Title:	Method Sleeping Beauty
Target audience:	Primary level; Secondary level 2
Time:	Approx. 1.5 hours
Objective:	Visualize alternative sustainable future scenarios (GreenComp 4.3.1)
Topic:	Lifeworlds of the future
Materials:	Drawing materials, tablet, props

Brief Description:

The students recall the fairy tale "Sleeping Beauty" (Brothers Grimm, KHM 50), reading, listening, watching a film adaptation – either as an individual assignment or in groups or together.

On secondary level 2, various (historical, contemporary, international) film adaptations can be compared with each other, e.g. in group work, using film analysis to work out the differences in narration and representation.

In the subsequent teaching discussion (primary level) resp. analysis discussion (secondary level 2), the key scenes are collected and questioned as to which cause leads to which effect: the intense desire of the royal couple for a child; not inviting the 13th fairy to the feast; the ban on spindles in the kingdom; the princess pricking herself on the spindle; the prince's search 100 years later for a solution to the mystery of the sleeping beauty.

In joint discussion the students consider how the story could be set in the present day: Who could take on the roles of king and queen, princess and prince, the fairies today? What do they do for a living today? How and where do they live today? How is their environment organised? What tools are used to make what? What would the curse be today?

After these considerations, small groups are formed and given the task of working together to develop a future scenario: What will the world look like in 100 years' time when today's Sleeping Beauty wakes up?

A storyboard should first be created as a sketch. The scene can then be realised, e.g. by

- painting (analogously or digitally, e.g. with the Sketchbook app) over a fairy tale illustration (primary level) or
- acting out the film scene (recorded with an app like iMovie) or recreating it as a tableau vivant (secondary level 2), using props appropriate to the future scenario.

The learning group then comes together to present their future scenarios and share their thoughts on the various images of the future. They can contribute ideas about innovative architecture, future professions, sustainable lifestyles and technologies of the future.