ENRICHMENT GUIDE

Based upon the novel by Michael Ende
Adapted by David S. Craig

SCHOOL DATES:

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FOX 6
WITI-MILWAUKEE
Dear Teachers and Parents,

The epic fantasy-adventure, THE NEVERENDING STORY, is an inspiring tale rooted in the power of imagination and the potential we each possess to help one another and, ultimately, save the world. When we believe in ourselves, we find the courage to take on amazing feats and achieve the dreams we have set for ourselves…and our world. As one of the many curricular connections delivered in this story, THE NEVERENDING STORY specifically addresses the topic of bullying, as the main character—Bastian—identifies ways to cope with the bullying affecting his life. Through a magic book, and the power of his imagination, Bastian learns the importance of tolerance for others, and gains a strong sense of self worth and confidence—enabling him to discover and accept his abilities and potential.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing THE NEVERENDING STORY with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
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Bastian’s father is wearing an apron, standing motionlessly behind an ironing board. Bastian, a ten year old boy, enters dressed in his school uniform, wearing a scarf, coat and knapsack. He is carrying a book. Bastian yells to his father, who slowly returns from his memories. Bastian’s father has burned the shirt he was ironing. He was thinking about Bastian’s mother. She always sang when she ironed. Bastian doesn’t want to go to school because he wants to take a mental health day and read. There are a number of bullies that are bothering him at school. His dad tells him that they have no time for stories – they have no purpose. He has to focus on real, useful things.

Reluctantly, Bastian leaves for school. The bullies follow him and begin to taunt him, stealing his book away. Bastian manages to duck between two of the bullies who take off after him. Bastian runs into a bookstore to hide from the bullies.

A small cloud of smoke appears from behind a chair at the far side of the bookstore. A voice instructs Bastian to close the door. Bastian closes the door. The chair spins around revealing the Bookseller, a small cloud with ferocious whiskers. He is shocked when he sees Bastian. He tells Bastian that he doesn’t like children because they don’t read anymore, because they are too busy watching television and playing video games. He instructs Bastian to leave. Bastian walks toward the door, stops, and then, summons his courage to tell the Bookseller that not all children are like that. The Bookseller asks Bastian if he is different. Bastian tells him that he loves books and would do anything for a good book. The Bookseller asks Bastian if he would like to have a book that would never end. Bastian nods fervently. The Bookseller reveals a large book called The Neverending Story, but tells Bastian that he doesn’t sell books to children. The phone rings. The Bookseller instructs Bastian to be gone by the time he returns as he goes to answer the phone. As the Bookseller is talking, Bastian approaches the book, hesitates, grabs it and then runs out the door. The Bookseller smiles as Bastian runs off.

The school bell rings. The bullies enter and run off toward their class. The school Caretaker enters with a broom. Bastian enters cautiously, hiding from the Caretaker. Bastian’s teacher takes attendance, but he isn’t there - he has ducked inside the broom closet. Bastian finds a ladder in the back of the broom closet, climbs it, pushes through the trap door at the top and closes it just as the Caretaker opens the door and looks inside. Bastian is standing in the dark attic. He pulls down an old gym mat to make a seat and begins to read – Chapter One: Fantastica in Danger.

The story begins. A Night Hob, Vooshvazool, enters riding a large bat toward the Ivory Tower. They arrive, breaking through a window of the tower. A timid attendant rushes in to greet Vooshvazool, who instructs him to wake the Childlike Empress. The Chancellor enters to see who came crashing through the window. Vooshvazool proceeds to tell him the Childlike Empress that the lake has disappeared from Moldymoor. The Chancellor informs him that the Childlike Empress already knew about the Nothing. The Nothing is destroying Fantastica, but the Empress cannot stop it because she is ill. Vooshvazool’s last hope is Cairon, a great healer. Cairon enters quietly. There is nothing he can do. He holds the Auryn, a magical medallion, which means he speaks on behalf of the Empress. The Empress believes that a hero will be able to find the cure. She has chosen Atreyu of the Grassy Ocean to be Fantastica’s hero.

Atreyu, a young hunter, enters riding Artax, his horse. Atreyu is angry because he has been pulled away from the hunt that was going to make him a man. The others are shocked. Atreyu is just a boy and nothing like they expected. They don’t understand how he can save Fantastica.

Bastian thinks Atreyu is the perfect choice. Atreyu is a brave hunter and rider. Bastian wishes he were as brave as Atreyu.

Cairon explains to Atreyu that he has been chosen by the Childlike Empress to go on a great quest to cure her. Since the Nothing appeared the Empress has grown weaker and weaker and if she dies everyone in Fantastica will die. He accepts the quest and is given the Auryn. With it Atreyu becomes the voice of the Empress. Atreyu promises that he will not use the Auryn as a weapon and then he and Artax leave for the Great Quest.

They ride across the Grassy Ocean and over the Silver Mountains to where the Nothing was seen. Eribo, a small man, enters in a hot air balloon. He is afraid of Atreyu and Artax, because they appear to be giants. He threatens to run them through with his sword. The Nothing rumbles and Eribo flees. Atreyu tries to convince Eribo to stay, but instead insults him about his size. Atreyu doesn’t know how to treat everyone equally when everyone is so different. Three Sassafrian adults enter. Sassafrian adults look like children and children look like adults, but Atreyu does not know this. He tries to protect the children who are really adults and ends up insulting them as well. The Nothing becomes louder. A Rock Troll enters running as best he can. The Nothing has consumed the Troll’s bottom half when he went to see what it looked like. Atreyu tries to protect the Troll and the Sassafrianians, but the Nothing pulls them in. Atreyu loses his grip and all the others are consumed. Artax saves Atreyu from being consumed and they ride off. From out of the Nothing Gmork, the werewolf, rushes on, howls, and follows them off.
Bastian closes the book. He is gasping as if he has just been part of the action. He felt the Nothing pulling him closer and closer. He is worried that the werewolf is after Atreyu and Artax. He opens the book again.

Atreyu and Artax are resting. Atreyu feels that he has failed the Troll and the Sassafranians. Artax convinces Atreyu to sleep — they will ride until the Great Quest is over. Atreyu prays for a dream to guide them. He dreams of flames. Out of the flames comes the face of the Purple Buffalo that Atreyu would have killed on his hunt. Since the Great Quest saved the Purple Buffalo he will save Atreyu. The Buffalo instructs Atreyu to go to the Swamps of Sadness to find Morla the Aged One.

A school bell rings. Bastian puts on his coat to return to the Ivory Tower and the Childlike Empress. They have found the border of Fantastica. Bastian cheers them on — hoping that they will fly free. Ygramul the Many, a huge malevolent spidery creature, has caught Falkor. He struggles to break free. Ygramul slowly breaks into many parts and circles around Falkor. The Ygramul slings Falkor with her poisoned stingers. Atreyu comes out of hiding to try to save Falkor. Ygramul rushes toward Atreyu to sting him, but Bastian yells stop. The words echo in Fantastica and everything freezes. The Ygramul is afraid, looking about. Atreyu reveals the Aurnyn and the Ygramul lets Atreyu go. Atreyu also asks for the Luck Dragon so he can fly to the Southern Mountains. After some convincing the Ygramul agrees to help the Luck Dragon and Atreyu. She stings Atreyu so he may travel anywhere in Fantastica. All he has to do is think of a place and he will be there. Atreyu is stung. Just as Gmork rushes out of hiding Atreyu disappears. Gmork turns toward Falkor and Ygramul. The Ygramul swarms over to Falkor. As the Gmork attacks, Falkor disappears. Gmork roars in a frustrated rage.

Bastian is relieved. Atreyu has escaped. He gets up to leave, but the Caretaker has locked the doors. It is too late. He has no choice but to finish the story. He opens the book again.

Atreyu and Falkor reappear. Falkor overheard what the Ygramul said to Atreyu and decided to escape with Atreyu. Atreyu fears they will both die if they do not find a cure for the Ygramul’s poison soon. Atreyu and Falkor pass out.

Bastian hopes for someone to save Atreyu and Falkor. The hero cannot die.

As Bastian pleads, Professor Urgl, a gnome, and Engywook, his wife, appear and have Atreyu drink a concoction, which makes him feel better. Bastian has made someone save Atreyu and Falkor! Atreyu is grateful for Urgl and Engywook’s care, but he must continue his Quest to find Uyulala. Engywook is pleased. She has studied Uyulala all her life. They climb to an observatory where Engywook explains that atreyu must solve the riddle of the Great Sphinx Gate in order to get to Uyulala. The gate is invisible until you approach it, so Atreyu takes off.

Atreyu’s progress toward the gate becomes more and more difficult. By the time he is standing between the Sphinxes, he can go no farther. Atreyu begins to feel alone and is bound by his fears. Suddenly he hears the sound of Artax’s hooves and he no longer feels alone. He has friends. He is lucky to be alive. The Sphinxes fade and his bonds are released. Atreyu has solved the riddle.

Atreyu enters the Palace of Deep Mystery, a forest of columns and beams of light. He calls out to Uyulala who repeats his words. Uyulala instructs Atreyu to ask his question in the form of poetry. Atreyu speaks poetically in order to find out who can give the Empress a name that will let her live. Uyulala answers that a human child from the Outer World must name the Empress.

Bastian is shocked.

The Nothing approaches. Atreyu calls for Falkor and they fly off to the border of Fantastica. Bastian cheers them on — hoping that they will fly to him. They fly for seven days. Falkor is tired. He suggests that they return to the Ivory Tower and the Childlike Empress. They have found a Luck Dragon, trapped in a spider web. Ygramul the Many, a huge malevolent spidery creature, has caught Falkor. He struggles to break free. Ygramul slowly breaks into many parts and circles around Falkor. The Ygramul stings Falkor with her poisoned stingers. Atreyu comes out of hiding to try to save Falkor. Ygramul rushes toward Atreyu to sting him, but Bastian yells stop. The words echo in Fantastica and everything freezes. The Ygramul is afraid, looking about. Atreyu reveals the Aurnyn and the Ygramul lets Atreyu go. Atreyu also asks for the Luck Dragon so he can fly to the Southern Mountains. After some convincing the Ygramul agrees to help the Luck Dragon and Atreyu. She stings Atreyu so he may travel anywhere in Fantastica. All he has to do is think of a place and he will be there. Atreyu is stung. Just as Gmork rushes out of hiding Atreyu disappears. Gmork turns toward Falkor and Ygramul. The Ygramul swarms over to Falkor. As the Gmork attacks, Falkor disappears. Gmork roars in a frustrated rage.

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the cure. The Childlike Empress needs a new name. Atreyu asks Falkor to try just a bit further. The Wind Giants enter arguing. Atreyu asks Falkor to bring him closer to talk to the Wind Giants. The Wind Giants tell Atreyu Fantastica has no boarders and blows Falkor and Atreyu. They begin to fall.

Bastian cries out for Falkor. His voice echoes in Fantastica. He closes the book and backs away from it. He repeats that it is just a book; just like his father would say. A police siren is heard. Bastian wonders if his father is worried about him. He tries to stop reading. He approaches the book. He tries not to get involved, but he opens the book again and sits down to read.

Atreyu is lying on the water’s edge. Spooks are approaching. Atreyu wakes up and hides. A grotesque group of night-hobs, kobolds, ghosts, vampires and witches enter in a wild dance. Maya, the Dark Princess, welcomes the Nothing. One after the other they throw themselves into the Nothing. Maya is the last to go. She sees Atreyu and beckons him before she herself disappears. He is drawn toward the Nothing. Gmork stealthily approaches Atreyu from behind. He attacks, trying to push Atreyu into the Nothing, but Atreyu dodges out of the way. Gmork tries to attack again, but the Auryn is burning his heart. Atreyu takes it off, welcoming death. Gmork taunts Atreyu, telling him he is only a made up character in a story. Gmork tells him to come up with a name for the Empress himself. Atreyu can’t. Gmork explains that Atreyu doesn’t have an imagination. Atreyu begins to fight back when Gmork brings up Artax. He uses the Auryn as a weapon, which he promised the Empress he would not do. He apologizes to the Childlike Empress and is wounded by Gmork. The Nothing appears. Gmork desperately attacks Atreyu, but is repelled by the Auryn. Atreyu escapes.

There are only a few more pages in the book. Bastian prays for Atreyu to succeed – for a happy ending.

Falkor and Atreyu enter the Ivory Tower. Atreyu is different than he was before. Atreyu must tell the Childlike Empress what he has discovered. Atreyu approaches her and bows.

She is pleased that he has returned from the Great Quest. Atreyu explains that he has brought her nothing, but she disagrees. She looks up to Bastian who looks directly at her. Atreyu has brought a human child. Bastian gasps and then instantly looks back to the book. Atreyu cannot see Bastian, but the Empress reassures him that soon the human child will be with them. Atreyu does not understand why he had to suffer so much if the Empress already knew that all she needed was a human child to give her a new name. The Empress explains that the human child saw himself through his eyes – he was the hero.

The Nothing approaches. Darkness begins to creep toward the Childlike Empress and Atreyu. Gmork appears. Atreyu and the Empress are looking for their hero, but Bastian doesn’t know what to do. The Childlike Empress explains that all he has to do is call her by her new name. She has chosen Bastian and he must save them. Finally Bastian names the Empress Moonchild. Gmork cries out. Bastian and Moonchild are left in the dark.

Moonchild lights a candle. Everything is gone. Moonchild explains that Bastian’s wishes can bring everything back, but Bastian can’t think of anything. Finally, without even knowing it, he wishes for Atreyu to be there. He appears. Next he wishes for Falkor. He appears. Then Artax and Urgl and Engywook. They all appear. Moonchild gives Bastian a grain of sand to take back to his world; it is all that remains of the Empress’ old Fantastica. Bastian believes in Fantastica, therefore he is not alone. Bastian wants to stay in Fantastica, but Moonchild shows him his father who is worried. Bastian decides to go home.

He runs to his dad, showing him the grain of sand and talking about his adventures. The company surrounds them as the Childlike Empress lifts The Neverending Story.
Michael Ende was born on November 12, 1929 in Garmisch (Bavaria, Germany) and died at the age of sixty-five in Stuttgart on August 28, 1995. He was one of the most successful German authors of the post-war period, selling over twenty million books in forty different languages worldwide. His novels such as The Neverending Story, Jim Button, Momo and The Night of Wishes captured the hearts of readers young and old. Michael Ende was born to Luise Bartholoma (1892 - 1973) and Hamburg painter Edgar Ende (1901 - 1965). Even as a young child, he was influenced by the visionary, surrealistic nature of his father's artwork, and the imaginary world of painting was as real to him as everyday life.

In Search of the Magic Word
Ende's quest for the magic word was reflected in his literary endeavour. Through novels, short stories and poetry, Ende strove to guide his readers towards new ways of seeing and experiencing the world. To this end, he believed it was necessary to reconnect the disparate threads of modern life in a new poetic mythology for the contemporary age. In line with the romantic tradition, his quest for the magic word was a search for a story that would conjure the essence of the world as we know it. His attitude, though, was far from schoolmasterly - in keeping with his playful writing, the key to his poetic vision usually lay with the entertainer, the conjurer and joker.

David S. Craig is one of Canada's most prolific and influential dramatists for youth and family audiences. He has written more than twenty professionally produced plays including HAVING HOPE AT HOME and FIRES IN THE NIGHT for the Blyth Festival, BOOSTER MCCRANE, P.M. for Toronto Free Theatre and CUE FOR TREASON, for Young Peoples Theatre. His one-man show NAPALM THE MAGNIFICENT won the Chalmers New Play Award and his performance was nominated for a Dora Mavor Moore Award. David has created the internationally acclaimed DANNY, KING OF THE BASEMENT for Roseneath Theatre which has been seen extensively across Canada, the United States, the United Kingdom, Germany and Austria. David has extensive writing credits in radio drama having created a fifty-one part series based on BOOSTER MCCRANE, P.M. for Morningside, a fifty-episode series called "The Diamond Lane" for Metro Morning, and the award-winning ninety-minute Christmas special, "The First Christmas." NOW magazine named David S. Craig, "one of the top twenty playwrights in Canada." Mr. Craig is currently the Artistic Director of Roseneath Theatre.

THE NEVERENDING STORY was commissioned in 2006 by Imagination Stage (Janet Stanford, Artistic Director) and the Seattle Children's Theatre (Linda Hartzell, Artistic Director).
First Stage’s production of THE NEVERENDING STORY employs the use of over ten puppets—ranging in style and size. Each of these puppets has been created and built specifically for this production by First Stage’s Properties Director, Mark Hare. Styles of puppets in THE NEVERENDING STORY include: American Bunraku, hand-rod, parade, rod, and body. Many of the puppets require two or more performers to manipulate them. Although the design of all of these puppets differs drastically, one constant structure among all puppets is that the performer’s face is always visible.

Western Bunraku Puppets: Bunraku is a form of traditional Japanese puppet theater, founded in Osaka in 1684. In Europe and the Americas, the term “Bunraku” is often used among puppeteers to describe puppets that are manipulated in a way similar to those in traditional Japanese Bunraku theater, in contrast to hand puppets, rod puppets, shadow puppets, or marionettes. The characteristics of Western “bunraku” usually include multiple, visible puppeteers who manipulate the puppet directly.

The Night Hob, Vooshvazool, and The Gnomics, Urgan and Engywook, are examples of Western Bunraku puppets.

Hand-Rod Puppets: A hand-rod puppet is a puppet which is controlled by both hands. The puppeteer’s dominant hand goes into the head of the puppet, operating the mouth, and at times, facial features. The puppeteer’s less dominant hand controls the “arm rods”, thin rods connected to the puppet’s hand or hands.

Morma the Ancient One is an example of a large-scale hand-rod puppet. Four performers manipulate this puppet: the performer who speaks as Morla manipulates the puppet’s mouth, one performer manipulates her eyes, and two performers manipulate one arm each.

Rod Puppets: A puppet constructed around a central rod secured to the head. A large glove covers the rod and is attached to the neck of the puppet. A rod puppet is controlled by the puppeteer moving the metal rods attached to the hands of the puppet and by turning the central rod secured to the head.

Eribo, the small man in a hot air balloon, is an example of a rod puppet.

Body Puppets: Usually designed to be part of a large spectacle. These are often used in parades and demonstrations, and are at least the size of a human and often much larger. One or more performers are required to move the body and limbs. In parades the appearance and personality of the person inside is not relevant to the spectator. These puppets are particularly associated with large scale entertainment.

The enormous Troll that has lost his bottom half is an example of a body puppet.
1. Characters throughout THE NEVERENDING STORY mention the important gift all human children are born with: imagination. How do you use your imagination on a daily basis? Why is imagination so important?

2. Bastian likes stories about heroes on exciting adventures that take him to another world. What genre of stories are your favorite to read, and why?

3. Atreyu, the hero of the Great Quest, must persevere even when his journey becomes almost impossible to continue. What does it mean to demonstrate perseverance? How can you show perseverance through difficult situations, even when you want to give up—what must you do to keep going in pursuit of your goal?

4. Atreyu is chosen to be the Hero of the Great Quest—the journey to save all of Fantastica. What is heroism? What qualities or characteristics do heroes have?

**SUGGESTED READING**

- *Momo* by Michael Ende
- *The Book Without Words: A Fable of Medieval Magic* by Avi
- *The Last of the Really Great Whangdoodles* by Julie Andrews Edwards
- *Fablehaven: Rise of the Evening Star* by Brandon Mull
- *The Great Good Thing* by Roderick Townley
- *Inkheart* by Cornelia Funke
- *The Last Unicorn* by Peter S. Beagle
- *Stardust* by Neil Gaiman
- *The Phantom Tollbooth* by Norton Juster
- *The Mysterious Benedict Society* by Trenton Lee Stewart
- *A Wrinkle in Time* by Madeleine L’Engle
- *The Hobbit* by J.R.R. Tolkien
Activity

1. Compare dictionary definitions of hero and idol with students and clarify the distinctions. Explain that anyone can become a hero when they act courageously and nobly. Define words for students using Webster’s dictionary:
   a. Hero: a person of distinguished courage or ability, admired for his or her brave deeds and noble qualities.
   b. Idol: any person or thing regarded with blind admiration, adoration, or devotion.

2. Tell students they are going to do a “think, pair, and share.” They will first think of their own answer to the question posed, then they’ll be given a minute to share their thinking with a partner (pair), and finally, students will be called on to share the ideas they and their partner had with the whole class.

3. Ask students to think about the following questions for one minute:
   - What is heroism?
   - What qualities or characteristics do heroes have?

4. Have students pair up and share their ideas with a partner for one minute.

5. Partners report ideas to the whole class, giving the reasons for their thinking.

6. Lists these ideas on chart paper, transparency, or board using a Brainstorming Web format with the title “Characteristics of a Hero.”

7. Have students identify a modern-day person who has such characteristics, giving examples to support their opinion.
   a. Make a list of these identified “heroes around us.”

8. Have students respond to the following statement in their journals:
   - My behavior reflected a characteristic associated with a hero when...

Extend the Lesson...

Have students identify heroic traits in Atreyu and Bastian from THE NEVERENDING STORY. Give examples of when these two characters demonstrated behavior of a hero, and how their heroic actions made a difference in the lives of others.
Perseverance is determination, dedication and diligence. Perseverance is working hard without giving up. Consistent attention to quality work. Remaining focused on your goal. Sense of commitment and duty. The inner strength to pursue a goal or task.

Activity

1. Share the above definition of perseverance with students and, afterwards, allow students to add their own understandings and examples of perseverance to the list.
2. Next, have students come up with literary examples of characters who have demonstrated perseverance.
   a. Write these characters and their demonstration of perseverance on the board.
3. Allow students a moment to review this list. Now, have students think about people in their lives or community who have demonstrated perseverance.
   a. Again, write these people and their displays of perseverance on the board.
4. Ask students: Is it difficult or easy to demonstrate perseverance? In what situations is it easy for you to display perseverance and what situations is it more difficult, and why? How can we show perseverance through difficult situations, even when we want to give up—what must we do to keep going in pursuit of our goal?
5. Share the following quotes with students:
   "Perseverance is another name for success." - Anonymous
   "Perseverance shows not only in the ability to persist but in the ability to start over." - F. Scott Fitzgerald
   "Character cannot be developed in ease and quiet. Only through the experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved." - Helen Keller
   "I do the best I know how – the very best I can; and I mean to keep on doing so until the end." - Abraham Lincoln
   "The difference between the possible and the impossible lies in a person’s determination." - Tommy Lasorda
   "Keep trying. It is only from the valley that the mountain seems high." - Anonymous
   "Never, never, never give up!" - Winston Churchill
   "The difference between the ordinary and the extraordinary is that little extra effort called perseverance." - Chinese Proverb
6. Discuss with students: Brainstorm ways in which you can all become more disciplined in school. Discuss the problems students face, such as procrastinating and cutting classes. Make a list of the skills and attitudes needed for students to take more responsibility for their own learning, and to reach their goals.
7. Take on a class Service Learning Project to help foster community and develop perseverance in students. The more ownership you give students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities to help you in getting started:
   a. Create a "Hands of Perseverance" display. Have students survey their classmates, family members, and members of the community to find out which words best describe perseverance to them. Have students write these words that describe perseverance on hand-shaped cutouts and place them on the display. Some words might be committed, firm, steadfast, determined, resolved, sure, positive, etc.
   b. Discuss and decide on a community service project that would demonstrate perseverance. Some ideas would be, work to get a community improvement project done such as getting a traffic light at a dangerous intersection, getting the neighborhood association to host a litter clean up event, painting house numbers on the curbs so emergency vehicles can locate calls for help, landscape an area in the community, etc.
   c. Have students create PSAs on "Perseverance is..." Giving examples from today and from history of people who set their goals and struggled to achieve them. Some examples might be Martin Luther King, Jr., Lance Armstrong, etc.
   d. Have students create a community mural of community members who demonstrate perseverance, illustrations of perseverance, and examples of determination.
Activity
1. As a class, talk about what it means to be a “bully”.
   a. Have students think of words that might be associated with a “bully” (examples: loud, mean, popular, etc.) Write these words on the board or overhead.
2. Have students think of words that might be associated with a “victim” (examples: weak, different, studious, etc.) Write these words on the board or overhead.
3. Place additional vocabulary words (attached list of 10) on the board, overhead or in handout form.
4. Have students work in assigned groups of two. Try to pair up students who might not usually choose to work together. Have them define the 10 vocabulary words. Using a dictionary or computer, the paired groups should write their definitions on paper or handout.
   a. Note: By pairing students who might not usually work together, you are creating an assignment within your assignment. Watch how students try to get to know each other. How do they work on building a new relationship? After the class has completed the vocabulary, ask the students how they felt about getting to know someone they might not have known before the assignment. Other questions might be: When you know a little bit about someone, does it change your view about that person? Why? Is it easy to make new friends?
5. After students have written their definitions, have each group give their definition of one vocabulary word to the class. These definitions can be placed on the board or overhead.
6. Once students have an understanding of the word “bully” or “bullying”, introduce the Reality Matters, Cruel Schools Facts.
7. Review the details with the class, and ask the students how they feel about their school. Where does our school stack up against these facts? What forms of bullying exist at our school? Do our students and teachers feel safe?
8. Have students answer to the following questions on their own:
   a. Can one person make a difference?
   b. How is empathy the first step to stopping violence?
   c. How can you become part of the solution to bullying at school?
9. Once students have completed their individual answers time should be given for students to voluntarily share their responses with the class.

Extending the Lesson—Discussion Questions
1. What does it mean to “stand up” for someone?
2. What does it mean to “put yourself at risk”?
3. If you see someone being bullied, what are some things you could do?
4. Whose responsibility is it to stop bullying from occurring?
5. In what type of situations might adult involvement help solve bullying situations?
6. In what type of situations might adult involvement hurt solving bullying situations?
7. How can we learn to better accept each other’s differences?
Bullying
Definition for teacher’s use: overbearing person who tyrannizes the weak; intimidation, a person hired to do violence
Context: The act of bullying is usually targeted at others who are not as strong. Bullies are often very aggressive.

Empathy
Definition for teacher’s use: intellectual identification of oneself with another, understanding the attitudes of others.
Context: When one demonstrates empathy they are putting themselves in another’s shoes to learn how they feel and or act.

Alternative
Definition for teacher’s use: offering a choice of two things, selecting a course of action.
Context: We can choose alternatives to our behaviors and look for various ways to react to others. Talking over an issue is a better alternative than hitting someone who has made us angry.

Victim
Definition for teacher’s use: person, or thing, destroyed or sacrificed; person who suffers; dupe or prey.
Context: People usually do not choose to be victims but often cannot solve the problem without help from others.

Taunting
Definition for teacher’s use: to reproach with insulting words; sarcastic remark.
Context: Words do hurt. Constant insults can be damaging and taunting can escalate to anger or worse.

Relentless
Definition for teacher’s use: showing no sympathy, unyieldingly severe, mean, or harsh.
Context: Relentless behavior means it goes on without end, it is continuously harsh behavior.

Ridicule
Definition for teacher’s use: mocking; to make fun of, speech or action intended to cause contemptuous laughter at another person.
Context: To get others to laugh at someone else because of their dress, look, or actions is to ridicule someone.

Ethics
Definition for teacher’s use: relating to morals or moral principles; philosophy of human character and conduct, of distinction between right and wrong, rules of conduct.
Context: To behave ethically means to conduct oneself within society’s rules of accepted behavior. This is often considered “doing the right thing.”

Intervention
Definition for teacher’s use: to come or be between, to “intervene” between others to stop behavior, solve a problem, speak for another, and avoid an incident from happening.
Context: Examples of acts of intervention are physically stopping someone from doing something, talking to adults who can help stop a situation, helping two people solve an issue, and assisting someone in need.

Influence
Definition for teacher’s use: power over people or things; to act on the mind; to have the capacity to effect others’ behaviors and opinions; to move or compel a person to some action.
Context: Positive influence means to have an improved effect on others, negative influence has the effect of making others do bad things.
Please rank the behaviors listed below from the least to the most violent. This ranking activity demonstrates "The Continuum of Violence," showing how it can begin with a simple non-violent act that can quickly build to very violent outcomes. Extra lines have been provided for you to add behaviors that you consider violent, but are not listed in the left column.

1. pushing or slapping
2. name calling
3. teasing
4. hitting with an object, like a book or a backpack
5. practical jokes that cause a person harm
6. shooting someone with a gun
7. eye rolling
8. stabbing
9. taunting by consistently challenging someone
10. threatening with a gun
11. putting rude stickers on someone’s back
12. punching
13. [Extra behavior]
14. [Extra behavior]
15. [Extra behavior]
16. [Extra behavior]
17. [Extra behavior]
18. [Extra behavior]
19. [Extra behavior]
20. [Extra behavior]
Activity
Divide the class into groups of 3-5 students. Ask each group to complete one of the stories (assign each group a different story). They should provide their best solution for dealing with the problems presented. Ask each group to present their solution to the class. Discuss the solutions for each scenario with the class.

- A bully makes another student hand over his lunch money every day.
- A student always sits alone at lunch, others sometimes throw stuff at him.
- Three students paste a note on the back of another student that says “kick me.”
- A student is hit or punched by another student at his locker almost daily.
- You just heard of a plan for a big fight on the school bus, there might be knives involved.
- Two girls wrote a song with bad lyrics about another girl, they plan to sing it in the school talent show.
- You overhear a bully threaten another student several times during the school day.

Bookseller: Why did you come in here?
Bastian: I was running away from some bullies.
Bookseller: Ah! Bullies! Did you give them a good punch in the nose?
Bastian: They’re bigger than I am.
Bookseller: But you can still talk. Did you talk back at them?
Bastian: I tried once but they threw me into a dumpster and tied down the lid.
Bookseller: So now you’re frightened.
Fantasy is a genre that has magic, secondary worlds, mythical creatures, quests, and great battles between good and evil. Common elements in the genre are dragons, wizards, elves, trolls and other imaginary characters. Some books have minimal fantastic elements, but anything that is not possible in the real world is considered Fantasy.

Almost every book of fiction possesses a plot, characters, setting and themes. Each genre has common themes unique to it. Fantasy is no exception. Some of its themes are:

- Quests, both internal and external.
- Struggles between good and evil, light and dark, or law and chaos.
- Coming of age.
- Heroism.

Quests help the characters to grow as they strive for an object or ideal. The struggles between opposing forces are to achieve or restore balance to the world. Themes of heroism and coming of age bring about growth in characters.

**Activity: Understanding Fantasy**

1. Place students in pairs. Have each pair come up with their own definitions of “real” and “imaginary”, and write these definitions on sentence strips.

2. Next, have the pairs share what they came up with. On the board, identify the key elements stated in students “real” and “imaginary” definitions—make sure to note specific factors mentioned more than once.

3. Once all the definitions have been shared and listed on the board, have students identify the common components mentioned in their definitions and, using these factors, come up with a class definition of “real” and “imaginary”.

4. Next, pass out an excerpt from *The Neverending Story* by Michael Ende, or *The Martian Chronicles* by Ray Bradbury (or another Sci-Fi/Fantasy short text that is appropriate for your students).

5. Have the students “actively” read the text once for meaning. On the second try, have them underline aspects of the text that make it “real” or “believable” and circle aspects that make it “imaginary” or “unbelievable”.

6. Set up a T-chart on the board with “Realistic Aspects” on the right side and “Imaginary Aspects” on the left side. Compile a list of what they have found.

7. Next, explain how in Sci-Fi/Fantasy the reader must “suspend their disbelief” in order to understand the nature of the story or plot. Discuss “suspension of disbelief” and come up with a class definition of this term.

“In fantasy stories we learn to understand the differences of others, we learn compassion for those things we cannot fathom, we learn the importance of keeping our sense of wonder. The strange worlds that exist in the pages of fantastic literature teach us a tolerance of other people and places and engender an openness toward new experience. Fantasy puts the world into perspective in a way that ‘realistic’ literature rarely does. It is not so much an escape from the here-and-now as an expansion of each reader’s horizons.” - author and scholar Jane Yolen
Fantasy Story Requirements

Setting: Your fantasy must have a vivid setting. Remember, setting is not just where the story takes place but when as well.

Characters: Your fantasy must have at least three characters. Remember, it is important to make your characters memorable. Use lots of vivid words to make your characters come to life!

Plot: Your fantasy must have a beginning, middle and end. Remember that having a conflict (problem) in your story and a resolution (solution to the problem) will help you develop your beginning, middle and end.

Fantasy: There are at least two elements of fantasy in this story. Remember, fantasy means it is something that could not possibly happen in the “real world.”

Planning your story: Answer the following questions about the fantasy.

What is the setting for this fantasy? Where and when does this story take place?
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

Who are the three characters in this fantasy? Write the name of the character and then a brief description of her or him on the lines that follow:
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

Briefly describe the conflict in this fantasy:
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

Briefly describe the resolution in this fantasy:
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

What are two elements of fantasy in this story?
1. ___________________________________________________________
2. ___________________________________________________________

Check off each item on the list below to make sure that your story fits the requirements for a fantasy story:

[ ] The fantasy has a solid setting. It is clear where and when this fantasy takes place.
[ ] The setting is vivid. You can clearly picture where and when the fantasy takes place.
[ ] There are three characters in this fantasy.
[ ] All three characters are bold, vivid characters. You can picture them in your mind and easily describe them.
[ ] The fantasy has a beginning, middle and end. It flows and is not confusing.
[ ] This fantasy has a clear conflict.
[ ] This fantasy has a clear resolution.
[ ] There are at least two elements of fantasy in this story.
Uyulala, the Southern Oracle, only communicates through rhyming poetic verse. When Atreyu meets Uyulala, he must quickly change the way he speaks into rhyming verse in order to be understood by the Southern Oracle, and get the information he desires.

Try your hand in creating rhyming verse with this challenging poetic verse activity below!

Think of an event that happened to you over the past week—such as going over to a friend’s house to play, going out to dinner with your family, taking a field trip with your class, or simply what you did when you came home from school yesterday.

In the space below, write out the details of that event in four complete sentences:

1.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

2.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

3.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

4.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

Now, change each of these individual sentences into RHYMING POETIC VERSE, meaning the last word or syllable of each sentence must rhyme (ie: This Sunday morning when I first awoke/I opened the Comics to read a joke.).

1.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

2.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

3.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

4.__________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

Try rhyming more than one event—the more you practice rhyming, the better you will get! Have fun practicing your rhyming verse with a friend—ask each other rhyming questions, and even try to answer the questions with a rhyme (ie: When you woke up just after dawn/ What did you choose to dine upon? I ate jelly and toast/Which I love the most!). Good Luck!
Names have meaning. Parents choose names for a variety of reasons: to honor family members, remember someone from their past or someone who is famous, or because the name might be a popular one at the time the baby is born.

Sometimes we see qualities in people that match the name they have been given; and, sometimes their personalities are the opposite of what their name means.

Find your name and read it’s definition. Does your name perfectly describe who you are, or is it way off base? Maybe it is somewhere between…. In any event, your name will be the starting point and centerpiece of this art activity.

**Materials**
- Heavy drawing paper
- Pencil
- Ruler
- Construction paper
- Markers, colored pencils, crayons
- Scissors
- Glue

**Activity**

1. Using pencils and a ruler, draw a border around one sheet of drawing paper.

2. Make a border design of manuscript letters Aa-Zz in your best writing.

3. In the center of the paper write your first name in letters large enough to nearly fill the space inside the border. Make sure that the letters are not like stick figures…give them some thickness and weight!

4. Look at your name’s definition. Draw designs around and inside the letters of your name that match your name’s meaning.
   a. Find your name’s meaning at: Behind the Name http://www.behindthename.com

5. Add design elements that tell more about your personality. Fill as much space around the letters as you can without “hiding” your name.

6. Use color and variety of line thickness and direction to enhance your design.
   a. Use markers, pencils, crayons, paint and more…be creative!

7. When finished, share these name drawings and the meanings behind the name with classmates. Post these name drawings around the classroom.
AURYN is a mystical talisman in THE NEVERENDING STORY. In the novel, AURYN is always spelled in capital letters and is revered by all Fantasticans, referred to as “The Gem” and “The Glory.” It is a symbol of its mistress, the Childlike Empress, who is also called “The Golden-Eyed Commander of Wishes” in reference to her relationship with AURYN. Two mythological serpents, symmetrical, bite at each other's tails. One serpent is gold and one is silver. The symbol is reminiscent of ouroboros or the mythological Jörmungandr and the Zodiac Pisces. The two snakes represent the dual nature of the two worlds, Fantastica and Reality, but also the twin nature of their mutual creation and destruction.

Discussion Questions

1. The Auryn represents mutual creation and destruction and the ouroboros signifies something constantly recreating itself. What are examples of recreation or mutual creation and destruction in Fantastica and throughout Bastien and Atreyu's journey in THE NEVERENDING STORY?

2. If you had to give Fantastica a symbol, what would that symbol be and what would it represent? Draw a picture of this symbol and provide an explanation for this symbol of Fantastica. What symbol would you give to represent your school community, and what would the explanation behind that symbol be?
MORLA THE TORTOISE:
INTERESTING TORTOISE & TURTLE FACTS
Science Classroom Information

Taken directly from: http://www.peteducation.com/article.cfm?c=17+1797&aid=1492

I’m the oldest being in Fantastica and when you’ve lived as long as we have, nothing matters. Not even death. - Morla

- Turtles have been on the earth for more than 200 million years. They evolved before mammals, birds, crocodiles, snakes, and even lizards.

- The earliest turtles had teeth and could not retract their heads, but other than this, modern turtles are very similar to their original ancestors.

- Several species of turtles can live to be over a hundred years of age including the American Box Turtle.

- One documented case of longevity involves an adult Indian Ocean Giant Tortoise that when captured as an adult was estimated to be fifty years old. It then lived another 152 years in captivity.

- Turtles live on every continent except Antarctica.

- Turtles will live in almost any climate warm enough to allow them to complete their breeding cycle.

- While most turtles do not tolerate the cold well, the Blanding’s turtle has been observed swimming under the ice in the Great Lakes region.

- Turtles range in size from the 4-inch Bog Turtle to the 1500-pound Leathery Turtle.

- North America contains a large variety of turtle species, but Europe contains only two species of turtle and three species of tortoise.

- The top domed part of a turtle’s shell is called the carapace and the bottom underlying part is called the plastron.

- The shell of a turtle is made up of 60 different bones all connected together.

- The bony portion of the shell is covered with plates (scutes) that are derivatives of skin and offer additional strength and protection.

- Most land tortoises have high domed carapaces that offer protection from the snapping jaws of terrestrial predators.

- Aquatic turtles tend to have flatter more aerodynamically shaped shells. An exception to the dome-shaped tortoise shell is the Pancake Tortoise of East Africa that will wedge itself between narrow rocks when threatened and then inflates itself with air making extraction nearly impossible.

- Most turtle species have five toes on each limb with a few exceptions including the American Box Turtle of the Carolina species that only has four toes, and in some cases, only three.

- Turtles have good eyesight and an excellent sense of smell. Their hearing and sense of touch are good. Even a turtle’s shell contains nerve endings.

- Some aquatic turtles can absorb oxygen through the skin on their neck and cloacal areas allowing them to remain submerged underwater for extended periods of time, enabling them to hibernate underwater.

- Turtles are one of the oldest and most primitive groups of reptiles and have outlived many other species. One can only wonder if their unique shell is responsible for their success.
Insects have 6 legs and 1 head.
Spiders have 8 legs and 1 head.

If there is a container holding 7 heads and 48 legs, how many spiders are in this container, and how many insects?

If there is a container holding 5 heads and 40 legs, how many spiders are in this container, and how many insects?

If there is a container holding 10 heads and 72 legs, how many spiders are in this container, and how many insects?

If there is a container holding 12 heads and 80 legs, how many spiders are in this container, and how many insects?

If there is a container holding 20 heads and 124 legs, how many spiders are in this container, and how many insects?
WHO SAID IT?

1. No. They fill your mind with fantasy and make believe. Real things, Bastian. Useful things. That's what's important.
2. Listen, 'sonny'. I don't like children. I know it's popular to think that children deserve everything, but as far as I'm concerned they're good for nothing except screaming, whining, breaking and smearing books with jam.
3. I don't like math books. They don't have any characters. I like stories about heroes on exciting adventures that take me to another world.
4. The Ivory Tower is full of messengers who have brought the same message. Everywhere, the Nothing is destroying Fantastica.
5. The Empress believes that somewhere in the boundless realm of Fantastica a cure exists. To find that cure will call for a hero, someone who can face every hardship and danger. In her wisdom, she has chosen this hero and summoned him to meet us today! I give you Atreyu of the Grassy Ocean. Atreyu of The Great Quest. Atreyu, Hero of Fantastica.
6. The Childlike Empress is wise and if she has chosen me there must be wisdom in it.
7. It's not backwards! It's normal! You're the one who's backwards. Who wants to grow old when you can grow young.
8. This night is dark and full of life. The Nothing is dark and full of death. I failed those people, Artax. I thought I could protect them.
9. There's no sense in all this. We're chasing after a dream. What if we never find Morla the Aged One? And if we do, what if the Childlike Empress has already died and everything we're doing is useless?
10. Her life isn't measured in years, it's measured in names. Find her a new name and she will be well and Fantastica will be well and everyone will live on doing useless things forever.
12. This Luck Dragon cannot fly, two-legs. He will be dead in an hour. And even if he could fly, the trip would take a thousand, thousand, thousand days.
13. It's hopeless to be hopeless. I'm hope-full!
14. That's better. For your arm to heal it has to hurt. If it hurts you know you're not dead. And dead you almost were until I found you.
15. This sand…a million years ago it was here. A million years from now it will be here. What is my life compared with one grain of sand? So short. So small. SO alone.
16. Humans—most of all their youth/Have the power to see the truth./Find one. A human child must name/Our Empress to bring her health again.
17. If you need a new name for the Childlike Empress why don't you just make one up? It's just a name. How hard can that be? Come on. Invent one, create one, imagine one.
18. Fantastica is full of things you can't see. But take heart. Soon he will be with us and he will give me my new name and then I shall be well and so will Fantastica.
19. I do care. I care so much. And I'm coming! Moonchild! I'm coming!
20. Because when people stop wishing the Nothing comes. Try to make a wish.

POST-SHOW QUESTIONS

1. While reading, Bastian had the desire to warn characters in the story about danger. Did you want to warn or in some way communicate with any of the characters in THE NEVERENDING STORY? If so, which characters and when? Have you felt this way about characters in other books?

2. Why does Bastian dislike school so much? If you were one of Bastian's classmates, what could you do for Bastian to make his school experience more positive? What do you do to make your classroom community a positive and nurturing place to be?

3. The Auryn is the symbol of the Childlike Empress and, therefore, all of Fantastica. What do you believe the Auryn represents? If you had to design a new symbol for Fantastica, what would it look like and what would this new symbol represent? If you had to design a symbol for your classroom, what would it be, and what would it represent?

4. Bastian chooses a new name for the Childlike Empress. What was this name he chose for her, and why do you think he chose this specific name for her and for Fantastica? If you had to name the Childlike Empress, what name would you give her, and why?
Insects have 6 legs and 1 head. Spiders have 8 legs and 1 head.

If there is a container holding 7 heads and 48 legs, how many spiders are in this container, and how many insects?
4 insects, 3 spiders

If there is a container holding 5 heads and 40 legs, how many spiders are in this container, and how many insects?
0 insects, 5 spiders

If there is a container holding 10 heads and 72 legs, how many spiders are in this container, and how many insects?
4 insects, 6 spiders

If there is a container holding 12 heads and 80 legs, how many spiders are in this container, and how many insects?
8 insects, 4 spiders

If there is a container holding 20 heads and 124 legs, how many spiders are in this container, and how many insects?
18 insects, 2 spiders

Give up, you black, hairy spidey thing. You know you’ll never catch me. - Falkor
1. No. They fill your mind with fantasy and make believe. Real things, Bastian. Useful things. That's what's important. **Father**

2. Listen, 'sonny'. I don't like children. I know it's popular to think that children deserve everything, but as far as I'm concerned they're good for nothing except screaming, whining, breaking and smearing books with jam. **Bookseller**

3. I don't like math books. They don't have any characters. I like stories about heroes on exciting adventures that take me to another world. **Bastian**

4. The Ivory Tower is full of messengers who have brought the same message. Everywhere, the Nothing is destroying Fantastica. **Chancellor**

5. The Empress believes that somewhere in the boundless realm of Fantastica a cure exists. To find that cure will call for a hero, someone who can face every hardship and danger. In her wisdom, she has chosen this hero and summoned him to meet us today! I give you Atreyu of the Grassy Ocean, Atreyu of The Great Quest. Atreyu, Hero of Fantastica. **Cairon**

6. The Childlike Empress is wise and if she has chosen me there must be wisdom in it. **Atreyu**

7. It's not backwards! It's normal! You're the one who's backwards. Who wants to grow old when you can grow young. **Sassafranian Adult**

8. This night is dark and full of life. The Nothing is dark and full of death. I failed those people, Artax. I thought I could protect them. **Atreyu**

9. There's no sense in all this. We're chasing after a dream. What if we never find Morla the Aged One? And if we do, what if the Childlike Empress has already died and everything we're doing is useless? **Artax**

10. Her life isn't measured in years, it's measured in names. Find her a new name and she will be well and Fantastica will be well and everyone will live on doing useless things forever. **Morla**


12. This Luck Dragon cannot fly, two-legs. He will be dead in an hour. And even if he could fly, the trip would take a thousand, thousand, thousand days. **Ygramul**

13. It's hopeless to be hopeless. I'm hope-full! **Falkor**

14. That's better. For your arm to heal it has to hurt. If it hurts you know you're not dead. And dead you almost were until I found you. **Urgl**

15. This sand…a million years ago it was here. A million years from now it will be here. What is my life compared with one grain of sand? So short. So small. SO alone. **Atreyu**

16. Humans—most of all their youth/Have the power to see the truth./Find one. A human child must name/Our Empress to bring her health again. **Uyulala**

17. If you need a new name for the Childlike Empress why don't you just make one up? It's just a name. How hard can that be? Come on. Invent one, create one, imagine one. **Gmork**

18. Fantastica is full of things you can't see. But take heart. Soon he will be with us and he will give me my new name and then I shall be well and so will Fantastica. **Childlike Empress**

19. I do care. I care so much. And I'm coming! Moonchild! I'm coming! **Bastian**

20. Because when people stop wishing the Nothing comes Try to make a wish. **Childlike Empress**