


Task:	What happens with grandpa Mitch and the fantasy creature in the garden? A Creative writing task based on a visual stimulus.
Summary:	The children look at a picture the teacher is showing to them. On the picture, there is a nice grandpa (let's call him Mitch) playing with his grandchildren in his garden. Suddenly, magical dust appears and the girl transforms into a fairy. The children are supposed to freely create a story based on this provided image prompt. The described task can be used from 10 th grade up to 12 th grade.
English level:	grade 10-12 (secondary school)
Competencies:	Complex task that promotes self-expression, imagination, critical thinking and develops writing skills and narrative competence
Available materials:	 <p>(image created with https://easy-peasy.ai/ai-images)</p>
Preparation:	<ul style="list-style-type: none"> • In small groups, children work together on different types of short stories to discover different important elements that short stories entail by focusing on different elements (e.g. how short stories are structured, how characters are described, how suspense/humor is created, etc.); children present their findings • Teacher collects findings and adds to them <ul style="list-style-type: none"> • structure • narrative elements • character description • vocabulary items, phrases and chunks • Children practice character description by describing their group mates • Children practice narrating a short story in their groups • Children receive feedback from their group members
Task demand:	<ul style="list-style-type: none"> ▪ Development of a story line

Preparation:	<ul style="list-style-type: none"> Teacher presents the picture and lets children write down notes on how they would like to develop their stories and characters involved in the story
Task support:	Previously introduced narrative structure, vocabulary items, phrases and chunks
Task demand:	<ul style="list-style-type: none"> Vocabulary & phrases & chunks
Task support:	<ul style="list-style-type: none"> Children can ask and clarify all vocabulary items they would like to use for their short story and the characters in it (e.g. fairy, stardust, magic, creature, etc.) Children write down all new vocabulary items in their vocabulary books (basic vocabulary and chunks).
Core:	<ul style="list-style-type: none"> Children start to write their own story with the help of previously introduced chunks and phrases Children practice reading their own stories
Task demand:	<ul style="list-style-type: none"> Writing their own story based on the above visual stimulus
Task support:	<ul style="list-style-type: none"> Previously established chunks, phrases and vocabulary items Previously established techniques of story development and narration Previously established techniques of character description and development Teacher's help with building sentences in English Teacher's help with all remaining vocabulary items Teacher's help with story/character development
Task demand:	<ul style="list-style-type: none"> Presenting one's own story in class
Task support:	Practicing reading out the story with a partner
Follow-up:	<ul style="list-style-type: none"> Children read out their stories. Children give each other feedback to their stories. Story books are displayed in class.
Task demand:	<ul style="list-style-type: none"> Listening to other pupils' stories
Task support:	Chunks, phrases, basic vocabulary