

**Renate Keller**

Fairy tales and the promotion of resilience.  
How do Grimms' Fairy Tales impact  
children's development?

**Master's Thesis**

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**Fairy tales and the promotion of resilience**

**How do Grimms' Fairy Tales impact children's development?**

Curative pedagogues accompany and supervise the pupils in everyday school life in their development towards maturity and independence. Their support can also make a major contribution to the development and strengthening of resilience. This inner resilience enables demanding and difficult tasks in life to be mastered better and for the children to go through life confidently and independently. The development of resilience depends on various factors. These are shown in the models shown. What they all have in common is that the development of resilient behaviour in every child depends on so-called risk and protective factors. The risk and protective factors influence each other's effect. As shown in the models, the process of developing resilience is complex, multidimensional and also influenced by biological, psychosocial, social, genetic and psychological factors. The behaviour of teachers, curative educators and curative educators can support children in the development of resilient behaviour by being reliable caregivers, advocating clear processes in everyday school life and transparent rules and handing over responsibility to the children. Storytelling is another resilience-enhancing factor. In the literature it is described that the children carry the content of the heard fairy tales with the courageous behaviors of the protagonists in themselves and are inspired by it. The narration of the fairy tales creates inner images that strengthen the students in everyday life. The positive conclusion in the fairy tale encourages the children and supports them in their courage to live. This strengthens the resilience factors and social protection factors. With the examination of fairy tales for resilience-promoting factors with the help of a grid (Koj, 2008), the example of four fairy tales by the Brothers Grimm shows how fairy tales can have a resilience-promoting effect. In order to achieve this, however, teachers, curative pedagogues and curative pedagogues should methodically apply different narrative and presentation forms to fairy tales. With a focus on cycle 1, proposals for action for working with fairy tales are presented. The focus should be on the creative and sensual implementation. The children should be able to process and deepen their impressions of the fairy tale they have heard, be happy about it, and be able to draw on the strengthening memories for a long time to come.

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