# The Storybuilding Tool Kit - Fantasy

**ABC ME screening details: Friday** 05 June, 2020 at 11:20am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/storybuilding-tool-kit) after the scheduled screening time.

**Key learning areas: English**

**Level:** secondary

**About: Create a story world and send your hero on an adventure!**

## Before the episode

**Genre** is a ‘type’ or ‘kind’ and refers to groups of texts that have similarities in form and function. Most texts in a genre follow recognisable patterns called conventions. However, this does not mean that they fit neatly into just one genre. Rather, texts usually contain elements of several genres. For example, the Harry Potter books have elements of both fantasy and the ‘schoolyard drama’. [English Textual Concepts definition of genre](http://englishtextualconcepts.nsw.edu.au/content/genre)

A genre is defined by the patterns (which become codes and conventions) evident in a kind of text. Thinking about the fantasy genre, there are expectations the author will create a new world (called world building) for their characters.

1. Create a mind map identifying the features (codes and conventions) of the fantasy genre. You may wish to illustrate your mind map.
2. List 10 Fantasy texts you know and identify the fantasy codes and conventions (these can be books, television shows or films).
3. Thinking of those 10 fantasy texts, draw up a ‘similarities and differences table’ in your book. List all the qualities that are similar in those texts. Then in the other column list all the key differences. This should highlight that each fantasy has typical features but also vast differences. For example, is the protagonist always male?
4. Talk to a family member about their favourite fantasy text (this can be a book or movie). Write a short paragraph explaining why this is their favourite. Support your ideas with evidence.

## During the episode

World building - the episode showcases authors discussing how they create fantasy stories and illustrate these characters.

1. On an A4 page create a table with two columns and a heading row. The left column should be a quarter of the page. The left heading is Speaker, the right heading is Advice, Ideas, Inspiration and/or Strategies. As each speaker shares information make note of their name in the left column and the piece of advice, inspiration, ideas or compositional strategy in the right column.
2. The directors of the episode have used a range of visual images and sound effects conventional to fantasy texts. Identify these and explain why they have been used.
3. Fantasy building tip: identify the tip given by Mike Barry the author of Action tank. How will this help you create unique characters?

## After the episode

“Each time you read a fantasy book you are taken into this imaginative world where anything can happen.” This episode gives you the time to consider and reflect on the impact of your imagination.

World building reminders: understand the rules of the world. Create unique and interesting characters. Use the details of your story world to tell your readers how your characters are feeling. Keep a world map in mind to ensure your story stays consistent and believable.

1. The illustrator Levi Pinfold invites us into his illustration process. How can illustrations help create characters and the world for the audience?
2. Reflective thinking routine: I used to think... but now I think... complete each sentence explaining what you now know about world building in fantasy stories.
3. Experimenting: On an A3 page (join two pieces of A4 together), draw a map of your fantasy world (you might like to start with your local community). Place your hero at one end and their goal at the other.
4. Add challenges in every region (if you are using your community make changes to your map and transform your community into a fantasy world). Begin with at least two challenges. Some suggestions you could include: a dragon, an evil knight, a superhero villain, or a treasure hunt for a lost magical item.
5. Create character profiles for characters who will live in this fantasy world. You might like to start with the protagonist, the antagonist and the protagonist’s helper/mentor.

**Follow-up activity:** Using all the ‘after the episode’ activities, send your hero on an action-packed adventure by creating a complete fantasy story. To help your creative process, create a plot overview or a story board. The plot must include the suggestions given in the episode and could also include elements that you are familiar with from your favourite fantasy texts.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To understand the elements of the fantasy genre
* To experiment through writing a draft of a fantasy story

## Resources

* Pen and paper

## NSW English K-10 Syllabus outcomes

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| --- | --- |
| Stage 4 | Stage 5 |
| **EN4-5C** A students thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond o and compose texts. | **EN5-6C** A student investigates the relationships between and among texts |

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