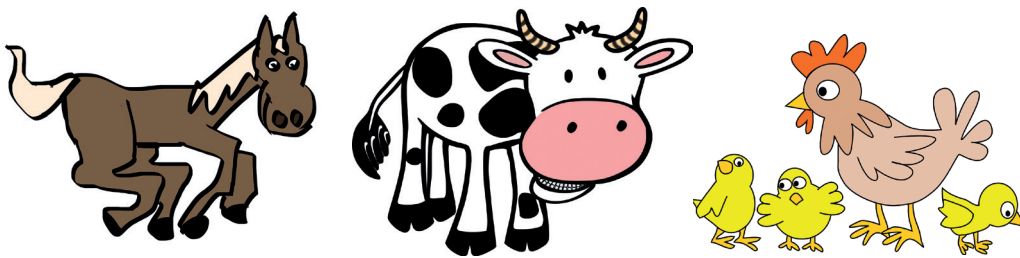
Why are these teenagers so excited?



A2 Storytelling Challenge  
Ideas card index



Imagine you were living 1000 or 2000 years ago and could choose what you would like to have: a horse, a cow or four chickens. What would you pick and why?



A2 Storytelling Challenge  
Ideas card index

Imagine you had to eat only meat OR vegetables for the rest of your life.



Would that bother you?  
How would it affect your life?

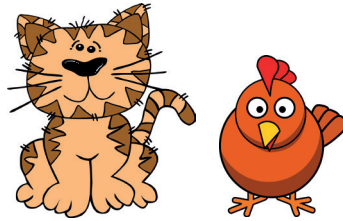
How would the world change if all people  
would make the same choice as you?



A2 Storytelling Challenge  
Ideas card index



Why do we eat chicken, wear cowhide (leather), cuddle cats and train dogs to help us?



How would you feel if you saw somebody wearing dog's skin, eating cats, training chickens and cuddling a pig?

Why are some animals „pets“ and others „livestock“?

Write an „explanation“.



A2 Storytelling Challenge  
Ideas card index

What if food and living were free of charge for everyone?



Write down your thoughts.



A2 Storytelling Challenge  
Ideas card index





Imagine: Someone you like spends all of his/her money at once. Only next month can he/she draw more money from the bank account.

What can this person do?

Are you the same with money or do you manage your money better?



A2 Storytelling Challenge  
Ideas card index

Imagine somebody gave you a business property.



What kind of business would you set up?

A bakery, a sports store, a restaurant, a hairdresser's shop, a computer repair service, an organic grocery store, a toy shop, ...?

Describe how you make sure your dream shop is a success.



A2 Storytelling Challenge  
Ideas card index



Imagine you had a company or a shop.  
What skills and strengths do the people working for you have to have?

Write down at least 10 skills and strengths and give reasons for why  
they are important to you.



A2 Storytelling Challenge  
Ideas card index

What are these people talking about?



Choose a picture and write down their dialogue.



A2 Storytelling Challenge  
Ideas card index



How is this child feeling?  
What has it experienced?

Put yourself in the place of this  
child and tell „your“ story.



A2 Storytelling Challenge  
Ideas card index



Draw the outline  
of your/a head.

Write and draw your  
wishes into the outline.



A2 Storytelling Challenge  
Ideas card index



A tree is dying.

Tell us why it is important  
that it should live on.



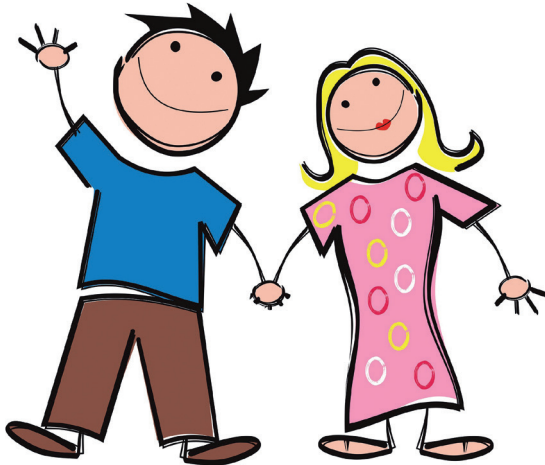
A2 Storytelling Challenge  
Ideas card index



Describe your room from  
the perspective of  
your favourite cuddly toy.



A2 Storytelling Challenge  
Ideas card index

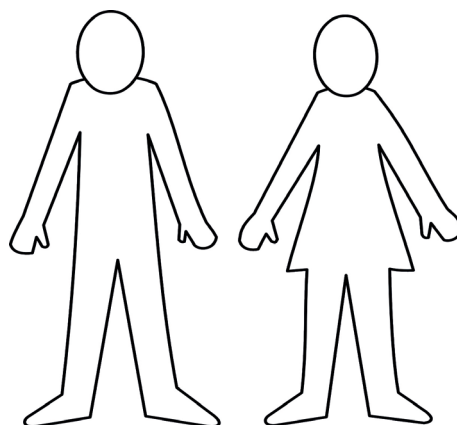


Imagine you were  
your mother  
or your father.

Describe yourself from  
his/her point of view.



A2 Storytelling Challenge  
Ideas card index



Imagine a character from your favourite book changed its gender:  
Man <--> Woman, Boy <--> Girl

What happens?



A2 Storytelling Challenge  
Ideas card index



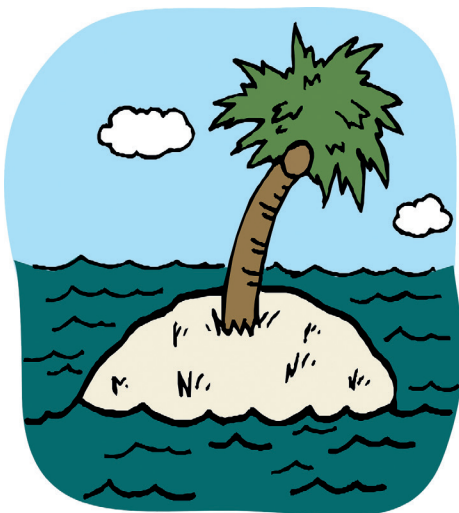


„I’m scared!“

A fairy tale character talks about his/her fears.  
What is he/she scared of?



A2 Storytelling Challenge  
Ideas card index



Which three things would you bring  
to a deserted island?

Tell us why.



A2 Storytelling Challenge  
Ideas card index



Collect pictures you like.  
Browse in leaflets, magazines or search for some on the internet.



Choose a picture and write a story about it.



A2 Storytelling Challenge  
Ideas card index

Draw a map of the area you live in.



Explain to someone who does not know the area what you like about it.



A2 Storytelling Challenge  
Ideas card index



What is the child fishing out of the lake?

What will he/she do with it?



A2 Storytelling Challenge  
Ideas card index

Write instructions on how to make others smile.



A2 Storytelling Challenge  
Ideas card index



Which of the following characteristics are most important to you?  
Choose three.

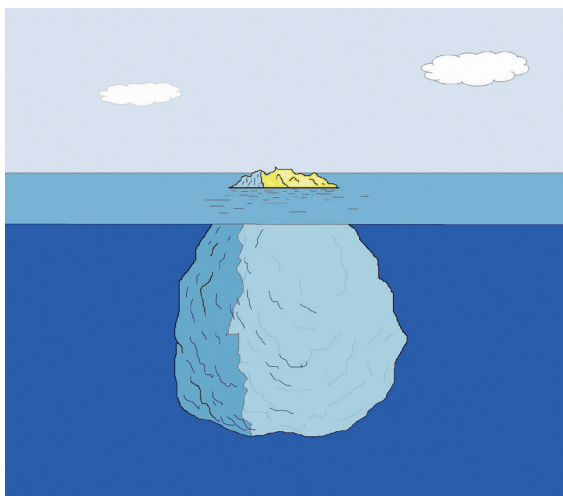
PATIENCE, HUMOUR, COURAGE, PERSEVERANCE, CREATIVITY,  
FLEXIBILITY, FRIENDLINESS, HONESTY, A SENSE OF RESPONSIBILITY,  
WISDOM, LOVE, CURIOSITY, INITIATIVE

Write:

The most important are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
Why? Explain.



A2 Storytelling Challenge  
Ideas card index



A wise man once said:

*„People are like icebergs -  
you only ever see the tip of them.“*

What do you think he meant?  
How much do others know about you?  
How much do you know about others?



A2 Storytelling Challenge  
Ideas card index



What if everybody had computer glasses?



Write down your thoughts.



A2 Storytelling Challenge  
Ideas card index



What will the world look like in 50 years?

Write down what you  
see in your imagination.



A2 Storytelling Challenge  
Ideas card index



Imagine you could control your life  
just like a video you are watching on your computer.

Would you rewind, fast forward or hit pause?



Why?  
Explain.



A2 Storytelling Challenge  
Ideas card index



If YouTube had existed in the middle ages,  
which videos would the people have uploaded?

Describe a video in detail and add a drawing.

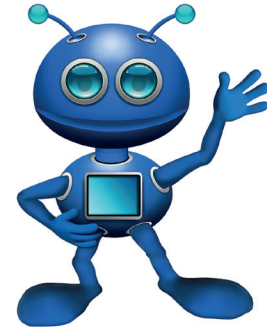


A2 Storytelling Challenge  
Ideas card index



### Imagine ...

Imagine you were an alien from outer space, and you are on a mission to make a documentary on how people on earth learn. Unfortunately, however, your camera does not work on earth. This means that, once you return to your home planet, you will have to describe in words to the creatures living there, what a school on earth looks like and how it works.



Consider the following questions:

- How do I put myself in someone else's place and understand his/her point of view?
- How do I best describe things the others know nothing about?
- How can I „advertise“ ideas, such as the idea of a school on earth?



A2 Storytelling Challenge  
Ideas card index

### My school

Imagine you were to make a documentary about learning at your school. Unfortunately, however, your camera does not work. That is why you have to use words to describe it as vividly as possible.

Answer the following questions:

- What does your school look like from the outside?
- What does your school look like from the inside?
- What does your classroom look like?
- What do you hear?
- What do you smell?
- What do you feel?



A2 Storytelling Challenge  
Ideas card index





## Thinking alien – a difficult task

An alien lands its spaceship on earth. Its mission is to learn the human language. By coincidence it just happens to land in your class.

What will it experience?

Before you begin with your text, try to put yourself in the place of a creature that does not understand your language and looks completely different from the others.

How would you feel if ...

- ... everything around you were strange?
- ... everybody looked different from you?
- ... you couldn't understand a word?

What would help you?



A2 Storytelling Challenge  
Ideas card index

What features must a house of the future have?



Draw the house and describe its features.



A2 Storytelling Challenge  
Ideas card index



I'm King/Queen.

If I were to rule a land, I would ...



A2 Storytelling Challenge  
Ideas card index



Dream story

Yesterday I dreamt that I was the  
Federal Chancellor of Austria.

First, I enjoyed my dream, my standing  
and the power.

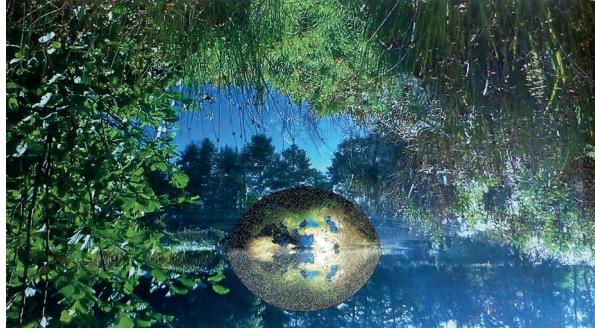
But then I noticed that ...



A2 Storytelling Challenge  
Ideas card index



### Dream story



Yesterday I dreamt that I was the king/queen of a faraway mystic country. First, I enjoyed my dream, my standing and the power.  
But then I noticed that ...



A2 Storytelling Challenge  
Ideas card index

### Story about the future

Travel 20 years into the future with a time machine.  
Tell us about your life there.



A2 Storytelling Challenge  
Ideas card index



... for fantasising, continuing stories and theatre



If I were a farmer, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were a king/queen, then I  
would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were a wizard, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were invisible, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were a tree, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I could fly, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were a bird, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were unhappy, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I were a dolphin, then I would ...



A2 Storytelling Challenge  
„If-then“ cards

If I had a lot of power,  
then I would ...



A2 Storytelling Challenge  
„If-then“ cards



## ... for fantasising, continuing stories and theatre



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



A2 Storytelling Challenge  
„When suddenly“ story cards

I'm eating soup  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards

A car drives past  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards

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



A2 Storytelling Challenge  
„When suddenly“ story cards

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



A2 Storytelling Challenge  
„When suddenly“ story cards

I'm lying in bed  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards

I'm starting my computer  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards

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



A2 Storytelling Challenge  
„When suddenly“ story cards

My mum is repairing the toaster  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards

My granddad is ironing his shirt  
when suddenly ...



A2 Storytelling Challenge  
„When suddenly“ story cards



# Stories index



## Stories to think about, retell and re-enact



A2 Storytelling Challenge  
Stories index

### Tolerance and Prejudices

An elderly white woman is assigned a seat next to a black man on the plane. She complains to the stewardess: „Who would dare to place **ME** next to such a person! I do not want to sit next to such a horrible person. I demand another place!“

The stewardess answers: „Please calm down. I will check whether another seat is free.“ After a few minutes she returns. „Madam, we have no free seat left in the Economy or the Business Class. There is only one more seat available in First Class. Normally we do not simply transfer a passenger to First Class. But the captain agrees that it is unfair to force somebody to sit next to such a horrible person.“

The stewardess turns to the black man and says: „That is why we kindly ask you, Sir, to take your seat in First Class.“ The other passengers who had witnessed this scene in horror broke out in enthusiastic applause.

*(Adapted from [www.tibs.at](http://www.tibs.at), based on a true story that happened on a British Airways flight)*

There are people who talk about others in disgust and try to exclude them because they are different.

Have you ever experienced or witnessed something like that yourself?

Re-enact the described scene and make up similar scenes with other groups of persons.



A2 Storytelling Challenge  
Stories index



## Wonders of the world

A class was assigned to write down the Seven Wonders of the World. Most of them noted down things like:

Pyramids of Giza, Taj Mahal, Grand Canyon, Panama Canal, Empire State Building, Saint Peter's Basilica in Vatican City, the Great Wall of China, ...

While collecting their answer sheets, the teacher noticed that one child was still writing. She asked if he had a problem. He answered: „Yes, I can't make up my mind. There are so many wonders.“

So the teacher asked him: „Please read out loud what you have written down so far.“ The student started reading:

### My Seven Wonders of the World:

1. seeing 2. hearing 3. touching 4. smelling 5. feeling 6. laughing ... 7. ... and loving

The whole class fell silent.

(Source unknown)

Such things, though we often take them for granted, are truly wonderful. The most valuable things in life are things we cannot buy.

Which are your wonders of the world?

Write them down and present them to the others like in the game „Activity“.

Can the others guess what your wonders of the world are?



A2 Storytelling Challenge  
Stories index

## What are the most important things in your life?

A professor wants to illustrate something important for his students. He puts an empty jug on the table. Then he places big stones in the jug. When he cannot put any more stones in, he asks the class if they think the jug is full. The students answer: „Yes.“ That is when the professor gets out a bucket of pebble stones from under the table. He fills the bucket into the jug and shakes it slightly so that the pebbles slip in between the big stones.

Again he asks the class: „Is the jug full?“ „Yes“, they answer. Now the professor gets out a bucket full of sand. He pours it into the jug and the sand trickles down into the gaps. Then he asks: „Is the jug full now?“

„Yes“, they answer again. The professor takes a bottle of water, fills it into the jug and says:

„What I wanted to show you is that you should always start with the big and important things in your life. If you begin with the sand, there will be no more room for the stones in your jug of life.“

(Source unknown)

Think about the story and talk to others about it.

What are your big stones? What is important in your life? Draw your time jug and start filling it with those big stones. You could also turn the story into a play and name the stones and sand.

(„My biggest, most important stones are ...“)



A2 Storytelling Challenge  
Stories index





### Hans in Luck

After having served his master for seven years, Hans is given a piece of gold as big as his head and awfully heavy. On his way home to his mother he exchanges his heavy load for a horse to make his travel easier. He tells himself: „What a stroke of luck. Now I no longer have to crawl along with such heavy weight.“

But when he is thrown off and realises that he is thirsty, he exchanges the horse for a cow. He tells himself: „What a stroke of luck. The cow will surely not throw me off but give milk to drink!“

But the cow would not let him milk her. So he exchanges the cow for a pig. How he loves roast pork! He tells himself: „What a stroke of luck. Now I need not eat dry beef!“

Soon Hans meets a man who tells him that a pig thief is wanted and offers him a goose for the pig. He tells himself: „What a stroke of luck. Now nobody will accuse me of having stolen the pig!“

When the goose will no longer walk, a grinder offers him a grindstone in exchange for the goose. He tells himself: „What a stroke of luck! Now I will be able to earn my money with sharpening scissors and knives!“

The grindstone is very heavy. When he stops at a well to drink some water, he lays it carefully on the edge of the well. But just as he stoops down to drink, a misfortune happens and he pushes the stone into the deep water. He tells himself: „What a stroke of luck. Now I no longer have to trouble myself with that heavy stone!“

With empty hands but a light heart he runs home to his mother.

*(based on a fairy tale by the Brothers Grimm)*

Think about the story and talk to others about why Hans is „in luck“. Turn the fairy tale into a modern story featuring valuable things and perform it in front of the class. Just like Hans, keep repeating: „What a stroke of luck. Now ...!“



A2 Storytelling Challenge  
Stories index

### Hans in distress

Hans has a friend whose parents buy him everything he asks for. Hans envies him. He does get pocket money, but his parents won't give him extra money to buy expensive stuff he doesn't really need.

That is why Hans borrows money: from friends and family. But soon they too won't give him any more money because Hans likes to forget to give them their money back.

That is when Hans opens an account with a bank. When he keeps overdrawing it, his account is suspended - for as long as it takes for him to pay back his debts with the bank.

*(Ingrid Teufel)*

How do you want this true story to go on? Will he continue along this quick road to ruin or can he change his course towards a happier future?

Tell your end of the story to someone. Talk about how realistic the end is. You will find information on this topic at [www.threecoins.org/en](http://www.threecoins.org/en).

There you will also find ...

... a video explaining the dangers of downloading apps.

... a link to a game app for children from the age of 12 years.



A2 Storytelling Challenge  
Stories index



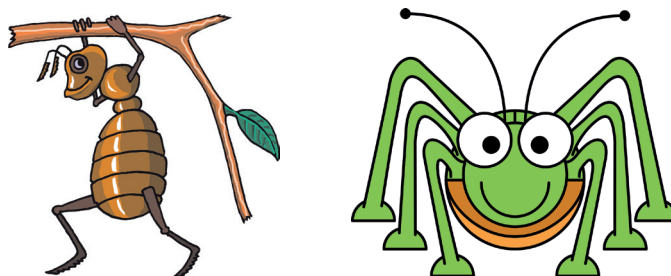
### The Ant and the Grasshopper

A Grasshopper spends all summer having a good time. It laughs at the Ant who is gathering grain. When winter arrives, however, the Grasshopper has nothing to eat. So it begs the Ant for a bite to eat.

The Ant cries out:

„If you spend all summer dancing, you will have to starve in winter. Celebrating and lazing around will not store up any food.“

*(based on one of Aesop's Fables)*



What does this fable teach us? Talk to someone about it.  
Retell the fable and turn it into a „more exciting“ version by using lots of suitable adjectives.



A2 Storytelling Challenge  
Stories index

### The man who changed the world

Once upon a time there was a man who wanted to change the world. It was not long, however, until he realised that the world was too big a place to be changed by one person alone.

That is why he decided to change the country he lived in instead. But dishonest politicians and lobby groups got into the way of his efforts.

So he decided to change his neighbourhood. But the neighbours all slammed their doors in his face and closed the windows.

So he decided to change his family. But instead of changing, his children started to revolt and his wife threatened him with divorce.

The man ended up deciding to change himself. And when he did, so did all around him and so did his world.

*(based on Pearl Nitsche: „Das selbstdisziplinierende Klassenzimmer“ – the self-disciplining classroom)*

You too can change the world if you start by changing yourself. If you get rid of „bad habits“, the people around you might too.

Just try it: Be friendly, help others, smile at people. You'll be sure to „infect“ others.

If you look grumpy all the time, if you're crabby and unfriendly, the people around you will soon behave the same way.



A2 Storytelling Challenge  
Stories index



### The chipped bowl

Once upon a time there was an old Chinese woman who had two bowls. They were hanging from the ends of a stick which she carried over her shoulders. Every day she would go and get water.

One of the bowls was chipped, the other was whole. At the end of her long journey from the river to her house the broken bowl was always only half full.

For two years she brought home only one and a half bowls of water. The flawless bowl was very proud of its performance, whereas the chipped bowl was embarrassed. When it told that to the old lady, she smiled and said: „Have you ever noticed that flowers are blooming on your side of the path but not on the other side? I have sown seeds on your side of the path, and you water them every day. I pick these beautiful flowers to decorate my home. If you weren't just like you are, there would be no flowers.“

*(retold based on an unknown source)*

We all have our quirks and flaws. That is why we should accept people just as they are and concentrate on the good in them.

- What are your quirks? Which flaws do you have?
- What quirks and flaws do people around you have?

As long as they do not harm others, just accept these people as they are. That way you will get along just fine instead of getting annoyed with them.



A2 Storytelling Challenge  
Stories index

### Wind of forgiveness

Two friends were wandering through the desert. After some time, they started arguing, and one smacked the other in the face.

He felt hurt, and without saying a word, he knelt down and wrote the following words into the sand: „Today, my friend hit me.“

They carried on and came to an oasis. There they decided to take a bath. The friend who had been smacked in the face suddenly got stuck in the mud and threatened to drown. His friend saved him at the last minute.

After he had recovered from the shock, he took a stone and carved the following words into the stone: „Today, my friend saved my life.“

The friend who had smacked him into the face, but had also saved his life, asked him, somewhat surprised: „After I hurt you, you wrote the sentence into the sand, but now you carved it into a stone. Why?“

The friend who had been saved, answered:

„Whenever someone has hurt or offended us, we should write it into the sand for the wind of forgiveness to blow it away. But if someone does something good for us, then we can eternalise it on a stone so that no wind can ever blow it away.“

*(based on a story from [www.nur-positive-nachrichten.de/inspirierende-geschichten](http://www.nur-positive-nachrichten.de/inspirierende-geschichten))*

Read the story and think about what it wants to teach us. Talk to someone about it.

Retell the story.

Re-enact it with others.



A2 Storytelling Challenge  
Stories index



## You can never please everybody!

A father is riding on a donkey. His little son is running alongside him. When a couple crosses their path, the man says to his wife, indignantly: „Look at him. He is riding while the poor boy has to walk.“

At that the father gets down and heaves his son onto the donkey. After a few more steps somebody calls: „Look at that. This young boy is sitting on the donkey, while the old man has to walk alongside him.“

So the father gets on the donkey again and sits behind his son. Shortly thereafter somebody calls disgustedly: „The poor donkey. That’s pure cruelty.“

So they both get off again and walk next to the donkey. That is when they hear someone laugh out loud and say: „How can you be so stupid? What’s the point in having a donkey if you don’t ride it?“

*(Source unknown)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index

## One at a time

A man was walking down a deserted beach. As he walked along, he spotted another man in the distance. As he grew closer, he noticed that the local native kept leaning down, picking something up, and throwing it out into the water.

As he approached even closer, he noticed that the man was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.

The man who was going for a walk, approached the other man and said: „Good evening! I was wondering what you are doing.“

„I’m throwing these starfish back into the ocean, so they won’t die.“

„I understand,“ the man replied, „but there must be thousands of starfish on this beach. You can’t possibly get to all of them. And it is probably happening on hundreds of other beaches all up and down the coast. Can’t you see that you can’t possibly make a difference?“

The local native smiled, bent down, and picked up yet another starfish, and as he threw it back into the sea, he replied, „Made a difference to that one!“

*(Jack Canfield – slightly adapted – from: Chicken Soup for the Soul)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index



### Risking!

Two seeds lay side by side in the fertile soil.

The first seed said, „I want to grow! I want to send my roots deep into the soil beneath me and thrust my sprouts through the earth’s crust above me. I want to unfurl my tender buds like banners to announce the arrival of spring. I want to feel the warmth of the sun on my face and the blessing of the morning dew on my petals!“ And so, she grew.

The second seed said, „I am afraid. If I send my roots into the ground below, I don’t know what I will encounter in the dark. If I push my way through the hard soil above me, I may damage my delicate sprouts. What if I let my buds open and a snail tries to eat them? And if I were to open my blossoms, a small child may pull me from the ground. No, it is much better for me to wait until it is safe.“

And so, she waited. A yard hen scratching around in the early spring ground for food found the waiting seed and promptly ate it.

*(Patty Hansen from: Chicken Soup for the Soul)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.



### Finding his Fortune

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had travelled very far, he met an Eel, who said, „Psst. Hey, bud. Where ,ya goin’?“

„I’m not sure. I’m going out to find my fortune“, replied the Sea Horse.

„You’re in luck“, said the Eel. „For four pieces of eight you can have this speedy flipper, and then you’ll be able to get there a lot faster.“

„Gee, that’s swell“, said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who asked where he was going.

„I’m not sure. I’m going out to find my fortune“, replied the Sea Horse.

„You’re in luck“, said the Sponge. „For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster.“

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said, „What are you up to? Where are you going?“

„I’m not really sure. I’m going out to find my fortune“, replied the Sea Horse.

„You’re in luck. If you’ll take this short cut“, said the Shark, pointing to his open mouth, „you’ll save yourself a lot of time.“

„Gee, thanks“, said the Sea Horse, and zoomed off into the interior of the Shark. The Shark laughed:

„Well, if you don’t know where you want to go, you might just end up some place you did not want to go!“

*(based on a metaphor by Rolf F. Mager, 1973)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.





## Sharpen your Saw

A hiker was walking through the woods when he came upon a lumberjack who was working feverishly to saw down a tree. He was using an old saw, and it was apparent that he was struggling. The hiker noticed that the saw was blunt. When he appealed to him, suggesting that he sharpen the saw, the lumberjack answered: „My dear friend, just look how many trunks there are left. I have to have all of them cut into small pieces by tomorrow. Do you really think I have time to sharpen the saw?“

*(based on a metaphor by Stephen Covey)*

Read the story and think about what it wants to teach us.  
Talk to someone about it.  
Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index

## Sourpuss

Sourpuss is walking through town. He is in a very bad mood. Everything annoys him - the weather, the grey coloured houses, the people.

He passes a smile. Since it has nothing else to do, it jumps into Sourpuss' face and settles down there. Because he is in such a bad mood, he doesn't even notice and carries on walking. Whenever someone passes by, they greet him kindly. He is quite surprised. And against his will, he starts to feel better. More and more people smile at him. Suddenly the houses seem less grey, the sky seems to be especially blue and the people seem nicer.

When Sourpuss comes home, he looks into the mirror, sees himself smiling and feels better instantly.

*(by Tania Konnerth)*

Read the story and think about what it wants to teach us.  
Talk to someone about it.  
Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index



### The story of a Lion

Once upon a time there was a Lion who lived in a very windy desert. That is why the water in the waterholes, where he drank, was never quite calm or smooth and nothing was reflected on the water.

One day, for a change, there was no wind, and the water was all smooth. When the Lion wanted to drink, he saw his own reflection and thought it was another Lion: „Oh, dear! Another Lion. I'd better leave!“ He backed out, but the thirst soon drove him back to the waterhole. That is where, again, he saw the frightening Lion who stared at him from the surface of the water.

So he decided to scare the other Lion away, and he opened his mouth wide as if to roar. But when he bared his teeth, so did the other Lion, and this dangerous sight frightened our Lion. Over and over he backed out and came back thirsty, but it was the same experience again and again. After some time, he was thirstier than ever and desperate for water. And so, he said to himself: „Nasty Lion or not, I need to drink.“ And as soon as he had submerged into the water, the other Lion had vanished.

*(Source unknown)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index

### The North Wind and the Sun

The North Wind and the Sun had a quarrel about which of them was strong enough to strip a Traveller of his cloak.

The North Wind sent a cold, howling blast against the Traveller. The harder the Wind blew, the tighter the Traveller wrapped his cloak around him.

Then the Sun began to shine. The gentle beams were pleasantly warm, and the Traveller soon unfastened his cloak, and at last pulled it off and threw himself down in the welcome shade of a tree by the roadside.

*(based on one of Aesop's Fables)*

Read the story and think about what it wants to teach us.

Talk to someone about it.

Retell the story. Re-enact it with others.



A2 Storytelling Challenge  
Stories index





## ... to think and talk about



If you can't say something nice,  
don't say anything at all.



A2 Storytelling Challenge  
Metaphor cards

Humour is our soul's ray  
of sunshine.



A2 Storytelling Challenge  
Metaphor cards

You'll never get anywhere unless  
you know where you're going.  
(Laotse)



A2 Storytelling Challenge  
Metaphor cards

We seldom think of what we  
have, but always of what we lack.  
(Arthur Schopenhauer)



A2 Storytelling Challenge  
Metaphor cards

Every man is the architect of his  
own fortune.



A2 Storytelling Challenge  
Metaphor cards

To see clearly, it often suffices to  
change one's perspective.  
(Antoine de Saint-Exupéry)



A2 Storytelling Challenge  
Metaphor cards

Our life is what our  
thoughts make it.  
(Marc Aurel)



A2 Storytelling Challenge  
Metaphor cards

Victory attained by violence is  
tantamount to a defeat, for it is  
momentary.  
(Mahatma Gandhi)



A2 Storytelling Challenge  
Metaphor cards

You cannot shake hands  
with a clenched fist.  
(Indira Gandhi)



A2 Storytelling Challenge  
Metaphor cards

Don't get upset when a bird  
poops on your head.  
Be glad elephants can't fly.







A2 Storytelling Challenge  
Metaphor cards



## Check it (out)!

1. Read through the CHECKlist before you start writing so know what to look out for
2. After you have finished, check what you have done well.

The list will tell you where you can still learn something more. Something to look forward to!

				
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.				
I use my own words when retelling the story.				
These words fit the content of the story.				
I use different beginnings for my sentences.				
I use direct speech.				
I tell the story using the simple past.				
I use the correct finite verb forms.				
I write in full sentences.				
Each sentence ends with a punctuation mark.				
At the end, I read through the text once again.				
I check the spelling of all words.				
Whenever I am unsure about the spelling, I underline the word with a pencil.				
I check the words I underlined in my dictionary before I hand in my text.				

All Challenges of level A2 are also available in a printed version in German.  
 You can find them at [www.jugendstaerken.at](http://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 “You<sup>th</sup> 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](http://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 *You<sup>th</sup> Start mindfulness programme*.



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