# The Storybuilding Tool Kit – Fantasy

**ABC ME screening details: Monday** 5 June 2020 at 11:20am

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

**Key learning areas:** English

**Level:** upper primary

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

## Before the episode

1. Fantasy stories are not set in the real world. Think of all the Fantasy books you have enjoyed reading. What type of fantasy worlds did these stories take place in? Draw and write your ideas below.

## During the episode

1. Take notes about what types of unusual or everyday things **inspired** the different authors from the episode to create the imaginary worlds found in their books. Listen carefully to why authors make **rules** for these imaginary worlds.

## After the episode

1. Create your own interesting character by following the suggested steps used by the author Mike Barry. Design your character by drawing and writing below.

* Begin by thinking of a **basic character** that your story needs. For example, the main character who will be the story’s hero, the wise person to act as a mentor or the villain to cause complications.
* Then think of the ways that you can make this basic character **more unique and interesting** by changing or adding different features.

**Follow-up activity:** Create a world map for your fantasy characters to exist in. Place your hero at one end and their goal at the other. Add obstacles and challenges in every region for your main character to overcome. Think of where they might learn an important lesson. Then send your main character on a great adventure!

# 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 identify the ways authors create fantasy texts.
* To plan and create their own imaginary worlds and characters.

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| Modes and skills | Stage 2 | Stage 3 |
| Writing and representing 1 | plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (EN2-2A) | composes, edits and presents well-structured and coherent texts (EN3-2A) |
| Writing and representing 2 – responding and composing | identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (EN2-7B) | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B) |

[NSW English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.