Sean Holt

Teaching Scenario: Creating a Fractured Fairy Tale[1]

Main Goals:	Genre adaptation (fairy tale), task-based product approach
Time:	2 (-3) x 45 min
Learning Focus:	*"[K]urze einfache fiktionale Texte zu vertrauten Themen nach sprachlichen Vorgaben verfassen" (FA SH 2014, 21).*
	Teaching aims: helping students talk about stories; expanding their vocabulary; training story structure drafting; enhancing writing skills; pronunciation and speaking exercises.
Preparation:	It would be helpful if students are familiar with conventions of fairy tales (e.g. starting with: Once upon a time, traditional characters, magic as a common element, etc.). It also might be advisable for younger students if the teacher / the students have a collection of 'fairy tale' pictures (e.g. taken from Disney films) available, that they can incorporate in their story or drafting process, making their fairy tales come more 'alive'.
Technical Requirements:	Tablets due to their easy usage and handling in conjunction with the recommended application.

Recommended Application / Tool(s): "Book Creator"
The application Book Creator was chosen for this teaching scenario as the writing, planning and dragging features together with the template allow students to easily create, plan and share their stories based on the accompanying template. Additionally, the teacher can use a follow up lesson to focus on the students' speaking skills. This can be achieved by letting them narrate their individual fairy tale while training pronunciation and fluency in speaking (see Homework – lesson 2) at the same time. This is a) advised and b) easily doable with this application duo to inbuild features.

Authors note:
The teaching scenario presented here <u>does not focus on writing a traditional fairy tale.</u> Instead it asks students to transform their fairy tale into a "fractured fairy tale" (if it is not one already). The scenario could be easily adapted so that students write a traditional fairy tale (see page 3, in this case step eight is omitted). However, traditional fairy tales present stereotypical views, especially on gender, enabling a perfect setting for students to question and reflect upon. Additionally, the creative freedom of the fractured fairy tale is more interesting and motivating for students to work with as they do not have to follow narrow genre restrictions, while still needing to be aware of them to transform them into the 'fractured state'. Adaption of this scenario for higher grade students is possible.

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[1] **fractured fairy tale:** a fairy tale that is told differently than traditionally known (e.g. plot, characters, locations, etc. are changed). It often includes a current message on social developments or an 'updated' moral perspective, especially when considering gender stereotypes.

Year 5-7 (Lesson 1)

1. **Lead in (3min):**
   Ask students to name their favourite fairy tale. Ask them about the German title, who the main character is and why they think it is a fairy tale. ("*Explain please, why you think it is a fairy tale*" AB II)

2. **Template Download (2min)**
   Ask your students to download the "Creating your own fairy tale" – Template. Be sure to delete the answer sheets in the back.

3. **Fairy Tale Characters and Structure (Pages 2-3) (15min):**
   In a matching task students are asked to complete the titles of some well-known fairy tales. Ask them afterwards to "*Outline the story of the different fairy tales*" (AB I). The teacher writes down central aspects of fairy tales on the board such as: location, magic, traditional character but also character traits like evil, beautiful, handsome, etc.

   Optional task: Ask the students to circle fairy tale elements in the titles (e.g. the princess as a member of royalty, the beast as a magical creature, the dwarfs as elements of folklore / magic, etc.). Feel free to change the fairy tales to fit your students interests e.g. you could make a version based on the Disney film adaptations and have them search for pictures of the films on the internet to include in their books; training **media literacy** – be aware to use a safe browser and to have a look beforehand.

4. **Fairy Tale Elements (pages 4-5) (15min):**
   Continue by asking the students to: "*Organise / Sort the words on the left into their respected category*" (AB II). This task focuses on vocabulary work and gives additional insights into the characteristics of fairy tales. The teacher can combine this task with dictionary work (online or paper).

5. **Fairy Tale Progression (Pages 6-7) (10min):**
   Ask the students to "*Fill in the gaps of the fairy tale*" (AB I). Depending on their proficiency and experiences, the short fill-in text can be used as a revision of traditional elements and progression of fairy tales.

6. **Homework (pages 8-9; enables Lesson 2):**
   Ask the students to fill out their fairy tale story board. They decide on a good and an evil character, a location and a plot outline (bullet points only). They can also pick a title. Be sure to provide language and story support (e.g. the fairy tale help sheet on page 24 for students having trouble deciding characters or a location).

Year 5-7 (Lesson 2)

7. **Lead in – Presenting your fairy tales (5min)**

   Start by asking the students to exchange their story drafts and let them: "*Explain to your partner what your fairy tale is about. (Who is the good character and who the villain? What will happen?)*" (AB I). Ask the other partner to have a look at the traditional elements of a fairy tale (see the checklist on page 5): "*Compare your partner's fairy tale with the checklist. Which elements did he / she include? Are some elements missing?*" (AB I).

8. **Changing your fairy tales around (15min):**

   Despite your student's expectations, their goal is **not** to write a traditional fairy tale but a fractured one by applying their knowledge of traditional fairy tales. Explain what a fractured fairy tale is. As a good illustration of a fractured fairy tale you might also like to watch "The Princess and the Pea - Fixed Fairy Tales" (online: https://www.youtube.com/watch?v=IPytbUghpJM, 30.06.2018) by HISHE in class.

   Consider doing listening exercises together with the video.

   As an alternative you might also consider introducing the students to the experimental freely available "Fractured Fairy Tale" – Generator (online: http://www.readwritethink.org/classroomresources/studentinteractives/fractured-fairy-tales-30062.html, 30.06.2018) which offers examples and an interactive tool to change three traditional fairy tales. This offers possibilities to train reading ("*Read closely. Note down changes in the story*" (AB I)) or writing competence ("*Outline the story aspects you changed.*" (AB I)).

9. **Changing your fairy tales around (25min)**

   After your students have explored fractured fairy tales, ask them to: "*Transform your fairy tale from the story board to be a fractured one.*" (AB III). It is advised, that they take their story map and transport the elements to their respected columns on the pages 10 to 17 (14-15 are optional) in the process re-drafting their story. This should take the reminder of the lesson.

10. **Homework (as preparation for lesson 3)**

    "*Write a fractured fairy tale based on your story board. Write at least 8 sentences but feel free to write more.*" (übergreifender Operator).

    Note: The third lesson gives students the opportunity to present their fairy tales to each other. The teacher could focus on speaking skills, as Book Creator offers the students the option to add recordings to their written products. Be sure to give detailed feedback on the students' written products. In the end all stories can be assembled in the format of one book that can be published online or in the cloud (only by the teacher) for everyone to read.

Fairy Tale Checklist[2]

Name: _____

CONTENT / IDEA	☺	😐	☹
Does the language show that it is a fairy tale? (e.g. starts with: once upon a time, ends with: happily ever after, has magical numbers, etc.)			
Does the fairy tale have a good and an evil character? (e.g. a knight, a witch, a bad wolf, etc.)			
Are there magical elements in the story? (e.g. speaking animals, magical creatures, special abilities, spells, etc.)			
Is the story set in a faraway land? (e.g. a kingdom, a magical forest, etc.)			
Does the story have traditional fairy tale elements? (e.g. kings, princesses, castles, high towers, etc.)			
Is the story teaching the reader a lesson? (e.g. stealing is bad, don´t be greedy, etc.)			

MIXED BAG **Other things you have observed**	👍	☠

Fairy Tale Vocabulary
(Language support sheet – vocabulary – teacher edition)

For extra vocabulary training go to: http://learnenglishkids.britishcouncil.org/en/word-games/fairy-stories (09.07.2018). Here students can sort the words to the pictures and listen to them if they are unsure about the pronunciation. You can also print out the new words on (laminated) flashcards or posters and hang then on the wall of your classroom:

https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-fairy-stories.pdf

Possible Vocabulary Words the students might want to know from the teacher
(if they don´t use an online dictionary)

conflict	dwarves
plot	beautiful
prince	frog
charming	sword
curse	castle
wicked	spell
adventure	dragon
hero	wolf
weak	magic
forest	knight
tower	beast
fairy	prince
bear	king
step-mother	giant
enchantment	queen
heroine	princess
crown	witch
tower	once upon a time…,
fairy godmother	good
kiss	evil
story	fairy tale
villain	happily ever after.
brave	setting