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Cast and Crew

Cast

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Design Team

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Sound Designer - Troy Slocum

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Geordie Productions Theatre Rules and Etiquette

Before attending the performance of *Sidewalk Chalk*, please discuss theatre etiquette with your students.

Some questions to help the discussion get started:

- » Have they ever attended any live cultural events outside of school?
- » What did they like and dislike about them?
- » How can we show respect to the performers on stage?
- » How should audience members act during a live theatrical performance?
- » What makes theatre unique?
- » What goes into making a play?
- » What are the various roles and characteristics of live theatre?

Please discuss the following Geordie Productions Theatre Rules prior to attending the *Sidewalk Chalk* performance.

- Because of union rules and safety issues, no cameras, cellphones, video cameras, or other recording devices are permitted during the performance
- No food or drink is allowed during the performance.
- Please have your students remain seated throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.

Discuss the various theatre roles and characteristics with your class. Some of them are:

Actor/Actresses
Director
Designer
Ensemble
Props
Understudy

Set Design
Playwright
Stage Crew
Stage Manager
Costumes
Stage Right

Designer
Rehearsal
Script
Stage
Curtain Call
Stage Left

Before attending the viewing of *Sidewalk Chalk* ask your students to pay attention to the various roles and characteristics while at the play.

When you return from the play, have students write a short essay on their favourite area of theatre (writing, scenery, acting, props, costumes, direction etc...). In order to complete this assignment students will have to conduct research on their chosen area.

For younger students

Ask students to draw a picture of their favourite area of theatre and to write a short paragraph explaining their choice.

Pre-Play Activities

Some select Quebec competencies found in this unit are:

Cross-Curricular

- To use information
- To use creativity
- To cooperate with others
- To communicate appropriately

English Language Arts

- To write self-expressive, narrative and information-based texts
- To use language to communicate and learn

Arts Education - Visual Arts

- To produce individual works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Arts Education - Drama

- To invent short scenes
- To interpret short scenes
- To appreciate dramatic works, personal productions, and those of classmates

Sidewalk Chalk: A Brief Introduction

Summary

Best Friends Grace and Gary spend every day drawing a fantastical chalk world on the sidewalk in front of Grace's house. As Gary struggles to deal with his parent's separation he tells Grace they can't spend time together anymore because she's too little – he wants a separation from her. As things in their world shift, the chalk drawing beneath their feet opens up and sends them spiralling into the universe that they created. Now they must fight for a way home together and learn about what being best friends really means.

Characters

Grace - A free-spirited girl in the 4th grade.

Gary - A creative but conflicted boy in the 6th grade.

Kevin - A boy in the 6th grade who is Gary's new best friend.

Mr. Sketchly - The caretaker of the ruined Coliseum in Chalk World.

Lancelot - A knight in shining armor and lieutenant of the Royal Guard of the Bicycle in Chalk World.

Evil Dr. Claudius - An evil doctor in Chalk World who has taken over the castle. He has a hook for a hand.

Dread Dragon Bill - A huge reptilian dragon that terrorizes Chalk World and lives in a cave in Mount Dread.

Sidewalk Chalk: Cross-Curricular Connections

Discuss the following themes and concepts from *Sidewalk Chalk* with your class:

- Imagination
- Creativity
- Magic
- Fantasy
- Classic Character Types
- Friendship
- Teamwork
- Family Relationships
- Divorce

You may wish to write these themes and concepts down on a black/white board so that students can write them down before they research and discuss their definitions.

Some questions to help the discussion get started:

- » What is the meaning of the following word? (Ask students to look up the words to get the real definition)
- » Do you agree with that meaning or is it outdated?
- » Can you think of an example of it found in the media?
- » A lot of these terms interrelate, can you provide an example of some that interrelate and how?

When the discussion is complete, ask students to choose one or two words from the list. They will then create a piece of art (using any medium they wish) based on how their chosen word(s) means to them. Place their art around the class to create a Sidewalk Chalk: Cross Curricular Connections gallery display.

Extension Activity: Random Theme

On separate pieces of paper, write down each theme and concept listed above and place them in a hat. Students will then pick a theme/concept out of the hat (have them write down what they pulled out and then place the original back in the hat for other students).

Once everyone has pulled out a theme/concept, they will then get more acquainted with it by exploring it through creative writing. For instance, if a student pulled out "friendship" they may choose to write a fairy tale that focused on it, or let's say a student pulled out "divorce" they may choose to write a monologue from the perspective of someone whose family has just gone through this. It's entirely up to them and how creative they can be!

Sidewalk Chalk Vocabulary Game

Prior to attending *Sidewalk Chalk* with your class, introduce them to some of the vocabulary that may be new or challenging to them so that they can get the most out of their theater experience.

Before students can play this game you will need to find definitions to the selected Sidewalk Chalk vocabulary (see below). Make sure to have all of the definitions on a piece of paper so that you're ready.

For older students

Lieges	Inauspicious	Portal	Sweltering
Insurgent	Exclusive	Deteriorating	Threaten
Cusp	Psychopathic	Prowess	Privilege
Peril	Menacing	Diagram	Overtake

For younger students

Evil	Summon	Delicious	Hope
Genius	Revolt	Separate	Thorns
Bottomless	Vibrant	Defeat	Lair

Now the fun part begins!

Instructions

1. With students in small groups, write the words listed above on your white/black board.
2. Pass out a different noisemaker or instrument to each group. This is for them to use when their group knows the answers. Only groups that use their noisemaker or instrument can be called upon, groups that yell out anything without having been called upon **lose 5 points**.
3. Randomly read one of the definitions out loud.
4. When a group knows which word matches the definition, they are to play their instrument or noisemaker.
5. Call upon the first group to 'ring' in
6. If they are correct, they get **10 points**.
7. If they are incorrect, the next group to 'ring' in gets a chance and so on until a group is correct.
8. Continue this until you've gone through the list of words

The group with the most points at the end wins bragging rights!

Escape with Imagination

Being able to use your imagination and creativity to escape is important for many different areas in life from mental health to escaping boredom or stress to being able to write that short story you've always wanted to write.

Two major themes or cross-curricular connections in *Sidewalk Chalk* are imagination and creativity. Two concepts that we all know about but how often do we really discuss them, analyze them or pay attention to their importance?

As a class discuss these themes.

- » What is imagination?
- » What is creativity?
- » Do they have to follow stringent definitions or are they more open-ended than that?
- » Why are imagination and creativity important?
- » Does everyone have an imagination?
- » Does everyone use their imagination? Why or why not?
- » Is everyone creative?
- » How do you tap into your creativity? Do you require certain conditions or does it just 'happen'?
- » Is everyone able to tap into their creativity?
- » Can you share an example with the class of how you use your imagination?
- » Can you share an example with the class when you were last creative?
- » How can imagination and creativity work together? Do you have an example?
- » Have you ever used your imagination to escape? How? Why?
- » Is it important to be able to escape sometimes? Why?

Using art as the medium of choice, ask students to tap into their imaginations and creative minds to explain the world around us. How do they see the world? How do they want to see the world?

If time permits, have students explain their art pieces to the rest of the class and continue the discussion from above but in the context of how your students see the world.

Friendship

Brainstorm with your students what “friendship” means to them and move that into a discussion about why friendships are important and how to be a good friend.

Ask students to then write a couple of paragraphs about what friendship means to them.

Some areas they may wish to cover:

- Defining friendship
- Characteristics of a good friend
- Why it is important to be a good friend
- What is important to them in a friend
- Who are their friends? Provide a brief explanation of their friendships

If time permits, have them include an abstract piece of art based on what they see when they think ‘friendship’ and place them around the classroom.

Peer Pressure

The pressure that you feel to behave in a certain way because your friends or people in your group expect it

<http://dictionary.cambridge.org/us/dictionary/american-english/peer-pressure>

In *Sidewalk Chalk*, Grace is a victim of peer pressure as her friend Gary does not want to be seen with her since she is younger than he is, and as such he picks on her in front of his friends. Grace doesn't seem to mind too much, yet she refuses to truly discuss the topic when Gary apologizes to her for his actions. Gary tries to gently explain to her that he is getting older and wants to hang out with friends in his grade. Things are changing as a result and Grace just wants it to all change back.

Discuss peer pressure with your class.

- » What is peer pressure?
- » What are some reasons for peer pressure?
- » Is peer pressure ever ok? Why or why not?
- » Have you ever felt pressure from your peers? What did you do?
- » Have you ever been on the other side, like Grace and been a victim of peer pressure? How did it make you feel?
- » Do those feelings stay with you for a long time? How do you deal with them?

Discuss various scenarios where peer pressure could occur and how students can deal with it. For instance, how to say no to something that you do not want to do. How it is more important to be true to yourself than to worry about impressing others. That is something that is not always easy for adults, let alone tweens and teens or kids, it's ok if you don't always get it right, just keep trying and listening to your own voice.

Randomly assign students to small groups where they will work on creating a short scene about peer pressure. It is up to them if their protagonist gives in to the peer pressure or not. Regardless, they should also focus on the outcome for their protagonist based on choices made.

After each group presents, discuss the scenario.

- » Were the outcomes realistic?
- » What could have been done differently?
- » How would that have changed the outcome?

Focus on helping students to listen to their own voice and how our choices affect outcomes.

Play-Related Activities

Some select Quebec competencies found in this unit are:

Cross-Curricular

- To use information
- To use creativity
- To adopt effective work methods
- To cooperate with others

English Language Arts

- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

Arts Education - Visual Arts

- To produce individual works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Arts Education - Dance

- To invent dances
- To appreciate choreographic works, personal productions and those of classmates

A Visual Description

Immediately after the play, ask students to think about Grace's House and Chalk World.

At their desks ask them to relax, close their eyes and to think about the play.

Some questions to pose to help them focus their thoughts and visualizations:

- » What do they look like?
- » What colours do you see when you think of Grace's House?
- » When you think of Chalk World?
- » If it's always night in Chalk World, does that mean it's always dark? Why or why not?
- » Do you associate any textures with Chalk World?
- » What about with Grace's House?
- » What types of textures?
- » What about their atmospheres, are they different? How?
- » What can textures tell you about the atmospheres?

After this exercise, students will now have a chance to visually describe their thoughts on Grace's House and Chalk World.

Using any type of art materials they wish (paint, glitter, glue, markers, felt, left over fabric, string etc...) students will compare Grace's House and Chalk World through abstract means. For instance, maybe they see Chalk World as dark and bumpy, they may wish to show that through the use of drab colours and corduroy, whereas Grace's House may be all sunshine and rainbows that they visually describe through a variety of bright colours.

Place their visual descriptions around the room and see if other students can identify what they're trying to represent.

Sidewalk Chalk Debriefing

Discuss *Sidewalk Chalk* with your students to see what they thought of the play.

- » Did they enjoy the play?
- » What was *Sidewalk Chalk* about?
- » Who was your favourite character? Why?
- » Did you have a favourite or least favourite scene? Why?
- » What is the title of the play in reference to? What does it mean?
- » Did any scenes or moments in the play stand out? Why or why not?
- » What did you think of Gary? Grace?
- » What did you think of Gary and Grace's friendship? Was it a friendship?
- » What did you think of the people living in Chalk World?
- » Who was your favourite character? Least favourite?
- » What did you think of Evil Dr. Claudius?
- » What did you think of Dread Dragon Bill?
- » If you were in Grace and Gary's shoes, would you have done anything differently?

Ask students to write a short story from the perspective of Grace, Gary, Dread Dragon Bill, or Evil Dr. Claudius exploring what they would have done differently in Chalk World.

Chalk Art Ideas

Using chalk, students will now get to draw their own Chalk World!

If the weather is nice, you can take this art activity outside, otherwise, you can use black construction paper for the students to draw on.

You can also make the activity collaborative in the spirit of *Sidewalk Chalk* by having students go into small groups (roughly 3-4 students per group). Give each group a large piece of paper or mark off a space on the sidewalk for them if you are able to do this activity outside. Student #1 will draw something, and then Student #2 will add to it and so on. See what types of Chalk Worlds your students can imagine!

Some alternate chalk art-related activities:

Wet Chalk Painting - <http://www.thinkplaytoday.com/wet-chalk-painting-as-a-creative-indoor-art-activity-for-preschoolers-and-kids/>

Indoor Chalk Painting - <http://alittleartsy.blogspot.ca/2013/01/indoor-chalk-painting.html>

Geordie would love to see your creations! Email us at schools@geordie.ca or visit our [facebook](#) page. You can always snail mail it to us at: 4001 Berri, Suite 103, Montreal, Quebec, H2L 4H2.

Interdimensional Chalk Portal

Grace and Gary somehow slipped down an interdimensional chalk portal.

Discuss this interdimensional chalk portal with your students.

- » What is an interdimensional chalk portal?
- » What does it look like?
- » What does it do?
- » Have you ever see one?
- » What would you do if you saw one?

Ask students to tap into their imaginations and creativity to write a short story about an adventure with an interdimensional chalk portal.

For younger students

Instead of writing about an adventure with an interdimensional chalk portal, younger students can draw about it. Have them show their work to the class and provide a sentence or two description of their adventure.

Gary, Grace, and Kevin

Grace and Gary are friends.

Gary and Kevin are friends.

Discuss Gary and Grace's friendship, and Gary and Kevin's with your class:

- » What are those two friendships like?
- » How are those two friendships different?
- » Do they have any similarities?
- » Why doesn't Gary want to be friends with Grace?
- » Why does he want to be friends with Kevin?
- » Why does Grace want to be friends with Gary?
- » Are Grace and Kevin friends? Do they become friends? How?

Ask students to write a short paper comparing and contrasting Gary and Grace's friendship to Gary and Kevin's.

For younger students

After having the discussion above with your students, ask them if they remember Grace's friendship dance and lyrics by having them show what they remember.

In small groups, students will create their own friendship dance and lyrics. See if anyone is brave enough to show the rest of the class what they created!

A Different View

Evil Dr. Claudius and Dread Dragon Bill play important roles when Gary and Grace end up in Chalk World, but we don't know much about them and how they see these most recent events.

In this activity students will write a play review. Instead of the traditional formal-type of review, this play review will be written either from Evil Dr. Claudius' perspective or Dread Dragon Bill's .

Have a class discussion about Evil Dr. Claudius and Dread Dragon Bill's experiences in Chalk World to help students begin to see the story from a different point of view .

Some questions to prompt discussion:

- » What was it like for Evil Dr. Claudius and Dread Dragon Bill to have the King and Queen visit Chalk World?
- » How did it disturb their peace? Their Chalk World?
- » Did it change anything in Chalk World? If so, what?
- » Why did Gary and Grace visit Chalk World?
- » What were they trying to escape?
- » What was Chalk World helping the kids to cope with?
- » How do you think Evil Dr. Claudius would retell the story?
- » How do you think Dread Dragon Bill would retell the story?

Students will then choose to write from either Evil Dr. Claudius' perspective or Dread Dragon Bill's.

They don't have to write their review in a traditional format, but rather should have some fun with it, for instance, perhaps Evil Dr. Claudius is retelling the events in a letter to the editor or maybe Dread Dragon Bill keeps a blog and retells the story there.

They should use their imaginations and be creative with their reviews.

For younger students

Write a short letter to a friend or parent explaining *Sidewalk Chalk*. Do you think they should go and see the play? Why or why not?

Questions, Questions! - A Character Analysis

Instead of a traditionally written formal paper comparing and contrasting characters in *Sidewalk Chalk*, this character analysis will be like playing 20 Questions with your best friend . If your best friend were a character in *Sidewalk Chalk*, that is.

To begin, ask students to come up with a list of questions to help them get to know someone better. For younger students, this can be done in small groups or as a class.

We've started the list off for you. Can you get the list to 20 questions?

1. What is your favourite movie?
2. What is your favourite type of music?
3. What are your hobbies?
4. What is your favourite tv show?
5. What is your favourite book?
6. What is your favourite colour?
7. What do you like to do to have fun?
8. What is your favourite snack food?
9. What is your favourite vegetable?
10. What is your least favourite vegetable?

Now that every student has 20 questions on their list, go over the characters from *Sidewalk Chalk* with them:

Grace	Gary	Evil Dr.Claudius	Dread Dragon Bill
Sketchly	Lancelot	Kevin	

Is there anyone else?

Each student will choose one character to analyze, or rather, get to know better. With their character's 'hat' on, and in pairs ask them to now answer the 20 questions from their perspective. What movie do you think Dr. Evil Claudius likes? Can you see Dread Dragon Bill liking vegetables? Then have the pairs switch roles!

They should write their answers out, so that they have all of the information right in front of them to make the next part easier.

And that next part has them writing a summary of their character now that they know them better. They should try and go a bit more in-depth with their summary and include some analysis. What does it say if someone's favourite colour is yellow?

For younger students

Younger students can do this in small groups or if you prefer them to work individually, they can still answer the 20 questions but instead of a written summary they can use visuals and art to show the summary of their character.

Cross-Curricular Connections

Some select Quebec competencies found in this unit are:

Cross-Curricular

- To use information
- To use creativity
- To exercise critical judgment
- To communicate appropriately
- To cooperate with others

English Language Arts

- To read and listen to literary, popular, and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

Arts Education - Visual Arts

- To produce media works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Live Every Day Like...

Grace: *I choose to live every day like it's the last day of school.*

Discuss Grace's statement with your students.

Some questions to help prompt discussion:

- » What is Grace talking about?
- » Is Grace being optimistic or pessimistic? Explain.
- » Why is it important to live every day like it's the last day of school?

Now write part of Grace's statement on your white/blackboard:

"I choose to live every day like it's the _____"

Ask students to finish that sentence and to write a short paper explaining it.

For younger students

Instead of writing a short paper, ask students to create a piece of art inspired by their sentence.

Class Debate: Justice

Grace: "Without justice, there can be no peace".

Write Grace's statement on your white/blackboard.

Ask students to think about what she is saying. Do they agree or disagree with her?

Let's find out via class debate!

First discuss debating with your class. Some information to get you started:

What is Debate?

Debate is a structured discussion. The degree of structure and formality is up to you. There are usually two teams of at least two people each. One team, the Affirmative, supports the resolution. The second team, the Negative, opposes it. The topic can be selected to achieve a particular educational goal. In debate, students should be prepared to debate either sides of a resolution.

Types of Debate

Policy debates – they need a plan and both teams need to research

Value debates – no research, no plan but it is harder in the end to fill time

Preparing for Debating - The Teacher's Role

- Begin topic discussion and provide research time at the resource centre
- Facilitate brainstorming sessions and skill building activities
- Help students organize information (taking notes, preparing Worksheets, reviewing)
- Provide practise time prior to the debates using the Speech Template

The Student's Role

- Receive topic, begin research, interview experts from both sides of the resolution
- Look up government reports and books, magazine articles, internet sources
- Review material and mark it Affirmative or Negative, weeding out irrelevant material
- Plan questions and practice presenting arguments

Taken from and for more information: <http://www.saskdebate.com/>

Instructions

1. Go over the student's role with your class.
2. Students will break up into small groups and will research how to structure a debate team. The style of debate students will be using is **Policy Debates**.
3. 1 group of students will be the Judges and they will research what rules need to be followed and how to effectively judge a debate. They will share these rules with the other groups
4. Students will research their point of view regarding Grace's statement about justice and

peace.

5. Once the groups are ready and the judges have found the information they need, the debates will begin!

Resources

Canadian National Debating Format

http://www.qsda.org/resources/National_Format_Rules.pdf

Quebec Student Debating Association

<http://www.qsda.org/>

Toronto Debating Society

<http://www.debating.ca/>

Grab and Go Debate Unit

<http://www.saskdebate.com/media/3101/grab%20and%20go%20debate%20unit.pdf>

Extension Activity: Violence is Not the Answer

Violence is not the answer – then what is?

Have another class debate but try using the **Values Debate** type. That is, students won't do much research beforehand, which will work nicely as they should use their imaginations to come up with ideas and solutions. Of course, one group will have to defend violence is the answer, which could take some creativity to help defend!

Different Types of Relationships

Inspired by Dread Dragon Bill letting Gary know that if you lose your best friend, you should be lost without her, discuss family and friendship with your class.

Some questions to help prompt discussion:

- » What is a family?
- » What defines a family to you?
- » What does the concept 'family' mean to you?
- » What about your family – what is its make up?
- » Can you consider someone family, even if you aren't related to them?
- » What does the term friendship mean to you?
- » Can your best friend be considered family?
- » What other types of relationships can you have that can also be considered family?
- » Should the definition of family evolve to include these other relationships? Why or why not?

When the discussion is over, have students go into small groups where they will continue to explore different types of relationships that can be considered family or perhaps not; that is up to them to decide. Ask students to create a video for a news magazine or documentary type of show exploring these different types of relationships and what family and friendship mean in the 21st century.

Have them share their videos with the class and after each viewing, have a discussion on the video. Has their definition and idea of family evolved?

For younger students

After the class discussion, ask students to write a short poem about either their best friend or what friendship means to them. They should include a piece of art to enhance their poem.

Extension Activity: Write a Response

Ask students to write about the first thing that comes to their mind after reading the following exchange between Gary and Grace:

Gary: It's not real! It's not going to actually change anything. You're going to go home and you're still only going to see your mom on Sundays and my parents are still going to be separating and nothing will be different. None of it means anything.

Grace: Fine, go do your big kid stuff. But you're gonna find, boy-o, that a friend like me only comes along one in a bazillion and if you don't appreciate me, there are plenty of people who will.

Fantasy Story Writing Project

Inspired by *Sidewalk Chalk* this six-part activity will take students through a process of writing their own fantasy story and world. This activity is intended for younger students as well, but perhaps should be done in pairs. This would still allow them to have some creative control and to develop their ideas but would make it less daunting to have a partner.

The six areas to be looked at are:

- i. Character and settings in the Fantasy genre
- ii. Draw your fantasy world
- iii. Brainstorm story ideas
- iv. Other characteristics of the fantasy genre
- v. Write a fantasy story
- vi. Diorama of your fantasy world

Before delving into the various parts, introduce the fantasy genre to your students.

Some questions to help prompt discussion:

- » Do you know what the fantasy genre is?
- » Are there different types of fantasy genre stories?
- » Do you think *Sidewalk Chalk* fits into this genre? Explain and include examples.
- » Can you name some books or stories that fit into this genre? (Ex. Lord of the Rings, Chronicles of Narnia, Harry Potter etc...)
- » Have you or do you read books that fit into this genre?
- » What are some of the common elements in fantasy stories?
 - Good vs Evil
 - Use of magic or supernatural abilities
 - Epic journey or quest
 - Prophecies
 - Royalty
 - Fantastical animals (such as dragons)
- » What do you like about this genre?
- » What elements of this genre would you like to change or improve?

Resources

The Fantasy Genre - <http://childliterature.net/childlit/fantasy/>

Fantasy Subgenres Guide - <http://bestfantasybooks.com/fantasy-genre.php>

Fantasy Books - http://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u

Writing Fantasy - <http://www.thecreativepenn.com/2013/06/27/writing-fantasy/>

Modern Fantasy - <http://www.homeofbob.com/literature/genre/fiction/fantasyElmnts.html>

Part i: Characters and Settings in the Fantasy Genre

To help students begin to think about their own fantasy story, first let's look at the types of characters and settings common in this genre. Before listing the common character types, have students do their own research.

Resources

Seven Character Types That Build Your Story

<http://www.adventuresinyapublishing.com/2011/10/seven-character-types-that-build-your.html>

Seven Common Character Types

<http://www.fictionfactor.com/guests/common.html>

When they're done, reconvene as a class and go over the different types of characters in this genre:

» What are some of the character types found in fantasy genres?

Some are:

- Elves
- Dwarves
- Fairies
- Mythical Beings
- Protagonist
- Antagonist
- Hero/Heroine
- Queen and/or King
- Old Wizard or Witch

» Do you have to use these types of characters in a fantasy genre? Why or why not?

» Describe the character types found in fantasy stories.

» Do they have to be stereotypical? Why or why not?

» What types of characters would you like to see?

» What types of characters would you create? Class Brainstorm.

Now repeat this activity and discussion focusing on settings (locations, towns, etc...) with your class.

Resources

Creating a Realistic Fantasy World

<http://www.writing-world.com/sf/world.shtml>

Interactive Activity Finder

http://www.iboard.co.uk/activities/path/narrative-texts_fantasy-stories

- » What are some of the common types of settings or locations found in fantasy genres?
Some are:
- Medieval
 - Castle
 - Forest/in the woods
 - Portal to another world
 - Time travel
- » Do you have to use these types of settings or locations in a fantasy genre? Why or why not?
» Describe the settings or locations found in fantasy stories.
» Do they have to be stereotypical? Why or why not?
» What types of settings or locations would you like to see?
» What types of settings or locations would you create? Class Brainstorm.

Students should now be thinking about the types of characters and settings or locations they would like to use in their own fantasy story. Have them write their character sketches and describe their fantasy world and its rules.

Once done, have students read each other's work and offer advice to help them further develop their stories.

Part ii: Draw Your Own Fantasy World

Based on the research, class discussions, and brainstorming sessions, students should now be able to draw their own fantasy world including their character(s). Maybe they'll be able to draw a map of their fantasy world, or perhaps a castle, the possibilities are endless, as long as they tap into their imaginations and let them run wild!

Part iii: Brainstorm Story Ideas

As a class, brainstorm different fantasy story ideas. Think big picture story ideas.

When brainstorming has been exhausted, students will then work on their own brainstorm so that they can begin developing their story idea.

They can take their brainstorming next level, if they like by making a word cloud.

Resources

Wordle - <http://www.wordle.net/>

Tagxedo - <http://www.tagxedo.com/app.html>

Part iv: Other Characteristics of the Fantasy Genre

Students should now be at a point where they are close to writing their story.

Before they can do that though, there are a few more characteristics, such as the plot and theme(s) of a fantasy genre story for them to research, think about, and discuss.

Go over the following information about plots and themes in a fantasy story with your students:

Plot

- Varied, but usually surprising twists or developments.
- Involving situations not possible in our realistic world.
- Full of action and follows specific and simple patterns.
- The plot starts right out with fast moving action that grabs the listener's interest and keeps it.
- Conflicts are usually resolved with great deeds or acts of human kindness related to good and bad/evil.

Theme

- Good versus bad or evil.
- Uses magic or other ideas to achieve the extremely impossible.
 - Problems of young adults
 - Security
 - Fear of leaving home
 - Fear of not having children
 - Fear of not being loved or giving love
 - Reflect basic values and concerns of different cultures
 - Good and evil
 - Right and wrong
 - Justice and injustice
 - Happiness, kindness, friendship, loyalty
 - Good triumphant over evil
 - Love and loyalty
 - Love and loyalty can transform ...
 - Discuss basic values of people

Taken from: <http://www.homeofbob.com/literature/genre/fiction/fantasyElmnts.html>

Once the discussion is complete, have another brainstorming session with your students, this time looking at plots and themes. They should be able to write a few short paragraphs outlining their story at this point.

Part v: Write a Fantasy Story

Using all of the information and ideas from the previous four sections it's now time for students to write their stories!

Some last minute information for them before they start:

Tips for Creating Great Stories

<http://www.fastcocreate.com/3019333/8-tips-for-creating-great-stories-from-george-rr-martin-junot-diaz-and-more-of-the-worlds-to>

How to Write Fantasy

<http://www.creative-writing-now.com/how-to-write-fantasy.html>

Part vi: Diorama

To accompany their stories, students should include a diorama or a snapshot from their fantasy world.

This is a chance for them to bring their story and fantasy world to life! To really tap into their imaginations and creativity so that they can take this as far they possibly can. This is their own fantasy world, so have some fun with it!