



## GUIDELINES FOR WRITING A FAIRY TALE AND GUIDELINES FOR HOW THEY ARE TO PRESENT THEIR FAIRY TALES

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### NOTES FOR THE TEACHER:

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Start the lesson by revising what was done last time you met.

The pupils show pictures and present their homework.

Instruct the pupils about the fact that they will continue the story and write their own fairy tale.

Inform them of the different ways you want them to present their fairy tales.

The next step is to go through how they can write their own fairy tales.

Present the following areas using an over head projector or preferably a computer and a projector:

#### How to write a fairy tale?

- How to start writing?
- How to end the story?
- Characters
- Environment

#### Useful questions:

- Where?
- What?
- Why?
- How?

#### Common themes in fairy tales:

- Friendship
- Love
- Travel
- Search – for objects, persons or identity
- Battle
- Revenge

Environment → knowledge of places

→ historical epochs



The main character experiences: Home – Leaving home – adventure – homecoming/return

The beginning should create expectations - A moral dilemma will occur – a bad person has to be punished for his/her behaviour.

#### PHRASES TO USE WHEN STARTING A FAIRY TALE:

Swedish Det var en gång ...

Norwegian Det var en gang ...

English Once upon a time ...

Arabic كان يا مكان في قديم الزمان وفي سالف العصر والوان

#### PHRASES TO USE WHEN ENDING A FAIRY TALE FOR YOUNGER CHILDREN:

Swedish Snipp snapp snut – nu är sagan slut

Norwegian Snipp snapp snute – nu var sagan ute

English?

#### PHRASES TO USE WHEN ENDING A FAIRY TALE:

Swedish och så levde de lyckliga i alla sina dagar

Norwegian så levde de vel alle sine dager

English and they lived happily ever after

#### DIFFERENT WAYS OF PRESENTING YOUR FAIRY TALES:

- The plan is for the pupils to go to a multilingual day nursery/kindergarten where the pupils are able to explain their stories, while they are working with them, and then, finally, the pupils can read their own fairy tales to the children in the different languages!
- Alternatively or additionally you can organize a parent's event and the pupils can explain some of the stories and also make an exhibition showing all the materials they have made.
- The pupils can design games and go to the forest and play/ maybe act the fairy tale out with the children/parents.
- The pupils can also go to an old people's home and ask about fairy tales from other countries. They can present their own fairy tales there as well.



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RESOURCES/ ANSWER SHEETS

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ASSESSMENT AND EVALUATION:

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Which activities did you like best in the project?

Have you improved your English and your knowledge of other languages, during the project concerning:

- Listening .....  
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- Writing .....  
.....
- Speaking .....  
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- Reading .....  
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INTERCULTURAL COMPETENCE

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- What have you learnt about different cultures and languages during the project?
- Have you learnt anything new about different kinds of music during the project?

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LEARNING STRATEGIES

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Which are your strong sides when learning new things? What are you good at? Give examples!

How do you prefer to work when you are to learn new things?

Have you found out new ways of learning things during the project?

What is the best thing you have learnt during the project?

What did you find difficult?

What would you like to learn more about?

How did you present your fairy tale and were you pleased with your presentation?

Did you enjoy presenting your fairy tale to people outside school?

Why?/Why not?