

KS3

# WRITING A FABLE

## Teacher Notes

These ideas will support planning for a short writing unit on fables, linked to online safety and how we can use technology and devices safely and responsibly. It includes suggested activities for five sessions, which could be taught across writing, computing or PSHE lessons. The activities are also perfect to use in form time when discussing online safety with pupils in KS3, with the writing activity completed as a possible homework task if appropriate.

## DON'T FORGET TO ENTER!

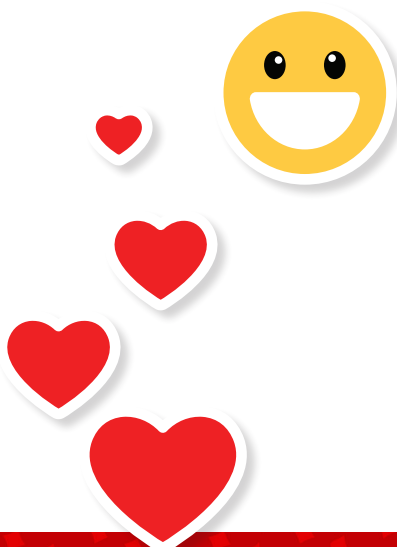
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- Two tablets for their school
- A library pack of 100 books for their school
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- The chance to feature in *First News*!

 **vodafone**

All entries should be marked with the child's name and age, plus contact details, and uploaded at [firstnews.co.uk/Vodafone](https://firstnews.co.uk/Vodafone), by **1 November 2024** (for full terms and conditions, visit [firstnews.co.uk/Vodafone](https://firstnews.co.uk/Vodafone)).



# Learning objectives covered

## Writing

Plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended

## Computing

- understand a range of ways to use technology and devices safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
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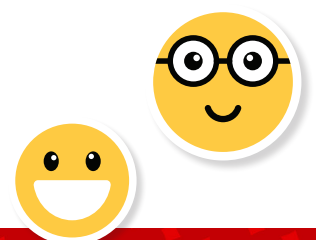
## Relationships Education

### Online and Media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- what to do and where to get support to report material or manage issues online

## childline

If children have any worries or concerns about their safety, or someone else's, online or offline, then they can contact Childline any time on **0800 11 11**.



# Resources included in this pack



- Example fable
- Features of a fable poster
- Collecting ideas worksheet
- Developing characters worksheet
- Fable planning sheet and margin planner
- Expert writing tips from children's authors Jeanne Willis and Joseph Coelho
- Display materials – key question as posters for display
- Also available, for sharing with parents, is the TRUST toolkit, created by Vodafone, in partnership with the NSPCC: [tinyurl.com/VFtoolkit](https://tinyurl.com/VFtoolkit)

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## Lesson 1 – Reading Focus

### Understanding the features of a fable

Read the **example fable** included in the resource pack. Check students' understanding of the text by asking questions about the characters and moral of the tale.

- Q) Who is the main character?
- Q) What did they learn in the story?
- Q) Why do you think that is an important lesson to learn?

Using the **features of a fable poster**, annotate the example text, highlighting the features listed. Focus on grammar, punctuation and points of composition you would like to teach within the unit.

Explain that students will be writing their own fables about using technology and devices safely, and responsibly, and keeping safe online, over a series of lessons.

### CHALLENGE

Pupils could use one of the **planning sheets** to summarise each section of the example fable, thinking about how the author has structured their writing.

**NOTE:** You might also want to read other examples of fables, for example, one or more of Aesop's Fables, to look at how these stories follow a similar structure to the example text.

## Lesson 2 – Computing/PSHE focus



### Using technology and devices safely, and staying safe online

Reread the **example fable** in the resource pack.

Discuss what the main character learns about using technology safely and responsibly.

**Q)** How can technology help us in our lives?

Discuss as a class how technology can help us in our everyday life. Ask pupils to give examples of how they use technology and devices to help them at home and at school. Examples might include: connecting with people, research, organising and publishing information, recording events (for example through photos or adding numerical information to databases or spreadsheets), time management, entertainment (TV, games consoles or apps), education, shopping, banking or finding information.

This could be recorded on sticky notes around the question above, which could then be added to as more examples of how technology helps us are found.

**Q)** How can we be safe and responsible online?

Remind students that there are great benefits to being online, but risks, too. Discuss the question above, thinking about the responsibilities we have to ourselves and others when online. For example, being kind to others; not sharing personal information; telling a trusted adult if we see anything that makes us uncomfortable; limiting screen time etc.

Ideas could be recorded on sticky notes around the **display poster** of the question above to create a whole class display, or pupils could complete the **collecting ideas worksheet**.

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## Lesson 3 – Writing Focus

### Developing ideas for characters

Reread the **example fable** and revisit the characters in the story.

**Q)** How are they different?

**Q)** What did the main character learn?

Explain that pupils will be creating their own fables with a moral that teaches people how to use technology safely and responsibly to enjoy a happy and healthy online life.

Discuss how fables usually include two characters – often animals – with opposite characteristics. Collect examples of opposite characteristics that might be appropriate for a fable that includes a lesson on using technology safely and responsibly. Examples might include kind/unkind, wise/foolish, confident/shy, lazy/energetic etc. Remind children that fables are about helping people change their behaviour in a positive way, not blaming them for their mistakes.

**Q)** Which non-human characters could we use in our fables that have these characteristics?

Discuss the question above as a class and record ideas that the pupils can use as inspiration (for example, they could write about robots or aliens, as well as different kinds of animals).

Explain that they will be thinking about creating two characters for their story. Model drawing or writing a description of two characters, completing the **developing characters worksheet**. Model adding words that could be used to describe each character and what they will learn in the story, referring back to lesson 2 when collecting ideas about how to use technology responsibly and safely.

Explore how dialogue can be used to convey character, thinking about what their characters might say or how they might say it, that will help to tell the reader about their characteristics.

Pupils will then plan their own characters using the **developing characters worksheet**.

## Lesson 4 – Writing focus

### Planning a fable

Revisit the **example fable** and use the **features of a fable poster** to recap how it is structured.

Explain that the children will be using their ideas from lesson 2, on the **collecting ideas worksheet**, and lesson 3, on the **developing characters worksheet**, to plan their own fables with a moral/lesson about using technology and devices safely and responsibly, and staying safe online.

Ask students to consider the audience for their fable; will they be writing for their peers, or perhaps for younger children in KS1 or 2?

Share the **expert authors' writing tips** sheet – and have copies available on tables and/or on display.

Teachers should model using their own **developing characters worksheet** to plan their own fable using the **fable planning sheet** or the **fable margin planner**.

Students then plan their own fable using the sheets provided.

Encourage students to orally rehearse their stories, once planned, to support the composition of sentences before writing. They can also consider dialogue that they will use, rehearsing this orally in pairs, or writing it in speech bubbles.

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## Lesson 5 – Writing Focus

### Writing and editing a fable

*This session could be extended over a series of lessons to incorporate additional time for writing, editing, redrafting and publishing a final copy.*

Remind students that they will be writing their own fables with a moral that teaches people how to use technology and devices safely and responsibly to enjoy a happy and healthy online life. Explain that a fable is a short story (400–800 words) and that they will be using their plans from lesson 4 to support their writing.

Model using a completed planning sheet from the previous lesson to write a section of their fable. Use this opportunity to revisit the structure of a fable and demonstrate how punctuation and grammar that you would like them to use can be incorporated successfully into their writing.

Pupils should use their **fable plan** from lesson 4 to write their own fables.

Encourage proof-reading of their writing at regular intervals.

Fables could then be edited and published over a series of lessons.

**NOTE:** Students could plan and write their fables in form time, or as a homework task.





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