

**Learning objective: Thinking about a 'good' story and beginning to develop some ideas.**

**Starter:**

Discuss as a class results from students' surveys of most memorable books or stories. Is there one story that is more popular than all others? What sort of stories or genres are popular?

**Introduction:**

Students prepare lists or a table of successful stories using the following idea:

Opening; setting; fiction trigger; keeping up the momentum (development); climax; conclusion (resolution).

For example, if one of the popular stories from their survey was the first 'Harry Potter' book decide which part of it fits into each of the above headings. Explain to students that this is a way to see *how* stories are successful.

**Development:**

Give students the story grid and students choose and *plan* a story using the ingredients. Depending on time, students can plan more than one using a variety of ingredients.

**Plenary:**

Discuss students' ideas for the stories. Which ones work the best? Why?

1. Choose one aspect from each column of the following story grid and use the elements to **plan** a story.

1	2	3	4	5	6
An adventurous child	A city centre at night	A silver cross	An injured dog	A theft	An escape
An astronaut	A maze of underground caves	A jewelled casket	A suspicious postman/woman	A challenge	A discovery
A duke and duchess	A bustling international airport	A coded message	A mysterious stranger	An earthquake	A challenge
A detective	A grand manor house	A loaded revolver	An ambitious scientist	A meeting	A reward
A butler	A hot, red, barren desert	A frayed rope	A skilful thief	A murder	An arrest
A secret agent	A crumbling castle	A time capsule	A grumpy old man	Ghost visit	A journey

2. What elements of a story can you add in to the story grid? Think of some more traditional characters, settings, objects and actions which you could put in to your own story grid for others to use. Add them in to the blank spaces above.