



RETELL A FAIRYTALE

What is a Fairy Tale?

Share: Read your favourite fairytale aloud to the class. After you have shared the story, ask the class what their favourite fairytales are and record their responses. Hopefully you will collate quite an extensive list with the class.

Discuss: Explain to students that a fairy tale is a story with magical elements. It can be difficult to define what a fairytale is but there are common characteristics or elements which many of them will share. Brainstorm these characteristics with the class and record ideas on the board.

Here are some ideas to start the discussion off:

- Set in the past
- Use some form (or variation of) "Once upon a time"
- Fantasy or make-believe elements
- Enchanted setting - can include forests, castles, water or kingdoms
- Good and evil characters
- Magical elements
- Characters take on unusual forms (giants, witches, dwarfs, talking animals)
- Groups of 3 (objects, people or events)
- Clearly defined problem, climax and resolution
- Most often they have a happy ending
- Teach a lesson that is important to the culture it came from
- Most importantly, fairy tales do NOT have to include a fairy!

Worksheet: Fairy Tale Search (next page) can be used to organise students' ideas around the features of a fairy tale.

FAIRY TALE SEARCH

How many fairy tales can you find with the following features ...

MAGIC

ANIMALS THAT ACT LIKE HUMANS

BEGIN WITH "ONCE UPON A TIME ..."

END WITH "HAPPILY EVER AFTER."

VILLAINS / BAD GUYS

HEROES / GOOD GUYS

PRINCE OR PRINCESS

A KIND CHARACTER WHO IS MISTREATED

MANY VERSIONS OF THE SAME STORY

TAKES PLACE IN A FOREST

TAKES PLACE IN A CASTLE

A LESSON IS SHARED AT THE END OF THE STORY



60 Second Fairytales - This is a fun, drama activity to get students on their feet and thinking about fairytales.

Split the class into small groups (of four – five) and give each group a different, well known fairytale. It is important that the groups know the basic storyline of the fairytale they are given. Fairytales that work best for this activity include: *Goldilocks and the Three Bears*, *Little Red Riding Hood*, *The Three Little Pigs* and *Cinderella*.

Give students some preparation time to rehearse a dramatic performance / retelling of their fairytale.

After each performance, ask the group (and audience) to consider the main, most important parts of the story. Ask them: what can we leave out? What do we have to include?

Now, ask students to performance the fairytale again but, this time, they will be timed. Tell the group they only have 60-seconds in which to perform / act out the entire story.

At the end of this second performance, tell students you will give them another go but, this time, they only 30-seconds.

After their 30-second performance, challenge the group to a 10-second performance.

Whilst this activity is sure to raise a lot of laughter, it also helps students identify the structure of the fairy tale and common elements (for example, the repeating of key lines like 'Little Pig, Little Pig let me come in' in *The Three Little Pigs*).

OPTION for ONLINE LEARNING: Challenge students to retell the fairytale as a story to the rest of the group in 60 seconds, 30 seconds and 10 seconds ...

FOCUS ON Little Red Riding Hood

Circle Story: Choose a fairytale the whole class is familiar with. Make a circle and attempt to tell the story collaboratively, as a class, around the circle. As students relate the fairytale together, they may discover that they do not remember the story the same way.

Discuss with students how there are many differing versions of the same fairytales.

Use *Little Red Riding Hood* as an example for your discussions.

Different versions, same story

Little Red Riding Hood was first published by Charles Perrault in 1697.

In his version, the wolf ends up **eating** Little Red and falling asleep!

In the Brothers Grimm version (1857) a hunter (or sometimes a woodcutter) comes to the rescue. Little Red and Grandmother emerge from the Wolf unharmed. They then fill the wolf's body with heavy stones. When the Wolf awakens he tries to flee but the stones cause him to collapse and die. Other versions of the fairy tale have the Wolf trap Grandmother in the closet and the hunter / woodcutter saves Little Red before she is eaten.

Read and share different versions of *Little Red Riding Hood* (see Resources list on the following page) and use a Venn diagram record findings.





Variations and Adaptations of Little Red Riding Hood

Please read all material before sharing with students. Some versions of the story may too frightening to share with young children or simply not suitable for your particular group.

Little Red Cap by Jacob and Wilhelm Grimm (1812-57)

Read a translation online here: <https://www.pitt.edu/~dash/grimm026.html>

Little Red Riding Hood by Charles Perrault (1697)

Read a translation online here: <https://www.pitt.edu/~dash/type0333.html#perrault>

The Wolf and The Seven Young Kids by Jacob and Wilhelm Grimm (1812)

Read a translation online here: <https://www.pitt.edu/~dash/grimm005.html>

The True Story of Little Golden hood by Andrew Lang (1890)

Read it online here: <https://www.sacred-texts.com/neu/lfb/re/refb23.htm>

Little Red Riding Hood by Leanne Guenther (19989)

Read it online here: <https://www.dltk-teach.com/rhymes/littlered/story.htm>

Little Red Riding Hood - American Literature

Read it online here: <https://americanliterature.com/childrens-stories/little-red-riding-hood>

The Earliest Version Chinese "Little Red Riding Hood": The Tale of the Tiger-woman by Huang Chih-chun

Read it online for free via JSTOR:

https://www.jstor.org/stable/41390379?seq=1#metadata_info_tab_contents

Lon Po Po: A Red-Riding Hood Story From China by Ed Young

The now-classic Chinese retelling of Little Red Riding Hood, and one of the most celebrated picture books of our time.

Buy the book online or watch / listen to a narrated version of the text on YouTube from Kidz Digital

<https://www.youtube.com/watch?v=neYuXfvQbxM>

Pretty Salma: A Little Red Riding Hood Story from Africa by Niki Daly

African culture and flavor infuse this inventive retelling of a favorite fairy tale, and the vibrant lively illustrations bring it to life. The result is a story that combines new and old and spans cultures as successfully as it has spanned the centuries.

Buy the book online or watch / listen to a narrated version of the text on YouTube

<https://www.youtube.com/watch?v=UwtLLwdbvP0>

Petite Rogue: A Cajun Red Riding Hood by Mike Artell

The combination of hilarious rhyme and exaggerated art creates a highly original retelling of the classic fairy tale. This is Little Red Riding Hood as she's never been seen before: Cajun and ducky.

Buy the book online or watch / listen to a narrated version of the text on YouTube

<https://www.youtube.com/watch?v=UwtLLwdbvP0>

Story Box

Younger students may benefit from visual clues to help identify and tell the story of *Little Red Riding Hood*.

Create a box of items that link to characters from *Little Red Riding Hood* (examples include plastic / toy wolf or a book about wolves, a piece of red material, a basket of goodies, grandma's shawl or blanket etc.).

Show the class one 'character' from the bag (the wolf) and ask them to guess what the story this box might hold.

The character of the wolf could relate to many different fairy tales and this is a good reflection point. Ask students about this character. What does he represent? How many different fairy tales can we think of where a wolf is the 'bad guy'?

As you produce more items from the box, allow the students more guesses as to what this story is. It should be very clear that *Little Red Riding Hood* is the story from this box.

These props can be good discussion starters:

- Which characters do you like best / least? Why?
- What other stories have wolves in them? What sort of character is the wolf?
- Is there a way we could retell the story and make the Wolf a good character?

Use the props to help tell the story of *Little Red Riding Hood*. Model to students how they can use the props to help bring the story to life.

Students can now retell the fairy tale themselves. There are many options in how to use the story box idea:

- Provide groups with different versions of the *Little Red Riding Hood* story from which to create their story box. Students retell the story to their group using the props. Reflect on the different ways the same story can be told and how the props / objects were used.
- Create story boxes for different fairy tales. Students could retell fairytales using the props as a small group and present these stories back to the class.
- Students make their own story boxes. You may be able to source a lot of different props or ask students to bring in items from home. They may be given a fairy tale or choose their own. Students present the retelling of the fairy tale using the story box to the class. Older students may like to visit another classroom and tell their stories (with the story box) to younger students.

The use of props will help jog the storyteller's memory and assist in developing an understanding of simple narrative structure. It enhances understanding of narrative features such as character, setting and sequence of events.

Rewrite and Retell a Fairytale

Favourite fairytale moments: A starting point for exploring narrative structure and sequence.

Ask students to move around the classroom in a 'meet and greet' activity where they meet a partner, say hello and tell them the name of their favourite fairy tale. You may like students to collect their findings and create a graph which plots the class results.

Tell students to think about the most exciting or dramatic or interesting moment in their fairy tale. The moment that, probably, makes this their favourite fairy tale. Is it when Cinderella meets her Fairy Godmother? Or when the Big Bad Wolf blows down the first Little Pig's house? Students should spend directed reflection time really visualising that moment:

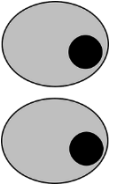
- Where does the moment take place?
- Indoors? Where? What type of room is it?
- Outdoors? Where?
- When does this moment happen?
- What time of day is it? Dark or light?
- Who are the characters in this moment?
- What are they doing?
- What are they feeling?
- What is happening in this moment?

Or, you may like to focus on the **sensory details of this moment** – **Worksheet: Favourite Fairy Tale Moment** (see next page) .

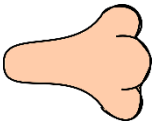
Students will describe their favourite moment to a partner. The partner should close their eyes and really concentrate on visualising and imagining the moment being described. Time students so they have no more than 2-minutes each to describe their moment in as much detail as possible.

Students will then draw each other's moment. Explain to students that this is not about drawing; this activity about their recall and imagination. After drawing, students will share the picture they created with their partner. Discuss with partner what they enjoy / like about this depiction of the moment.

Display these illustrated moments in the classroom. It could be a good opportunity to visually group these moments as a class and discover any similarities in the moments chosen (e.g. maybe most favourite moments come from the same fairy tale or most favourite moments involve an element of danger or love or surprise).



FAVOURITE
FAIRY TALE
MOMENT



Mapping a Story: Ask students to identify where their favourite moment sits within the fairy tale. Is it at the beginning, middle and end?

Discuss with students what is meant by plot / narrative / exposition. Explain that you will be exploring how the sequence or chain of events creates the story.

Learning the plot of the fairy tale really helps a storyteller. Explain to students that even though we will be learning a sequence, you can use your own, unique power of description to express those events in many ways. (And don't forget the ingredients of a good storyteller! – see 'What Makes a Great Storyteller' pack)

Tell students they already know the plot to many fairy tales. Work through an example with the students of a well-known fairy tale using the following transition words and phrases:

- In this story the problem starts when ...
- After that
- Next
- Then
- The problem is finally solved when
- The story ends

Worksheet: Sequencing Events (see next page). Alternatively, you may prefer students to sequence the events of a well-known fairy tale individually or in small groups.

Mapping out the story is how students, as storytellers, will remember the plot. There are many ways in which you can design mapping activities to help students sequence (and remember) the major plot points of the fairy tale they want to tell.

- Flow charts. Students begin by drawing the first box and writing the first event inside it. This box is then connected to another with the second event inside it. They continue adding boxes until the retelling is complete.
- Stepping stones: draw the stepping stones of the plot. Major moments are written or drawn in 'stones' with one leading to the next.
- Comic Book – students illustrate / use simple cartoon that will help them remember specific points of the plot, not all the words / full story. Important dialogue can be added in speech / thought bubbles.

Older students may benefit from more detailed mapping of the plot. Story Plot Mountain (see next page) – plot on an image of a mountain the sequential events of the story;

- Exposition (or introduction or background)
- Rising Action
- Climax
- Falling Action
- Resolution

Title

**In this story the
problem starts
when...**

After that,

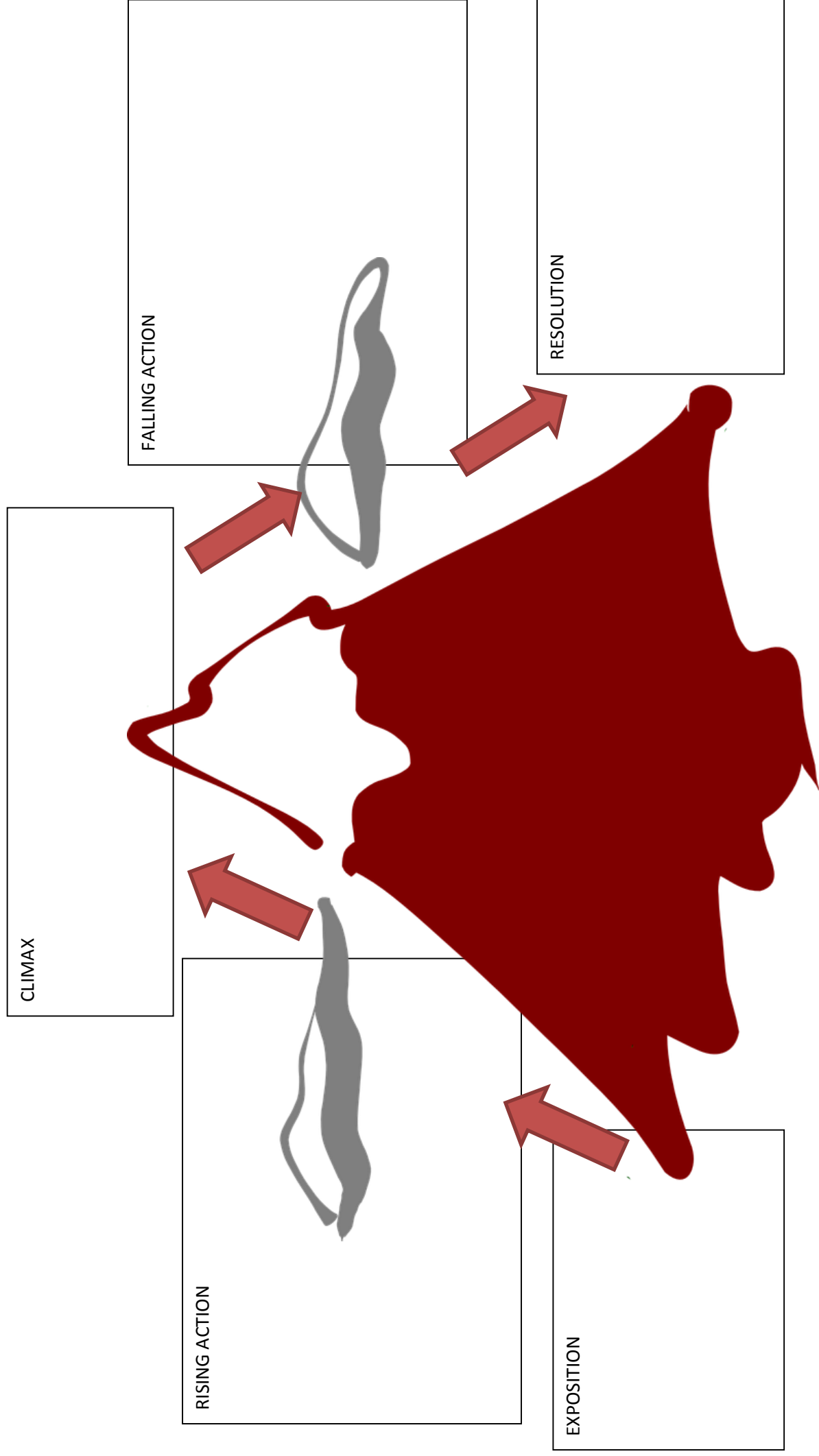
Next,

Then,

**The problem is
finally solved
when**

The story ends

STORY PLOT MOUNTAIN



Use the Plot Pyramid to map out;

- Exposition – Conflict – Climax – Resolution

Fairytales Storyteller: The activities and ideas included in the “Storytelling” PDFs (which you can find on Arts Centre Melbourne’s online learning ENGLISH and DRAMA pages) should be considered if asking students to retell a fairy tale.

There are also interesting variations to be made on this activity.

Informal and Formal storytelling. Discuss with students the difference between an informal and formal storytelling situation.

- What are some examples of informal storytelling? Consider, stories around the campfire, sharing stories with friends, telling jokes etc.
- What are some examples of formal storytelling? Consider theatre / performances, stand-up comedians, presentations etc.
- What skills would be required for these two styles?
- What features are included in these two styles?
- Which style is required for your retelling of the fairy tale?

Style and Form – how to frame the retelling of your fairy tale.

Discuss with students that the plot of the fairy tale can be shared in many different ways. Brainstorm, as a class, the different forms and styles in which the retelling / storytelling could occur. Ideas include verse, song, from a particular point of view (e.g as the Big Bad Wolf), a letter, a news report etc.

Consider: How will students be expected to frame their storytelling?

Performance – Students should be given the opportunity to perform their fairy tales. You may like to create a team of roving storytellers to share their fairy tales with younger classes or create a performance space in the classroom to share stories to an audience.

OPTION for ONLINE LEARNING: If teaching remotely, students could record their retellings. These recordings could be put together to create a recorded / audio-visual book of fairytales which could be shared.