

Objective

Like all activities in the Tell the Story module, this activity aims to help students to better understand a story they have 'found'; and then develop the skills to tell it in a clear and entertaining way.

This activity specifically explores **story structure**.

Activity summary

Number of sessions: 1

This activity builds on the 'hero's journey' activity – also in the 'Tell the Story' section of the website. It encourages students

Pre-activity preparation

Resources

- Paper (A3/ A2), (coloured) pencils, sharpeners, erasers, markers,
- Accompanying PowerPoint labelled 'PowerPoint 1 – Storyboard'
- Worksheets students completed in the 'My hero's journey' lessons in the *Tell the Story* module.

Deliverer preparation

- Before running this activity, peruse the 'Reader – Storytelling Centre Amsterdam' PDF so as to understand story structure.
- This activity follows on from the lessons 'My hero's journey' lessons in the *Tell the Story* module. If you do not plan to deliver these sessions with the students, you will need to adapt this resource to suit your needs.

Student preparation

Students will need the 'hero's journey' cards they made in an earlier session; and the 'tree of life' if they have completed this already.

Running the activity

Step 1 – Recap of story structure

15 minutes

This step is a recap of the elements of story structure, taught in the 'My hero's journey' lesson.

To support at this stage, you can use the accompanying PowerPoint, labelled 'PowerPoint 1 – Storyboard'.

Slide 2 of the PowerPoint prompts students to tell the story of Little Red Riding Hood, while slide 3 reminds them of the core characters in a story (hero, helpers, opponents, situation A and B and the trigger).

Using these resources, ask students to identify each structural element in the story of Red Riding Hood.

Answers:

- Hero – Little Red Riding Hood
- Helpers – Grandma, her parents, any other helpers in the woods
- Opponent – the big bad wolf
- Situation A – Little Red Riding Hood is setting out into the woods to visit her grandma
- Situation B – Little Red Riding Hood is eaten by the wolf, disguised as her Grandma

Step 2 – Storyboard a personal story

At least 30 minutes

If students have completed the worksheets for the ‘my hero’s journey lesson’, they will already have devised a hero, helpers, opponents and situation A and B.

Now, ask them to adapt these story elements into a storyboard - drawing with a few lines of text if necessary. Students are allowed to use their imagination and fantasy to adapt their own story as much as they want, though it needs to be related to their personal story.

If necessary, you can print the storyboard worksheet included as an appendix to this document.

<p>Support</p> <p>Support students with questions and prompts, using the vocabulary from the story structure:</p> <ul style="list-style-type: none"> • Who is the ‘hero’? • Who is the ‘opponent’? • What are situations A and B (etc). 	<p>Extension</p> <p>For able students you could ask them to express more complex features in their storyboard, such as:</p> <ul style="list-style-type: none"> • the hero’s strengths and weaknesses • How the hero and/or opponent changes over the course of the story.
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Step 3 – presenting the storyboard

10 – 15 minutes at the end of the session

Have the students present their storyboard so far to the rest of the group.

Ask them first to indicate the hero, helpers, opponent, situation A and situation B of their story.

They can then explain how they have drawn the story onto the storyboard step by step.

Success criteria

Things to look for to ensure this activity has been run successfully include:

- Students understand the elements of story structure (hero, helpers etc)
- Students know the purpose of making a storyboard.
- Students take pride in their storyboards and present them well.
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Appendix – Storyboard layout

You can print the storyboard layout overleaf, which includes 6 frames, if useful. Students can also draw this themselves.
