Storytelling Challenge B1

I can tell stories.
Entrepreneurial Culture

Grab their attention with a story!

An object of everyday life becomes something special when it is featured in a story. The Storytelling Challenge teaches students how this works and how to attract and hold the interest of an audience. This challenge can also be completed in a foreign language.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets).
The ✚➤ -sign indicates optional tasks for a deeper understanding. All materials are provided at www.youthstart.eu.

You^th Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education		Entrepreneurial Culture			Entrepreneurial Civic Education
Idea Challenge	Hero Challenge	Empathy Challenge	Storytelling Challenge	Buddy Challenge	My Community Challenge
My Personal Challenge	Lemonade Stand Challenge	Perspectives Challenge	Trash Value Challenge	Open Door Challenge	Volunteer Challenge
Real Market Challenge	Start Your Project Challenge	Extreme Challenge	Be A YES Challenge	Expert Challenge	Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.
Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:
A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.

Unit Planner

Theme	Grab their attention with a story!
Level	B1
Challenge Family	Storytelling Challenge – the power of words!
	Putting ideas into words and fascinating others with what we have to say is a very useful art. At the primary and lower secondary levels, students practice this ability by writing their own stories – inspired by pictures, the beginnings of sentences or short texts. Students at the upper secondary level learn how to attract and hold the interest of an audience when telling a story: they turn an everyday object into something special by featuring it in a story. At the next learning level, students present a business idea to a group of "investors". They only have 1 minute for their pitch and need to succeed against their competitors.
Time / Length	8 periods
Big Idea behind the Challenge	Take an everyday object and create a story around it. Use storytelling skills to hold the interest of your audience. The story can be told orally or in written form - ideally both.
	This challenge can be offered in the students' first language or in second language lessons
	In second language lessons, the English version of the challenge can be used as it is written for a language level of the students at approximately A2+ - B1.
Entrepreneurial Competences according to the Reference Framework	I can set goals to improve my (language) skills where needed
	I can develop (creative) ideas
	I can identify and seize (creative) opportunities
	I can plan goals and develop an idea in order to implement a project
	I can communicate well with other people
	I can give and receive critical feedback
	I can reflect upon the feedback and use it to improve my story
	I can explain my ideas
	I can see ethical problems
	I can present my ideas in an interesting and appropriate manner

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Language Objective	I can use a logical structure to tell my story: introduction, build-up, high-point and conclusion.
	I can use connecting words to help my story flow.
	I can start sentences in different ways to avoid repetition.
	I can use adjectives and adverbs so that my story is descriptive.
	I can use my voice and body language to tell my story in a lively, interesting way.
	I can use my handwriting or computer skills to present my written story in an attractive, interesting way.
Content Vocabulary (Word Wall)	Story starting phrases: *One day/Summer/ Tuesday, A long time ago, When I..*
	Connecting words: because, and, then, therefore, however, eventually
	Sentence starters: once, firstly, all of a sudden, finally
	A variety of adjectives and adverbs to add interest to a story
	Storytelling vocabulary: *introduction, build-up, highlight, resolution, conclusion*
Assessment	Description: Teacher's Notes III
	• Students can think, plan and create a story around an everyday object
	• Students can give constructive and positive feedback
	• Students can accept feedback, reflect and use the feedback given
	Oral Storytelling
	• Students can tell the story in an interesting and lively way to their classmates
	• Students can freely tell a story without reading aloud or using too many notes
	• Students can listen to the feedback from their classmates/teacher and use their comments to improve or change their way of oral storytelling
	• Students show confidence and good presentation skills when telling their story; they are able to capture the attention of their audience
	Storytelling in Written Form
	• Students can write the story and edit it alone and with a peer
	• Students can present their stories in attractive manner (as part of a book for the class/as part of a display)

Necessary Background Knowledge	Students should be able to recognise the difference between a badly told/written story and a good one. Examples can be read or told by the teacher (in first or second language).
	Students should be able to justify their analysis, e.g. "This story was boring because every sentence started with I."
	Students should be aware of how intonation and body language can affect their Storytelling.
	Students should be familiar with the structure of a story; beginning, high point and conclusion.
	Students should be familiar with connecting words, as well as the function and use of adjectives and adverbs.
Mind & Body	For physical exercises to help students activate and concentrate as well as improve their mindfulness go to:www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!

Materials Needed	• An attractive (old) tin or box containing a mixture of buttons
	• Example story – (either the attached one or one made up by the teacher or even a short story from another source (however, authentic individual stories are more effective and believable)
	• Example of a story mountain (story structure)
	• Paper and pencils/pens
	• Teacher Guide
	    o My Button Story (Version 1 – Teacher's Notes I)
	    o My Button Story (Version 2 – Teacher's Notes II)
	    o Step-by-Step teacher instructions for Peer and Self-Assessment (Teacher's Notes III)
	• Student Manual
	    o Button note-taking handout (worksheet 1: My Button)
	    o Handout (worksheet 2) – helpful sentence starters, descriptive words ("WOW" Words)
	    o Handout – Story planner
	    o Step-by-Step Instructions for students - Peer and Self-Assessment (worksheet 4)
	    o Peer-assessment checklist for written storytelling (worksheet 5)
	    o Peer-assessment checklist for oral storytelling (worksheet 6)
	    o Self-assessment checklist (worksheet 7)
	• Video or sound recording device (optional)
	• Coloured, high quality paper for displays (optional)

Step-By-Step Activities	
Step 1	Preparation

a) Review story structure with students

b) Review use of adverbs, adjectives and connecting words with students

c) Prepare, write or find a story to tell the class
Adapt the story to make it obviously 'boring' so that you have two versions of the same story

d) Talk about good presentation techniques
Eye-contact, voice, body language

Step 2 Think about the end product

a) How will the story be presented orally?

b) Will the story be told to the class or other audience?
Setting
Video, recording?

c) How will the written story be presented?
Will the stories be presented in a class book or on a wall display?
Hand or computer written? Attractive special paper?

Step 3 Implementation

a) The students examine the button they have chosen in detail

b) Teacher asks the students to answer these questions about their button and to jot down their answers in note form. Creativity is encouraged! Use worksheet 1 of the Student Manual.

- What does the button look like? (colour, shape, size)
- What does it feel like?
- What is it made of?
- How old could it be?
- Is there anything strange or unusual about the button?
- What item of clothing did the button come from?
- Who would have worn such a piece of clothing?
- Why or when would this clothing have been worn?
- How did the button arrive in the button tin?
- Did it get lost or fall off? Or was it removed on purpose?

c) Students' notes and buttons are put to the side for later use.

d) Teacher shows the class the button he/she has chosen

e) Teacher tells or reads the button story (Teacher Guide – Teacher's Notes I), but please do not give the story to the students to read themselves.

Step 4	In subsequent lessons or sessions
	a) Students are reminded of their buttons and notes
	b) Tell the students the aim of the challenge is to write a story about their button, using their notes
	c) Firstly, story-telling skills are revised
	d) Comparison of stories (interesting and boring)

Teacher Guide – Teacher's Notes I and III

- Review of adjectives and adverbs, interesting words
- Use of paragraphs and sentence starters
  Use worksheet **2** of the **Student Manual**
- Story structure is revised
  Use worksheet **3** of the **Student Manual** to plan the story
- Students are given time to write their first drafts

- Peer assessment in pairs
  Students work together to give feedback on each other's stories
  Step-by-step instructions are found in the **Teacher Guide – Teacher's Notes III** and as a handout for students on worksheet **4** of the **Student Manual**
  Use peer assessment checklist (worksheet **5)** in **Student Manual** for help giving feedback.
- Students re-write and change their stories according to the feedback.
- Students meet again for one more round of feedback.
- Teacher corrects grammar and spelling in the stories before the final version is written (hand written or computer).

The challenge could end here with final presentation of the written stories in a class book or a wall display.

Step 5	Storytelling (oral presentation)
	a) Students work in pairs and tell their stories to their partner
	b) Students use peer assessment checklist on worksheet 6 of Student Manual to give feedback on storytelling techniques
	c) As a final step students tell their stories to the class (or other audience)
	d) Students fill out the self-assessment checklist on worksheet 7 of Student Manual to assess their overall performance.

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Context within the Challenge Programme	This challenge should be completed before starting with the B1 storytelling challenge "Elevator Pitch" and may be combined with the following challenges to pitch the ideas created: • B1 Idea Challenge (Entrepreneurial Design – Mini Canvas) • B1 Real Market (Core Business Plan) • B1 Lemonade Stand Challenge (selling products) • Trash Value Challenge
Useful Links	About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu Further teaching materials (including videos): www.youthstart.eu Inspiration for Elevator Pitch: www.mindtools.com/pages/article/elevator-pitch.htm, Ruth Hill
Sources	Story inspired by an idea from 'Gedanken auf Reise' by Eva Filice (ISBN 978-3-9501199-8-5) Story mountains a visual aid for planning story structure www.communication4all.co.uk/http/Story%20Writing.htm Button clipart: www.microsoft.com
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Teacher's Notes I

Note: The aim of the challenge is **storytelling** and not a reading exercise for the students; therefore, this story is included as a support for the teacher; to tell freely or to be read aloud. This story is not meant as a reading exercise for students.

My Button Story: I remember this button: it comes from an old brown cardigan that belonged to my granddad. Granddad loved his old brown cardigan; it was made of itchy wool and had huge pockets that were rather saggy. He wore it almost every day; he wore it in the garden and inside the house. He said that it kept the chilly wind away from his old bones.

The pockets of his cardigan were always full of interesting things: a shiny stone that he had found in the garden, a piece of string that he needed for tying up his plants, a short, blunt pencil for taking notes, his old pipe and a box of matches and of course a bag of those sweets that he loved to suck on and always shared with me.

When I hold this old button in my hand and close my eyes, I can still feel the itchy sleeve of his cardigan rubbing against my arm, as Granddad and I walked hand in hand down to the shops to get his newspaper, tobacco for his pipe and sweets for us to suck when Nanna was not looking. I can still smell his cardigan, a bit old and musty, a bit smoky from his pipe and the bonfires he had in his garden and sometimes a bit damp, from when he got caught in a shower of rain.

One warm spring day, Granddad and I were busy in his garden, tying up the rose bushes that had suddenly grown taller than me, when Granddad's cardigan got caught on the thorn of a rose bush.

"Help! I am stuck!" laughed Granddad as he tried to pull away from the rosebush that was grabbing at his cardigan. I rushed to help him, but the thorns of the rosebush were really caught in the brown, itchy wool. I pulled and twisted the cardigan and carefully picked away the thorny stem, trying my best not to damage the cardigan or Nanna's beautiful rose bush. At last Granddad was free, but we were both covered in scratches.

"Come on," called Granddad. "Let's go and let Nanna patch up our wounds and have a lovely cup of tea!" In the kitchen, Nanna cleaned and dabbed our scratches with antiseptic and we all had a cup of tea with a big slice of freshly baked, lemon cake. As we sat down to tea, Nanna exclaimed, "Look at that! Now you have gone and lost a button from that rotten, old cardigan! Now I can throw it away and get you a new one!" Nanna did not love that old cardigan like Grandad and I did!

"NO! I will find the button!" I shouted and rushed into the garden, I knew I had to find that button before Nanna threw the cardigan away. I searched the garden all afternoon, under the rosebushes and on my hands and knees in the grass, but the button was nowhere to be found.

"Dinner time," called Nanna as it was starting to get dark. I turned to go into the house sad because I wasn't able to find the button. Just then I noticed something hanging from one of the rosebushes; Granddad's button, hanging from a thread on a very large thorn. Hooray! I rushed inside holding the button very tightly.

"Look Nanna! I found the button," I shouted excitedly. "Please sew it back on and then Granddad can keep his old cardigan!" Nanna smiled and nodded, "Alright, put the button into my button tin for safe keeping and next time I do some sewing I will sew it back on. "I carefully placed the old button into Nanna's heavy button tin.

Many years later, I found the old button while looking in Nanna's old button tin. I guess Nanna never did find time to sew the button back on, but she never threw away the old cardigan either!

Teacher's Notes II

Please Note: The aim of the challenge is **storytelling** and not a reading exercise for the students; therefore this version of the story is included as a support for the teacher; either to tell freely or to be read aloud. This story is not meant as a reading exercise for students.

This second version, is very short, is choppy and does not flow when told or read aloud, due to the short sentences and lack of connecting words. The story is rather boring, lacks adjectives and descriptive sentences. The story structure does contain the elements of 'build-up' and resolution. This version of the button story is included for comparison purposes.

My Button Story (Version Two)

This button came from my granddad's cardigan. His cardigan was old. He kept many things in his pockets. He wore the cardigan in the garden. It kept him warm. He liked his cardigan.

His cardigan was old and smelled like smoke.

I was at Granddad's house. We were in the garden. We got hurt on the roses. Granddad lost the button from his cardigan. Nanna was happy; she wanted to throw the cardigan away. She did not like the cardigan.

I searched in the garden. I found the button on the rose bush. I asked Nanna to sew the button back onto the cardigan. She said yes. She told me to put the button into the button tin. I found the button in the tin, but Nanna didn't throw away the cardigan.

Teacher's Notes III

<u>Assessment</u>

Students work in pairs to assess the written story of their partner and give feedback.
Secondly, students tell their story to their partners and assess each other's storytelling.
Assessment checklists are included in the Storytelling Challenge – Student Pack.

Step 1:   Students work with a partner. Swap written version of their stories. Students **read** their partner's story carefully.

Step 2:   Students fill out the checklist (on worksheet 5 of the Student Manual) to help them give their partner feedback about the story. Students should consider what is good/interesting about the story and how their partner would be able to change and improve their story. Emphasis here should be on positive and constructive feedback. Grammar and spelling should not be a part of the feedback unless mistakes make the story unclear or difficult to understand.

Step 3:   Students take turns **listening** to their partner's feedback.

Step 4:   Students work on their written stories, using the feedback to help improve or change the story. Students should use the feedback checklists to assist them in changing and improving the story.

Step 5:   Partners should work together once more for a final reading and feedback session. Use the same feedback checklists, but circle the faces with a different colour.

Step 6:   Make any final changes to the story.

Step 7:   Teacher corrects grammar and spelling.

The challenge could end here, with final, written versions of the stories presented as a display or a class book. However, oral storytelling and presentation skills can be practised by taking the challenge further.

Step 8:   Students still work in pairs and take turns **TELLING** their stories. Students should be encouraged not to read aloud, but to try to tell the story freely. If notes are needed, they should be short and in the form of words or short phrases.

Step 9:   Students take turns to **listen** and give oral feedback about their partner's storytelling using the checklist as an aid (Student Manual, worksheet 6). Again, the emphasis should be on positive and constructive feedback.

Step 10:   Students who feel comfortable should have the opportunity to tell their story to the class!

Final Step: Individual self-assessment regarding the storytelling process. Students are encouraged to reflect and assess themselves using the checklist in the Student Manual, worksheet 7.