Narrative Activities

Resource 1: Narrative Icons

The *Narrative Icons* are designed for environments where a planner may not be available or is too large to transport around (i.e., playground, lunch time, excursions). The *Narrative Icons* allow for spontaneous practice of retelling skills, as well as targeting a student's ability to comprehend and answer questions.

Materials/Assembly

- Print the *Narrative Icons* pages double-sided.
- Laminate and cut out individual narrative icons.
- Collate the narrative icons on a lanyard or key ring.

Instructions

1. Explicitly teach students the definitions of the *Story Elements*, as outlined in the table below. The N*arrative Icons* and gestures (i.e., Key Word Sign) can be used as visuals to complement the educator's spoken language. The question prompts on the back of the *Narrative Icons* may also help with explicit teaching of the story elements.

2. When using the *Narrative Icons* as conversation prompts, the following questions can be used alongside the visual cue, and can be found on the back of the icons:
   - **Who** – Who was there?
   - **When** – When did this happen?
   - **Where** – Where did this happen?
   - **Feelings** – How did you feel?
   - **Problem** – What went wrong?
   - **Plan** – How do you think the problem could be fixed?
   - **Attempt** – How did you try to fix the problem?
   - **Conclusion** – How did it end?
   - **Event** – What did you do? / What happened?

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Story Element	Definition	Examples
Who	Characters	• Myself / I • The dog • Johnny
When	Time / Day / Month / Season	• At 9am • On Wednesday • One day in August • On a hot Summer's Day
Where	Location	• At the park • In my room
Problem	Situation that sets the story in motion	• I fell off my bike. • I dropped my ice cream.
Feelings	Character's reaction to the problem	• I was sad and cried. • I feel so relieved.
Plan	Strategy to address the problem	• I'll try to pick up the dropped ice cream.
Attempt	Actions taken to execute the plan	• I carefully used a napkin to pick up the ice cream and tried to clean it. • I'll ask Mum for a new ice cream.
Consequence	Results of the attempt	• The ice cream was too dirty to eat after I picked it up.
Conclusion	Resolution and ending	• Mum bought me a new ice cream, and I was super careful while eating this one.
Event	Events that happen during a personal narrative	• I swam in the pool. • I played with my toys. • I visited my grandparents.

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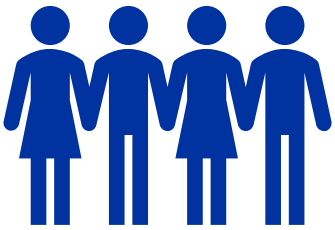
Narrative Icons



Who

When

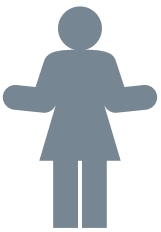
Where

Problem

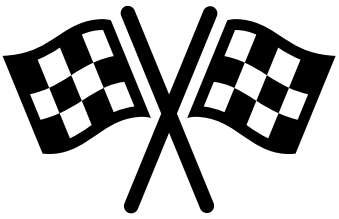
Feelings

Plan

Attempt



Consequence



Conclusion

Event

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Narrative Icons

Where did this happen?	**When** did this happen?	**Who** was there?
How do you **think** the problem could be fixed?	How did you **feel**?	What happened?
How did it end?	What happened after you **tried** to fix the problem?	How did you **try** to fix the problem?
		What did you do? What happened?

Resource 2: Basic & Complex Narrative Retell Planners

This resource was designed to help students plan and organise their ideas for oral narrative retells and generating fictional narratives. The planners focus on supporting the macrostructure of narratives, including story grammar and episodic structure. By using these additional supports also aim to support listeners' comprehension of their stories. Two versions of this planner, basic and complex, are found below to suit different students' skill levels.

Materials/Assembly

- Print the *Basic Narrative Retell Planner* and *Complex Narrative Retell Planner*.
- The planners can be laminated to be reused by using a whiteboard marker.

Instructions

- The planners are designed to support students to plan their ideas in preparation for an oral retell. They support the macrostructure (story grammar and episodic structure) of students' narratives and assist listeners to better understand their retells.
- A basic and complex narrative structure have been developed to suit different student skill levels.
- These planners were created for narrative retells and fictional narrative production.

1. Ensure that the story elements have been explicitly taught in isolation, as per the recommendation in *Resource 1*.
2. Give multiple examples to model story structures and how to use the planners. The *Narrative Examples* and *Narrative Prompt Images* (*Resource 4 and 5*) are suitable for this step.
3. The educator asks the student the prompt questions, found on the back of the *Narrative Icons (Resource 1)*, to represent each story element (i.e., educator or student writes or draws responses).
4. Once the story elements have been discussed separately and each element appropriate to the story is represented on the planner (i.e., certain story elements may not occur within some stories), the educator can then support the student to retell the narrative.

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Basic Narrative Retell Planner

Topic:

When

Who

Where

Problem

Feelings

Plan

Attempt

Conclusion

Feelings

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Complex Narrative Retell Planner

Topic:

When

Who

Where

Problem

Feelings

Plan

Attempt

Consequence

Plan

Attempt

Conclusion

Feelings

Resource 3: Personal Narrative Planner

This resource was designed to help students plan and organise their ideas when creating personal narratives. The planners focus on supporting the macrostructure of personal narratives, which often differ from fictional narratives as they typically involve recalling real-life events rather than a central problem. These supports also aim to support listener comprehension of students' stories.

Materials/Assembly

- Print the *Personal Narrative Planner*.
- The planner can be laminated to be reused by using a whiteboard marker.

Instructions

1. Ensure that the story elements relevant to the student's personal narrative (i.e., who, when, where, event, conclusion, feeling) have been explicitly taught in isolation, as recommended in *Resource 1*.
2. Give multiple examples to model story structures and how to use the planner. For example, recount the things you did on the "weekend" or "at the school disco".
3. The educator asks the student the prompt questions, found on the back of the *Narrative Icons (Resource 1)*, to represent each story element (i.e., educator or student writes or draws responses).
4. Once the story elements have been discussed separately and each element appropriate to the story is represented on the planner (i.e., certain story elements may not occur within some stories), the educator can then support the student to retell their personal narrative.

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Personal Narrative Planner

Topic:		
When	**Who**	**Where**
Event		
Event		
Event		
Event		
Conclusion		
Feelings		

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Resource 4: Blank Narrative Retell Planner

The *Blank Narrative Retell Planner* is intended for students who no longer require a scaffolded planner. It supports independent narrative organisation, allowing students to personalise their story content and structure. The planner can be used to assess and support a student's recall of narrative structure and their ability to include all required story elements within an episode.

Materials/Assembly

Single-Use Planner:

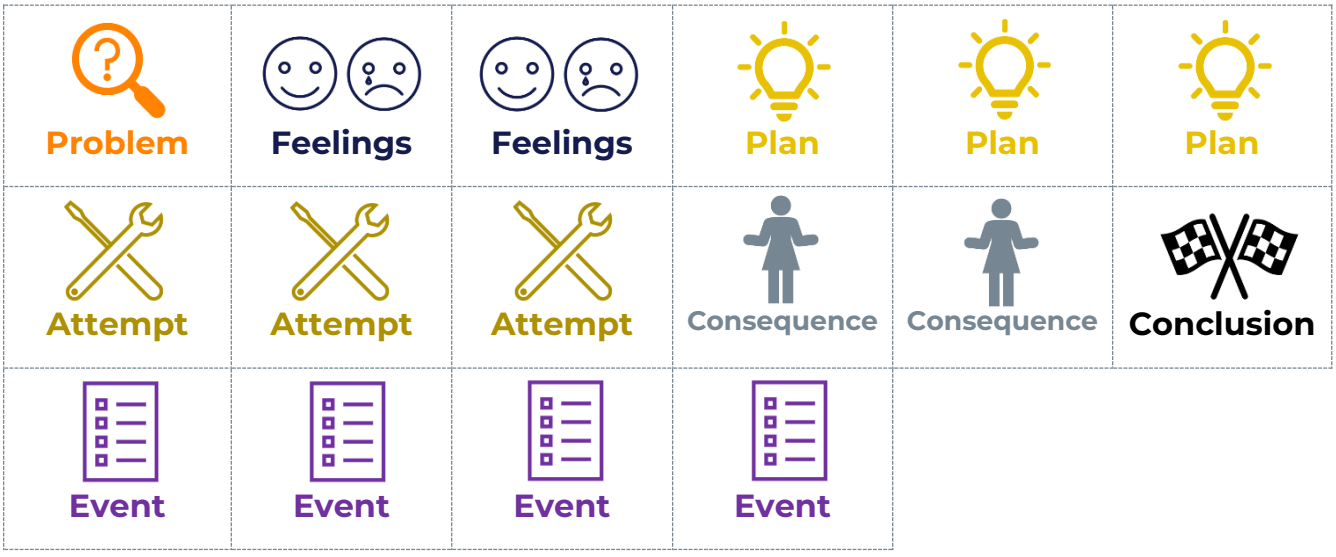
- Print and cut out the narrative icons below.
- Print the *Blank Retell Retell Planner.*
- Use glue to stick the narrative icons in the blank areas of the *Basic Narrative Retell Planner* as the activity is being carried out.

Reusable Planner:

- Print, cut out, and laminate the narrative icons below.
- Print and laminate the *Blank Retell Retell Planner.*
- Put velcro on the back of the narrative icons and in the blank areas of the *Blank Retell Retell Planner.*

Instructions

1. The student is provided with the *Blank Narrative Retell Planner* and a selection of narrative icons.
2. As the student plans and tells their story, the relevant narrative icons are placed onto the planner, and the student's responses are recorded. Educators can support students with this step.



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Blank Narrative Retell Planner

When	Who	Where

Resource 5: Example Narratives & Narrative Prompt Images

Materials/ Assembly:

- Print and cut out the *Example Narratives* and *Narrative Prompt Images*.
- Optional: Laminate resources for multiple usage.

Instructions:

- If students experience difficulties utilising *Resources 1-4* during personal narratives, the *Example Narratives* and *Narrative Prompt Images* can be used to model how to use all the resources.

Example Narratives

1. Read the story aloud to the student.
2. Read the story again but indicate each element of the story by using the *Narrative Icons*. The *Blank Narrative Retell Planner* can be utilised to represent the *Example Narrative's* structure.
3. Assist the student to recall each story element and have them draw an image or re-write the story on the *Blank Narrative Retell Planner*.
4. Now, using the completed planner, the student can practise retelling the narrative.

To increase the complexity of the task, parts can be taken away over time, e.g., erasing the drawing/story from the planner, removing the *Narrative Icons,* and even working towards removing the planner altogether. Then, if the student has difficulties recalling parts, the *Narrative Icon* or planner can be brought back to remind them of the next part.

Narrative Prompt Images

1. When the student has selected their favourite *Narrative Prompt Image*, provide them with the desired narrative structure. *Resource 2: Basic & Complex Narrative Retell Planners, Resource 3: Personal Narrative Planner,* and *Resource 4: Blank Narrative Retell Planner* could be utilised during this activity.
2. The student is required to create their own story based on the *Narrative Prompt Image,* and their story must include all the accurate story elements included in the target structure provided to them.
3. Once that student has been supported to create their own narrative, use the steps outlined above under 'Example Narrative', to practice retelling and remembering their narrative.

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Example Narratives

On the weekend, Lilly was playing in the backyard because she liked playing outside. She was running very fast and did not see a stick on the ground. Lilly tripped and fell over the stick. She hurt her hand. She felt upset because her hand was sore. Lily went inside to find a parent, and said to her dad, “I hurt my hand.” He cleaned it and put a band aid on it. After that, Lily’s hand felt better.

Last summer, Max went to the ice cream shop with his dad because he helped tidy the garage. After Max bought an ice cream, it melted in the hot sun. He felt disappointed because his ice cream was ruined. Max said to his dad, “Can I get another one, please?” His dad bought him another ice cream. Max made sure to eat it quickly this time. It was delicious.

The other day, after Mia came back from lunchtime, she sat at her desk and began writing. She was working on a creative story because her teacher asked the class to write something imaginative. When Mia’s classmate hurried past her desk to borrow a ruler, they accidentally knocked over her open water bottle onto her work. When Mia saw the spill, she felt extremely frustrated and disappointed because her story was ruined. She decided to try to save her work by drying the paper. She quickly wiped up the mess and tried to dry the paper. Even though she used paper towels, the page tore and had holes in it. Mia felt very upset. She decided to get a new piece of paper and start again. When her teacher noticed, she said, “That’s okay, you can have more paper.” After Mia finished rewriting her story, the teacher read it and said it was excellent. When Mia received a good mark, she felt motivated to write again because she was proud of her work.

On Saturday, my friend, Sam, and I went to the park. I rode my bike along the path, then raced my friend to the playground. After that, we stopped for a drink of water. When it started to get dark, I went home with my mum. It was a really fun day and I felt happy.

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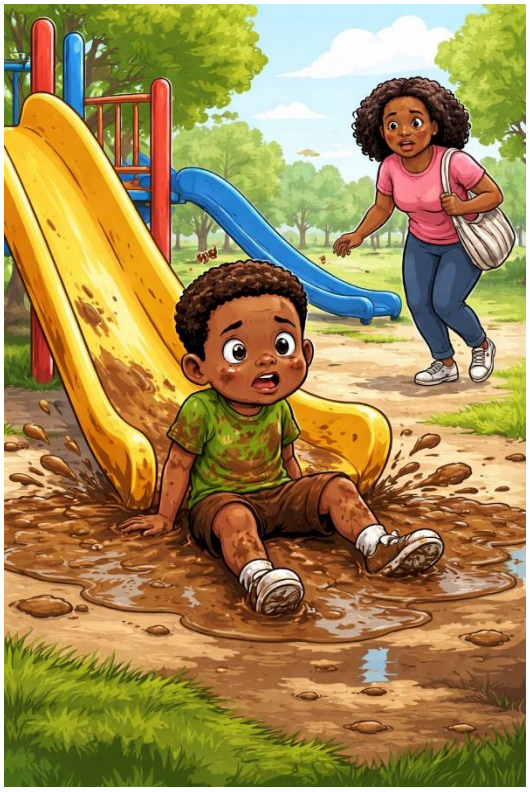
Narrative Prompt Images