



## 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.

## Student Manual



Co-funded by the  
Erasmus+ Programme  
of the European Union



Federal Ministry  
Education, Science  
and Research



KIRCHLICHE  
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# You<sup>th</sup> Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – [www.youthstart.eu](http://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.



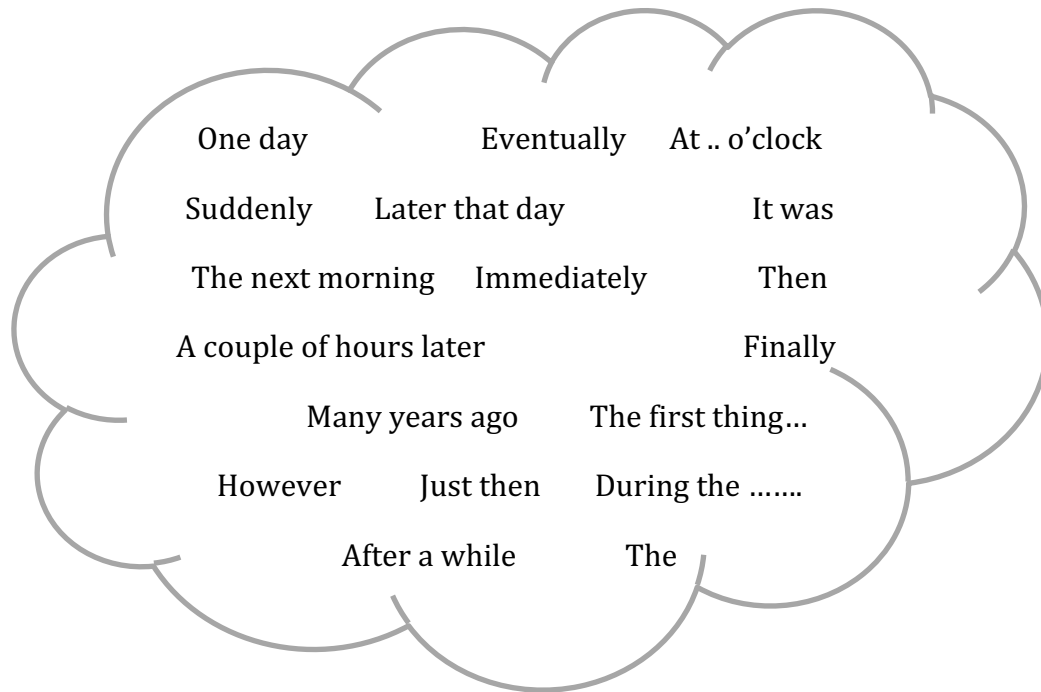
## Worksheet 1: My Button

1. Choose a button from the tin.
2. Look closely at it!
3. Take some notes about the button.
4. Use your imagination and be CREATIVE!

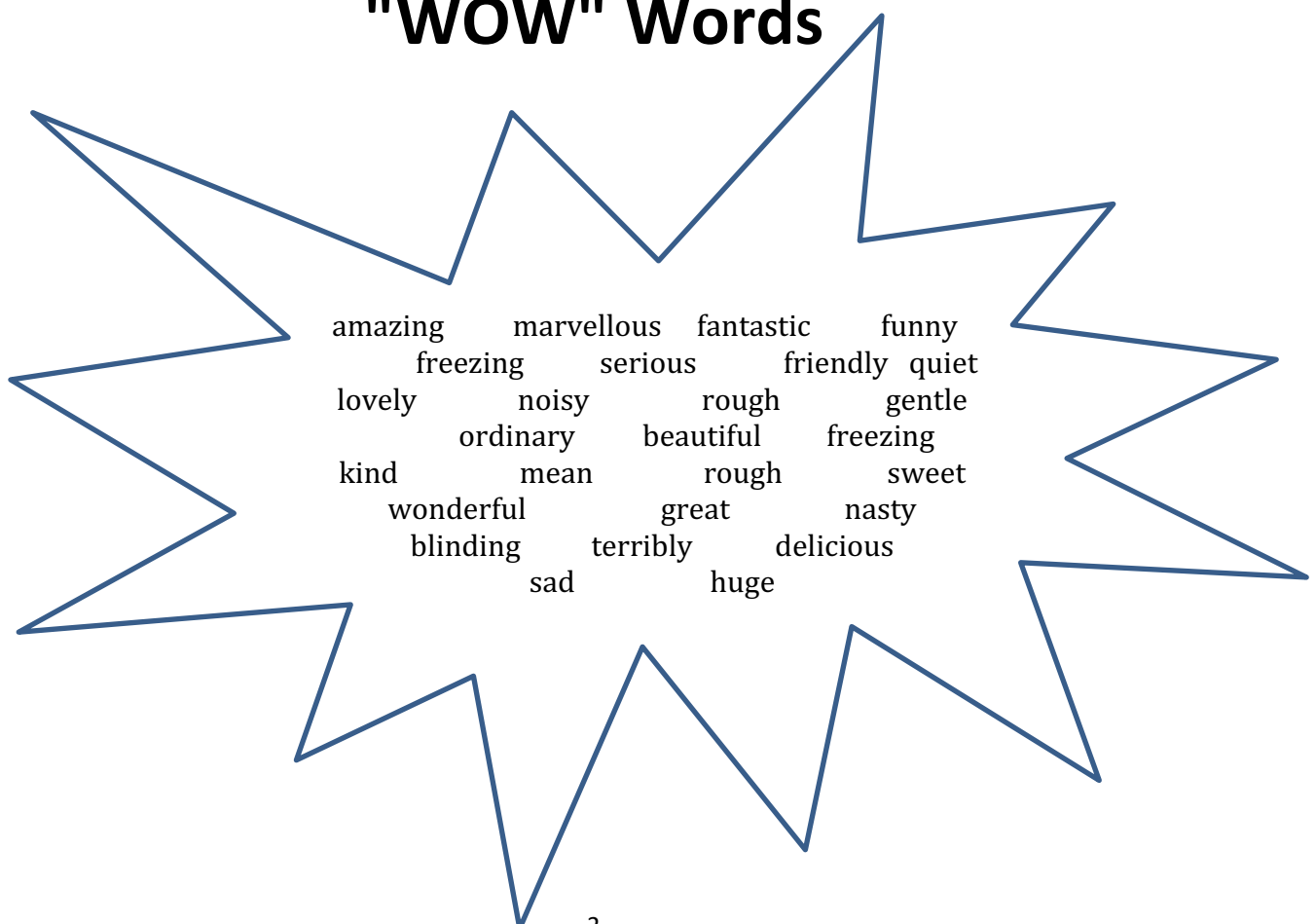
What do you think?	Your Answer
What does the button look like? <i>colour, shape, size</i>	
What does it feel like? <i>rough, smooth, cold, hard, soft</i>	
What is it made of? <i>metal, wood, plastic, bone, ivory, cloth</i>	
How old could it be?	
Is there anything strange or unusual about the button?	
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?	
Did it get lost or fall off? Or was it removed on purpose?	
How did the button end up in the button tin?	



## Worksheet 2: Sentence Starters

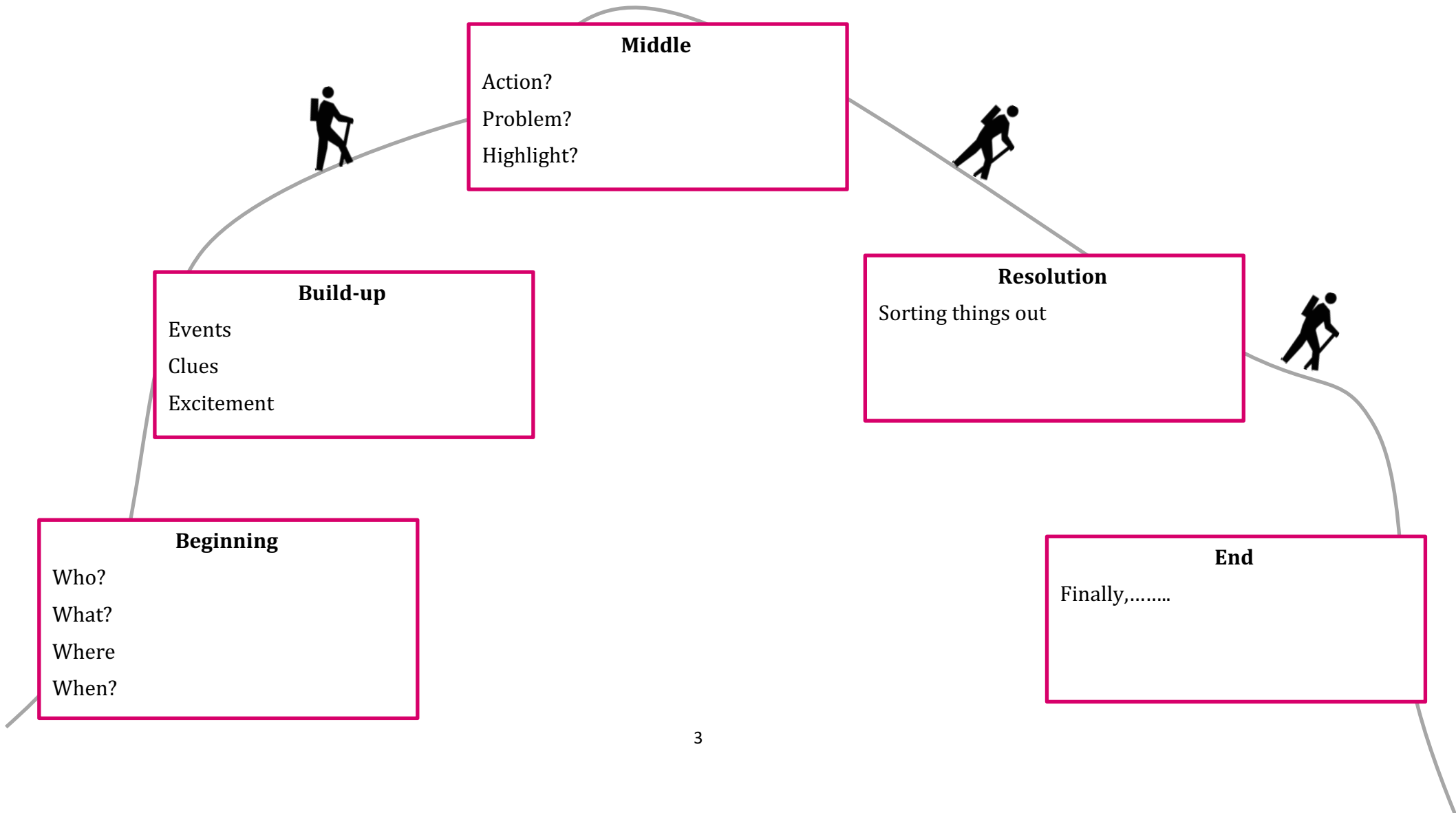


## "WOW" Words





## Worksheet 3: The Storytelling Mountain





# Worksheet 4: Peer Assessment

### Task Description:

- To **assess** the written story of your partner and **give feedback**.
- Work as a pair to improve both stories.
- **Present** your written stories.
- **Tell** your story to your partner
- **Listen** to feedback and revise your Storytelling presentation.
- **Tell** your story to the class.

- Step 1:** Work with a partner. Swap stories. **Read** your partner's story carefully.
- Step 2:** Fill out the checklist (**worksheet 5**) to help you give your partner feedback about the story. Take turns to give feedback. How is your partner able to improve or change his/her story to make it more interesting or lively?
- Step 3:** **Listen** to the feedback from your partner. Can you make your story more interesting?
- Step 4:** Work on your own story again. Use the feedback checklist from your partner to help improve and change your story.
- Step 5:** Swap stories and feedback checklists with your partner. This time use a different coloured pencil on the checklist. Give your partner feedback once more. Is there anything else that could be changed or improved?
- Step 6:** Make final changes to your story.
- Step 7:** **Your teacher will check your spelling and grammar and tell you about the presentation of your written story.**
- Step 8:** Work in pairs again, but this time take turns **TELLING** your story to your partner. Try not to read, you should be able to tell the story now without reading or using notes. If you do need notes, keep them short and in the form of words or short phrases.
- Step 9:** **Listen** to your partner carefully. Use the checklist (**worksheet 6**) to help give feedback about his/her Storytelling. Take turns giving feedback.
- Step 10:** Tell your story to your class! Can you do it without notes?
- Final Step:** How do you think you did? Fill out the checklist (**worksheet 7**)



# Worksheet 5: Writing Assessment Checklist

Circle each face to show what you think of your partner's story!

The story has a good opening.	😊	😊😊	😊😊😊
There is a beginning, a high point and ending to the story.	😊	😊😊	😊😊😊
The story uses good adjectives to describe things, people or places in the story.	😊	😊😊	😊😊😊
The story has speech that helps make the story lively.	😊	😊😊	😊😊😊
Sentences start in different ways.	😊	😊😊	😊😊😊
Short sentences are connected to help the story flow.	😊	😊😊	😊😊😊
I can understand the story (grammar and spelling).	😊	😊😊	😊😊😊
The story ends well.	😊	😊😊	😊😊😊

What I really liked about this story:

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## Worksheet 6: Storytelling Checklist

**Circle each face to show what you think of your partner's story!**

The story has a good opening that grabs your attention!	☺	☺☺	☺☺☺
The story is told well. The story is not read; notes are not used.	☺	☺☺	☺☺☺
Storyteller made eye contact with the listener.	☺	☺☺	☺☺☺
Storyteller speaks slowly and clearly.	☺	☺☺	☺☺☺
Storyteller uses his/her voice to show feelings.	☺	☺☺	☺☺☺
Storyteller uses body language to emphasise parts of the story.	☺	☺☺	☺☺☺
Storyteller is enthusiastic and likes telling the story.	☺	☺☺	☺☺☺
There is a beginning, a high point and conclusion to the story.	☺	☺☺	☺☺☺
The storyteller uses good adjectives to describe things, people or places in the story.	☺	☺☺	☺☺☺
The storyteller uses different voices for speech.	☺	☺☺	☺☺☺





# Worksheet 7: Self-Assessment Checklist

**Circle each face to show what you think of your story!**

I can think, plan and develop a story around an everyday object.	☺	☺☺	☺☺☺
I can tell my story well using an 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 direct speech in the correct way to make my story more lively and interesting.	☺	☺☺	☺☺☺
I can use my handwriting or computer skills to present my written story in an attractive, interesting way, that people will enjoy reading.	☺	☺☺	☺☺☺
I can use my voice and body language to tell my story in a lively, interesting way.	☺	☺☺	☺☺☺
I can listen to and accept feedback well and use it to change my storytelling skills	☺	☺☺	☺☺☺
I can tell a story without reading aloud or using too many notes.	☺	☺☺	☺☺☺