



HANDOUT for PAEDAGOGUES



An Initiative of PRIX JEUNESSE Foundation, IZI and UNICEF



Responsible for contents

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Author: Dr. Maya Götz

Cooperation: Tanja Petrich, Marie-Therese Hohe, Miriam Auth

Graphic: Anke Seidel

Translations: Textworks Translations, Birgit Kinatader

Address of the editor:

Internationales Zentralinstitut für das Jugend und Bildungsfernsehen (IZI)
Rundfunkplatz 1, D-80335 München

Internet: www.izi.de

E-Mail: IZI@br.de

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Foreword: What makes children strong



The power of resilience

Resilience is the ability not to break during a crisis but, after an appropriate period for processing what has occurred, to be full of energy, psychologically healthy and able to take action once again. There are genetic factors that make it easier or harder for a child to deal with difficult situations: children with a positive, moderate temperament have an easier time remaining calm in crises and regaining their emotional balance afterwards than high-spirited children. There are also social factors that contribute toward resilience: a warm, sympathetic environment and groups who show respect and appreciation for the child are also of key importance in crisis situations.

Teachers usually have little influence on these factors, but resilience can also be encouraged in a targeted manner. This starts by teaching the ability to see the positive side of things, not only the problems and deficits in oneself and others. The children's self-esteem and trust in their own abilities can be promoted as well as teaching them to recognise their limits. Encouraging problem-solving abilities and emotional competences makes a child stronger in crisis situations, that is, situations with which they have never been confronted and that present them with serious emotional challenges.

The role of stories

Usually children have a natural resilience that enables them to withstand even difficult situations. Every challenge is an opportunity to grow but also a source of psychological stress that must be emotionally and physically processed. One way of processing is with stories. Stories that the children tell themselves or that others tell, either with direct communication or through media such as books, audio books, or television and movies. The closer a story is to the child's own experiences of the world and the more authentic the story is, the more they can emotionally respond. Stories can show links and help children to recognise values and their own strengths and weaknesses. The stories therefore show how valuable individuals and their experiences are, and give confidence and the necessary optimism that it is worth doing something and working toward a goal.

The Storytelling Club

In the Storytelling Club, children learn to recognise their own strengths by going through their own achievements and telling about them. They learn to tell stories and dramatise. The Storytelling Club is meant to be a place full of sympathy and acceptance, a space in which children find their voices and grow. The Storytelling Club is offered by adults who are trained in pedagogy or therapy. Groups of 10-15 children (ages 8-12) meet regularly, and in each session they produce their own stories. The content focus is on:

1. **Pride and self-confidence**
2. **Dealing with fear**
3. **Discovering our own strengths**
4. **Experiencing learning**
5. **Problem-solving strategies**
6. **Managing crises and danger**
7. **Stories of strength**



The book designed by the group: 'The day I realised that I am strong'

Selected stories and tips from the Storytelling Club go into a small book that the group publishes together which is intended to offer inspiration to children in similar situations. The title of the book: 'The day I realised that I am strong. Stories by children from...'. During the project, stories and materials are continually collected for this book and chosen together with the sympathetic direction of the teachers. The teacher puts the children's materials into a prepared template from the Internet (www.storytellingclub.org) and prints it as a small book (Din A4) or uses the somewhat more time-intensive possibilities on the page to have the book printed. A nice way to end the group is by telling the stories and presenting the book to each participating child in front of parents and family.

Guidelines for teachers:

We're very happy that you're participating in the Storytelling Club. The project includes 8 units of 2 hours each that take place once a week or could be done in a project week, for example. It offers children the opportunity to look more closely at themselves and their strengths. This promotes resilience and dealing with crises in a pro-social way, as well as conveying techniques of written and oral storytelling.

The collected stories will also help children in similar situations. They will receive strategies to solve problems and be encouraged to tell their own stories. The goal that the group wants to reach together is to create a small book with stories, pictures, and tips for dealing with difficult situations. The book title is:

**'The day I realised that I am strong.
Stories by children from (...)'.**

You can find the template for the book on the website www.storytellingclub.org. At the end, the book should contain at least one strong story from each participating child. Pictures and tips can also be included so that each child participating in the Storytelling Club will be able to identify with it if possible. If the group is interested, then the results can also be presented to parents and families. This is also a nice opportunity to give each child a printed copy of the book.

Carrying out the 'Storytelling Club modules'

We have created a manual that leads you through the eight units in detail. Each unit takes 120 minutes. You can of course leave parts out or add more, adapt it so it fits best with your group. With this manual, we offer you for the first time a basis for planning the time needed, individual steps, and worksheets for each session that you will have to print out. You can find examples of the singing games (in German) at www.storytellingclub.org. Here you can also find the template for the book that is to be created at the end of the lessons from the stories you have chosen. There is also access to the videos that are intended as part of the pedagogical unit.

To carry out the project, in addition to the manual you will need a suitable room and some materials:

- Envelopes (DIN A4, size: 210 x 297 mm)
- High-quality coloured markers
- Blank bills for notes or tips
- Paper (DIN A4, size: 210 x 297 mm)
- Glue
- Television / laptop / projector (device to play movies)
- Camera / mobile phone (device to take pictures)



We hope you and your group have a lot of fun and that your project is a success! We are always happy to hear feedback - and to see your group's book: **'The day I realised that I am strong'.**

Structure of the individual modules for the 'Storytelling Club'

Module topic	Didactic-methodological focus	Time in hours
Module 1: This is who I am, and I am proud of ...	Get to know each other, hear about positive experiences, recognising our own strengths.	2
Module 2: When I was able to overcome my fear	Recognising how to deal with fear resiliently and promoting the ability to act in frightening situations.	2
Module 3: What I can do	Discovering our own strengths and recognising a basic principle of a dramatic arc. Getting to know the basics of presenting / performing.	2
Module 4: Being allowed to learn	Understanding learning as a process (possibly with hardships, setbacks, need to make mistakes) and telling it as a story. Learning to be able to ask for help.	2
Module 5: Solving problems – I always think of something	Becoming aware of our own strengths and developing problem-solving strategies. Learning to tell stories in an exciting way.	2
Module 6: Dealing with crises	Anticipating crisis situations, showing there is always a solution, you have to persevere. Learning to tell stories in an exciting way.	2
Module 7: Children write their own stories of being strong	Writing your own story of being strong, getting experience with meditation and practicing making presentations.	2
Module 8: Creating the book and planning the presentation	Picking stories for the book. The children receive personal feedback on their works. The book presentation is prepared.	2

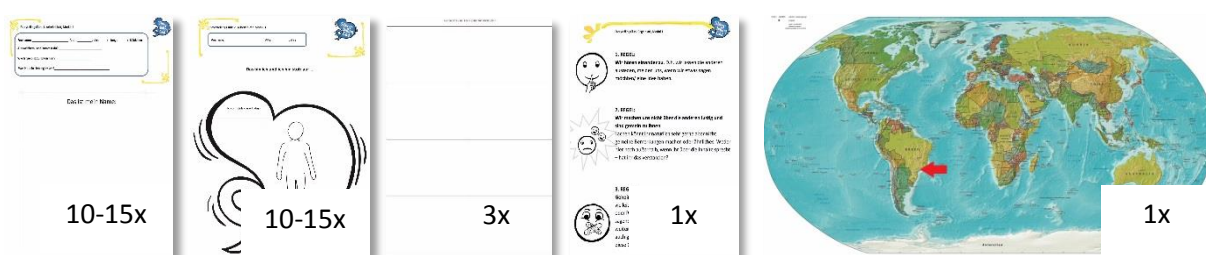
Module 1: This is who I am, and I am proud of ...

Objectives:

- Getting to know each other and making the rules
- Talking about positive experiences, speaking in front of a group
- Recognising our own strengths, and
- Experiencing our own voice
- Explanation of how stories for the book will be chosen

Materials:

- Worksheet no. 1 'Profile'
- Worksheet no. 2 'This is who I am, and I am proud of...'
- A4 envelopes (e.g. letter envelopes)
- rule sheet
- World map (to show South America)
- Film 'The Boy, the slum and the pan lids'
- Projector / Television / Laptop (for film)
- Template: blank bills for notes (for writing down what the children are proud of)
- Markers
- Glue
- Scissors



Preparations:

Get out materials, print worksheets (10-15 depending on the number of children participating). Set aside an A4-sized envelope. You can use this envelope to collect **stories** that everyone **definitely wants to be included in the book**. The so-called '**Put it in the Book Envelope**' stays with the teacher. The other envelopes will be used in module 1 for the profile information and provide the names designed by the children. Each child can use his/her envelope as personal portfolio to collect his stories and drawings. At the end of each module unit, the teacher collects the envelopes and keeps them until the next session.

Information for teachers: Pride and self-confidence

Children need self-confidence, and that starts with self-esteem: the feeling that you are worth something and are proud of certain things. In some cultures it is absolutely normal for children to openly show what they are proud of, but in other cultures it is viewed critically, for example, when children praise themselves. Psychologically speaking, it is important to be allowed to be proud and the 'Storytelling Club' is therefore an appropriate place to experience this.

Time in minutes	Possible lesson steps	Materials
10	Introduction: <i>What are we going to do?</i> Teacher and children greet each other. Teacher describes the project. Children can ask questions.	
20	Production: Children make profiles and envelopes	Worksheet no. 1, A4 envelopes, markers
15	Icebreaker game: 'My name is and I like to eat' and <i>set rules</i> : Teacher explains game and points out the rules for speaking	Rule sheet
3	Transition to film	World map
5	Film <i>'The Boy, the slum and the pan lids'</i>	Film
5	Discussion of film: Talk about what was in the film	
15-20	Exercise: Children say what they are proud of Teacher notes main points on blank bills for notes	Template: blank bills for notes
20	Production: 'This is who I am, and I am proud of...'	Worksheet no. 2
5	Explanation: Envelope system Put stories in the envelopes	'Put it in the Book Envelope'
(10)	OPTIONAL Game: Noise story	Noise story
3	Good-byes	
Total time: approx. 101-116 minutes		

Introduction: What are we going to do? (about 10 minutes)

Possible introduction for teacher

'Welcome to the 'Storytelling Club'. You decided to take part in this project for 8 weeks (or for one compact week) to learn how to tell stories and, even more importantly, you aren't just doing it because you want to but because it will help the younger children (in your camp, in other camps, in your school, etc.) learn how to deal with difficulties.'

General:

'We're going to meet once a week here for about 2 hours, we'll watch movies, sometimes we'll draw, and we'll look for stories we can tell other children. At the end, we'll make a book: it will be called 'The day I realised that I am strong: Stories by children from...'. Each of you will write or draw a small part of it. I will collect everything and put it together into a book and later we will design the book together. If you want to, then after the project we can present everything to your parents and relatives.'

'Do you understand what we want to do?'

Possible questions from the children could be:

'Will I write the story using my name?'

Possible answer:

'Some groups that have already done this project have picked out two pseudonyms, for example Sarah and Mohamed. These two children are at the centre of all the stories. Other groups have used their own first names in the stories. We'll decide about that later.'

'Will everybody get a book?'

Possible answer:

'If possible, then at the end everyone will get a copy to keep.' [Please tell them that not all the stories can go into the book. 1-2 stories / pictures per child.]



Production: Children make profiles and envelopes (about 20 minutes)

(Worksheet no. 1 'Profile', markers, glue, scissors and A4 envelopes)

Possible introduction for teacher

'So that we can get to know each other better, each of us is going to fill out a short profile. Below the profile is a little box where you can draw your name. Your name can be designed creatively if you want to.'

When everyone is done with the profile

'Now each of you is going to get an envelope. You can use it to collect all of the stories that you draw and write in this project. I've brought some glue for you. Please glue your profile onto the envelope so that you always know which envelope is yours. Please cut off the upper part and hand it over to me.'





Icebreaker game: 'My name is.... and I like to eat...' (about 10 minutes)

All the children sit in a circle. The first child starts and says, for example: 'My name is Leon and I like to eat ice cream. And who are you?' Then it's the next child's turn.

First he introduces the child before him: 'That is Leon and my name is... and I like to eat...' and so on. Each child has to repeat the names of all the children before him.

Explain the rules (about 5 minutes)

(rule sheet)

One copy of the rules can be hung up so that everyone can read it.

Possible introduction for teacher: 'Starting today we're going to be spending a lot of time together working on our stories. That's why it's important that we make a few rules so that everyone feels comfortable and we have fun together.'

1. **We listen to each other.** That means we let the other person finish talking, and raise our hand when we want to say something or have an idea.
2. **We do not make fun of each other and are not mean.** Of course you can laugh but do not say mean things, either here or outside of the project, when you're talking about the content. Do you understand that?
3. **Secret.** Sometimes we might hear stories that tell about sad or embarrassing things. Everyone has the right to say: 'This story can't be told as mine.' Then this story has to stay a secret. You can't tell who told the story.

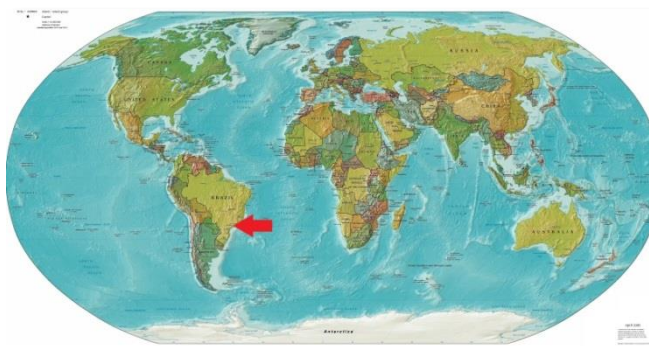


Film: The Boy, the slum and the pan lids (BRAZIL)

Film: 05:11 minutes

Transition to film (about 3 minutes):

'Today the first thing I'm going to do is show you a movie that comes from South America [if possible, point to it on the world map], from Brazil, from the city Sao Paulo, one of the biggest cities in the world. It is a film that takes place in favelas. Those are areas where poor people live, and there are a lot of them in Sao Paulo. The people have very little money, but you will see that the children still make a lot of really neat things.'





© Film screenshots: 'The boy, the slum and the pan lids'
Cultura, São Paulo

Summary for teacher : In a favela in Brazil, a small boy first steals a pan lid from his mother and then one from a neighbour and is then followed by a herd of children who want to get the lids back. Just before they catch the boy, he jumps onto a stage where a group of children are already play music with improvised instruments. He comes just in time to hit both pan lids together for his cue. The children are excited about the music and clap for him. At the end of the concert, the little boy wants to give the pan lid back to the son of the neighbour, but the boy gives him the lid as a present. The little boy starts walking back home. In the twilight, he goes up the hill, and at the top of the hill is his mother's house. In the fading light, she comes towards him and gives him a hug, happy and relieved.

Explanation: *'The little boy isn't a 'real' thief and turns out to be a musician. Borrowing the lid is only a way to use the lid as a musical instrument. The people in the favelas don't have a lot of money, and often they don't even have things they need for everyday life, but they are very proud of their music and their sports, for example. The whole year, all of the communities practices with bands and dancers for Carnival. That gives them strength.'*



Discussion of film (about 5 minutes)

Questions from the teacher for the students:

'What is it about? What happened? What did the boy want? What did the mother and the other kids think? What did we see of the favelas, what sorts of things do the children do there (play football, make music)?'

Exercise: Children say what they are proud of (about 15-20 minutes)

(template: blank bills for notes)

Questions from the teacher for the students:

'Is there something that you're proud of?'

The children have time to think and say what they are proud of. Everything that is said is rewarded by clapping. If any 'stupid comments' are made, please stop these immediately and remind them of the rules.

For each child, note one keyword on an blank bill for notes. The keyword should say what the child is especially proud of. The child then gets the card, stands up with this 'pride card' and presents it. One child after another stands up, and at the end everyone is standing.



Production: 'This is who I am, and I am proud of...' (about 20 min)

(Markers and Worksheet no. 2 'This is who I am, and I am proud of...')



The teacher could say:

'And look, we already have the first page of our book. Now each of you should take a worksheet, draw yourself, and underneath the picture write what you're proud of and why. If you have problems writing, look for someone who can help you. I am also happy to help.'

After 20 minutes bring the exercise to an end.



TIP: use strong, colorful makers

Explanation: Envelope system (about 5 minutes)

The teacher could say:

'Who wants to have his drawing in the book? At the beginning I told you that we will make a book out of all the stories. Each of you should have at least one story in the book. I have an envelope that I call the 'Put it in the Book Envelope' for stories that should definitely go in the book. If any of you already want to put a story in the envelope, then you can do it now.'

OPTIONAL (+ ca. 10 minutes)



Game: Noise story

The teacher could say:

'Ok, at the end now we're going to make our own story. But this time I will tell the story and you make the noises and movements for it. Everybody stand up. I will give you a sign when you should make the noises or movements. For example: He walked through the forest - now you stomp really loudly on the floor; birds chirped - now you whistle; the wind blew - you blow really loudly... Good, ok, you get it! Let's get started, now everyone please stand still!'

Once upon a time on a beautiful, hot summer day there were two children hopping along the side of the street. They were singing and whistling a song (*sing, whistle*). They had just visited their grandmother and were now on the long walk back to the village where they lived. They went through high grass (*shshshshsh*), they walked on the street (*stomp*), they walked through a huge, shallow puddle (*splash, splash*). The path became longer and longer, and their legs were more and more tired. Then they met four little dogs who barked at them (*bark*).

'Be quiet!' said the one child. And the dogs were quiet at once. *'Why are you barking like that?'* - And the dogs started barking again (*bark*). *'Quiet! I can't understand anything. Is something wrong? Show us what's wrong.'* The dogs ran away, panting (*pant*). They led the children to a hunting trap, where a larger dog was trapped and stood there, whining (*whine*). *'Oh, I see,'* said the one child, *'that's your mum, right? Just wait and I'll help you.'* He looked at the trap from all sides, and the other child pointed out a locked door on the trap (*everyone points*): *'That's where you can open it.'* *'I can't do it alone, can you please help me?'* Both children pulled and pulled (*everyone pulls*), and finally the trap opened. How happy everyone was! The dogs barked (*bark*) and greeted their mother. *'You'd better get away from here. Whoever set the trap will probably come back very soon.'* The dogs barked (*bark*) in thanks and happily ran away.

The children continued on their way, happy that they helped the dogs. All of a sudden a gigantic giant came stomping towards them (*big stomps*), roaring horribly (*roar*). One of the children looked at him, terrified, and the other said: *'Why are you roaring like that?'* *'Because I'm soooooo angry,'* said the giant and started roaring again (*roar, roar*). *'Why are you so angry?'* asked one of the children. *'Because everything hurts,'* answered the giant and started roaring again (*roar, roar*). *'What hurts?'* asked the one child, bravely. *'There,'* said the giant, and pointed to his hand. *'Show us,'* said the children and looked closely at his hand. They looked and looked, and looked and looked, and then they saw it: *'There's a splinter! We have to get it out!'* *'Oh no, that will hurt,'* complained the gigantic giant. *'Only for a second, then it won't hurt anymore. Do you want us to help you?'* The gigantic giant looked at them, frightened! *'Will it hurt a lot?'* The child looked up at him: *'You can do it! You're brave!'* The giant swallowed and then nodded. The thorn was deep in his skin and only a little piece stuck out. When one of the children tried to pull out the thorn, the giant screamed loudly (*Ahhhhhhhh*). And the child winced in fright. *'I know it hurts,'* comforted the child, *'but trust me, it'll be better soon.'* *'It will help if you pinch yourself really hard on the leg, then you won't notice the pain in your hand so much. My mum once taught me that trick.'* The giant sniffed, and a giant tear rolled down his cheek. *'If you say so.'* And he clenched his teeth together, pinched his leg with all his might and one of the children carefully grabbed the thorn. The other child helped him and together they pulled the thorn out of the giant's finger. *'Oooooowwwwww,'* cried the giant, shook his finger and rubbed it. Then he said, *'Much better!'* *'How can I thank you?'* he asked. *'We were happy to help you,'* said the one child. *'Can I carry you for some of the way?'* asked the giant, and the children nodded enthusiastically. And in no time at all they were

sitting on the giant's shoulders as he carried them with giant steps through the countryside to their village. When the grown-ups saw the giant coming, they ran to their houses, locked their doors, and shook in fear. But the children called out: 'Everything's fine. The giant is our friend, you don't need to be afraid.' How happy everyone was when the children arrived home with the giant. Carefully the giant put the children down, smiled at them thankfully, and stomped away. The people who lived in the village were very impressed by the children's courage, and they made the children tell the story over and over.

Good-byes (about 3 minutes)

ATTACHMENT

Worksheets Module 1

- Worksheet no. 1 'Personal description'
- Icebreaker game: 'My name is.... and I like to eat...'
- Rule sheet
- Template: Blank bill for tips
- Worksheet no. 2 'This is me and I am proud of ...'
- Game: Noise story





First name: _____ **Age:** _____ years ☐ Boy ☐ Girl

Which country are you from? _____

How long have you been here? _____

What's your favourite food? _____



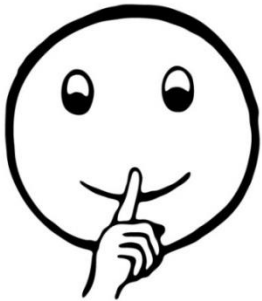
This is my name:

Module 1



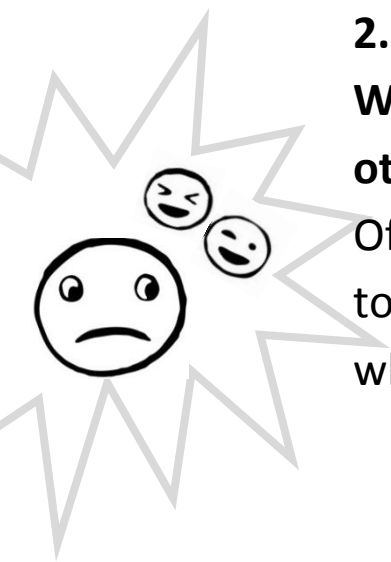
Icebreaker game: 'My name is.... and I like to eat...' **(about 10 minutes)**

All the children sit in a circle. The first child starts and says, for example: *'My name is Leon and I like to eat ice cream. And who are you?'* Then it's the next child's turn. First he introduces the child before him: *'That is Leon and my name is... and I like to eat...'* and so on. Each child has to repeat the names of all the children before him.



1. Rule:

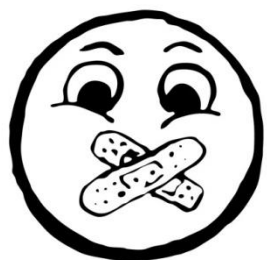
We listen to each other, i.e. we allow the others to finish speaking, we put our hands up if we want to say something/ have an idea.



2. Rule:

We don't make fun of others and aren't nasty towards others.

Of course you are allowed to laugh, but you are not allowed to say something hurtful or the like. Neither here nor outside when you talk about the contents



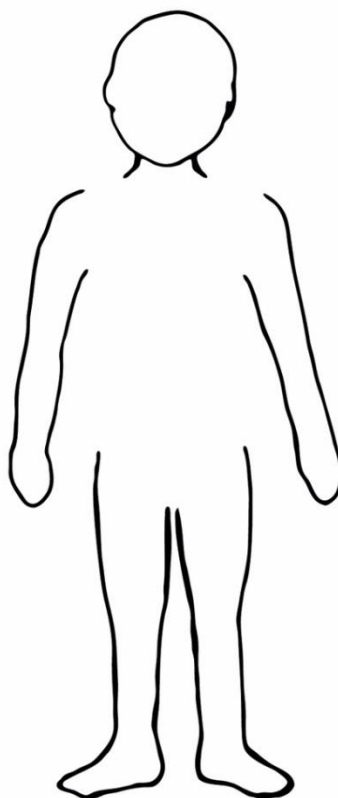
3. Rule:

Secret We may hear stories about sad or embarrassing situations from time to time. And everybody has the right to say: "This must not be spread as my story." The story has to be kept secret then, you must not tell others who told you the story.

First name: _____ Age: _____ years

This is me and I am proud of ...

I am proud of/that ...



name:

Modul 1

OPTIONAL (+ ca. 10 minutes)



Game: Noise story



Once upon a time on a beautiful, hot summer day there were two children hopping along the side of the street. They were singing and whistling a song (*sing, whistle*). They had just visited their grandmother and were now on the long walk back to the village where they lived.

They went through high grass (*shshshshsh*), they walked on the street (*stomp*), they walked through a huge, shallow puddle (*splash, splash*). The path became longer and longer, and their legs were more and more tired. Then they met four little dogs who barked at them (*bark*).

'Be quiet!' said the one child. And the dogs were quiet at once. 'Why are you barking like that?' - And the dogs started barking again (*bark*). 'Quiet! I can't understand anything. Is something wrong? Show us what's wrong.' The dogs ran away, panting (*pant*). They led the children to a hunting trap, where a larger dog was trapped and stood there, whining (*whine*). 'Oh, I see,' said the one child, 'that's your mum, right? Just wait and I'll help you.' He looked at the trap from all sides, and the other child pointed out a locked door on the trap (*everyone points*): 'That's where you can open it.' 'I can't do it alone, can you please help me?' Both children pulled and pulled (*everyone pulls*), and finally the trap opened. How happy everyone was! The dogs barked (*bark*) and greeted their mother. 'You'd better get away from here. Whoever set the trap will probably come back very soon.' The dogs barked (*bark*) in thanks and happily ran away.

The children continued on their way, happy that they helped the dogs. All of a sudden a gigantic giant came stomping towards them (*big stomps*), roaring horribly (*roar*). One of the children looked at him, terrified, and the other said: 'Why are you roaring like that?' 'Because I'm soooooo angry,' said the giant and started roaring again (*roar, roar*). 'Why are you so angry?' asked one of the children. 'Because everything hurts,' answered the giant and started roaring again (*roar, roar*). 'What hurts?' asked the one child, bravely. 'There,' said the giant, and pointed to his hand. 'Show us,' said the children and looked closely at his hand. They looked and looked, and looked and looked, and then they saw it: 'There's a splinter! We have to get it out!' 'Oh no, that will hurt,' complained the gigantic giant. 'Only for a second, then it won't hurt anymore. Do you want us to help you?' The gigantic giant looked at them, frightened! 'Will it hurt a lot?' The child looked up at him: 'You can do it! You're brave!' The giant swallowed and then nodded. The thorn was deep in his skin and only a little piece stuck out. When one of the children tried to pull out the thorn, the giant screamed loudly (*Ahhhhhhhh*). And the child winced in fright. 'I know it hurts,' comforted the child, 'but trust me, it'll be better soon.' 'It will help if you pinch yourself really hard on the leg, then you won't notice the pain in your hand so much. My mum once taught me that trick.' The giant sniffed, and a giant tear rolled down his cheek. 'If you say so.' And he clenched his teeth together, pinched his leg with all his might and one of the children carefully grabbed the thorn. The other child helped him and together they pulled the thorn out of the giant's finger. 'Oooooowwwwww,' cried the giant, shook his finger and rubbed it. Then he said, 'Much better!' 'How can I thank you?' he asked. 'We were happy to help you,' said the one child. 'Can I carry you for some of the way?' asked the giant, and the children nodded enthusiastically. And in no time at all they were sitting on the giant's shoulders as he carried them with giant steps through the countryside to their village.

When the grown-ups saw the giant coming, they ran to their houses, locked their doors, and shook in fear. But the children called out: 'Everything's fine. The giant is our friend, you don't need to be afraid.' How happy everyone was when the children arrived home with the giant. Carefully the giant put the children down, smiled at them thankfully, and stomped away. The people who lived in the village were very impressed by the children's courage, and they made the children tell the story over and over.