**Unit Title**: **Storytelling** *by Lela Kovalenko Bayne*

**Description**: Beginning drama students; grades 9-12. No previous experience necessary. All lessons are 55 minutes long.

**Educational Objective:** Students will share their ability to tell a convincing and entertaining beginning-level story by telling to an elementary-aged audience and by first auditioning for the teacher.

**2014 National Core Arts Theatre Standards**

TH:Cr1-3.1

TH:Pr4-6.1

TH:Re7,9.1

TH:Cn10.1

**1994 National Standards Met**:

*Content Standard #1:* Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history  
*Content Standard #2:* Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

*Content Standard #4:* Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions

*Content Standard #5:* Researching by evaluating and synthesizing cultural and historical information to support artistic choices  
*Content Standard #7:* Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

*Content Standard #8*: Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present

**Curriculum Key Design**

Big Ideas:

* Stories are told each day in various ways and are therefore essential to our ability to communicate with others
* The art of storytelling through various means is crucial in human development (both in an overarching way as well as an intimate way)

Essential Questions:

* Why do we tell stories as humans?
* What role does storytelling, in its various forms, have in human interaction?
* What makes a story “good”?
* How can one decide what is “age appropriate” and what is not?

Key Knowledge/skills:

* Telling stories in a professional manner
* The ability to critique one another's work
* The ability to self-assess
* The knowledge that sometimes you must prove what you can do before you are allowed to do it to your target audience

Authentic Performance Tasks:

* Researching in order to find a suitable story to tell
* Passing an audition in order to earn the ability to tell in the classroom (which simulates the passing of an interview or another such thing in which one must prove his or her skills before moving forward).
* Peer-reviewing one another's performances
* Self-evaluation of one's performance

**Storytelling** *by Lela Kovalenko Bayne*

**Lesson 1 Title:** Introduction to Storytelling

**Educational Objective:** Students will be able to identify the basics of storytelling as a class after going over storytelling packet as well as learning about its history.

**Materials Needed:**

* One "Guidelines for Storytellers" packet for each student and one for you
* Computer connected to projector
* Access to YouTube

**Hook:** Show the students an example of storytelling from YouTube.

(Search for "Tony Wilson Gingerbread Man" or use the actual address: http://www.youtube.com/watch?v=8p9Fw1CsYxA)

This clip is about 9 minutes and 15 seconds long.

**Transition:** Ask the students what kind of theatre this was. (Storytelling!) How is what this man did different than a monologue? How did this teller capture our interest, even while he was sitting down? Could he have told it standing up? What techniques did he use from other areas of theatre and how were they honed in his storytelling?

**Step 1 (Instruction):** Inform the students that storytelling has quite possibly been around for as long as humans have been on the earth, as evidenced by stories drawn on walls in caves and other evidences of found ancient civilizations. Ask the students how often they use stories in their everyday lives and inform them that every time we let people know what happens in our lives, we are telling stories. Inform the students that the next unit is a storytelling unit in which they will be responsible for adapting a written story into a telling for elementary-aged students and then, if they pass an initial audition, tell that story to an elementary classroom.

**Step 2 (Instruction):** Pass out the Guidelines for Storytellers packets, making sure that each student receives one. Go through the Guidelines on page one of the packet. Ask students to read various pieces of the packet (such as one student reading the Learnability area and so forth) if you so desire. Ask for questions as you go through the packet so that questions are answered as they come rather than waiting until the end. It is only necessary to go through the tellability section for this lesson. Remind the students to keep these packets in a safe, accessible place!

**Assessment:** Ask the students to review what storytelling is (based on the conversation in step 1), to define "Learnability" in a nutshell, and to define "Tellability" in a nutshell. Write these things on the whiteboard in bulletpoint format for the visual learners.

**Supplements:**

* Guidelines for Storytellers packet (below)
  + All pages to be printed front and back except for plot points page, comment page, and rubric page

Guidelines for Storytellers

**How to select a story to tell**

1. Read MANY stories.
2. Choose one story you really like. It should be one that you’d enjoy telling many times.
3. Evaluate the story for “learnability.”
4. Evaluate the story for “tellability.”
5. Consider its appropriateness for your intended audience.
6. Think about what audio-visual (AV) media, if any, might be appropriate. (Puppets, felt board, overhead projector, pre-recorded narration, sound effects, etc.)

**Learnability**

1. How long is the story? Read it aloud and time yourself. If it takes more than 10 minutes, it’s probably too long for a beginning storyteller, unless you have an exceptional memory.
2. Does the story have patterns? Stories that repeat certain lines or themes are easier to learn, as are stories that build on themselves. Stories that continually change require a great deal of memorization and are therefore harder to learn.
3. Think about whether or not you would want to learn the story word-for-word. Can it be paraphrased? Stories that require memorization, such as rhyming stories, are harder to learn and remember—they are also much harder to tell, because it’s very difficult to cover up a misspoken rhyme!

**Tellability**

1. For “traditional” storytelling (no AV media):
   1. Do the words tell the story? Can you make the listener imagine what is happening by your voice and body alone?
   2. Think about the movements and gestures you would use to tell the story clearly. Will you have to change your voice to show that different characters are speaking? Will you be able to do that?
   3. Will you have to add anything to the story, or leave anything out, to make it clear to your audience? It is okay to change the wording of a story, but don’t change the basic outline of the story!
2. For storytelling with AV media:
   1. What form of media will best help you tell this story to your intended audience?
   2. Will you be able to tell the story smoothly while manipulating your materials?
   3. Will using media force you to change the story in some way? How?

**Hints for learning stories**

1. READ THE STORY to yourself a few times, thinking of how it fits together.
2. READ IT OUT LOUD a few times, thinking about what kind of expression and voice changes you may use, as well as any dramatic gestures.
3. WRITE IT, or copy it some other way, so that you will have a copy to practice from. Typing the story often helps with memorization.
4. OUTLINE the story, identifying sections with main events, actions, and themes. This is particularly helpful with longer stories that do not have much repetition.
5. PRACTICE SECTIONS, a little bit at a time, until you can remember longer and longer parts without looking at the story. When practicing sections, include “transitional” passages—a sentence or two at the beginning and end—to help you remember how sections fit together.
6. TELL THE STORY TO YOURSELF OUT LOUD, using expression and dramatic gestures and your AV media (if you have it). It is not necessary to memorize every word most times—you can use your own words as long as you don’t change the meaning of the story or its basic plot.
7. TELL THE STORY TO YOURSELF in front of a full-length mirror. To check pacing and enunciation, try recording yourself.
8. TELL THE STORY TO A FRIEND who can make suggestions on performance.
9. TELL THE STORY TO A SMALL GROUP OF KIDS to build confidence.
10. TELL THE STORY TO A LARGER AUDIENCE and enjoy yourself!

**Performance tips**

1. *Relax your shoulder muscles!* Let your arms hang down comfortably when you’re not using them.
2. *Make every motion count!* Do not move your body or hands unless the movements help you to tell the story. Do not pace unless it is part of the story.
3. *Make eye contact!* Look at your listeners’ eyes as you tel. This makes each person feel as if you are telling directly to her/him. Do not stare off into space. If eye contact makes you uncomfortable, look at the tips of people’s noses.
4. *Speak clearly and distinctly!* Do not rush your words. It may seem that you must talk too slowly but you’ll get used to it. Tape record yourself to check pacing.

**Dramatic use of voice**

1. Show conversations between two characters by changing the direction you’re facing, or by turning your head. If you do this clearly, you can leave out words like “she said” and “he said” because you’re making it obvious who is speaking.
2. Change voices for different characters. This should not be attempted unless you can remember to do it consistently, every time the character speaks. For example, a troll might speak in a deep, gruff voice. A fairy might speak in a high light voice. Dialects can also create character, but make sure you can do it convincingly.
3. Change your voice to create a mood. If you’re telling a scary story, lower your voice and speak as if you’re sharing a secret. If you’re telling a sad part, sound sad. If you’re telling a happy ending, smile and sound happy! Let your expression reflect what your characters are feeling.

**Dramatic gestures: Making your words come alive!**

1. *Act out motions that you are describing*. If you are saying “she opened the door a crack and peeked into the room,” do it in pantomime! If you’re saying “he hammered the nail into the beam,” act it out! If your character is skipping down the road, skip in place.
2. *Act and speak the way your characters are feeling.* If you’re Hansel, lost in the woods, act lost—look all around and make your voice sound small and frightened. If you’re telling a secret, whisper behind your hand in a stage whisper.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_**

**STORY TELLING LOG**

**\_\_\_\_/11**

3 stories required for the assignment. You can receive extra credit for up to two more stories.

I. Name of Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(+3) What is this story about? (Keep it brief; about three sentences.)

(+1) What is the moral of the story?

(+1) What is the conflict in the story? (circle one)

Man vs. Man

Man vs. Nature

Man vs. Society

Man vs. Himself

(+1) What grade level is this story proper for? (circle one) K 1 2 3 4 5

(+1) Length of story in minutes: \_\_\_\_\_\_\_\_\_\_ minutes

(+2) Would this story be better told as a traditional story, or with AV media? Why? If with AV media, what kind?

(+2) In your opinion, this story is easy or hard to tell/learn because: (circle at least three)

***Easy***

Has repetition

Short

Several characters

Simple plot

***Hard***

Rhymes

Long

More than 5 Characters

Complex plot

This is a possible story that I could choose to tell: Yes No

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_**

**STORY TELLING LOG**

**\_\_\_\_/11**

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I. Name of Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_**

**STORY TELLING LOG**

**\_\_\_\_/11**

3 stories required for the assignment. You can receive extra credit for up to two more stories.

I. Name of Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(+3) What is this story about? (Keep it brief; about three sentences.)

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Man vs. Nature

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Man vs. Himself

(+1) What grade level is this story proper for? (circle one) K 1 2 3 4 5

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(+2) Would this story be better told as a traditional story, or with AV media? Why? If with AV media, what kind?

(+2) In your opinion, this story is easy or hard to tell/learn because: (circle at least three)

***Easy***

Has repetition

Short

Several characters

Simple plot

***Hard***

Rhymes

Long

More than 5 Characters

Complex plot

This is a possible story that I could choose to tell: Yes No

PLOT POINT EXAMPLE

*Here is an example of how to create a plot point of your story.*

Story title: “The Little Red Hen”

1. Four friends: pig, cat, duck, hen
2. Hen pecking in garden
3. Hen finds seeds in the garden
4. Hen asks friends who will help plant the seeds
5. “Not I” (all friends)
6. Hen does it herself
7. Seeds grow into wheat
8. Hen asks friends who will help cut the wheat
9. “Not I” (all friends)
10. Hen does it herself
11. Hen asks friends who will help grind wheat into flour
12. “Not I” (all friends)
13. Hen does it herself
14. Hen asks friends who will help bake flour into bread
15. “Not I” (all friends)
16. Hen does it herself
17. Hen asks who will help eat bread
18. “I will” (all friends)
19. But Hen does it herself

STORY TELLING COMMENTS

**Needs Work**

Put more movements into story

Voice was boring

Just stood there the whole time

Talk louder

Story felt long

No introduction

No excitement

Use more personality

Talked more to self than to audience

Lots of random movement

Same voice the whole time

Act more things out

Obviously nervous

**Right on!**

Told story in order

Articulated well

Was animated

Good show

Changed voice appropriately

Acted things out

I reacted to the story

Body movements were related to story

Engaged the audience

Varied vocal patterns

Had expression

Talked to the audience

Facial expressions helped tell story

Acted and spoke the way the characters were feeling

Storyteller’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Story’s title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STORY TELLING RUBRIC

\_\_\_\_\_/50 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | Right on: Nailed the story  (4) | In and Out: there, but not consistent (3) | Work in Progress: saw glimpses  (2) | None  (0) | Comments |
| Introduction stimulated audience interest |  |  |  |  |  |
| Voice flexible, expressive |  |  |  |  |  |
| Voice loud enough to be heard |  |  |  |  |  |
| Appropriate words used in story |  |  |  |  |  |
| Understood all words |  |  |  |  |  |
| Clear suggestion of characters: body language and voice |  |  |  |  |  |
| Story built to a climactic moment |  |  |  |  |  |
| Used pauses properly |  |  |  |  |  |
| Varied tempo in story |  |  |  |  |  |
| Used appropriate eye contact with audience |  |  |  |  |  |
| Conveyed enthusiasm with the story |  |  |  |  |  |
| The AV material or dramatic gestures were handled smoothly and didn’t break the flow |  |  |  |  |  |

**2 points: Story is less than 5 minutes long, but more than 2 minutes long**

**Lesson 2 Title:** Finding a Story to Tell

**Educational Objective:** Students will be able to assess the tellability and learnability of a story by choosing one story to adapt for a young audience.

**Materials Needed:**

* Either access to the school library or a collection of 40+ children's books and stories
* A copy of the storytelling packet given last lesson

**Hook:** Ask the students to come together in a circle. Ask each student to tell a brief story about his name, whether it be his first name, his last name, or his nickname. Give an example by telling one about your own. No story should be more than 45 seconds long.

**Transition:** Ask the students how this game tied into the discussion had the last time. How do stories tie into our everyday lives? If we all have a story behind our names, how much more does a person have to share? How do you suppose storytellers (like the one watched the day before) use the stories they have to tell and their own experiences to create dramatic tellings?

**Step 1 (Instruction):** Inform the students that today they will be finding a story to adapt and tell using the guidelines in the learnability and tellability sections of their packets. Ask the students to open up to the third page of the storytelling packets they received last lesson. Go over the assignment found there (storytelling logs) with the students, answering any questions they may have. Remind the students that they will be telling for a young audience, so they must keep the appropriateness of the story in mind when searching for one.

**Step 2 (Individual practice):** As a class, go to the school library (with the students' personal belongings) and allow the students to fill out their worksheets for the rest of the period utilizing the children's section. If access to the library is not available, allow them to go through a collection of 40+ children's books and/or stories that you have collected for them. Have the students check out the books that they will be using (each student only needs one).

**Assessment:** The assessment are the worksheets, which are due as the students leave.

**Lesson 3 Title:** What Makes a Good Story?

**Educational Objective:** Students will be able to identify strong things and weak things about storytelling after watching various examples and apply strong things to their own stories as well as decide upon which medium of story (traditional, puppets, overhead projector, or felt board) that they will use to tell their stories.

**Materials Needed:**

* Each student must have his or her storybook
* Computer connected to projector
* Access to YouTube
* Your own story to tell as an example
* An example of a sheet of colored felt

**Hook:** Show the example of a woman telling the story of *Tortoise and the Hare* to a class of elementary students. (The address to this video is http://www.youtube.com/watch?v=s\_032nPgwdM)**.** This clip is nearly 11 minutes long.

**Transition:** Ask the students to analyze the woman's performance. How did this traditional telling differ from the traditional telling of *The Gingerbread Man*? What elements of storytelling did she use? What pieces of learnability and tellability could they tell that she used and/or thought about in her telling? How can we use these techniques in our own tellings?

**Step 1 (Individual Practice):** Ask the students to read their books aloud to themselves. Everyone will read his book at the same time in a conversational tone. Ask them to evaluate their stories once more for tellability and learnability as they read aloud, as this will be a different experience than reading it in their heads and assessing it. Ask them to keep in mind the specifics of tellability and learnability as found in their packets as well as the discussion they just had.

**Step 2 (Discussion):** Ask the class what they found when reading their stories aloud. Did they find that they may have to look for a different story? Did they "nail it" and know that this story will be great? Did anyone begin to think about how they will be able to tell this story the best using the three different types of telling they can choose from (traditional, puppets, overhead projector, or felt board).

**Step 3 (Story time and discussion):** Tell a story from your own repertoire, asking the students to assess you for what was good and what was not. I tell the story of *the Raven and the Sun* in a traditional manner; it is a story from the Northwestern Native American tribes, and it is easy to use physicality with it. The basic story can be found in the supplements of this lesson, which I have embellished according to my own storytelling style and how it was told to me when I was a young girl. Discuss the things they found in your story that were good and bad and why they found them as such. You may want to teach them at this point how to give feedback in the form of "I wonder", which is an easy way to make critiques less upsetting. The basic rule here is any form of critique in order to better the story must start with "I wonder" and finish with a specific thing that might happen in order to better the storytelling experience. (Example: I wonder if you used your arms more if it would allow us to see the raven better? ) This saves students from having to endure comments like "I was bored" or "I didn't believe you were the bird" and, instead, makes the person who is giving a critique also have to give a way to fix what they found to be lacking. These wonders, of course, can be ultimately taken or left by the teller.

**Assessment:** Ask the students to read their stories to themselves once more and to figure out what medium to tell their stories with by applying elements of good storytelling to how they picture themselves telling their stories. Students must turn in a slip of paper as they leave class with their name, their story title, and what medium of story they will be performing with. Students who wish to tell with felt must also turn in a list of what color felt they will need to create their pieces with as well as how many squares of each color. Make sure you show the students how large the sheet of colored felt is so that they can give you an exact number.

**Supplements:**

* Basic story of "Raven and the Sun:

In the beginning, the world was in total darkness. The Raven, who had existed from the beginning of time, was tired of groping about and bumping into things in the dark.

Eventually the Raven came upon the home of an old man who lived alone with his daughter. Through his slyness, the Raven learned that the old man had a great treasure. This was all the light in the universe, contained in a tiny box concealed within many boxes.

At once the Raven vowed to steal the light.

He thought and thought, and finally came up with a plan. He waited until the old man's daughter came to the river to gather water. Then the Raven changed himself into a single hemlock needle and dropped himself into the river, just as the girl was dipping her water-basket into the river.

As she drank from the basket, she swallowed the needle. It slipped and slithered down into her warm belly, where the Raven transformed himself again, this time into a tiny human. After sleeping and growing there for a very long time, at last the Raven emerged into the world once more, this time as a human infant.

Even though he had a rather strange appearance, the Raven's grandfather loved him. But the old man threatened dire punishment if he ever touched the precious treasure box. Nonetheless the Ravenchild begged and begged to be allowed to hold the light just for a moment.

In time the old man yielded, and lifted from the box a warm and glowing sphere, which he threw to his grandson.

As the light was moving toward him, the human child transformed into a gigantic black shadowy bird-form, wings spread ready for flight, and beak open in anticipation. As the beautiful ball of light reached him, the Raven captured it in his beak!

Moving his powerful wings, he burst through the smokehole in the roof of the house, and escaped into the darkness with his stolen treasure, placing it in the sky to shine upon the whole earth. That is how light came to be on the earth.

**Lesson 4 Title:** Work Day/Plot Points

**Educational Objective:** Students will prove their knowledge of their stories’ basic plot by creating a plot point outline of their stories.

**Materials Needed:**

* Each student must have his or her storytelling packet
* Whiteboard and pens
* Overhead markers
* 3 overhead sheets for each student doing overhead
* The felt necessary for the students doing felt
* Scissors
* Glue (both hot glue and Elmer's)
* Scrap bag for those who may be making puppets to use

**Hook:** Ask the students to tell you the story of *The Tortoise and the Hare*, using their prior knowledge of that story from the clip they watched in lesson 3. As they tell you the story, write up on the board the basic plot points as they are told.

**Transition:** Tell the students that what you have written up on the board are called Plot Points. They are the main pieces of the story and what is most important to include in a telling.

**Step 1 (Instruction/Discussion):** Ask the students to pull out their storytelling packets and open to the sixth page, which is where an example of a plot point sheet for the Little Red Hen can be found. Ask them how creating a plot point might be able to help them in learning their stories. They can turn to the first and second pages of their sheets to find some answers as well. How are plot points different than what is already written up on the board? Emphasize that plot points are not writing what will be said or all the tiny parts of each story--plot points are the important parts of the story that you must remember or else the story would not make sense. Writing these should help you with memorization of the story.

**Assessment (assigned as homework):** Ask the students to write out a plot point for their stories. These plot points must be written in such a way that all of the elements necessary in the story are present. They will also be responsible to mark/notate places where they think they may use physicality, change a felt piece, or change their overheads. These will be due the next lesson day, and the completion of them will be worth 5 points. Ask the students to try and use their plot points to memorize as much as they can of their stories, as they will be asked to work on the telling of them for the next lesson.

**Step 2 (Individual Practice):** The rest of the period should be a work time for the students to be able to create pieces necessary for their stories. If they are telling traditionally, ask them to work on their physicality and voice as they work. They may want to turn in plot points early and work on those as well. Throughout this work period, you will want to make sure that you go around the room and check in on students to keep them on task. Let them know that you are available as a resource if they wish to ask you for help or practice for you. It is better not to simply say "get to work" or something of the like if a student is off-task. Instead, approach the student and ask if you can help her do anything or if she is stuck. Asking guiding questions about his or her work will allow you to actually help the student, and most of the students will actually begin to work if you use this technique.

**IMPORTANT NOTE:** You will want to give the students another day dedicated to working. This does not have a set lesson plan, and therefore is not included as such. Always remind them to rehearse their stories as homework.

**Lesson 5 Title:** Practice Day

**Educational Objective:** Students will show their ability to both tell a story and to assess a story by working with one another to critique each other’s stories.

**Materials Needed:**

* Basic sock puppet (honestly, it just has to be a plain sock--it doesn't need eyes or anything)
* Extra timers

**Hook:** Collect the plot points from the students, telling a short story using a sock puppet as you do so. This story can be completely made up. Make sure you use a character voice and that your puppet is making movements with its mouth at the same time you speak to make it believable.

**Transition:** Once all of the plot points have been collected, ask the students what techniques you used with your sock puppet to tell a story. Character voice is very important to the believability of a story, as are movements. Those movements can be making faces or posing if you are telling orally. If you are doing puppets, the puppets have to "show" emotions as well. Inform the students that they will be looking for elements like these in one another's stories.

**Step 1(Instruction):** Ask the students to pull out their storytelling packets and turn to the seventh page, which contains the storytelling comment page. This page is the peer review sheet that they will be using to help one another figure out what he or she must work on. Remind the students to be respectful and to give helpful feedback and ask them to use the "I wonder" formula to best help their classmates. The students will circle the things applicable on the sheet as well as write what made the piece strong and what needs to be worked on the most.

**Step 2 (Group Practice):** Ask the students to pair up and share their stories as they are ready thus far. Let them know that for this first time (for both partners) that they are expected to simply watch and listen to the stories. After the stories are told the first time, they are to point out what they liked the best about the story and also give some general notes that can be immediately applied.

The partners will then have a second chance to tell to one another. For this second run, ask the partners to not only fill out the sheet for his or her partner but to time the story as well (to make sure it falls into the 2-5 minute time limitation). The students may use their phones if they have timers on them. For students who do not have this type of function on their phones, provide them with a timer. Inform the students that the critique sheets will be turned in after the auditions so that the students will be able to use them as they rehearse at home, so remind them to keep the sheets in the packets.

**Assessment:** The sheets are the assessments.

**Lesson 6 Title:** Audition Day/Assessment Day

**Educational Objective:** Students will prove their ability to tell an entertaining and believable story by auditioning the story for the teacher.

**Materials Needed:**

* The grade sheet from each student's packet as he or she presents
* A camera with which to record the auditions for later self-assessment. It is best to use a digital camera with which to upload each story as its own file.
* A felt board for those using felt

**Hook:** Play a round of "Yes, and..." as a class to get the storytelling juices flowing as well as to warm up. Ask the students to use their bodies as they tell their lines of the story in order to be better warmed up for their auditions.

**Assessment:** Students will tell their stories, one at a time, to the teacher. Each story will be recorded for self-assessment purposes. Students must also turn in the peer sheets as they received as they come in to audition. Those who are not auditioning at the time should practice their stories. Those who are finished with their auditions are welcome to work on homework should they so desire, but it is recommended that they are asked to partner with those still practicing.

**Lesson 7 Title:** Self-Assessment Day

**Educational Objective:** Students will prove their ability to critique their own work by self-assessing their stories (recorded from audition).

**Materials Needed:**

* Access to the school computer lab
* All recorded stories uploaded as their own files into a class folder on a shared drive (so that each student may access his or her own work). This can be deleted after this class period.
* Self-assessment forms for all who auditioned

**Warm-up:** Play "Storyline" (a line of 5 students stands in front of the classroom and makes up a story. Whoever you, the facilitator, points to must tell the story. You may switch who you are pointing to at any point, and the new person must pick it up exactly where it was left off, even if that means the middle of a word or sentence) to allow the students to work together again to create a story as well as to release them of their nerves they may have.

**Step 1 (Instruction):** Ask the students to think back on their auditions. How well did they use the peer sheets to prepare? Did they help? How did critique from an outside source help create a better story? How can critique from others help outside of the theatre world?

**Step 2 (Instruction):** Give the students each a copy of a self-assessment form. Go over the form and answer any questions that may arise.

**Step 3:** Ask the students to bring their things and go to the school computer lab!

**Assessment:** Ask the students to log in and find the shared class folder in which you placed on the shared drive and ask them to find their video files. They must fill out the evaluation of his or her own work in an honest way and turn these in as they leave the lab at the end of the period.

**Supplements:** Self-assessment form

Storyteller’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Story’s title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Storytelling Self Evaluation

*All of the areas below were worth four points. In the blank spaces after these questions,* ***rate yourself****. 4 is highest, 1 is lowest, and 2 is average.*

1. Was my introduction interesting and clear? Yes No \_\_\_\_\_\_\_

Did I have a hook? Yes No \_\_\_\_\_\_\_

How effective was it?

How can I make it better?

1. Was my voice loud enough to be heard? Yes No \_\_\_\_\_\_
2. How could I use my voice to make it more flexible? \_\_\_\_\_\_
3. How could I have used it to better express what I was trying to express?
4. Did it sound like I understood all of the words in my story? Yes No \_\_\_\_\_\_
5. Were all of the words I used appropriate for the story and age level? Yes No \_\_\_\_\_
6. How did I use my body and voice to SHOW what was going on? \_\_\_\_\_
7. What could I do better with my voice and body?
8. Did it sound like my story had a climactic moment that I built it up to? Yes No \_\_\_\_
9. Did I use pauses effectively in my story? Yes No \_\_\_\_\_\_
10. Did I vary the tempo of my story? Yes No \_\_\_\_\_
11. Did I use eye contact with my audience to help with my telling? Yes No \_\_\_\_\_\_
12. Did I show any enthusiasm in my telling? Yes No \_\_\_\_\_\_
13. If I had AV material, did I use it in a way that HELPED the story and not detract from it? Yes No \_\_\_\_\_\_

**Lesson 8 Title:** Organization and Practice

**Educational Objective:** Students will organize their telling agendas after being placed into groups by filling out an organization sheet and then practicing their agendas.

**Materials Needed:**

* Costume box full of silly hats, glasses, and other small props or costume pieces
* White board and markers
* Group lists on white board with cooperating teachers’ information
* Group organization sheets for each group

**Hook:** Have the groups listed on the board before the class arrives. This will act as the hook.

**Step 1(Instruction):** Go over the groups as they are listed on the board. Ask the students to get into those groups and hand a group organization sheet to each group once they are formed. Go over the sheet as a class and answer any questions necessary. Ask the students to do as the sheet says and to fill out the sheet, then to go through the costume/prop box to find whatever they may wish to use for their telling routine, and then to practice their routine. Instruct those who did not pass the audition to be part of a group to offer critique or to help them as necessary.

**Assessment:** The group organization sheet is the assessment, as well as visual acknowledgement of the continuing work of each group to practice after they have gone through their sheet. Each group must turn in its sheet as the students leave the classroom at the end of the period.

**Supplements:**

* Storytelling group organization sheet (attached)

**STORYTELLING GROUP ORGANIZATION SHEET**

**Group Member Name Story Title Telling Format**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Our teacher’s name at the elementary school is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Room number \_\_\_\_\_\_\_\_ Grade level \_\_\_\_\_\_\_\_\_**

**Now to Organize!**

Master of Ceremony will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(This person keeps the group focused, and is like the boss. This person will introduce each activity or story in your group.)

Introduce yourselves first. Do you want to wear funny things like hats, glasses, etc.? Will you play a name game to introduce yourselves? Will you play games in between stories to keep the children interested? Think variety!

Remember, keep the variety going with the order of stories. Don’t put the same types of stories back to back if you can help it, and try putting short stories in between longer stories.

The person with the shortest story should go first: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who should go second? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add a stretch here, like Simon Says, etc.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who should go third? (Medium-length story): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who should go fourth? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Add a stretch here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The person with the longest story should go last: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Say goodbye! Will you be passing out treats? (Check with me about any allergies in the classroom you will be telling in!) Who will be in charge of it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Turn this in to me when you're finished! Now practice!

**Lesson 9 Title:** Telling a Story

**Educational Objective:** Students will share their ability to tell a convincing and entertaining beginning-level story by telling in front of an elementary-aged audience.

**Materials Needed:**

* Storyteller Critique Sheet (for cooperating teachers, one given to each group to give to the teacher when the students arrive in the classroom)

**Step 1:** Hand out a storyteller critique sheet to each group and inform the students that the teachers of the classrooms they tell for will be assessing their performance, and this grade will be factored into the final storytelling grade. Instruct them to hand the sheet to the cooperating teacher as soon as they arrive. Those who did not pass the audition will act as runners at the elementary school and observe with you, the high school teacher.

**Step 2:** Get to the elementary school! Hopefully, this is just a short walk away.

**Assessment:** The groups will arrive at their assigned rooms and go through their routines after giving their critique sheets to the cooperating teachers. This sheet will be available to the students after they return to the high school classroom.

**Supplements:**

* Storyteller Critique Sheet (for cooperating teachers)

**Storyteller Critique Sheet**

Grade level you teach: \_\_\_\_

Name of tellers in group:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please put storytellers’ number in the appropriate boxes. How did each story teller do? This grade will be factored into the final storytelling grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 3  (good) | 2  (average) | 1  (not prepared) | Comments |
| Introduced group members creatively |  |  |  |  |
| Individual storytellers displayed enthusiasm throughout presentation |  |  |  |  |
| Group was organized |  |  |  |  |
| Activities flowed well |  |  |  |  |
| Overall stories had a logical beg/mid/end |  |  |  |  |
| Stories were age-appropriate |  |  |  |  |
| AV material handled smoothly and unobtrusively |  |  |  |  |
| Pacing of presentation flowed well |  |  |  |  |
| Ending/goodbye incorporated |  |  |  |  |
| Worked well as a group |  |  |  |  |
| Storytellers used eye contact |  |  |  |  |

Any additional comments for these storytellers: