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*The Twelve Dancing Princesses:
the true story
Discussion Points and Activities*

A note from the author

The Twelve Dancing Princesses was one of my favourite fairy tales when I was growing up. I loved the idea of a door into a magical fairyland where fairy folk danced the night away, and I loved that the twelve princesses in the story didn't just sit around being bored and timid just because their father expected them to act in a certain way. The princesses in this story danced and laughed and tried their best to enjoy life, and when their father sent men to spy on them, the princesses were cunning and clever enough to outwit the silly men.

But there were also parts of the story which I thought weren't so great, like the fact that one of the men finally succeeded in outwitting the princesses and that their father, the king, who behaved so badly, never had to apologise or face up to the consequences of his actions.

So, I decided to write my own version of the story – the true story of The Twelve Dancing Princesses, in which we get to see just how clever, strong-minded, inventive, kind and funny these twelve sisters really are; and in which, the badly behaved men do not just get to shrug their shoulders dismissively and walk away unchallenged.

That being said, I also wanted to write a story that would entertain my young readers so I do hope you all come away from this story with a smile on your face, a spring in your step, and a laugh on your lips. With this in mind, I have put together some activities and discussion points to be used alongside the book, some of which are designed to get young readers thinking about the themes and issues raised in the story and others of which are designed just for fun.

I have divided the activities and discussion points into chapters but as many of the themes are woven throughout the book, the activities and discussion points can, of course, be used in any order.

Extra note for teachers/parents:

Throughout this document, there are various creative activities in which the children are asked to design their own magical worlds, spells and creatures, and to imagine they are one of the characters or are interviewing one of the characters. At the end, I have included a section called 'Storytelling activity ideas.' This is an opportunity for children to draw together some of those smaller creative activities into a larger storytelling project. So, let's begin ... Cover and title page

The Twelve Dancing Princesses

P O S T E R Q R Q F N X M L E E D C A P
S P Y R H A R O Q Q C A S T L E U I
Q L I A S S U K G L I T T E R T C X
H Y Q S P E L L Z H B R P N R S H I
F R I E N D S H I P C X E G A O A E
Y S X T O B O V W E W D S P Z A O S
G J C Y T O J N S E I T T R S Q S F
T U L I P S Q A G F N A O I H U U J
H C D S E V Q N N I J Z R N O E L L
F K D R F N E O F M N C M C E S V E
A J I Z A L C U L A W V W E S T Z R
I N P N L G D E O G N R I S S L I K G
R R V A G N O M O I Q C S S R O L B
Y L H X O C M N D C Y Z Q P I N Q O
L C P M S X H Z F A M I L Y V B A A
A T A I D N F S I S T E R S A E L T
N I D D A N C E E A J R U B B L E K E
D L A K E Q U E E E N D O M Q U E E N

QUEENDOM LAKE
PRINCESS BOAT
DANCE TULIPS
MAGIC DIAMOND
DISCO INVISIBLE
FAIRYLAND SECRET
QUEEN SPY
KING RUBBLE
SISTERS ROOF
SCIENCE PRIZE
PIXIES CHALLENGE
DRAGON GLITTER
FLOOD CONFIDENT
STORM QUESTION
POSTER FRIENDSHIP
SPELL CHAOS
SHOES FAMILY
CASTLE

Cover and title page

Discussion

Before reading the book, have a look at the title: The Twelve Dancing Princesses. Have you heard of this story before? How do you think this version of the story might differ from some of the other versions you have read?

Book theme across all chapters

Focus: Language and gender assumptions

Discussion

The story is set in the queendom of Feather. Have you heard the word 'queendom' before? What word might usually be used here? Why do you think the author has decided to use the word 'queendom' rather than 'kingdom'?

(Teachers and parents might like to refer to my blog post about sexism in language, here: <https://candokids.wordpress.com/2020/07/31/the-power-of-words-1-why-are-all-bears-boys/>)

There are many words in our language that shape our attitudes and understanding of the world without us even realising it. For example, the English language is inherently sexist. It works on the assumption that males are the norm and females are 'other' than that. Can you think of examples of this?

e.g.

Job titles and words with 'man' or 'male' in them to describe everyone:

- *human*
- *mankind*
- *fireman*
- *policeman*
- *woman*
- *female*

These days, more neutral words are sometimes used, such as 'police officer' or 'fire-fighter'. However, even with these gender-neutral words, people will often assume that the title refers to a male unless otherwise stated. So, a male doctor would just be called a 'doctor' in conversation but a doctor who happens to be female will often be described as a 'female doctor'.

Very occasionally, we might see this happening in reverse, for example, a male ballet dancer. It is worth looking out for this too because everyone, no matter who they are, should be able to choose what they want to do and be in life without feeling judged.

- How might we change the way we talk and write to be more inclusive?

Activity

Become a detective

- Sometimes, it is only once we start looking for stereotypes, inequality and discrimination that we notice it in the most subtle ways. So, let's go looking for these things and when we notice them, call them out.
- Gather together all of your picture books or children's chapter books* and sort them into three piles:
 1. Books with a female protagonist (The main character in any story is called the protagonist.);
 2. Books with a male protagonist;
 3. Books that have a gender-neutral protagonist.

**You can try the same activity with TV programmes, films, children's magazines, etc.*

Discuss:

- What do you notice? Which pile is bigger? What sorts of books are in each pile? Do any discussions stem from what you have found?
- How many of the main characters in your children's books are girls and how many are boys?
- Do you think they are stereotyped in any way, e.g. boys like football and science; girls like puppies and princesses? How does this make you feel?
- What about the monsters, animals, robots, and other non-human characters in your books? How many of those are referred to as 'he'? Why do you think this is and how does it make you feel?
- What about you? Have you ever been made to feel that you couldn't do or be something you wanted to because of your gender, race, or for any other reason? Do you think that is fair? How could you challenge those views?

Write a speech

- There are other forms of inbuilt bigotry in language, such as racism or discrimination against people with certain learning or physical traits that are considered 'other' than the norm. Older children might like to go on a 'language hunt' in books or on the internet to find some examples of this and then write a speech or presentation about how to tackle this.

Chapter 1 (can also be used with chapter 9 to discuss diversity, kindness and friendship)

Focus: Celebrating personal strengths

Comprehension

In Chapter 1, we meet the twelve sisters who are 'each as different from one another as you would expect twelve sisters to be.'

- Choose two sisters and write down one of the ways in which they are different. Now try to find a similarity between them in the text.
- Can you think of any similarities and differences between Queen Cassandra and King Norman? Make a table with similarities on one side and differences on the other. Perhaps you could keep adding to your tables as you read through the book. Some of them might not be obvious straight away.

Discussion

Now think about you and your friends. Make a table with similarities on one side and differences on the other. Can you think of some ways in which you are similar and some ways in which you are different?

Those differences are what make you special. We are all unique and that is a good thing because it means we all bring different strengths into the world. But whilst it is important to embrace and celebrate our differences, it is equally important to remember that we are all humans living on this planet and that each and every one of us deserves to be treated as an equal with kindness, understanding, and respect.

Activity

Celebrate your friends

- Design a postcard to send to some of the fantastic people in your life. Tell them why you think they are amazing and unique.
- Don't forget to send one to yourself with a note about some of the things you love about yourself too.

Discussion

At the beginning of the book, Queen Cassandra is described as 'strong, clever and exceedingly funny.' These are some of the wonderful character strengths that make Cassandra who she is. Each and every one of us has different character strengths.

- Can you think of some of your own character strengths and think of some examples of how these might be shown?

e.g.

- loving
- a great friend
- creative
- imaginative
- determined
- willing to try
- kind
- a love for learning
- inquisitive, etc.

Teachers/Parents: You might find this free character strengths survey useful for this: <https://www.viacharacter.org/survey/account/register#youth>

- Can you think of a character strength that you have shown today? Can you draw a picture of this?
- Which one of your character strengths would you most like to grow? How might you do this?
- Choose a friend or family member who has shown a particular character strength recently. Tell them about it.

On-going:

- As you read the book, try to think about some of the different character strengths that the characters show. You might want to choose one character strength per chapter and write down how it is shown or draw a picture.

Activity

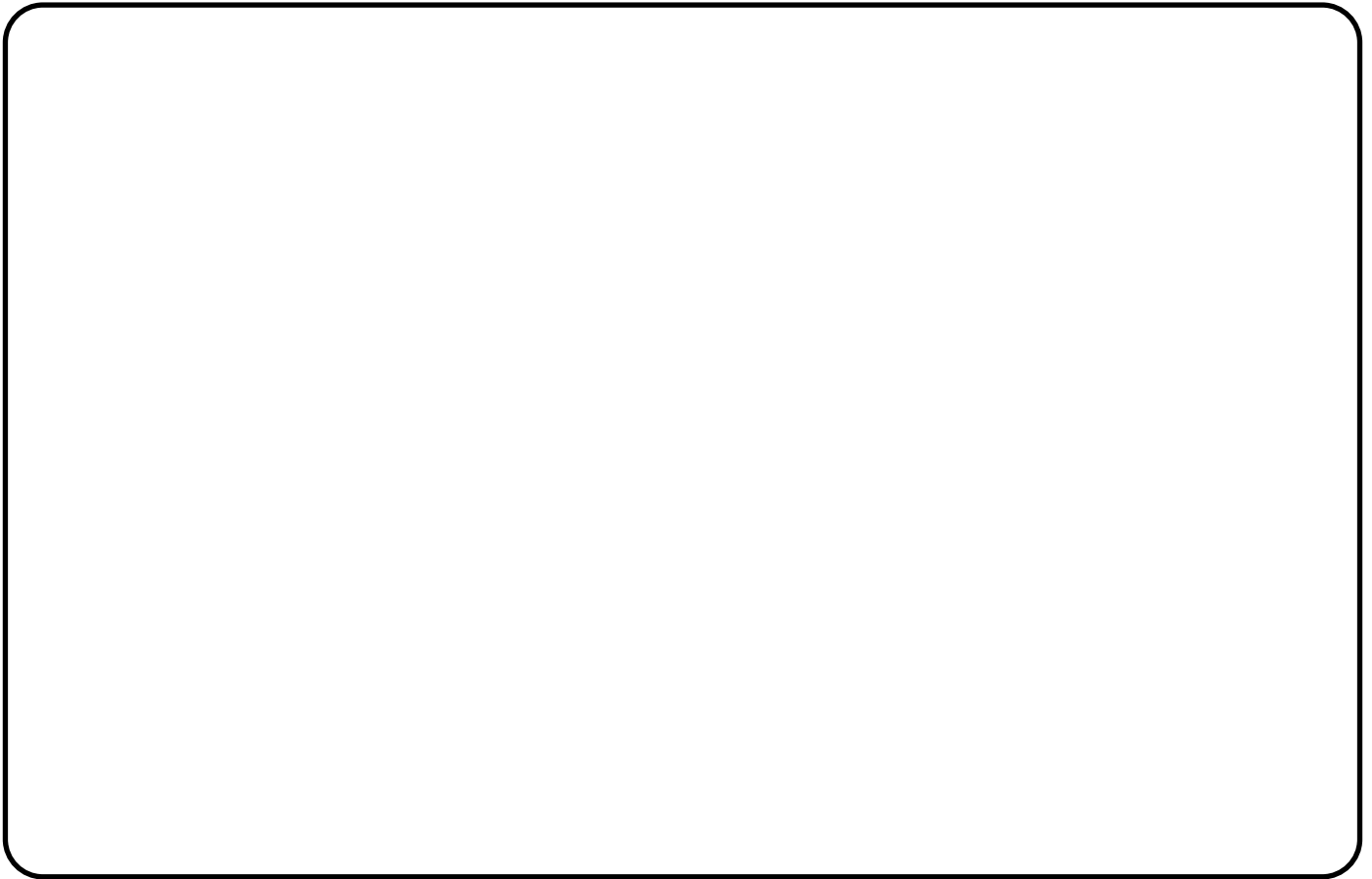
Celebrate your strengths

- On the next page: draw a self-portrait and write what makes you special in the box below.



Celebrate your strengths

Draw a self-portrait and write what makes you special in the box below.



Why I'm so special ?



Chapter 2 (can also be used with chapters 10–12 to work on character, storytelling and worldbuilding)

Focus: Creativity

Activity

In this chapter, Arielle opens a magical door into another land where she and her sisters find glittering disco balls, golden tulips, and diamond-studded trees. The sisters row across a lake in wooden boats and spend all night dancing with their fairy friends.

Creative writing

- Imagine that you are one of the sisters (choose your favourite one or create a new character). You have just returned from your night of dancing in fairyland and you want to tell your best friend all about it. Write a letter telling your friend about what you saw, what you did, and how you felt.
- Imagine you have just opened a magical door of your own. Where would you go? What would you do? What would you wear? Write a diary entry or a letter to a friend telling them all about what happened when you stepped through the magic door.

Music and dance

- What sorts of sounds do you think you might hear in the sisters' fairyland? Using items that can be recycled into instruments, see if you can create a soundscape of the magical experience.
- Work in groups. Some people make the music whilst others dance and/or mime the scene.

Design a spell

- On the next page.



Design a spell

Arielle uses rhyming spells to perform magic. If you had magic, what would you use it for? Can you design your own spell?

Spell name:

What's it for?

What do I need? (Instructions or ingredients)

Spell words (Make sure it rhymes)

Chapter 3

Focus: Managing feelings

Discussion

In the book, we learn that King Norman does not think he is very good at dancing. He gets jealous when his daughters dance and that makes him cross. He doesn't enjoy being in charge of the queendom either. He would rather cook for his family. When Cassandra goes away, he gets all nervous and worried, which makes him behave badly. He is short-tempered, cross, and makes bad decisions.

- Do you ever get feelings that make you behave in a certain way? Perhaps you feel scared and then you shout at people, or perhaps you get so worried you are unable to think properly sometimes.
- In a group, or with a partner, brainstorm things that help you to manage your feelings. They might be things that help you to feel happy or calm or give you time to think through your feelings. For example, the princesses in the book love to dance.

Activity

Helping Norman

- Imagine you are an agony aunt or uncle and Norman has written to ask for your advice. He knows he behaves badly when he gets stressed or worried and he wants to know if there is anything he can do to help manage his feelings.
- What would you tell him? Write a reply to him for your magazine column.

Comprehension

Read Chapter 3 and then answer the following questions. Try to find evidence within the text to back up your ideas:

- What sort of mood is Norman in and why?
- What does Norman ask Ricky to do?
- How do you think Ricky feels about his task?
- Ricky decides to go off to the library to see if he can find some ideas about what to do. Do you think this is a good idea? What sort of advice might he find in the books in an old library?

Discussion

In a group or with a partner, share your thoughts on the following:

- Norman was very stressed and distracted when he was talking to Ricky. Meanwhile, Ricky was worried and confused. This led both of them to make some bad decisions. How might they have both handled the situation differently?

Chapter 4

Focus: Feeling 'voiceless'

Discussion

In this chapter, the girls find out about Ricky's plan.

- What is Ricky's final plan? What does he end up doing?
- What do you think about Ricky's plan? Is it a good one? If not, why not?
- What do the princesses think about his plan?

Activity

Write a letter

- Write a letter from Evangeline to her mother telling her what is going on and what she thinks about it.

Discussion

Between them, King Norman and Ricky have come up with a plan to spy on the twelve princesses. Neither of the men has talked to the sisters or asked their opinion. King Norman has told the girls to go to their room and stay there. In the original fairy tale, the sisters were actually locked in their room overnight so that they could not get out, and at the end of the story, one of the sisters was forced to marry a man who had spied on her. Nobody asked the sisters if this was okay – they had no say in the matter: they were 'voiceless'.

At this point, teachers/parents might like to talk to the children about how women have been treated over the years and in different countries. In many places in the world, women are still treated as second class citizens and even in our society, women are often paid less than their male counterparts and are made to believe that they are not as capable at certain things.

It might be a good idea to talk about the suffragette movement and ask children to do some research and to create presentations/posters/speeches on the subject.

- Can you remember a time when you were made to feel 'voiceless'? How did you feel about it?
- Can you think of a time when you made someone else feel that way? How did you feel about it?
- What happened as a result?
- If you can't think of a time this has happened then imagine an example of an event where this could occur (e.g. in a school playground, on a sports pitch, in a shop, etc.). Think about thoughts and feelings both of the person making someone 'voiceless' and the person being made so.

Chapter 5 (can also be used with chapters 10–12 to work on character, storytelling and worldbuilding)

Focus: Character development and storytelling

Activity

Creative writing/Drama

In this chapter, we get to know some of the princesses a little better. Choose one of the sisters who you think you would like to write a story about. The main character in any story is called the protagonist. As an author, it is always good for you to get to know your protagonist before you start writing your story.

- Imagine you are a journalist who has come to the queendom of Feather to interview one of the sisters. Write a list of interview questions that you think your readers will want to know about the princess.
- Now imagine you are the princess and try to answer each question in as much detail as possible (write it down) **OR...** Work in pairs: one person will be the reporter and one person will be the princess. Act out the interview and see what fun and exciting answers you come up with.
- Write up your interview for a magazine column. **Teachers/parents: It might be worth having a look at some actual magazine/newspaper interviews here to study style and tone etc. before getting the children to write their article.**

Make sure you keep all of your character notes somewhere safe because you might want to refer back to them later on for a storytelling activity (at the end of the document).



Chapter 6

Focus: Fun and laughter

Comprehension

In this chapter, everything is going wrong for King Norman and he really doesn't handle it very well.

- Can you list three serious things that happen in this chapter?
- Can you list three silly things that happen in this chapter?
- What does Julia wade into the water to save?
- What does Norman try to use to stop water from gushing out of the pipe?
- Which princess is 'good at fixing things' and what reason does she give for not being able to help her father?
- Do you think Norman handles this situation well? What could he have done better?

Activity

Funny moments

As an author, this was my favourite chapter to write because it was so silly. There is nothing better for the soul than laughter and silliness.

- Art: Choose a funny moment from the chapter and draw or paint a picture of that moment. Try to make it as funny as possible to make your friends laugh.
- Drama: In groups, create a series of freeze frames/ tableaus to show the events in this chapter. Try to make them as funny as possible.

Slapstick

The humour in this chapter is often referred to as 'slapstick' humour. Slapstick is physical comedy, or comedy that relies on movements of the body and not on spoken jokes. We often see this in children's cartoons and films when everything seems to go wrong for the characters and it becomes funnier and funnier.

At this point, teachers/parents might like to talk to the children about the origins of slapstick humour in ancient Greece. You could get them to do their own research about slapstick through the ages.

- Creative writing: Grab a friend (or even a parent!) and write a slapstick routine about an everyday situation taking a turn for the worst. Here are some classic slapstick 'moves' to work into your scene if you want to (or think of your own):

- Pie in the face

- Slipping on or tripping over something (like a banana peel, for instance)
- Accidentally walking into a wall
- Prtfall (that means falling and landing on your bottom)
- **Drama:** Once you have written your routine, you can rehearse and perform it for your friends.



Chapter 7

Focus: Be your own person

Discussion

In this chapter, we meet Robert Pomphrey. Hayley knows Prince Pomphrey from school and from science events. He has got it into his head that she can't be as clever and good at science as he is because she is a girl. As you can imagine, this does not go down well with the princesses.

- People make judgements about others all the time based on all sorts of things such as gender, skin colour, hair colour, clothes, physical differences and even how someone speaks. Do you think this is right?
- Do you ever make snap judgements about people before you know them?
- Has anybody ever made assumptions about you based on how they see you?
- Have you ever been made to feel that you are not good at something or have no right to be interested in something because of who you are?
- Is there something you have always wanted to try or do but haven't because you are worried about what other people will think?

Activity

Two truths, one lie game

- Think of three 'facts' about yourself. Two of them should be true but one should be a lie. Try to make your truths as surprising as possible. In a group, take it in turns to introduce yourselves with your three statements. The others in the group have to figure out which of the three statements is a lie.

All about me art

- Think of all the things that make you unique. You might already be openly proud of some of those things but remember to include the other more surprising things too – the things that other people might not expect but which make you special. Create a piece of art to show the things that make you special. You might like to draw a picture, make a poster, create a collage, or even make a model of yourself.

Design a quiz

- In this chapter, the princesses challenge Prince Pomphrey to a science quiz. Why don't you challenge your friends to a quiz too? Split up into two teams. In your team, come up with 10 really great quiz questions to ask the other team. You could do a science quiz like the princesses or a general knowledge quiz or a quiz about a topic you are currently studying at school ...

Chapter 8 (can also be used with chapters 10—12 to work on character, storytelling and worldbuilding)

Focus: Creativity

Activity

In this chapter, mischievous pixies come to the castle after their home-tree in Dappling woods is blown down in a storm. They are soon followed by a huge dragon who loves the pixies and follows them everywhere they go.

Diary writing

- Imagine that you are King Norman. Write a diary entry about his week. Think about everything he has had to deal with and everything he is feeling. What might he write in his diary about it all?
- Now imagine you are Queen Cassandra, off on your adventure holiday. Write a diary entry for her. How do the two diaries compare?

Worldbuilding

The wonderful thing about stories is that absolutely anything can happen, especially if you set your story in a different world where the rules are different. In the princesses' world, there is a queendom called Feather with dragons and Dappling-Wood pixies and high, treacherous mountains; there are castles and magic and doors into enchanted lands.

- Try creating a world of your own using the map template on the next page (or draw your own). Think about what sort of landscape your world might have. Are there forests and lakes and rivers? Are there mountains and what are they called? What creatures live in your world? Where might your main character (protagonist) live? Where might a secret be hidden? Which areas are dangerous? Don't forget to create a key for your map.

Music and dance

- What sorts of sounds/music do you think go best with the mood of this chapter? Using items that can be recycled into instruments, see if you can create a soundscape for this chapter.
- Work in groups. Some people make the music whilst others dance and/or mime the scene.

Design a dragon

- The dragon in this book likes to follow pixies around the world and perch on top of castle towers. Design your own dragon. What does it like to eat? What does it like to do? Where does it live? What does it sound like? What does it look like?

Does it fly or breathe fire or does it have other powers that are more unexpected? When you have decided on your details, draw and label your dragon with as many details as you can. (See dragon design sheet for help.)





Key:

Design a dragon

Name of dragon:

Size/Wing span:

Colour and appearance:

Powers/abilities:

Interesting facts:

Draw your dragon here

Chapter 9

Focus: Kindness, friendship, diversity and acceptance.

This chapter can also tie in with the work mentioned in the Chapter 1 section and/or with the work mentioned in Chapter 7.

Discussion

- What are your first impressions of Lady Harper?
- How has she changed by the end of the chapter?
- Why do you think she might have been so rude and unfriendly at the beginning of the chapter?
- Why do you think she changed in this chapter?
- What can we learn from this chapter about how we judge people and how we treat them?

Activity

Poetry

Write a poem about your friendship group using the words 'diversity', 'difference' and 'kindness' as inspiration. You can even use these words to create an acrostic poem (where the first letter of each line spells out a word).



Chapters 10—12

Focus: Character, storytelling and worldbuilding

In these chapters, the sisters have quite a lot of fun play-acting and convincing Edward that he is invisible when he puts on a certain coat.

Teachers/parents: these chapters are a great opportunity to continue some of the creative ideas we have already started in Chapters 2, 5, and 8. The children can continue with worldbuilding, character development, dragon design, and spell designs.

Activity

Invisible person spelling game

- First, draw two large stick-people on the board. Be sure to give each of them the same number of body parts: two eyes, two ears, a nose, mouth, head, hair, body, two arms, and two legs. If you would rather draw stick monsters with extra legs and fewer eyes (for example), that's fine too. Just make sure both monsters have the same number of body parts.
- Split into two teams.
- Start with team 1: give the first person a spelling word and ask them to spell it out loud. If they are correct, they get to erase a body part from the other team's figure. Then go to the other team and repeat the procedure. If the word is not properly spelled, no part is erased. Keep going until one team's person is completely erased – invisible!

The invisible murderer drama game

- Choose someone to be the 'detective'. Send this person away from the group. Ask everyone else to close their eyes and put their heads down. Select the 'murderer' by tapping someone on the shoulder. Tell the children to begin walking around, shaking hands with everyone, and ask the 'detective' to come back into the room. The role of the 'murderer' is to be invisible to the 'detective'. They must outsmart the detective by killing off everyone without being discovered.
- To do so, she/he must squeeze the person's hand while shaking it. The person whose hand was squeezed must wait five seconds (while still walking around shaking hands), then loudly die and fall to the floor.
- The detective has three guesses. If she/he does not accurately identify the murderer in three guesses and before everyone dies, the invisible murderer wins.

Act it out

- In the book, Genny loves to act. She has a lot of fun pretending to be the old witch, and the other sisters have a lot of fun pretending they can't see Edward when he

follows them into fairyland. In groups, act out the old woman scene for yourselves. One person will be Genny (disguised as an old woman), someone else is Edward, and then you have Arielle and Evangeline hiding behind a bush. If there are more than four of you in the group, add in some of the other princesses and see how it changes the scene. Have fun with this and try to get into the mindset of your characters. Remember, when improvising a scene, it is always best to go with the flow even if it seems utterly ridiculous.

Creative writing

- Imagine you are Edward meeting 'the old woman' (Genny in disguise) for the first time. Write a letter from Edward to his parents describing this weird encounter with the old woman and her invisibility coat.
- Imagine that you have been given a real invisibility coat. What would you do with your new superpower? What might go wrong or how might you be able to help people? Write a story about the day in the life of an invisible person.

Movement

- The princesses trick Edward (and then later their dad, King Norman) into thinking he is invisible when he puts on a certain coat. Thinking he is invisible, Edward has a wonderful time dancing like no one is watching. Why don't you try putting on some music and dancing like no one is watching?



Chapter 13

Focus: Speaking out

Discussion

In this chapter, Queen Cassandra returns from her holiday to find the castle in chaos and to discover that Ricky has been bringing people into the castle to spy on her daughters. As you can imagine, she is not happy about it.

- Think back over the plot. Can you remember what Ricky offered people as a reward for discovering the princesses' secret?
- What do you think about Ricky's plan?
- We already know the sisters weren't happy about the plan. Why do you think that is?
- Can you remember the different ways the princesses have got their own back on their spies? Do you think they were right to do what they did?
- What might you have done in this situation?

When Cassandra questions Norman and Ricky about their actions, they are both sheepish. Norman doesn't appear to have known anything about Ricky's plan, and Ricky says that he thought it was wrong but didn't know what to do. Cassandra replies, 'If something seems wrong, then question it.'

- What do you think about this advice?
- How might this apply to situations in the real world?
- Can you think of a time when you have seen or heard something that didn't seem right to you? Perhaps someone was being unkind to someone else or perhaps you have read about something in the news. What can you do when you notice these things?
- Who do you think is more to blame for the confusion in this book, King Norman or Ricky? Why?

Activity

Speak out

Choose something that you want to speak out about in your life. Perhaps you want to raise awareness of climate change or fight for racial equality. Perhaps you want to put an end to bullying or persuade people to take notice of the awful conditions in refugee camps around the world. Whatever you feel strongly about right now, find a way to speak out about it. You could start by making a poster or doing a presentation in your school assembly. You might want to go further than this and start up a fundraising campaign or a school group to continue raising awareness.

Chapter 14

Focus: Summary

Discussion

- There is a lot of fun and laughter in this version of *The Twelve Dancing Princesses*... and lots and lots of dancing! But there are some more serious messages in the book too. What important messages can you take away from this book?
- Now that you have read this book, you might notice that lots of fairy tales and stories (traditional and modern alike) often depict girls and women as weak and helpless or as little more than 'pretty' possessions for men to own. Can you think of any well-known stories like this? How would you change those stories to reflect your own values and beliefs?

Storytelling activity ideas

If you have been through the activities in the chapter sections above, you should already have lots of ideas for a story. You might have character notes and interviews, a rhyming spell to use in your story, ideas for how to use superpowers, as well as dragon designs and your own magical fairyland world ideas. You can use any of these ideas to help you with a final story. Below are some suggestions for where to start:

Time for change

- Pick a well-known fairy tale or story and rewrite it the way you would like it to be told. Perhaps you would rather read about 'normal' people rather than princes and princesses. Perhaps you'd rather see Cinderella go off travelling around the world than getting married to a prince she barely knows. Perhaps you want to see characters from all over the world and from different races and backgrounds coming together and celebrating their differences.

Pick a princess

- Choose your favourite princess from *The Twelve Dancing Princesses* and make her the protagonist of her own book. It can be set anywhere at any time in any world with any theme and plot you like but remember that she is still one of the twelve princesses from this book so keep some of her main character traits.

Through the door

- In *The Twelve Dancing Princesses*, Arielle opens a magical door into another land. Write your own story about a door into another world.