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# FABLES

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Some ideas about how to tell and write a fable from  
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# FABLES

# NORRAH DOOLEY

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Some ideas about how to write one from someone who has tried...

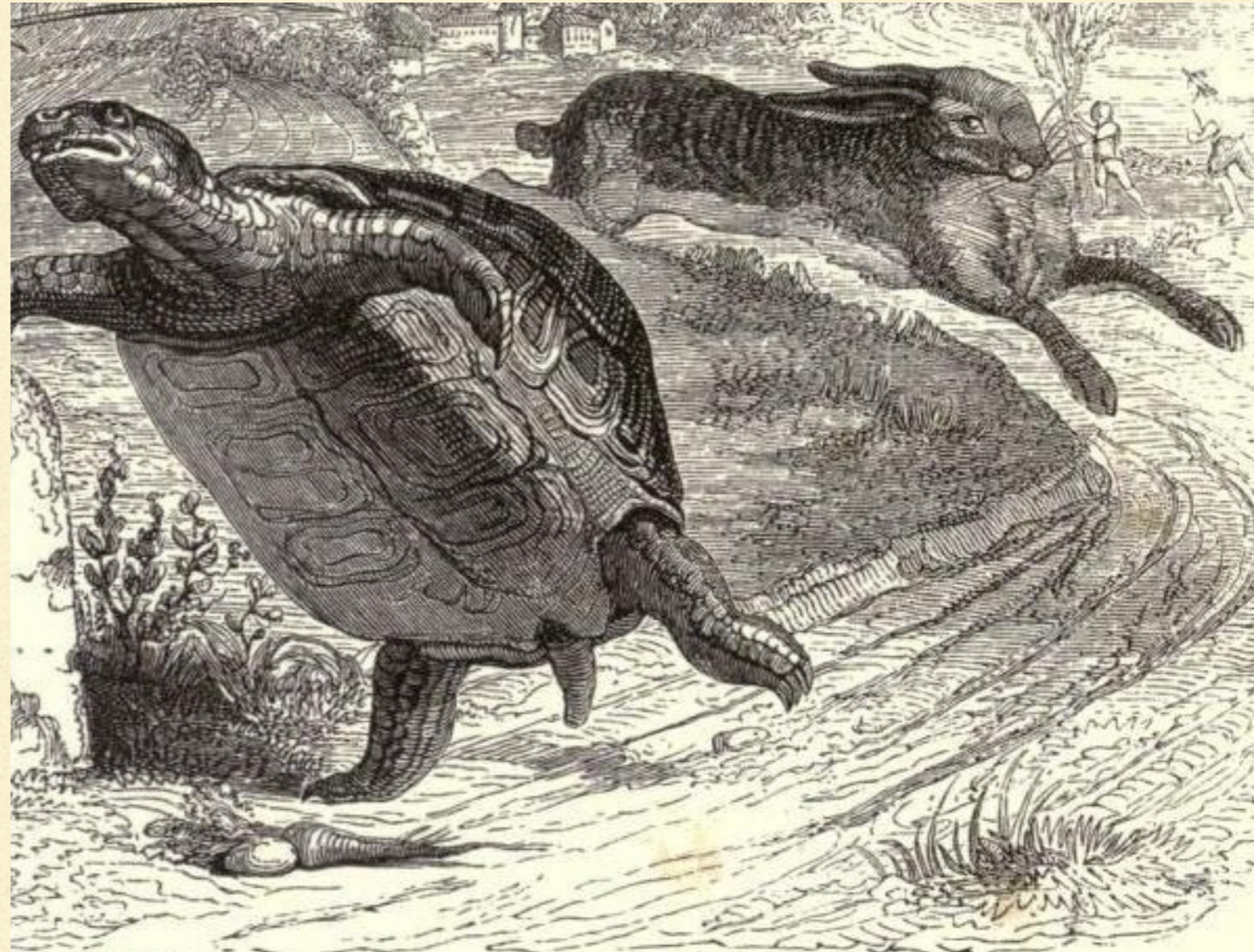
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What we find in Fables

TYPICALLY ANIMALS  
ACT LIKE PEOPLE  
IN SIMPLE SETTINGS.  
THERE IS:

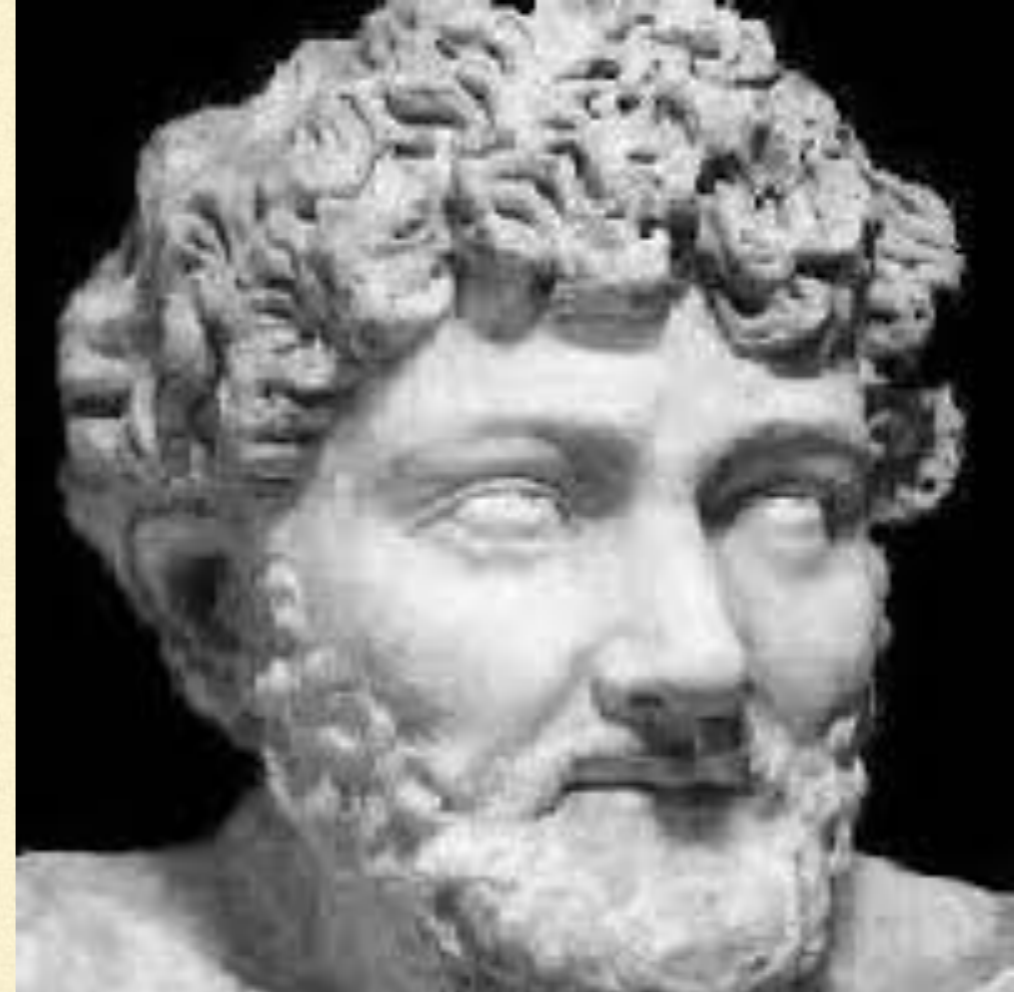
- A MAIN CHARACTER
- A PROBLEM
- A SOLUTION
- FOLLOWED BY
- A MORAL OR A LESSON



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**AESOP** ONE OF THE MOST WELL KNOWN ORIGINATOR OF FABLES.

AESOP IS BELIEVED TO HAVE LIVED FROM 620 TO 560 BCE. HE WAS FROM AFRICA BUT OFTEN IS SHOWN IN PICTURES TO LOOK EUROPEAN OR GREEK. IN FACT, NO ONE KNOWS EXACTLY WHAT HE LOOKED LIKE. SOME SAY HE DIDN'T EVEN EXIST. YET, GREEK HISTORIAN **HERODOTUS** AND PHILOSOPHER, **ARISTOTLE**, WROTE ABOUT HIM.



**AESOP'S LIFE** STORY IS THAT HE BECAME THE TRUSTED ADVISER OF A GREEK KING. AFTER BEING HIS ENSLAVED SERVANT.

**AESOP IS CREDITED WITH CREATING OVER 500 STORIES!**

HE DID NOT WRITE HIS STORIES WHEN HE WAS ALIVE. BOOKS AS WE KNOW THEM HADN'T BEEN INVENTED YET. WE KNOW HIS NAME BECAUSE HIS WISDOM MADE HIM FAMOUS AND GREEK PHILOSOPHERS WROTE ABOUT HIM AFTER HIS DEATH.



## FABLES

ANIMAL OR HUMAN  
CHARACTERS HAVE A  
A PROBLEM.  
WHEN WE TELL THE  
STORY WE NOT ONLY  
INCLUDE A  
SOLUTION OR  
ENDING, WE ALSO +  
ADD A MORAL.





# THERE ARE BIG IDEAS ABOUT LIFE

**moral** *n.* a lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience: the moral of The Sun and The Wind is that force is not always as powerful as persuasion.

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The moral of the story...

**moral** *n.* an enduring lesson, especially one concerning what is right or wise, that can be derived from a story or a piece of information, or an experience

The moral of *The Sun and The Wind* is that force is not always as powerful as gentle persuasion.

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FABLES CONTAIN

CREATE **CHARACTERS**  
WITH ONE  
MAIN **QUALITY**. FOR  
EXAMPLE-  
THE CITY MOUSE IS  
COOL. THE COUNTRY  
MOUSE IS MODEST.  
THEY HAVE AN  
ADVENTURE.



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Something happens

# ONE OR TWO THINGS HAPPEN IN A SIMPLE STORY





# YOU NEED A SITUATION

in a setting. In this fable a proud lion is saved by his little friend, a mouse.

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The moral of the story comes at the end.

# MOST MORALS IN FABLES ARE LEARNED THE HARD WAY OR “AHA!” MOMENTS

“Don’t count your chickens before they hatch.”



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# LEARN THE TALE

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Practice your storytelling skills using simple and well know fables

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FABLES - PICK A FABLE  
TO LEARN AND TELL IT  
FROM MEMORY  
WITHOUT A TEXT OR  
WRITTEN VERSION.

**FIRST.**

**I. HAVE A STORY IN  
MIND.** READ YOUR  
STORY. TO START.  
LISTEN TO YOUR STORY  
BEING READ ALOUD.  
TELL AND TELL AGAIN.



## 2. IMAGINE

USING THE 5  
SENSES -

IMAGINE YOUR

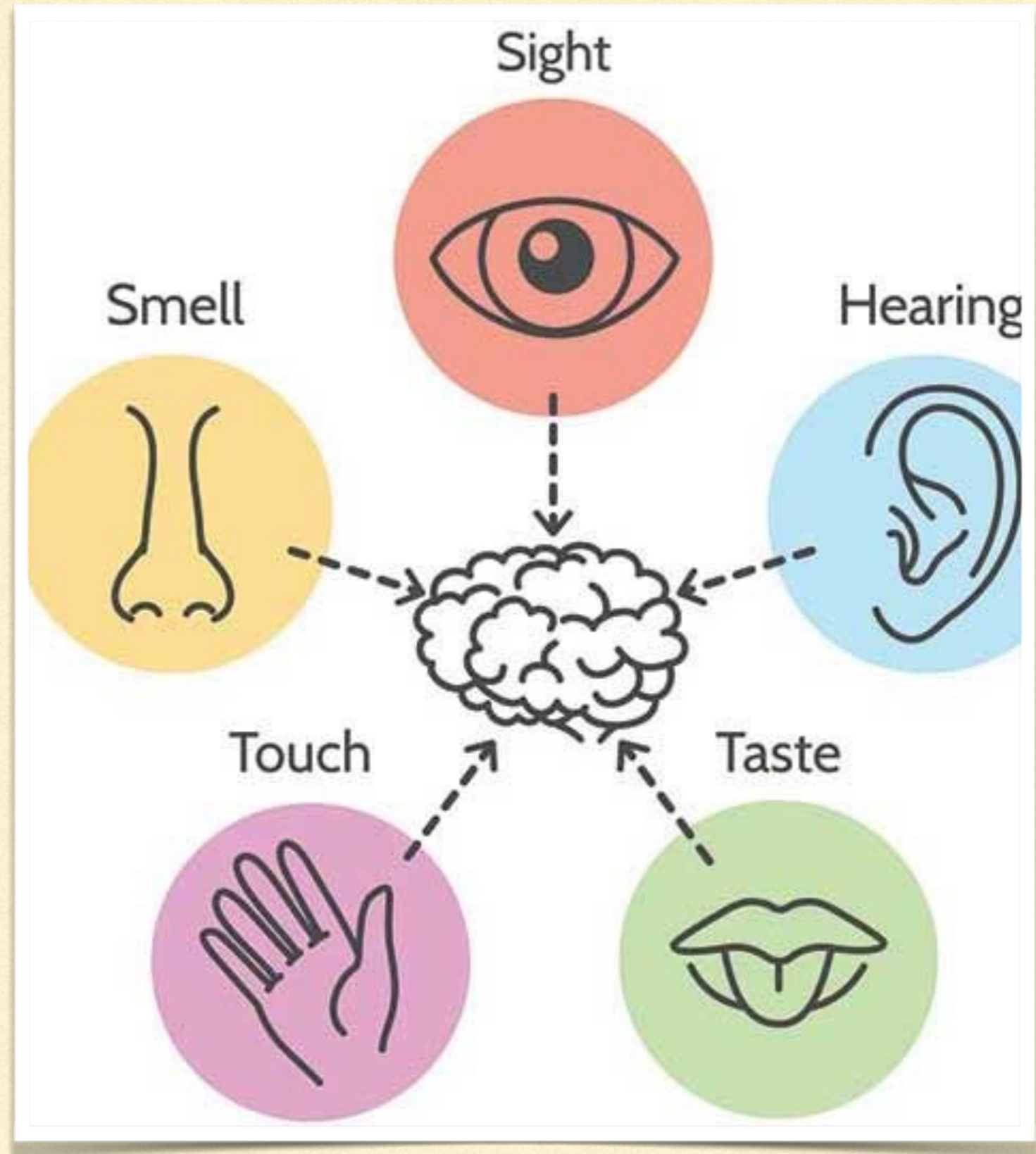
**CHARACTERS**

AND YOUR

**SETTING.**

WHAT DO YOU?

- a. see
- b. hear
- c. smell/taste
- d. feel



# 3. DRAW LABELS, STORYBOARDS, STICK FIGURES, BULLET POINTS, PORTRAITS

Use at least one:

- A. word bubble
- B. thought bubble
- C. sound effect

## Bulleting, storyboarding, and/or mapping your story

The image displays various tools for story development:

- Mind Map:** A central node 'Story' branches into 'Characters', 'Setting', 'Plot', and 'Theme'. 'Characters' includes 'Protagonist', 'Antagonist', and 'Supporting Characters'. 'Setting' includes 'Time' and 'Place'. 'Plot' includes 'Inciting Incident', 'Rising Action', 'Climax', and 'Falling Action'. 'Theme' includes 'Moral' and 'Message'.
- Storyboard:** A grid of 12 panels illustrating a scene with a character, a house, and a tree.
- Stick Figure Storyboard:** A grid of 12 panels showing stick figures in various scenarios, such as a character holding a sign, a character with a speech bubble, and a character with a thought bubble.
- Story Map:** A flowchart showing a sequence of events: 'The story starts with...', 'Then...', 'Next...', 'Finally...'. Below it is a 'Story Map' with colored circles connected by arrows, representing a narrative arc.
- Prompts:** A list of prompts for story development: 'This happened then this and this then this and that she said "this" he said "that" then this and that's why...'



## 4. INGREDIENTS: IN SIMPLE SETTINGS WE FIND

- A HERO OR
- MAIN  
CHARACTER(S)
- A PROBLEM
- A SOLUTION

FOLLOWED BY

- A MORAL

## INGREDIENTS IN A FABLE:

to collect ingredients  
make lists, talk with a  
friend, add to your  
drawing, read versions  
of fables



# 5. WRITE

A BEGINNING AND AN ENDING THAT IS **NOT** “THE MORAL OF THE STORY IS...” **BUT** IN YOUR WORDS:

“AND THAT IS WHY WE SAY...”

“SO THESE DAYS, PEOPLE ALWAYS...”

“FROM THEN ON...”

“AND SO HE/SHE LEARNED...”



Oral Narrative Greek Stories, Live

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**Performance Check List for Storytellers** Class/Section/Teacher \_\_\_\_\_

Name: \_\_\_\_\_ Date \_\_\_\_\_

My Title is: \_\_\_\_\_

The Moral (in my words): \_\_\_\_\_

Beginning sentences: After I **introduce myself**, make **eye-contact with the audience**, and **introduce the title of my story**, I will use these words (written below) to begin. I have marked the pauses and the words I'll emphasize are underlined :

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Ending sentences: I will use these words (written below) to end my story. I have marked the pauses & the words I'll emphasize are underlined. I'll remember to **thank** my audience for listening and wait for their applause & acknowledge it (bow, nod, wave ) before I leave:

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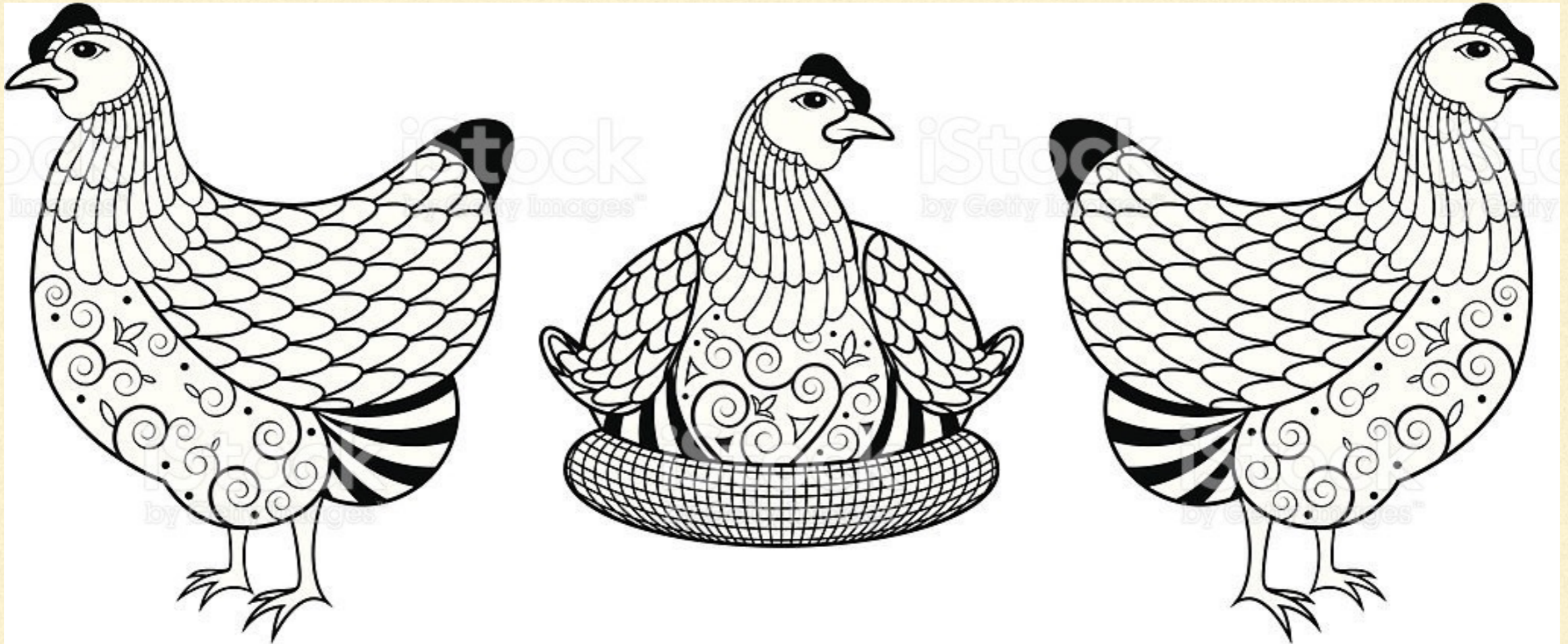
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# The Boy Who Cried Wolf



# The Three Hens



THE THREE HENS

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# START WITH A POSSIBLE PROBLEM:

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- Jealous about everything
  - Always late
  - Stingy
  - Makes fun of people
  - Never sleeps
  - Sleeps too much
  - Never speaks
  - Speaks too much
-

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Problem: My three daughters were:

**JEALOUS &  
ALWAYS  
FIGHTING**

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Characters:

THREE DAUGHTERS =  
**3 CHICKENS**

OTHER FAMILIES WE KNEW:  
**GEESE AND PIGS**

ME, THEIR MOM = **FARMER**

PROBLEM = **JEALOUSY** —> THEN **FOX**

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IMAGINE A  
**SETTING** AKA  
WHERE AND  
WHEN. THEN  
IMAGINE  
YOUR  
**CHARACTERS**  
IN YOUR  
**SETTING.**

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## PROBLEM

CHICKENS FIGHT ALL  
THE TIME. ONE DAY  
A FOX COMES TO  
FIND ANIMALS TO  
EAT...

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PROBLEM

ALL OTHER  
ANIMALS JOIN  
TOGETHER AND  
ARE SAFE **BUT**

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## PROBLEM

CHICKENS FIGHT  
EACH OTHER WHILE  
TRYING TO ESCAPE  
AND GET **EATEN!**

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MORAL

**TRUE HAPPINESS  
COMES FROM LIVING  
IN PEACE WITH YOUR  
BROTHERS AND  
SISTERS.**

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# WRITING OR TELLING THE STORY

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- START WITH A PROBLEM OR CHARACTER TRAIT
  - **BEGINNING:** SETTING (WHERE AND WHEN)
  - **MIDDLE:** INTRODUCE CHARACTERS, IN SETTING (WHO)
  - SET UP PROBLEM OR SITUATION (WHAT HAPPENS)
  - SOLUTION (HOW IT TURNS OUT)
  - **END:** MORAL OF THE STORY
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AUTHOR & STORYTELLER

# NORAH DOOLEY

## **Biography:**

Norah is a storyteller, children's author, and educator who performs in schools, libraries, festivals and conferences. Booked through YoungAudiences ([yamass.org](http://yamass.org)) she specializes in teaching people of all ages how important their stories are. She is the founder of [StoriesLive.org](http://StoriesLive.org), the former director and co-founder of [massmouth.org](http://massmouth.org) and the "Boston Story Slam" series. She teaches storytelling at Lesley Graduate School of Education and has taught storytelling to undergrads at Tufts, Suffolk and Boston Universities. Internationally, she has lectured on storytelling to teachers and graduate students in Japan and Tanzania.

