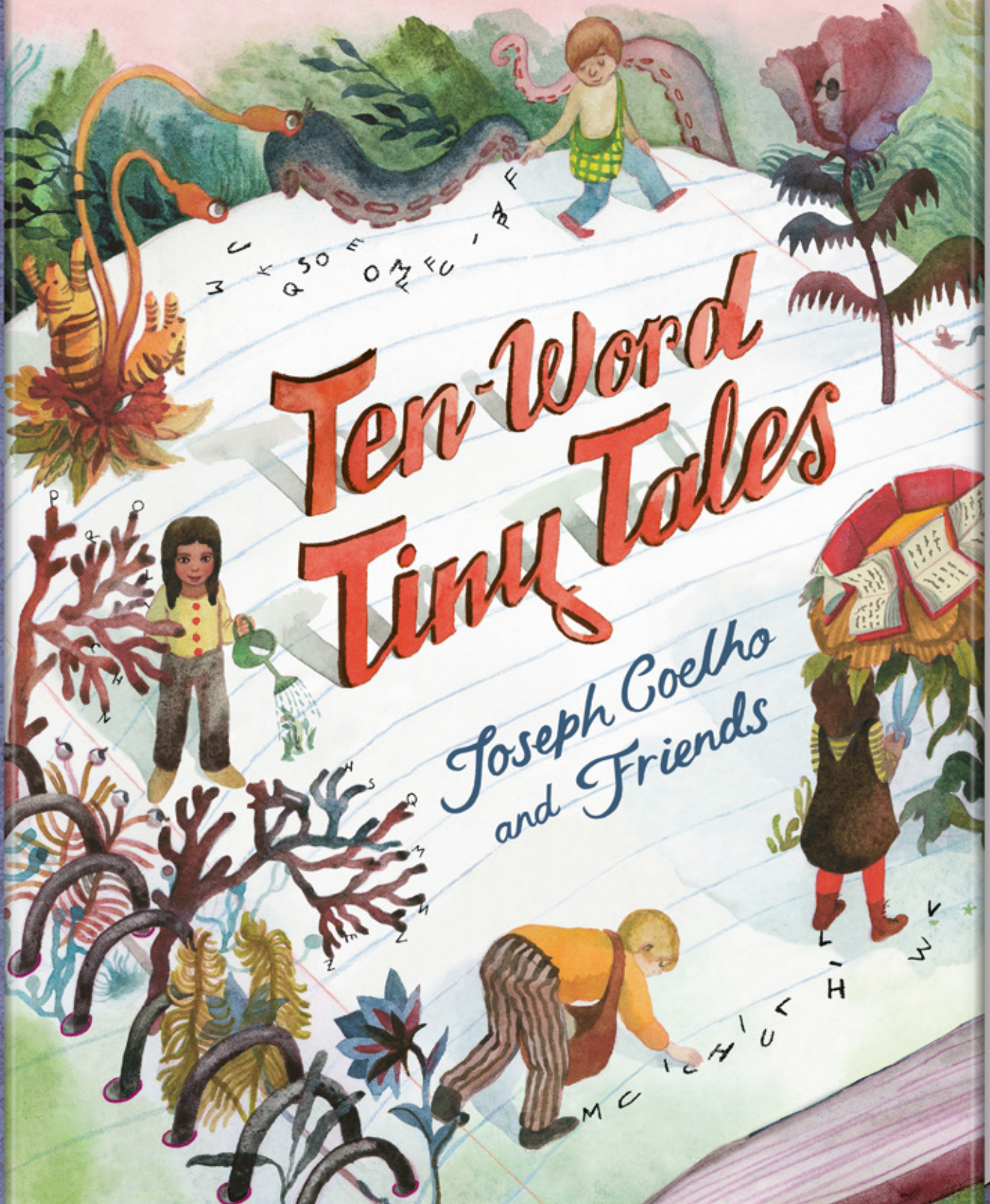


Teachers' Guide

FROM THE WATERSTONES CHILDREN'S LAUREATE 2022-2024



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Ten-Word Tiny Tales

by Joseph Coelho and Friends

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INTRODUCTION

This curriculum-linked resource pack is designed to support teachers to deliver creative sessions through *Ten-Word Tiny Tales*, by Children's Laureate Joseph Coelho. The resources include a range of suggested activities and example session plan structures to encourage pupils to engage creatively with the book. It is most appropriate for Key Stage 2, though some activities can be effectively adapted and delivered with Key Stage 1 pupils.

Most activities can be completed with paper and writing or drawing tools. To support delivery, two spreads from the book are included as a PDF for use with a whiteboard. A visualiser is not essential, but would allow educators to explore more of the book with pupils.

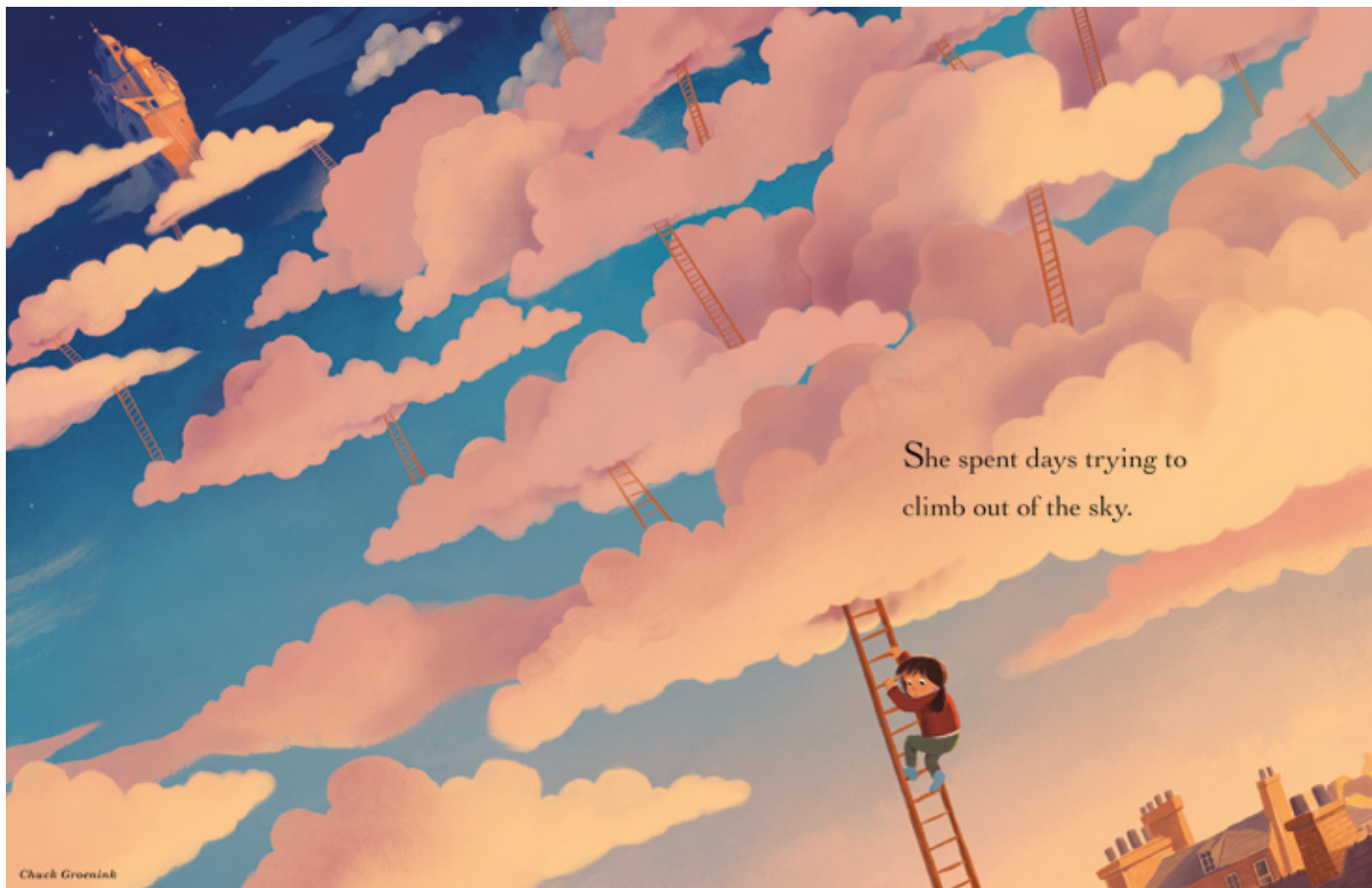
ABOUT THE BOOK

Ten-Word Tiny Tales features 20 ten-word stories by Joseph Coelho, each illustrated by a different artist. Each tale is a story-starter or a taster for part of a bigger story that the reader is challenged to create themselves. The illustrations are an interpretation of the ten-word tale, and can serve as further inspiration for the reader, to develop their own ideas and spark their imagination and creativity. The book further contains a 'history' of the tales, to frame the book, as well as ideas for using the tales with children and pupils.

WHAT'S INCLUDED?

- 2 x spreads from *Ten-Word Tiny Tales* for use with whiteboard
- Key considerations when using the book
- Suggested activity ideas
- 2 x session plans
- Relevant curriculum links for England, Scotland, Wales & Northern Ireland

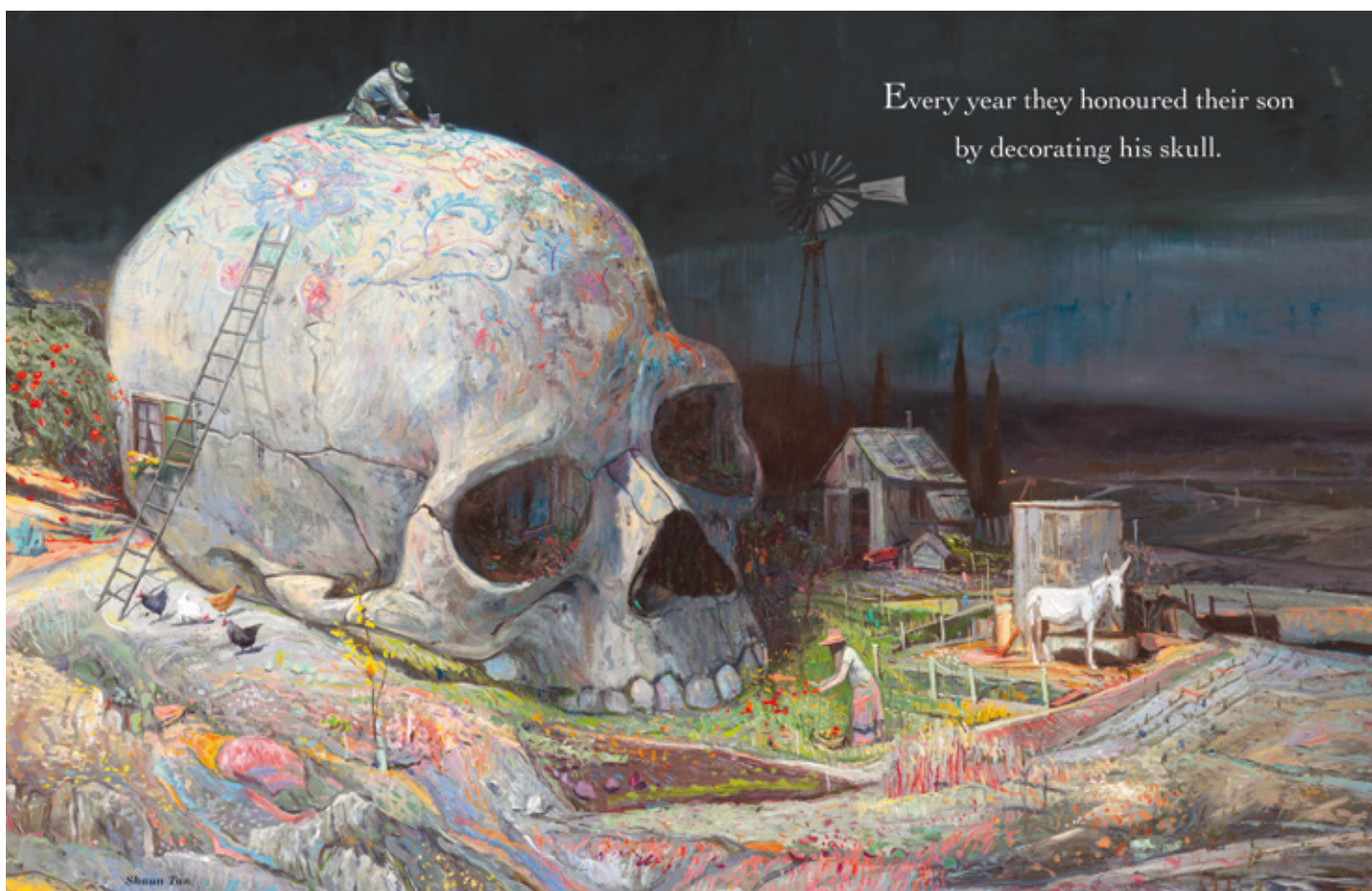
Looking for inspiration for your own tiny tale? Check out our **word generator** at
www.tenwordtinytales.com



She spent days trying to
climb out of the sky.

Chuck Groenink

Illustration © 2023 Chuck Groenink



Every year they honoured their son
by decorating his skull.

Shaun Tan

Illustration © 2023 Shaun Tan

KEY CONSIDERATIONS WHEN USING THE BOOK

This book presents a huge number of fantastic engagement opportunities for your pupils. There are some key elements to consider before getting started:

Who?

- Who are you delivering for? There are lots of ways to use this book for whole school activity, right through to very targeted, individual pupil activity. Check whether able to increase the reach and capacity of the activities to generate a fantastic whole school approach to creativity and imagination.

What?

- What are you hoping to achieve through this book? It can support all sorts of creative activities and give pupils licence to let their imaginations run wild, so consider if you want this to be about improving understanding, love of stories, technical writing ability, artistic engagement, etc.

When?

- These activities can be revisited or used across a number of sessions. They can form a way to give fun, imaginative exercises at key times during the week, or be a key pillar in an intensive week of creative activity. Pick your moments to get the most out of the opportunities.

Why?

- Ensure pupils have a sense of why they're exploring this book – to give them the opportunity to explore their own imaginations. The activities support the curriculum but at their core is fun and creativity – think about all the ways to maximise their enjoyment of the book.

How?

- There are lots of ideas here, and you'll have plenty of others yourself, as an educator. Take some time to consider how you want to first present the book. Showing the illustrations straight away might influence the work some pupils create; conversely, putting up cryptic tiny tales around the school might build suspense and excitement before you start. How can you get the most impact out of the book?

ACTIVITY IDEAS – SPARKING YOUR PUPILS' IMAGINATIONS

This book offers a wonderful opportunity for children to get their creative ideas flowing, explore their imaginations, and meet the challenge of producing their own stories and artwork. There are many ways to approach the book, and the following activities should be adapted to suit your pupils' needs. Each idea could be delivered alone as a fun, engaging activity to round off a day or lesson, or used as part of a wider session focusing on the book. These activities can be classroom-based, or could be used in a library, after-school session, set as homework, or targeted towards pupils who would most benefit from creative expression.

Firstly, consider using the two exercises provided at the end the book:

- How to Lengthen a Ten-Word Tiny Tale
- Take Your Pen on a Journey

Each exercise can be used for groups or individuals, and can be repeated using any of the tiny tales. The second exercise is a form of 'free writing' and many pupils will find it gets easier with practice – you could introduce a free writing five minutes every day for a week, and compare how pupils feel about it at the start and the end.

The following additional activity ideas are mapped against recommended ages, and key activity type, starting with those most adaptable for younger ages:

Group mural

- KS1-2, group work, art

Using one of the ten-word tiny tales as inspiration, create a huge mural with a whole class or group, for display. Depending on the group and age, you can create a collaborative piece or a series of images to build up a larger piece. Discuss the tiny tale first with your group, and agree to either create one image or give each pupil a space for their own. Consider which materials would best suit your chosen tiny tale/s, and adapt the activity as appropriate for your pupils. For KS1 you may wish to prepare a particular way of making art in advance, to practice particular skills or introduce new techniques and ideas.

To extend wider, set at a class level across the school or year group, producing murals in shared spaces, for as many of the tiny tales as you can.

Group storytelling

- KS1-2, speaking and listening

To support pupils to better understand story structure, use a tiny tale as a launch pad for a group story telling session. This requires a teacher, educator or group leader to act as a central point for telling the story your pupils create.

Read out or display one of the tiny tales. Ask the pupils questions to start to tease out ideas based on the tiny tale. Slowly start to build a story you can tell as a group. Keep revising where you have got to, so pupils can start to tell the story themselves. At the end, they may all like to write down their version of the story.

You can ask questions that explore the plot, or structure, or just take inspiration from the last idea. Check terminology as you go (character, setting, plot, etc.):

- How does this tiny tale make you feel?
- What could it be about? Where is this happening? Why?
- Who might say/do/think this? What could that character be like?
- What could be happening? What would it be like? How could you describe it?
- Is this from the beginning of a story? The middle? The end? Why? How could we develop it together?

To ensure all pupils are able to contribute, you can direct specific questions to more or less confident pupils. The youngest pupils might be able to tell you what colour a character's outfit is, while older or more able pupils might be able to come up with names, dialogue or whole plot lines to contribute to the story.

Story structure development

- KS1-2, speaking and listening, creative writing

Use the tiny tales to deepen understanding of story structure. Check understanding of your chosen story structure method, before introducing your chosen tiny tales. Ask your pupils where the tiny tales might feature within a larger story? Why? What are the key elements of each part of a story? Challenge pupils to write a short story using the tiny tale in their chosen part of the story. You could set a word limit to keep the exercise within a session length.

To extend the exercise re-use the same tiny tale but challenge pupils to make it a different part of the story – if they used it as the first line, can they use it as the last line? If they used it to establish a setting, can they use it to resolve the tension created in a different story? Etc.

For younger pupils you can use the tiny tales as a way of first introducing these story structure elements. Choose a tiny tale that works as a first line of a story, and introduce appropriate learning and vocabulary – 'beginning', 'setting', 'character', etc.

Create your own tiny tales

- KS1-2, creative writing

After showing the book to your pupils, try creating your own ten-word tiny tales. The only limits should be that each tale has only ten words – what pupils write should be up to them, but discuss what makes a great tiny tale first:

- What did anyone like about the tales in the book?
- How did they make them feel?
- Did they want to know more about the story? Why? Could they try to do something like that themselves?

Pupils might want to think about:

- How to create excitement in ten words
- How much detail to give – they don't have to tell a whole story, just give a tantalising glimpse of one
- Being specific – don't worry about the rest of the story, just come up with something that makes you want to know what's going on/what would happen next
- Contrast and tension – you can create interesting dynamics by bringing together two things that you usually wouldn't find in the same scene (e.g., pirates and UFOs)

Once you've created your tiny tales you can illustrate one another's ideas, and create your own books of ten-word tiny tales. Online publishing platforms would allow you to get these printed, and they could be used at school events, sold at fairs, or to parents to support other activity, or just kept as records of your pupils' work.

For younger pupils you may need to create these tiny tales yourself, or offer greater structure and scaffolding to allow them to engage. Developing ten-word tales all together as a group may work best, allowing everyone to contribute but with the group leader or teacher providing the experience and structure.

Free writing extension

- KS2, creative writing

Having completed the 'Take Your Pen on a Journey' exercise from the book, you can extend this activity for your pupils in a number of ways. The easiest is to ask pupils to put away their free writing for a period of time, say a day, or a week for older students, then read back over what they've written. What do they like? What jumps out at them? Ask your pupils to underline or highlight anything they've written that they really like and transfer these bits to a new 'highlight' sheet. Can they use the ten-word tiny tale and these new snippets to start forming a complete story? Use this new sheet as the foundation for some extended creative writing, encouraging pupils to build their ideas out into a structured story, based on their chosen tiny tale.

To further support pupils, you might ask them in groups to share their highlight sheet and ask one another what they like best. Pupils should answer the following questions about their peers' work:

- What do you like most?
- How does anything they've written make you feel?
- What images does it create in your mind?

Pupils should then talk through their ideas for a more developed story with one another, supporting them to flesh out their tales.

Daisy chain tales

- KS2, group work, creative writing, art

Challenge pupils to create a new illustration for one of the tiny tales from the book. (To avoid influencing their decisions, you could present the tiny tale in isolation, before you show pupils the book.) Once they've created their illustration, in

groups or as a class, pass the illustration on to another pupil, without the tiny tale that inspired it. Ask each pupil to write a ten-word sentence based on their classmate's illustration. Encourage them to be creative and mysterious – the ten words shouldn't describe the picture, but should be suggestive of a bigger story, inspired by the picture.

Once they've written their ten-word tale, pass these on to another pupil, to illustrate. Keep alternating between illustration and writing ten-word tales, to create lots of 'daisy-chains' of tales and illustrations. You could extend this over a number of sessions, or have a limited number of rounds in one session. Once you've completed your chosen number of rounds, share your daisy chained stories as a group.

You could extend the exercise between classes, or across year groups, to engage a wider number of pupils.

Whole school engagement

- Whole school, writing, art

Put up ten-word tiny tales all over your school or setting. Like the ones that appeared to Joseph Coelho, they could be written on leaves in trees, appear on the playground floor, painted on walls, or seen in windows. They could even appear in the canteen in spaghetti, or made out of sports equipment in the hall.

As a whole school activity, you could create these installations before exploring the book with pupils, using your own tales or the ones in the book, and allow children to discover and explore them before introducing the book at a later point. Alternatively, you could introduce the book and then challenge pupils to fill the school with tiny tales. It would work as a connecting activity getting older pupils to support young pupils to then engage in creating pictures or telling longer stories inspired by the tiny tales.

SESSION PLANS

These two suggested session plans use the activity ideas in the book, but many of the above activities could be fitted into this structure. Teachers, educators and group leaders should decide which plan or activity ideas are most suited to their pupils. Some adaptations are provided, but ensure that activities are adjusted to suit the age and abilities of the children in the sessions.

SESSION PLAN ONE - How to Lengthen a Ten-Word Tiny Tale

50 mins

Required: whiteboard, PDF or copy of book (+visualiser), art equipment

SECTION	DETAILS	TIMING
Intro	<p>Write one of the Ten-Word Tiny Tales on the whiteboard. If using the PDF spreads supplied, choose one of these two tales. Read this aloud with the group. (Where required:) Explain it's a tiny tale and check/introduce vocabulary. What does 'tale' mean? What is a 'tiny' tale?</p> <p>Explain that you are going to be exploring tiny tales together. Explore the tiny tale on the whiteboard – what does it mean? How does it make pupils feel? What might be happening?</p>	5 mins
Sharing the book	<p>Hold up the book for the pupils to see. Read the introduction to the book as a group. Check understanding of the premise – the author's 'true' account of how the tiny tales came to be.</p> <p>Using the book, the PDF spreads supplied, or a visualiser, show the pupils the spread of this tiny tale and the illustration.</p> <p>Does this change how anyone feels? What can they see? What is happening? How has the illustrator interpreted the tiny tale?</p> <p>Explain that the book is full of tiny tales that you can explore, but that not all of the tiny tales have illustrations – you need to create some.</p>	15 mins
Key activity	<p>Going back to the book, deliver the exercise 'How to Lengthen a Ten-Word Tiny Tale' as presented by the author. Support and encourage pupils to find creative responses to the tiny tale.</p> <p>For younger pupils you may want to focus on the meaning of the story, and introducing relevant vocabulary– the pirate ship, or the captain, or the UFO, etc. Children can then create these components in groups, to build up the wider story. Free online templates of these elements are available online, for extra support.</p> <p>Older pupils should be challenged to create their illustration as per the instructions.</p>	25 mins
Plenary	<p>Share your pictures as a group, asking pupils to say something they like about each picture shown. Check understanding of any vocabulary introduced across the session, and by show of hands ask who has enjoyed exploring tiny tales. Who would like to explore another tiny tale another day? [These activities can be repeated for different tiny tales in the book]</p>	5 mins
Extension	<p>Depending on your group or time available, you may wish to:</p> <ul style="list-style-type: none"> – Create more illustrations based on other tiny tales in the book. – Challenge pupils to create their picture using specific artistic techniques or styles you've been exploring – Give pupils the chance to now turn their illustrated tiny tale into a longer form piece of creative writing. Activity suggestions for how to do this are above. 	

SESSION PLAN TWO – Take Your Pen on a Journey (NB: not suitable for KS1)

Required: whiteboard, PDF or copy of book (+visualiser), writing equipment and paper

SECTION	DETAILS	TIMING
Intro	<p>Write one of the Ten-Word Tiny Tales on the whiteboard. If using the PDF spreads supplied, choose one of these two tales. Read this aloud with the group. (Where required:) Explain it's a tiny tale and check/introduce vocabulary. What does 'tale' mean? What is a 'tiny' tale?</p> <p>Explain that you are going to be exploring tiny tales together. Explore the tiny tale on the whiteboard – what does it mean? How does it make pupils feel? What might be happening?</p>	5 mins
Sharing the book	<p>Hold up the book for the pupils to see. Read the introduction to the book as a group. Check understanding of the premise – the author's 'true' account of how the tiny tales came to be. For older or more able pupils, do not show the spreads of the book to the pupils at this point.</p> <p>Explain that the book is full of tiny tales that you can explore, but that these tiny tales need help to grow into full stories. For older pupils, ask where a plant starts off, before it grows into itself (a seed). Explain that stories can grow from seeds too, but they need help to begin. The right soil (imagination), time, care, patience. Tell the group that they are all going to help this tiny tale to grow into a whole story and that the first thing you need to do is to plant some ideas.</p>	10 mins
Key activity	<p>Going back to the book, deliver the exercise 'Take Your Pen on a Journey' as presented by the author. Support and encourage pupils to find creative responses to the tiny tale in their writing. Reinforce the key elements of the exercise, that it doesn't need to make sense, that pupils can write anything they like.</p> <p>Once five minutes are up, tell everyone to stop writing. Create some space between pupils and their writing for a few minutes (or pick up the session at a later point) so that pupils can come fresh to their work. Ask pupils to read through what they've written. Does anyone see the shoots of a story? What does a plant need, once it starts to grow? Explain that their story is the same – it still needs care and time and nutrients (ideas).</p> <p>Ask pupils to pull out the best bits of their stories, and share them with one another. Pupils should make notes of any ideas that come out of the conversation. These notes and their free writing can then form the basis of a piece of creative writing you can come back to at a time that suits you and your pupils.</p>	25 mins
Plenary	<p>Using the book, the PDF spreads supplied, or a visualiser, show the pupils the spread of the tiny tale and the illustration.</p> <p>Does this change how anyone feels about the writing they've done? What can they see? What is happening? How has the illustrator interpreted the tiny tale? Are there any similarities between something anyone has written and the illustration?</p> <p>Check understanding of how a tiny tale can spark an idea that can grow into a full story and that one little idea can spark lots of different stories. Recap the key things needed to grow a story, as your pupils have described them. Note down their responses for future reference when revisiting.</p>	20 mins

Extension	<p>Depending on your group, or time available you may wish to:</p> <ul style="list-style-type: none"> – Create your own illustrations using the tiny tale you’ve shared, to provide more inspiration. – Revisit your free writing and turn this into a longer form piece of creative writing (Activity suggestions for how to do this are above). <p>Use different tiny tales as inspiration for more free writing</p>
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RELEVANT CURRICULUM LINKS

England

English programmes of study: key stages 1 and 2

Spoken language

- listen and respond appropriately to adults and their peers
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Writing – composition

Write sentences by:

- sequencing sentences to form short narratives (Yr 1)
- discuss what they have written with the teacher or other pupils (Yr 1)

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional) (Yr 2)

Consider what they are going to write before beginning by:

- writing down ideas and/or key words, including new vocabulary (Yr 2)
- evaluating their writing with the teacher and other pupils (Yr 2)
- noting and developing initial ideas, drawing on reading and research where necessary (Yrs 3-6)

Draft and write by:

- in narratives, creating settings, characters and plot (Yrs 3&4)
- describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Yrs 5 & 6)

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing and suggesting improvements (Yrs 3-6)

Scotland

Curriculum for excellence:

Listening and Talking:

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a

Writing:

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a

Wales

The National Literacy and Numeracy Framework

Oracy:

Learners are able to:

- retell narratives or information that they have heard (Yr 1-2)
- show understanding of what they have heard by asking questions to find out more information (Yr 1-2)
- contribute to conversations and respond to others, taking turns when prompted (Yr 1-2)
- contribute to discussion, keeping a focus on the topic and taking turns to speak (Yr 1-2)
- explain information and ideas using supportive resources, e.g., onscreen and web-based materials (Yrs 3-6)
- explain information and ideas, exploring and using ways to be convincing, e.g., use of vocabulary, gesture, visual aids (Yrs 3-6)
- explore issues and themes through role play (Yrs 3-6)

Writing:

Learners are able to:

- communicate purposefully in writing, e.g., may be supported by a drawing (Yr1)
- use pictures, symbols, letters in sequence and familiar words to communicate meaning (Yr1)
- talk about what they are going to write (Yr1)
- write words, phrases and simple sentences and read back own attempts (Yr1)
- write text which makes sense to another reader, which may include details and pictures (Yr 2)
- use talk to plan writing (Yr 2)
- explain main idea(s) with supporting details, including observations and explanations where relevant (Yrs 3-4)
- gather ideas to plan writing (Yrs 3-4)
- use techniques in planning writing, e.g., mindmapping, sequencing, placemat activities (Yr 5)
- adapt writing style to suit the reader and purpose (Yr 6)

Northern Ireland

The Northern Ireland Curriculum Primary

Teachers should enable children to develop knowledge, understanding and skills in:

Attention and Listening Skills through:

- listening to a wide range of stories, poems, songs and music

Social use of Language through:

- talking with adults and other pupils;
- initiating and joining in conversations in pairs or groups;

Language and Thinking through:

- talking about experiences, pictures and stories;
- talking about their work, play and things they have made;
- sequencing;
- predicting;
- asking and answering questions;
- describing;
- explaining;
- sharing their thoughts, feelings and ideas with different audiences

Writing

Through modelled, shared and guided writing sessions pupils should be enabled to:

- distinguish between drawing and writing;
- talk about the ideas represented in their drawings;
- share their writing with others;
- see themselves and the teacher as ‘writers’;
- observe the teacher modelling specific writing strategies