CLASSROOM RESOURCE

Fun with Fairy Tales

The **Fun with Fairy Tales** classroom resource is an introduction to narrative conventions, focusing on the genre of fairy tales. It aims to engage students in a range of common fairy tales and encourages them to work collaboratively to retell a well-known story, using props and a digital camera. This resource can be used to extend students who have visited the State Library and participated in the **Fun with Fairy Tales** facilitated workshop, or it can be integrated into the classroom learning program where appropriate.

The content is focussed primarily on the fairy tale genre, but concepts can be applied across many styles of narrative. Students can be encouraged to photograph the main events of their favourite story or create their own story. They can be encouraged to make their own props, use dolls, teddy bears, puppet and Lego if completing the tasks at home.

Before the activity

- What is a fairy tale? What elements do these stories usually have? How are fairy tales similar to other fictional stories? How are they different?

- Fairy tales, like all fictional stories, follow a narrative structure – they have a beginning (orientation), a middle (complication) and an end (resolution). What usually happens in each of these sections?

- Typically, fictional stories have a 'good guy' (protagonist) and a 'bad guy' (antagonist). Usually, each of these characters wants something, but only one of them can have what they want. This battle creates conflict in a story and makes it interesting and fun. Using a favourite fairy tale, identify who the protagonist and antagonist is. Then try to work out what each of them wants and how that conflict will end with one of them winning and the other losing. Create a wanted poster for the 'antagonist' of the story, outlining his/her 'bad' deeds.

- Fairy tales are very old stories which were traditionally told orally. How do you think these stories may have changed over time? How do these changes reflect the world we live in? Read two versions of a fairy tale. Using a Venn diagram, identify which events were the same and which were different.

- Play Whisper Down the Lane – tell one of your students a short story with a high level of detail, then ask that student to re-tell the story to a small group of students using only their memory. Each of those students then retells the story to separate groups within the class. Bring the class together and ask three students to tell the story as they remember it. Finish by reading the original story to the class. Explain that this is how fairy tales have developed over time and encourage students to appreciate that the oral method of communication can significantly alter a story. Point to the cover of a fairy tale and highlight that these stories are retold by someone, not authored.

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The main activity

- *Discuss story structure:* We know that all stories need a beginning, middle and end.

    Beginning: Who? Where? What does the main character want?

    Middle: Main character struggles to get what they want (ACTION = the problem)

    End: The problem is solved, and the main character gets what they want (usually!).

- Ask students to identify the narrative structure of their story
- View the PowerPoint version of *Jack and the Beanstalk* (provided). Identify the beginning, middle and end of the story. Note how the photographs on each slide tell the story. Is there a title page?

- Students, with the assistance of an adult (if required) read aloud a traditional fairy tale.
- The students use props and toys to recreate the main parts of the fairy tale and take a photgraph of each scene.
- Go through and check each photograph to ensure it captures the story completely and that the photographs are of high quality.
- Extension idea: Students change the ending of the story or create a fractured fairy tale version.

After the activity

- Using a book creation app, like Book Creator, ask each student to complete their fairy tale. Upload the photos taken into the app. Ask students to add text to each page, as well as a cover page. Encourage students to use correct punctuation including speech marks, and to edit their work. Ask students to read their story aloud and use expression.

- Using the structure and elements of the fairy tale genre, ask students to create their own story. Begin with a protagonist who wants to achieve something and an antagonist who is determined to stop them.

- Print the photos taken in the Fun with Fairy Tales activity. Ask students to sequence the photos of the story in the correct order. Swap photos with another group and sequence each other's story. Encourage students to discuss the plot with each other to justify their choices.

- Form mixed groups comprised of students from each of the fairy tales retold in the workshop. Ask each student to take turns retelling their story using their photos in the correct order.

- Ask students to create their own story, with photos, using props from the classroom or home; e.g.: Lego, Barbie dolls. Encourage students to create their own backdrops. They might like to use Green Screen apps, Lego animation apps or Book Creator.

- Read a variety of fractured fairy tales to the class and discuss how they have changed the story and turned it on its head. Make a set of "What if…?" cards to provide students with ideas to write their own fractured fairy tale. Ideas include: What if Baby Bear visited Goldilocks' house? What if 3 trolls tried to cross a bridge manned by an angry billy goat? What if the Big Bad Wolf was not so bad after all – write Three Little Pigs from his point of view. Download the *Fractured Fairy Tale Chatterbox* for ideas on how to change a fairy tale.

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Recommended websites:

- Better Beginnings www.better-beginnings.com.au
- There are several educational eResources which are accessible for free for State Library members on the State Library of Western Australia website. These include:

  Busy Things

  Tumble Books

  Borrowbox

  OverDrive eReading Resource

Curriculum Links:

General capabilities: critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.

English: Language – language variation and change; text structure and organisation; expressing and developing ideas.

Literature – responding to literature; creating literature.

Literacy – texts in context; interacting with others; interpreting, analysing, evaluating; creating texts.

Design and Technologies: Knowledge and understanding of technologies and society.

Digital Technologies: Knowledge and understanding of digital systems; collecting, managing and analysing data.

Recommended Reading:

The following is a list of books that explore the format and structure of fairy tales:

- Auch, M. (2003). *The Princess and the Pizza.* USA: Holiday House.
- Braun, E. and Bernardini, C. (2011). *Trust me, Jack's Beanstalk Stinks! The Story of Jack and the Beanstalk as Told by the Giant (The Other Side of the Story).* USA: Picture Window Books.
- Brett, J. (2013). *Cinders: A Chicken Cinderella.* USA: Penguin Putnam Inc.
- Dahl, R. and Blake, Q. (2016). *Revolting Rhymes.* UK: Puffin Books.
- Ernst, L. (2006). *The Gingerbread Girl.* USA: Dutton Children's Books.
- Heapy, T. and Heap, S. (2013). *Very Little Red Riding Hood.* UK: Random House.
- Hodgkinson, L. (2012). *Goldilocks and Just the One Bear.* UK: Nosy Crow Ltd.
- Munsch, R. and Martchenko, M. (1980). *The Paper Bag Princess.* USA: Annick Press.
- Richards, K. and Richards, C. (2011). *Goldilocks and the Three Koalas.* Australia: Scholastic.
- Scieszka, J. and Smith, L. (1989). *The True Story of the 3 Little Pigs.* Australia: Penguin Books.
- Sierra, J. and Seibold, J. (2010). *Tell The Truth, B.B. Wolf.* USA: Knopf Books for Young Readers.
- Trivizas, E. and Oxenbury, H. (1997). *The Three Little Wolves and the Big Bad Pig.* UK: Egmont Children's Books.
- Wilcox, L. and Monks, L. (2005). *Falling For Rapunzel.* USA: Penguin Putnam Inc

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