Creative Storytelling - das Dorf

Junior Cycle Modern Foreign Language
Target Language - German

Strand 1 - Communicative Competence
Elements - Writing
Learning Outcomes - 1.20

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This resource comprises a series of slides to stimulate pupils to create a story of their own. Together with the teacher they invent a location, a series of characters and finally a storyline of their own.

How it maps to the curriculum

JC German

STRAND: 1. Communicative Competence

STRAND UNIT: Writing/ Schreiben

> SUGGESTIONS FOR USE: 1. Give each pupil a blank grid (slide 1). 2. Invite pupils to say a number and letter (in German) and the teacher colours in that square (slide 2). Repeat several times. 3. Continue adding more colours to the grid (slide 3) 4. Reveal the title "das Dorf" to show the purpose of the activity. as a class we are creating our own "soap" (slide 4). - examples: B1 blau = der See/der Fluss D3 grün = das Feld / der Sportplatz G6 schwarz= das Postman / die Schule 5. Now time to add the characters to the soap: e.g. C1 Helmut Grinda - er läuft gern- 30 Jahre alt B3 Peter Klaus - Polizist - 40 Jahre alt er schwimmt gern. D7 Bärbel Steiner Schülerin 9 Jahre alt - sie liest gern. Each pupil adopts one person and adds characteristics. (slide 5) Characters then meet at different locations and the story begins...

KEY SKILLS: Being Creative | Communicating

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The sole reality of the classroom is the classroom (Jean-Marc Caré)

Teacher's Notes:

The fundamental point about this approach is that it moves the learner from a passive role to an active one and the teacher from a source of knowledge to an accomplice in learning.

Traditional role-plays leave little room for manoeuvre and are fixed by the demands of situation or context. They can lead to a sequence of short autonomous dialogues with little room for progression or individuality.
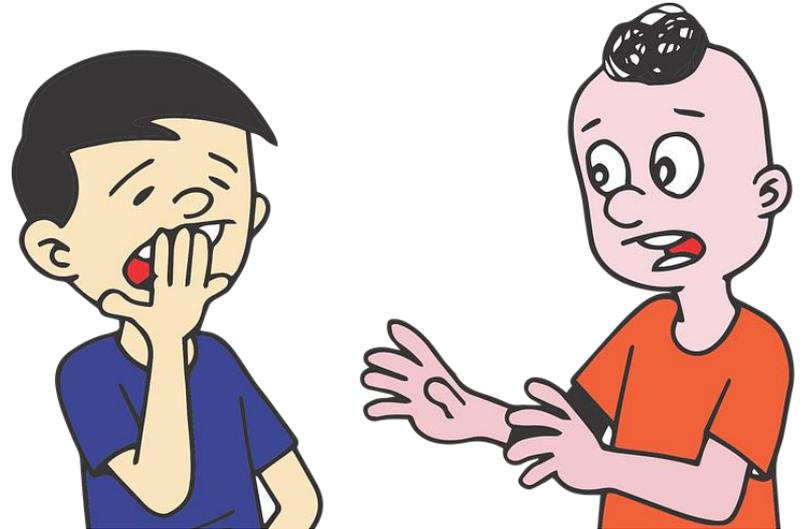
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	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

das Dorf provides a **progressive construction of reality** where the world is re-invented according to the disposition of the learner with the teacher providing for assisted performance.

> While role-plays provide an ILLUSION OF REALITY

> *das Dorf* provides the REALITY OF ILLUSION

Within a space-time continuum teachers and learners together
  A. Invent a décor/a location
  B. Invent a cast of people/a list of characters
  C. Invent events/a soap

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	1	2	3	4	5	6	7	8
A				OOO				
B	XXXX				XXX			OOO
C								
D			XXXX					
E	OOO							
F				OOO		XXXX	XXXX	
G		XXXX		OOO		XXXX		
H								

Décor/location: a village (or an island/a circus)
First create together (in groups or as individuals) the geography and ecology - building up a pattern on a grid that slowly reveals the reality.

There is a river/ there is a lake/ there is a school

People/ characters
Give them names, jobs, and family connections

He is short/ she is tall/ they are brothers/ she is a doctor/ he is unemployed

Create a biography and a life for each character - keep a dossier on each in a file index - add new characters - build up personal information (looks/interests/hobbies)

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Events/a soap:

Start up a storyline: one day.../someone goes missing/ someone else loses a watch/ a dog turns up

Invent micro-events: an accident/ a stranger appears/ they find an old map

There is no hierarchy of events - there can be chance meetings, noises and unexpected happenings. The dynamics of the situation create the story of which the learners themselves have the ownership.

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

**grid - give each pupil a grid as in next slide

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

	1	2	3	4	5	6	7	8
A				OOO				
B	XXXX				XXXX			OOO
C								
D			XXXX					
E	OOO							
F				OOO		XXXX	XXXX	
G		XXXX		OOO		XXXX		
H								

das Dorf

	1	2	3	4	5	6	7	8
A				OOO				
B	XXXX				XXXX			OOO
C								
D			XXXX					
E	OOO							
F				OOO		XXXX	XXXX	
G		XXXX		OOO		XXXX		
H								

das Dorf

	1	2	3	4	5	6	7	8
A				OOO				
B	XXXX				XXX			OOO
C								
D			XXXX					
E	OOO							
F				OOO		XXXX	XXXX	
G		XXXX		OOO		XXXX		
H								

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Access the activity sheets here.

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