


## GRANDMOTHER'S TALE

Ages 4 to 7 (Level 1)

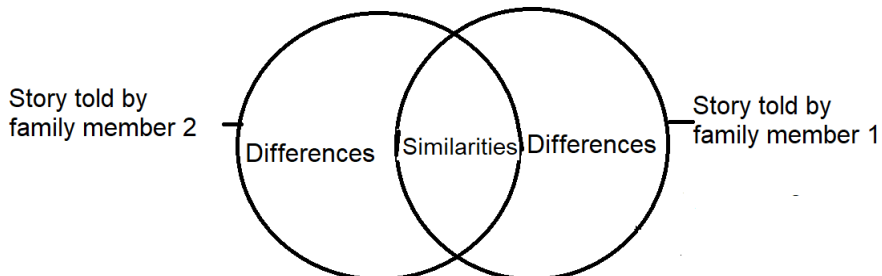
<b>Description:</b>	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will get a chance to retell this story after modernizing it into a book or an oral story.
<b>Leading question:</b>	What can we learn from our elders?
<b>Age group:</b>	4-7 years old
<b>Subjects:</b>	Literacy and Art and Design
<b>Total time required:</b>	5 hours in 5 days
<b>Self-guided / Supervised activity:</b>	High Supervision
<b>Resources required:</b>	Paper, pen, pencil, colors, glue, Optional: clothes, props and magazines

<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Understanding different aspects of storytelling such as characters, setting, plot, beginning, middle and end.</li> <li>- Exercising skills of listening, comprehension, re-telling and re-imagining the story</li> <li>- Understanding and drawing story maps</li> <li>- Understanding and making judgements on how circumstances and advancements have impacted life</li> <li>- Rethinking stories from the perspective of time</li> </ul>
<b>Required previous learning:</b>	Some experience of listening to stories. Understanding of chronology and characters in a story.

<b>Topics/concepts covered and skills developed</b>	
<ul style="list-style-type: none"> <li>● Aspects of storytelling (setting, characters, plot, theme and conflict)</li> <li>● Basis Three Act story structure (Beginning, Middle, End)</li> <li>● Folk stories</li> <li>● Story map</li> <li>● Skills of listening, comprehension, re-telling and re-imagining a story</li> <li>● Drawing and design skills</li> <li>● Creativity and communication skills</li> </ul>	

Day	Time	Activity and Description								
1	5 minutes	<p>The learner will explore that this project is for him / her to get a chance to record the favorite folk stories of their elders as an oral or written story</p> <p>Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down. Most folk stories have a non-specific setting, talking animal characters, a happy ending for the main character and a lesson learned.</p> <p>Hint:</p> <ul style="list-style-type: none"> <li>- An example of a folk story is given in Appendix 1.</li> <li>- Appendix 2: Gives meanings and brief notes of some common aspects of folk stories</li> </ul> <p>Learners will think about their favorite folk story that they know either based on a story book they have read or heard. Learners will retell this folk story</p>								
	15 minutes	<p>Learners will make three images and older learners can write a few lines describing each of the scenes in the story that include the:</p> <ul style="list-style-type: none"> <li>- Beginning</li> <li>- Middle</li> <li>- End</li> </ul>  <table border="1" data-bbox="396 1562 1401 1715"> <thead> <tr> <th>Scene</th> <th>Short description</th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td></td> </tr> <tr> <td>Middle</td> <td></td> </tr> <tr> <td>End</td> <td></td> </tr> </tbody> </table> <p>Hint: The simplest building block of a good story is the Three Act Structure (Beginning, Middle and End (BME) separated by plot points.</p>	Scene	Short description	Beginning		Middle		End	
Scene	Short description									
Beginning										
Middle										
End										

		<div data-bbox="422 294 1315 588" data-label="Diagram"> <p>The diagram shows a horizontal bar representing a story arc, divided into three colored sections: a pink section on the left labeled 'BEGINNING' and 'SETUP', a blue section in the middle labeled 'MIDDLE' and 'CONFRONTATION', and a yellow section on the right labeled 'END' and 'RESOLUTION'. Above the bar, brackets group the sections under their respective labels. Below the bar, two arrows point upwards to the boundaries between sections: 'Plot point A' points to the boundary between the pink and blue sections, and 'Plot point B' points to the boundary between the blue and yellow sections.</p> </div> <p>BEGINNING (SETUP): This is the first part of the story and is where the storyteller introduces to the audience the setting, the characters and the situation (conflict) the characters finds themselves in and their goals. Plot Point A is a situation that drives the main character from their “normal life” towards some different conflicting situation that the story is about.</p> <p>MIDDLE (CONFRONTATION): This is where the bulk of the story rests and forms the emotional journey of the protagonist (main character). The main character encounters a series of complications and obstacles to overcome, each leading to a mini crisis which inevitably leads to an ultimate crisis – the Climax. At the Climax, the stakes are highest and the danger at its worst. Plot Point B is the resolution of the Climax.</p> <p>END (RESOLUTION): This is where the story comes to end. It dramatically shows how the antagonist (main character) is able to succeed.</p> <p>Learners should also answer the following questions when describing the story using the following prompts:</p> <ul style="list-style-type: none"> <li>- What is the title of the story?</li> <li>- Who are the main characters? E.g. Bill the mailman, Corey the Tiger etc.</li> <li>- What is the setting of the story? E.g. a park, a home etc.</li> <li>- What happens (events) in the story?</li> <li>- How would you describe the feelings of the main characters in the beginning, middle and end? E.g. happy, disappointed etc.</li> <li>- What lesson did they learn from the story?</li> </ul> <p>10 minutes</p> <p>10 minutes</p> <p>Learners will narrate this story to family members or peers When retelling the story, learners will try different voices to impersonate the different characters.</p> <p>Older learners can write the story and draw a related image</p> <p>10 minutes</p> <p>The learner will select different family members for the different characters in the story and guide the family members to dramatize the story.</p>
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2	<p>5 minutes</p> <p>30 minutes</p> <p>5 minutes</p> <p>20 minutes</p>	<p>Learners will ask family members for their favorite folk story (this story needs to be different from the story the learner narrated to the family members the previous day). Some of the questions they can ask their family members to find the favorite family story that can include:</p> <ul style="list-style-type: none"> <li>- What story did your parents or grandparents tell you when you were my age that you never forgot?</li> <li>- What is the story you enjoyed reading or listening to as a child?</li> </ul> <p>Learners should ask family members to narrate their common favorite folk story. The family narrator should go through the story slowly so that older learners can write down the dictation of each of the main parts of the story - learners are encouraged to write at least 4 – 5 points through the dictation of the story. Younger learners will draw at least 4 – 5 objects / characters as they listen to the story. All learners are also encouraged to add as much detail into their drawings or writings as possible.</p> <p>Learners are encouraged to ask questions on the story to understand any details including the purpose of the story, setting, the obstacle the main character had to overcome (conflict), the mood of the character, why certain things happened, lessons learned etc. Older learners will write down a list of questions and the answers provided by the family narrator.</p> <p>Learners can listen to the same story from 2 – 3 family members. Learners are encouraged to listen carefully and then challenged to compare the different versions of the same story and identify as many similarities and differences as they can. Younger learners can make a drawing in which they mark and label all the differences and / or older learners can write a list of the differences e.g. the context, names, personality of the characters, settings etc. Learners are encouraged to think of at least 3 similarities and differences (if the stories are quite consistent, the learner can reflect on the 3 things that they were not expecting to be similar given that it was an oral retelling)</p> <p>Numerical Extension</p> <p>Learners will draw a Venn Diagram showing the similarities and differences between the common favorite folk story told by the different family members.</p> <div style="text-align: center;">  </div>
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	10 minutes	<p>Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees growing into the sky or cars that can fly etc. Learners can identify what the make-belief aspects of the story are in an illustrated list or written list. Learners can reflect on why they feel that the make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</p> <p>Or</p> <p>For stories that do not have any magic, learners can also reflect on the moral of the story. Is there a lesson or something they learnt from this story?</p>
3	20 minutes	<p>Learners will start the day by making a story map for the story that they heard the previous day:</p> <p>Hint: A story map is a graphic organizer that helps learners learn carefully the details of a story.</p> <p>Below is an example of a story map of “Goldilocks and the Three Bears” story:</p> <p>30 minutes</p> <p>Learners will draw and older learners can write a few lines on a story map that include the title, characters, the setting, the beginning – middle – end of the story.</p> <p>Learners will analyze the characters of their story and retell it orally</p> <p>Learners can describe the feelings of their main characters. Is the character happy, sad, angry etc. Encourage learners to think about the feelings or emotions of the characters and how they change through the story. What was the reason that they were feeling this emotion and what made this feeling change? They can make a</p>

	15 minutes	<p>mood meter (a drawing of the main character with all their different emotions) and act this out or write this as a sequence e.g.</p> <ul style="list-style-type: none"> <li>- A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared</li> <li>- Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back</li> <li>- Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun</li> </ul> <p>Learners will use their previous exercise of identifying the feelings of the different characters to dramatize the oral narration.</p> <p>Learners are encouraged to change their voice and tone when narrating the story and using the voice of different characters. How would they say something in the voice of a character who is sad – the character would likely speak slowly and softly. An angry character would likely speak loudly, sometimes miss a few words, speak fast etc.</p>
4	20 minutes	<p>Since most folk stories are old and set in a different time, learners will design a book, keeping in mind the time period</p> <p>How would a reader be able to guess the time that the story is set in based on a set of “evidence” that they put in the drawing of any one scene. Learners need to think of at least 10 clues to hint what time period the story is set in. The learners will either make an illustrated or written list of these clues/evidence. Learners can ask older family members questions to get ideas. For example:</p> <ul style="list-style-type: none"> <li>- What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc.</li> <li>- What sort of houses did people live in? E.g. village huts, one story brick homes etc.</li> <li>- What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc.</li> <li>- What cultural elements can you think about? E.g. clothing etc.</li> <li>- What was the language used then? E.g. names of characters, language used, kinds of words used etc.</li> </ul>
	5 minutes	<p>Learners can reflect on what the experience of the main characters would be back then? They can narrate or depict this in the story</p>
	25 minutes	<p>Learners will design the complete story in a book – they will use all the previous drawings made and stick them in including those during dictation, the illustrated list, the mood-meter, the story map and the drawing of the similarities and differences. They have a few options that include:</p>

	10 minutes	<ul style="list-style-type: none"> <li>- Make a picture or wordless book with the pictures they have drawn (the other pictures can be a borrowed book based on images cut out from magazines/newspapers or drawings the learners make).</li> <li>- Make a graphic book or comic book with images they have drawn and additional ones and the voices of characters</li> <li>- Make an illustrated written book (incorporating the pictures they have drawn).</li> </ul> <p>Learners will design a cover page and back page. Learners can study a few books, see what is usually on the front, and back page of a book? The cover page will have an image, a title, author, translator and illustrator. The back page will include a summary of the story.</p>
5	10 minutes 30 minutes 10 minutes 10 minutes	<p>Learners will now get a chance to rethink and retell the story</p> <p>Learners can first retell the story assuming that they are the main character in the older setting/time period: how would you react to these situations, contexts and other characters? What would be different as a reaction?</p> <p>Learners will now think of the same story and draw out the scenes in the modern times and their own context. Besides the clues and evidence mentioned before, learners will also need to think about how the story itself would change.</p> <ul style="list-style-type: none"> <li>- How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different?</li> </ul> <p>Learners will design a cover and back page for the modern book that includes a more contemporary image, title and summary, etc.</p> <p>Learners will share their old and modern books with their families and/or peers. Family/peers will guess what time the stories are set in and why? They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc.</p> <p>Reflection: Learners will reflect on their own learning</p> <p>Reflection questions will include:</p> <ul style="list-style-type: none"> <li>- What is the most important thing I learnt personally?</li> <li>- What moments was I most proud of my effort?</li> <li>- What could I do differently next time when doing another project?</li> <li>- What did I learn were my greatest strengths and areas of improvement?</li> <li>- How will I use what I have learnt in future?</li> </ul>
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>- Clarity of text and illustrations</li> <li>- Ability to understand the emotional arc of characters and the cause-effect of the events</li> </ul>

	<ul style="list-style-type: none"> <li>- Attentively listening carefully to the narration by family members and drawing or writing the dictation</li> <li>- Creativity on identifying and drawing evidence to identify the time period of the stories</li> <li>- Drawing conclusions on the impact of modernization on the story</li> </ul>
<b>Additional enrichment activities:</b>	Continue learning about more different folk stories, songs, and oral history in your family and community.
<b>Modifications to simplify:</b>	Learners can omit the last day's activity of the modern version of the story.

## APPENDIX 1: EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

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## The Sun and the Wind



Once the Wind and the Sun came to have a quarrel. Either of them claimed to be a stronger. At last, they agreed to have a trial of strength.

"Here comes a traveler. Let us see who can strip him of his coat," said the Sun.

The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him.

Then it was the turn of the Sun. At first, he shone very gently. At first, his beams were gentle and in the pleasant warmth after the bitter cold of the Wind, the Traveler unfastened his cloak to hang loosely over his shoulders. As the Sun's rays grew warmer and warmer, the Traveler took off his cap and mopped his brow. At last, he felt so hot that he pulled off his cloak and found welcome shade under a tree by the roadside.

The Wind had to accept his defeat.

MORAL: Gentleness and kind persuasion win where force fails.

## **APPENDIX 2: COMMON ASPECTS OF FOLK STORIES**

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Aspect	Meaning	Brief notes
Purpose		<p>Intended to:</p> <ul style="list-style-type: none"> <li>● Teach lessons about proper behavior and show what values are important to a community</li> <li>● Give an explanation to things people did not understand</li> <li>● Simply for entertainment</li> <li>● Communicate a moral or value treasured by the community</li> </ul>
Theme	The “Big Idea” – What the story is really about	<ul style="list-style-type: none"> <li>● Examples: Betrayal, Love, Friendship, Jealousy, Violence, Justice</li> <li>● Themes promote good virtues of compassion, love, generosity and demote the vices of greed, selfishness, excessive pride etc.</li> </ul>
Setting	This is time and location in which the story takes place	<ul style="list-style-type: none"> <li>● The settings are usually unimportant. No exact indication of place and time is given. Folk stories usually starts: <ul style="list-style-type: none"> <li>○ “Once upon a time”</li> <li>○ “Long ago in a land faraway”</li> </ul> </li> </ul>
Characters	These are the being who inhabit the story	<ul style="list-style-type: none"> <li>● Characters can be actual people, animals or plants who behave like humans each with a different role or purpose</li> <li>● There is always a protagonist and an antagonist. The protagonist is the main character who has a clear goal to accomplish or a conflict to overcome. The antagonist can be presented in the form of a person, place, thing or situation that presents a tremendous obstacle for the main character.</li> <li>● Characters are usually flat, simple and straightforward. They are either completely good or entirely evil, beautiful or ugly, wise or foolish, strong or weak, rich or poor with most characteristics exaggerated</li> <li>● The main characters (hero/heroine) are young, kind, charitable, caring, courageous, unselfish, with special abilities or powers</li> </ul>

		<ul style="list-style-type: none"> <li>• Characters go through tests.</li> <li>• Good characters are rewarded and evil characters are punished</li> <li>• The main character has always a happy ending/winner at the end</li> <li>• Magic/spirits are commonly used to explain the unexplainable</li> </ul>
Plot	Plot is the series of events that happen in a story. This happened, then this happened, then this happened, ...	<ul style="list-style-type: none"> <li>• Plots are short and simple</li> <li>• The rule of 3: Events often occur in sets of three (e.g. three bears, three sisters etc.). The number 3 has special; significance in many religions and cultures</li> </ul>
Conflict	A conflict is a clash between two opposing forces or points of view	<ul style="list-style-type: none"> <li>• A conflict may be internal or external – it may occur within the main character’s mind or between the main character and external forces (other characters, an animal or a weather event).</li> <li>• Conflict is what engages the audience, keeping them waiting impatiently to see if the main character overcomes his/her obstacle</li> <li>• By establishing a conflict in the beginning and resolving it by the end of the story, the story gets direction, motion and purpose. Without a conflict, the story will have no beginning, middle or end</li> <li>• As the main characters try to overcome the conflict, their character traits are revealed helping the audience to learn a lesson from the story</li> </ul>


### Ages 8 to 10 (Level 2)

<b>Description:</b>	Learners will record folk stories and songs that are part of their heritage and culture from the elders
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	in the families. Learners will get a chance to retell this story after modernizing it into a book or an oral story.
<b>Leading question:</b>	What can we learn from our elders?
<b>Age group:</b>	8 - 10 years old
<b>Subjects:</b>	Literacy and Art and Design
<b>Total time required:</b>	~5 hours in 5 days
<b>Self-guided / Supervised activity:</b>	High Supervision
<b>Resources required:</b>	Paper, pen, pencil, colors, glue, Optional: clothes, props and magazines
Learning outcomes	<ul style="list-style-type: none"> <li>- Understanding different aspects of storytelling such as characters, setting, plot, beginning, middle and end.</li> <li>- Exercising skills of listening, comprehension, re-telling and re-imagining the story</li> <li>- Understanding and drawing story maps</li> <li>- Understanding and making judgements on how circumstances and advancements have impacted life</li> <li>- Rethinking stories from the perspective of time</li> </ul>
Required previous learning	Some experience of listening to stories. Understanding of chronology and characters in a story.

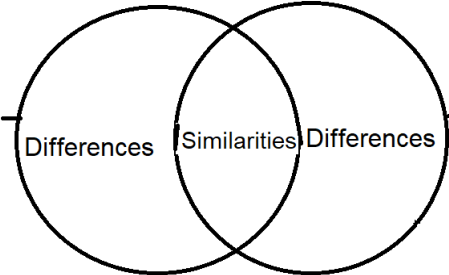
Topics/concepts covered and skills developed
<ul style="list-style-type: none"> <li>● Aspects of storytelling (setting, characters, plot, theme and conflict)</li> <li>● Basis Three Act story structure (Beginning, Middle, End)</li> <li>● Folk stories</li> <li>● Story map</li> <li>● Developing a story map</li> <li>● Skills of listening, comprehension, re-telling and re-imagining a story</li> <li>● Drawing and design skills</li> <li>● Creativity and communication skills</li> </ul>

Day	Time	Activity and Description
1		The learner will explore that this project is for him / her to get a chance to record the favorite folk stories of their elders as an oral or written story.

5 minutes	<p>Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down. Most folk stories have a non-specific setting, talking animal characters, a happy ending for the main character and a lesson learned.</p> <p>Hint:</p> <ul style="list-style-type: none"> <li>- An example of a folk story is given in Appendix 1.</li> <li>- Appendix 2: Gives meanings and brief notes of some common aspects of folk stories</li> </ul> <p>Learners will think about their favorite folk story that they know either based on a story book they have read or heard. Learners will retell this story.</p>								
15 minutes	<p>Learners will make three images and write a few lines describing each of the scenes in the story that include the:</p> <ul style="list-style-type: none"> <li>- Beginning</li> <li>- Middle</li> <li>- End</li> </ul> 								
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<p>Hint: The simplest building block of a good story is the Three Act Structure (Beginning, Middle and End (BME) separated by plot points</p>									

	<p>10 minutes</p> <p>20 minutes</p>	<div data-bbox="422 262 1307 546" data-label="Diagram"> <p>The diagram illustrates the three acts of a story. The first act, 'BEGINNING (SETUP)', is represented by a pink box. The second act, 'MIDDLE (CONFRONTATION)', is represented by a blue box. The third act, 'END (RESOLUTION)', is represented by a yellow box. An arrow labeled 'Plot point A' points to the boundary between the beginning and middle acts. Another arrow labeled 'Plot point B' points to the boundary between the middle and end acts.</p> </div> <p><b>BEGINNING (SETUP):</b> This is the first part of the story and is where the storyteller introduces to the audience the setting, the characters and the situation (conflict) the characters finds themselves in and their goals. Plot Point A is a situation that drives the main character from their “normal life” towards some different conflicting situation that the story is about.</p> <p><b>MIDDLE (CONFRONTATION):</b> This is where the bulk of the story rests and forms the emotional journey of the protagonist (main character). The main character encounters a series of complications and obstacles to overcome, each leading to a mini crisis which inevitably leads to an ultimate crisis – the Climax. At the Climax, the stakes are highest and the danger at its worst. Plot Point B is the resolution of the Climax.</p> <p><b>END (RESOLUTION):</b> This is where the story comes to end. It dramatically shows how the protagonist (main character) is able to succeed.</p> <p>Learners should also write answers the following questions when describing the story using the following prompts:</p> <ul style="list-style-type: none"> <li>- What is the title of the story?</li> <li>- Who are the main characters? E.g. Bill the mail carrier, Corey the Tiger etc.</li> <li>- What is the setting of the story? E.g. a park, a home etc.</li> <li>- What happens (events) in the story?</li> <li>- How would you describe the feelings of the main characters in the beginning, middle and end? E.g. happy, disappointed etc.</li> <li>- What adjectives would you use to describe each of the characters? E.g. beautiful, earnest, gentle etc.</li> <li>- What did they learn in the story?</li> </ul> <p>Learners will narrate this story to family members or peers</p> <p>When retelling the story, learners should try different voices to impersonate the different characters – they can use props from the home / class and be innovative in using different parts of the home or class to show different part of the scenes</p>
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		The learner will select different family members for the different characters in the story and guide the family members to dramatize the story.
2	5 minutes	Learners will ask family members for their favorite folk story (this story needs to be different from the folk story the learner narrated to the family the previous day) Some of the questions they can ask their family members to find the favorite family folk story that can include:
	30 minutes	<ul style="list-style-type: none"> <li>- What story did your parents or grandparents tell you when you were my age that you never forgot?</li> <li>- What is the story you enjoyed reading or listening to as a child?</li> </ul> <p>Learners should ask family members to narrate the common favorite folk story. The family narrator should go through the folk story slowly so that learners can write down the dictation of each of the main parts of the story. Learners are encouraged to write the story in paragraphs. Each paragraph is about a different part of the story. For the following narrations from different family members, learners can hear the full story and take summary notes. Learners will then divide the story into different paragraphs</p>
	5 minutes	<p>Learners are encouraged to ask questions on the story to understand any details that they are unclear on including:</p> <ul style="list-style-type: none"> <li>- Setting of the story?</li> <li>- Characters?</li> <li>- Events in the story and the order in which they happened?</li> <li>- The situation (conflict) the main character had to overcome?</li> <li>- The purpose of the story?</li> <li>- The mood/feelings of the character?</li> <li>- Why do certain things happen?</li> <li>- Lessons learned?</li> </ul> <p>Learners will write down the list of questions and related answers from family members</p>
	20 minutes	Learners can listen to the same story from 2 – 3 family members. Learners are encouraged to listen carefully and then challenged to compare the different versions of the same folk story and identify as many similarities and differences as they can. Learners will make two drawings of any scene in the story and ensure there are 5 tangible differences in the pictures. They will ask family members to guess these differences when looking at the two similar pictures. They will then mark and label all the differences e.g. cat in story 1 and dog in story 2, sunny day in story 1 and rainy day in story 2 etc.
	10 minutes	They will then add a list of the non-tangible similarities-differences that cannot be drawn e.g. the context, names, personality of the characters, settings etc. Learners are encouraged to think of at least 5 similarities and differences

	10 minutes	<p>(If the stories are quite consistent, the learner can reflect on the 3 things that they were not expecting to be similar given that it was an oral retelling)</p> <p><b>Numerical Extension</b></p> <p>Learners will draw a Venn Diagram showing the similarities and differences between the common favorite folk story told by the different family members.</p> <div style="text-align: center;">  </div> <p>Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees growing into the sky or cars that can fly etc. Learners can identify what the make-belief aspects of the story are in an illustrated list or written list. Learners can reflect on why they feel that the make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</p> <p>Or</p> <p>For stories that do not have any magic, learners can also reflect on the moral of the story. Is there a lesson or something they learnt from this story? Can they articulate that moral and if they agree with it and then can think of how it affects them in their life?</p>
3	30 minutes	<p>Learners will start the day with making a story map for the story that they heard the previous day:</p> <ul style="list-style-type: none"> <li>- What is the plot of the story (what was the main thing that happened?)</li> <li>- Who are the main characters of the story? Make a list of the proper nouns used in the story (Hint: Usually the names of characters e.g. Bob or homes e.g. Happy Home etc.)</li> <li>- What happens in the story? What are the verbs that you can use to describe them? (Hint: A verb is a part of speech that describes an action or a state.)</li> </ul> <p>Learners will make a list of these verbs and then write them in past tense, present tense and future tense e.g. he ran, he is running, he will run etc.</p>



	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>- What are the common nouns in the story? (Hint: this is a noun denoting a class of objects or a concept as opposed to a particular individual) for e.g. dog, girl, country etc.</li> <li>- What are the adjectives that you would use to make the story more descriptive (Hint: An adjective describes an animal, person, thing or thought and what it feels like to touch, taste, smell etc. these can be colors or words that describe temperature and sizes) for e.g. a happy girl, a thoughtful description etc.</li> <li>- What adverbs can you use? (Hint: An adverb is a word that describes a verb, an adjective or even a full sentence) e.g. he sings <u>loudly</u>, he is <u>very</u> tall, ends too <u>quickly</u> etc.</li> </ul> <p>Learners will analyze the characters of their story.</p> <p>Learners can describe the feelings of their main characters and how they evolve through the story. What was the reason that they were feeling this emotion and what made this feeling change? They can make a mood meter of the main character, which is a sequential set of drawings with all their different emotions and the reasons that caused the changes of emotions</p> <ul style="list-style-type: none"> <li>- A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared</li> <li>- Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back</li> <li>- Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun</li> </ul>
	<p>10 minutes</p>	<p>Learners will use adjectives to describe the characters through the course of the story and how they would change</p> <p>Learners will use their previous exercise of identifying the feelings of the different characters to dramatize the oral narration. Learners are encouraged to change their voice and tone when narrating the story and using the voice of different characters. How would they say something in the voice of someone who is sad – the person would likely speak slowly and softly. An angry character would likely speak loudly, sometimes miss a few words, speak fast etc.</p>
<p>4</p>	<p>20 minutes</p>	<p>Since most folk stories are old and set in a different time, learners will design a book, keeping in mind the time period</p> <p>How would a reader be able to guess the time that the story is set in based on a set of “evidence” that they put in the drawing of any one scene. Learners need to think of at least 10 clues to hint what time period the story was set in. The learners will</p>

	<p>5 minutes</p> <p>25 minutes</p> <p>10 minutes</p>	<p>either make an illustrated or written list of these clues / evidence. Learners can ask older family members questions to get ideas for example:</p> <ul style="list-style-type: none"> <li>- What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc.</li> <li>- What sort of houses did people live in? E.g. village huts, one story brick homes etc.</li> <li>- What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc.</li> <li>- What cultural elements can you think about? E.g. clothing etc.</li> <li>- What was the language used then? E.g. names of characters, language used, kinds of words used etc.</li> </ul> <p>Hint: Appendix 3 gives an example of the story map of Cinderella story</p> <p>Learners can reflect on what would the experience of the main characters be back then? They can narrate or depict this in the story .</p> <p>Learners will design the complete story in a book – they will use all the previous drawings made and stick these in an illustrated word book. They have a few options that include:</p> <ul style="list-style-type: none"> <li>- Make a graphic book or comic book with images they have drawn and additional ones and the voices of characters</li> <li>- Make an illustrated written book (incorporating the pictures they have drawn)</li> </ul> <p>Learners will design a cover page and back page and think of what is on both of these pages to make the book attractive to audiences. The cover page will have an image, a title, author, translator and illustrator. The back page will include a summary of the story.</p>
<p>5</p>	<p>10 minutes</p> <p>30 minutes</p>	<p>Learners will now get a chance to rethink and retell the story</p> <p>Learners can first retell the story assuming that they are the main character in the older setting/time period: how would you react to these situations, contexts and other characters? What would be different as a reaction?</p> <p>Learners will now think of the same story and draw out the scenes in the modern times and their own context. Besides the clues and evidence mentioned before, learners will also need to think about how the story itself would change.</p> <ul style="list-style-type: none"> <li>- How would you make this story modern based on the how society has evolved? E.g. advancement of women, more travel etc.</li> </ul>

	10 minutes	<ul style="list-style-type: none"> <li>- How would the technological advancements influence the story e.g. if the main characters had a phone or internet – what would be different?</li> </ul> <p>Learners will design a cover and back page for the modern book that includes a more contemporary image, title and summary etc.</p> <p>Learners will share their old and modern books with their families and / or peers. Family / peers will guess what time the stories are set in and why? They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc.</p> <p>Reflection: Learners will reflect on their own learning</p> <p>Reflection questions will include:</p> <ul style="list-style-type: none"> <li>- What is the most important thing I learnt personally?</li> <li>- What moments was I most proud of my effort?</li> <li>- What could I do differently next time when doing another project?</li> <li>- What did I learn were my greatest strengths and areas of improvement?</li> <li>- How will I use what I have learnt in future?</li> </ul>
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>- Clarity of text and illustrations</li> <li>- Ability to understand the emotional arch of characters and the cause-effect of the events</li> <li>- Attentively listening carefully to the narration by family members and drawing or writing the dictation</li> <li>- Beginning to understand what makes books attractive to audience</li> <li>- Creativity on identifying and drawing evidence to identify the time period of the stories</li> <li>- Drawing conclusions on the impact of modernization on the story</li> </ul>	
<b>Additional enrichment activities:</b>	Continue learning about more different folk stories, songs, and oral history in your family and community.	
<b>Modifications to simplify:</b>	Learners can omit the last day's activity of the modern version of the story.	

## APPENDIX 1: EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

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### The Sun and the Wind



Once the Wind and the Sun came to have a quarrel. Either of them claimed to be a stronger. At last, they agreed to have a trial of strength.

"Here comes a traveler. Let us see who can strip him of his coat," said the Sun.

The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him.

Then it was the turn of the Sun. At first, he shone very gently. At first, his beams were gentle and in the pleasant warmth after the bitter cold of the Wind, the Traveler unfastened his cloak to hang loosely over his shoulders. As the Sun's rays grew warmer and warmer, the Traveler took off his cap and mopped his brow. At last, he felt so hot that he pulled off his cloak and found welcome shade under a tree by the roadside.

The Wind had to accept his defeat.

MORAL: Gentleness and kind persuasion win where force fails.

## APPENDIX 2: COMMON ASPECTS OF FOLK STORIES

Aspect	Meaning	Brief notes
Purpose		<p>Intended to:</p> <ul style="list-style-type: none"> <li>• Teach lessons about proper behavior and show what values are important to a community</li> <li>• Give an explanation to things people did not understand</li> <li>• Simply for entertainment</li> <li>• Communicate a moral or value treasured by the community</li> </ul>
Theme	The “Big Idea” – What the story is really about	<ul style="list-style-type: none"> <li>• Examples: Betrayal, Love, Friendship, Jealousy, Violence, Justice</li> <li>• Themes promote good virtues of compassion, love, generosity and demote the vices of greed, selfishness, excessive pride etc.</li> </ul>
Setting	This is time and location in which the story takes place	<ul style="list-style-type: none"> <li>• The settings are usually unimportant. No exact indication of place and time is given.</li> </ul> <p>Folk stories usually starts:</p> <ul style="list-style-type: none"> <li>o “Once upon a time”</li> <li>o “Long ago in a land faraway”</li> </ul>
Characters	These are the being who inhabit the story	<ul style="list-style-type: none"> <li>• Characters can be actual people, animals or plants who behave like humans each with a different role or purpose</li> <li>• There is always a protagonist and an antagonist. The protagonist is the main character who has a clear goal to accomplish or a conflict to overcome. The antagonist can be presented in the form of a person, place, thing or situation that presents a tremendous obstacle for the main character.</li> <li>• Characters are usually flat, simple and straightforward. They are either completely good or entirely evil, beautiful or ugly, wise or</li> </ul>

		<p>foolish, strong or weak, rich or poor with most characteristics exaggerated</p> <ul style="list-style-type: none"> <li>• The main characters (hero/heroine) are young, kind, charitable, caring, courageous, unselfish, with special abilities or powers</li> <li>• Characters go through tests.</li> <li>• Good characters are rewarded and evil characters are punished</li> <li>• The main character has always a happy ending/winner at the end</li> <li>• Magic/spirits are commonly used to explain the unexplainable</li> </ul>
Plot	Plot is the series of events that happen in a story. This happened, then this happened, then this happened, ...	<ul style="list-style-type: none"> <li>• Plots are short and simple</li> <li>• The rule of 3: Events often occur in sets of three (e.g. three bears, three sisters etc.). The number 3 has special; significance in many religions and cultures</li> </ul>
Conflict	A conflict is a clash between two opposing forces or points of view	<ul style="list-style-type: none"> <li>• A conflict may be internal or external – it may occur within the main character’s mind or between the main character and external forces (other characters, an animal or a weather event).</li> <li>• Conflict is what engages the audience, keeping them waiting impatiently to see if the main character overcomes his/her obstacle</li> <li>• By establishing a conflict in the beginning and resolving it by the end of the story, the story gets direction, motion and purpose. Without a conflict, the story will have no beginning, middle or end</li> <li>• As the main characters try to overcome the conflict, their character traits are revealed helping the audience to learn a lesson from the story</li> </ul>

### APPENDIX 3: EXAMPLE OF A STORY MAP

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**Characters:**

Cinderella  
Stepmother  
Evil stepsisters

**Settings:**

Cinderella's home  
The palace  
Outside the palace

**Events**

Invitation to the royal ball

Cinderella meets her Fairy Godmother

Cinderella meets Prince at the royal ball

Midnight: Cinderella losses her glass slipper

Search for Cinderella: The evil stepsisters and Cinderella try on the glass slipper

Cinderella marries the Prince

**Moral/ Lesson taught**

Good conquers evil, purity prevails

### Ages 11 to 14 (Level 3)

<b>Description:</b>	Learners will record folk stories and songs that are part of their heritage and culture from the elders in the families. Learners will understand the rules of the English language and get a chance to retell this story after modernizing it into a book or an oral story.
<b>Leading question:</b>	What can we learn from our elders?
<b>Age group:</b>	11 - 14 years old
<b>Subjects:</b>	Literacy and Art and Design
<b>Total time required:</b>	~5 hours in 5 days
<b>Self-guided / Supervised activity:</b>	High Supervision
<b>Resources required:</b>	Paper, pen, pencil, colors, glue, Optional: clothes, props and magazines

<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- Understanding different aspects of storytelling such as characters, setting, beginning, middle and end.</li> <li>- Exercising skills of listening, comprehension, re-telling and re-imagining the story</li> <li>- Practicing the use of parts of speech in creative writing</li> <li>- Understanding and drawing story maps</li> <li>- Understanding and making judgements on how story details change depending on the era/time setting</li> </ul>
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<b>Topics/concepts covered and skills developed</b>	
<ul style="list-style-type: none"> <li>● Aspects of storytelling (setting, characters, plot, theme and conflict)</li> <li>● Basis Three Act story structure (Beginning, Middle, End)</li> <li>● Folk stories</li> <li>● Story map</li> <li>● Developing a story map</li> <li>● Skills of listening, comprehension, re-telling and re-imagining a story</li> <li>● Drawing and design skills</li> <li>● Creativity and communication skills</li> </ul>	

Day	Time	Activity and Description
1	10 minutes	<p>The goal of this project is to enable the learner to record their elders' favorite folk stories as an oral or written story</p> <p>Folk stories are stories that have been told again and again through generations. Many of these stories are orally passed down rather than written down. Most folk</p>



	<p>5 minutes</p> <p>20 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	<p>stories have a non-specific setting, talking animal characters, a happy ending for the main character and a lesson learned.</p> <p>Learners will think about their favorite story that they know either based on a storybook they have read or heard. Learners will retell this story and explain what makes it their favorite story e.g. is it the character, story, feeling it induces etc.</p> <p>Learners will ask family members for their favorite folk story. Some of the questions they can ask their family members to find the favorite family folk story can include:</p> <ul style="list-style-type: none"> <li>- What is the folk story that your parents or grandparents told you when you were my age that you never forgot?</li> <li>- What is the folk story you enjoyed reading or listening to as a child?</li> </ul> <p>Learners should ask 2 – 3 family members to narrate the common favorite family folk story.</p> <p>The family narrator should go through and dictate the story slowly so that learners can write down each of the main parts of the story. Learners are encouraged to write the story in paragraphs. Each paragraph is about a different part of the story. For the following narrations from different family members, learners can hear the full story and take summary notes. Learners will then divide the story into different paragraphs. Learners should make sure that the stories they write are well structured with a coherent beginning, middle, and end.</p> <p>Learners are encouraged to ask questions on the story to understand any details that they are unclear on including:</p> <ul style="list-style-type: none"> <li>- Setting of the story?</li> <li>- Characters?</li> <li>- Events in the story and the order in which they happened?</li> <li>- The situation (conflict) the main character had to overcome?</li> <li>- The purpose of the story?</li> <li>- The mood/feelings of the character?</li> <li>- Why certain things happen</li> <li>- Lessons learned?</li> </ul> <p>Hint: Appendix 1 gives meaning and brief notes on some aspects of folk stories Learners will write down the list of questions and related answers from family members</p>
2	5 minutes	<p>Once the learners have listened to the same story from 2 – 3 family members. Learners are then challenged to compare the different versions of the same story and identify as many similarities and differences as they can. Learners should remember to use the story as told by their family members without imposing their own thoughts into the story at this stage</p>

	<p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Learners will make two drawings of any scene in the story and ensure there are 5 tangible differences in the pictures of the different versions of the story. They will ask family members to guess these differences when looking at the two similar pictures. They will then mark and label all the differences e.g. cat in story 1 and dog in story 2, sunny day in story 1 and rainy day in story 2 etc. Learners can also try to make the differences less obvious and see if family members can still guess them.</p> <p>They will then add a list of the non-tangible similarities-differences that cannot be drawn e.g. the context, names, personality of the characters, settings etc. Learners are encouraged to think of at least 5 similarities and differences</p> <p>(if the stories are quite consistent, the learner can reflect on 3 things that they were <b>not expecting to be similar</b> in the different versions given that it was an oral retelling)</p> <p>Numerical Extension</p> <p>Learners will draw a Venn Diagram showing the similarities and differences between the common favorite folk story told by the different family members.</p> <div data-bbox="418 1058 1289 1335" data-label="Diagram"> </div> <p>Many folktales and old oral stories have an aspect of magic and make-belief in them e.g. talking animals, fairies or goblins, trees growing into the sky or cars that can fly etc. Learners can identify what the make-belief aspects of the story are in an illustrated list or written list. Learners can reflect on why they feel that the make-belief aspect was inserted e.g. to make it more interesting, something dramatic had to happen in the story etc.</p> <p>Optional activity: learners can also reflect and write an essay on the moral of the story. Is there a lesson or something they learnt from this story? Can they articulate that moral, share whether they agree with it or not and then how it affects them in their life?</p>
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3	40 minutes	<p>Learners will start the day with making a story map for the story that they heard the previous day.</p> <p>Hint:</p> <p>Appendix 2 gives an example of a story map of the Cinderella story</p> <p>In their notebook or on a piece of paper, they will answer at least 5 of the following questions:</p> <ul style="list-style-type: none"> <li>- What is the plot of the story (what are the main events that happened?)</li> <li>- Who are the main characters of the story? Make a list of the <b>proper nouns</b> used in the story (Hint: this includes the names of characters e.g. Michael, or names given to people, places and objects e.g. country names like Brazil or even planet names like Jupiter or company names like Amazon etc.)</li> <li>- What are some <i>actions</i> mentioned in the story? What are the <b>verbs</b> that you can use to describe them? (Hint: A verb is a part of speech that describes an action or a state such as eating, thinking, running, being happy, feeling sad etc.) Learners will make a list of these verbs and then write them in <b>past tense, present tense and future tense</b> e.g. he ran, he is running, he will run etc.</li> <li>- What are the <b>common nouns</b> in the story? (Hint: this is a noun denoting a class of objects or a concept as opposed to a particular name of a person or object) for example, dog, girl, country etc.</li> <li>- What are the <b>adjectives</b> that you would use to make the story more descriptive? (Hint: An adjective describes an animal, person, thing or thought and what it feels like to touch, taste, smell etc. these can be colors or words that describe temperature and sizes) for e.g. a happy girl, a thoughtful description etc.</li> <li>- What <b>adverbs</b> can you use? (Hint: An adverb is a word that describes a verb, an adjective or even a full sentence) e.g. he sings <u>loudly</u>, he is <u>very</u> tall, it ended too <u>quickly</u> etc.</li> <li>- How can we add <b>metaphors</b> or <b>similes</b> in the story? (Hint: A simile is a figure of speech that directly compares two things. Similes differ from metaphors by highlighting the similarities between two things using words such as "like", "as", or "than", while metaphors create an implicit comparison) e.g. An example of a simile is: She is as innocent as an angel. An example of a metaphor is: She is an angel.</li> <li>- Can you create a <b>poem</b> out of the story? Take a paragraph of the story and try to rhyme to create some poetry within the story. The poetry within the story could serve many different purposes including breaking the monotony of the prose, it creates more imagery etc. Learners can think of the purpose of it for them and then rhyme it using any rhyme scheme such as ABAB or</li> </ul>
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	20 minutes	<p>AABB or ABCC etc. (Hint: The ABAB implies that line 1 and line 3 rhyme and line 2 and line 4 rhyme). An example is provided below:</p> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Roses are red.            A</p> <p>Violets are blue.        B</p> <p>I really do love            C</p> <p>looking at you.            B</p> </div> <p>source: <a href="https://www.pinterest.com/pin/95068242113243892/">https://www.pinterest.com/pin/95068242113243892/</a></p> <p>Learners will analyze the characters of the story. They can describe the feelings of the main characters and how they evolve through the story. What was the reason that they were feeling this emotion and what made this feeling change? Learners will use <b>adjectives</b> to describe the characters through the course of the story and how they would change.</p>
4	20 minutes	<p>Since most folk stories are old and set in a different time, learners will design a book, keeping in mind the time period</p> <p>How would a reader be able to guess the time that the story is set in based on a set of “evidence” included in the drawing or text of any one scene? Learners need to think of at least 10 clues that can help readers figure out the time period the story was set in. The learners will either make an illustrated or written list of these clues / evidence. Learners can ask older family members questions to get ideas for example:</p> <ul style="list-style-type: none"> <li>- What kind of transportation was available back then? E.g. bullock carts, horse carriages, bicycles etc.</li> <li>- What sort of houses did people live in? E.g. village huts, one story brick homes etc.</li> <li>- What was the infrastructure and technology like? E.g. electricity or telephone poles, phones, computers, cement roads etc.</li> <li>- What cultural elements can you think about? E.g. clothing etc.</li> <li>- What was the language used then? E.g. names of characters, language used, kinds of words used etc.</li> </ul>

	25 minutes	<p>Learners will design the complete story in a book – they will use all the previous drawings made and stick these in an illustrated word book. They have a few options that include:</p> <ul style="list-style-type: none"> <li>- Make a graphic book or comic book with images they have drawn and additional ones and the voices of characters</li> <li>- Make an illustrated written book (incorporating the pictures they have drawn)</li> </ul>
	20 minutes	<p>Learners will design a cover page and back page of their story as a book. The goal of designing this front and back page would be to market the story and book.</p> <p>Cover pages usually include an image, a title, author, translator and illustrator – these need to be designed to be attractive to catch someone’s attention.</p> <p>The back page usually has either the summary of the story or testimonials from people who read the book in which they share their thoughts. Learners can choose to feature either of those on the back page. Learners can make up their own testimonials or ask parents / classmates for testimonials. Alternatively, they have to write a short summary and perhaps think of a cliffhanger or a suspense-filled question to write at the end.</p>
5	30 minutes	<p>Learners will use their previous exercise of identifying the feelings of the different characters and create an interesting listening experience when they dramatize the oral narration.</p> <p>Learners are also encouraged to think about the experience of listening to the story. Learners should think about how they were feeling when they heard the story e.g. sadness, suspense, pity etc. How can the learner recreate these when retelling the story e.g. Learners can create suspense, when they pause at a really interesting point of the story. We can create horror by distorting your voice and making sure events are at night etc.</p> <p>Learners are encouraged to change their voice and tone when narrating the story and using the voice of different characters. How would they say something in the voice of someone who is sad – the person would likely speak slowly and softly. An angry character would likely speak loudly, sometimes miss a few words, speak fast etc.</p> <p>Learners can use props from the home / class and be innovative in using different parts of the home or class to show different part of the scenes</p> <p>Optional: Learners should analyze the techniques they used (e.g. pauses, different voices, tones, facial expressions) during the oral storytelling session and ask family</p>

	<p>10 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>members what the impact was. Learners will write reflective notes on their story as reflections for themselves on how they would improve their own oral narration</p> <p>Learners will now get a chance to rethink the story.</p> <p>Learners can first retell the story assuming that they are the main character in the older setting/time period: how would you react to these situations, contexts and other characters? What would be different as a reaction?</p> <p>Learners will now think of the same story and draw out the scenes in the modern times and their own context. Besides the clues and evidence mentioned before, learners will also need to think about how the story itself would change.</p> <ul style="list-style-type: none"> <li>- How would you make this story modern based on how society has evolved? E.g. advancement of women, more travel etc.</li> <li>- How would the technological advancements impact the story e.g. if the main characters had a phone or internet – what would be different?</li> </ul> <p>Learners will share their old and modern books with their families and / or peers. Family / peers will guess what time the stories are set in and why? They can critique or give comments on the story based on which version they liked more, whether they like the images and drawings, which cover page they liked more etc.</p> <p>Reflection: Learners will reflect on their own learning</p> <p>Reflection questions will include:</p> <ul style="list-style-type: none"> <li>- What is the most important thing I learnt personally?</li> <li>- What moments was I most proud of my effort?</li> <li>- What could I do differently next time when doing another project?</li> <li>- What did I learn were my greatest strengths and areas of improvement?</li> <li>- How will I use what I have learnt in future?</li> </ul>
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> <li>- Clarity and attractiveness of text and illustrations</li> <li>- Ability to understand the emotional arch of characters and the cause-effect of the events</li> <li>- Attentively listening carefully to the narration by family members and drawing or writing the dictation</li> <li>- Creativity in identifying and drawing evidence to identify the time period of the stories</li> <li>- Drawing conclusions on the impact of modernization on the story</li> <li>- Ability to translate and draw on vocabulary and context</li> <li>- Correct use of parts of speech</li> </ul>	
<p>Additional enrichment activities:</p>	<ul style="list-style-type: none"> <li>- Continue learning about more different folk stories, songs, and oral history in your family and community.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Learners can do a complete translated book replicating all the grammar activities</li> <li>- Learners can write a summary of the story or create another book in their own language or a second language of their choice after translating the story. They can reflect on the words they found difficult to translate and how the meaning of some parts might have changed as a result of the translation.</li> </ul>
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> <li>- Learners can omit the activities around translation and some of the grammar rules based on their understanding</li> </ul>

## APPENDIX 1: EXAMPLE OF A FOLKTALE FROM AESOP'S FABLES

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Aspect	Meaning	Brief notes
Purpose		Intended to: <ul style="list-style-type: none"> <li>● Teach lessons about proper behavior and show what values are important to a community</li> <li>● Give an explanation to things people did not understand</li> <li>● Simply for entertainment</li> <li>● Communicate a moral or value treasured by the community</li> </ul>
Theme	The “Big Idea” – What the story is really about	<ul style="list-style-type: none"> <li>● Examples: Betrayal, Love, Friendship, Jealousy, Violence, Justice</li> <li>● Themes promote good virtues of compassion, love, generosity and demote the vices of greed, selfishness, excessive pride etc.</li> </ul>
Setting	This is time and location in which the story takes place	<ul style="list-style-type: none"> <li>● The settings are usually unimportant. No exact indication of place and time is given. Folk stories usually starts:               <ul style="list-style-type: none"> <li>○ “Once upon a time”</li> <li>○ “Long ago in a land faraway”</li> </ul> </li> </ul>

Characters	These are the being who inhabit the story	<ul style="list-style-type: none"> <li>• Characters can be actual people, animals or plants who behave like humans each with a different role or purpose</li> <li>• There is always a protagonist and an antagonist. The protagonist is the main character who has a clear goal to accomplish or a conflict to overcome. The antagonist can be presented in the form of a person, place, thing or situation that presents a tremendous obstacle for the main character.</li> <li>• Characters are usually flat, simple and straightforward. They are either completely good or entirely evil, beautiful or ugly, wise or foolish, strong or weak, rich or poor with most characteristics exaggerated</li> <li>• The main characters (hero/heroine) are young, kind, charitable, caring, courageous, unselfish, with special abilities or powers</li> <li>• Characters go through tests.</li> <li>• Good characters are rewarded and evil characters are punished</li> <li>• The main character has always a happy ending/winner at the end</li> <li>• Magic/spirits are commonly used to explain the unexplainable</li> </ul>
Plot	Plot is the series of events that happen in a story. This happened, then this happened, then this happened, ...	<ul style="list-style-type: none"> <li>• Plots are short and simple</li> <li>• The rule of 3: Events often occur in sets of three (e.g. three bears, three sisters etc.). The number 3 has special; significance in many religions and cultures</li> </ul>
Conflict	A conflict is a clash between two opposing forces or points of view	<ul style="list-style-type: none"> <li>• A conflict may be internal or external – it may occur within the main character’s mind or between the main character and external forces (other characters, an animal or a weather event).</li> <li>• Conflict is what engages the audience, keeping them waiting impatiently to see if the main character overcomes his/her obstacle</li> <li>• By establishing a conflict in the beginning and resolving it by the end of the story, the story</li> </ul>



		<p>gets direction, motion and purpose. Without a conflict, the story will have no beginning, middle or end</p> <ul style="list-style-type: none"><li>• As the main characters try to overcome the conflict, their character traits are revealed helping the audience to learn a lesson from the story</li></ul>
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## APPENDIX 2: EXAMPLE OF A STORY MAP

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**Characters:**

Cinderella  
Stepmother  
Evil stepsisters

**Settings:**

Cinderella's home  
The palace  
Outside the palace

**Events**

Invitation to the royal ball

Cinderella meets her Fairy Godmother

Cinderella meets Prince at the royal ball

Midnight: Cinderella losses her glass slipper

Search for Cinderella: The evil stepsisters and Cinderella try on the glass slipper

Cinderella marries the Prince

**Moral/ Lesson taught**

Good conquers evil, purity prevails