

**Story Lesson:** Finding Your Story—Finding Existing Stories

**Geared for what Age(s) or Audience(s):** Family Audience

**Prepared By:** Lynn Wing, Janine Nishiguchi, and Karl Behling

**Total Time Needed for Story Lesson:** 1 Hour



<p><b>Overview and Purpose:</b>  <i>Share the goal(s) and verification that you accomplished what you wished by the end of this session.</i>                  Module One: Finding Your Story, Lesson One: Finding Existing Stories                  Verification: Attendees feel confident in finding a story that is easily accessible.</p>	<p><b>Education Standards Addressed:</b>  <i>This information is best determined when working with students.</i>  <b>College and Career Readiness Anchor Standards for K-5 Reading</b>                  Reading: Literature Standard 2  <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.</i></p>
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	<b>Master Story Facilitator Guide</b>	<b>Time Range Needed</b>	<b>Source(s)</b>	<b>Materials Needed</b>
<p><b>Objectives</b>  <i>Specify skills/information that will be learned.</i></p>	<p>1. Storytellers will find and learn a story or stories that they love to share.                  2. Storytellers will explore different kinds of stories to see where they lean in choosing an existing story to tell.</p>	<p>Shared with Attendees as part of introduction, 1-2 minutes</p>	<p>Self</p>	<p>Microphone if more than 25 people</p>
<p><b>Demonstration</b>  <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Share a short folktale.</p>	<p>3-5 minutes</p>	<p>Self--Adapted from “Three-minute Tales” by Margaret Read MacDonald</p>	<p>Microphone if more than 25 people</p>
<p><b>Activity or Instruction</b>  <i>What are the instructions to do an activity that teaches specific storytelling skill(s)? What wisdom do you want to share about the art? Use more than one lesson plan page or the continued lesson plan page when doing multiple activities.</i></p>	<p>Read, read, and read, all kinds of stories. Read stories that other storytellers have written down in easily told versions. Read from old folk and fairytale collections. Read picture books from the 398 section of the library. At thrift stores you can sometimes find old books of stories from different parts of the world, such as Celtic stories, Scandinavian tales, or Japanese stories. These are treasures.</p>	<p>3-5 minutes</p>	<p>Personal Experience and shared by hundreds of professional storytellers</p>	<p>Show collection of books and pictures books found in the 398 section of the library</p>
<p><b>Additional Details</b>  <i>Anything else that you need to remember to do your best in sharing these storytelling skills? Quotes? Examples from your life?</i></p>	<p>A storyteller’s stories need to connect with the audience. The stories need to resonate and take on a life that moves the audience to a different place and time. Stories can be found within each of us, whether it be a personal story of our own experience, a personal story you witnessed, a new story created, or an existing story that was found and retold. Be aware of copyright. You cannot tell a story by a living author unless you have their permission and give them credit if you are getting compensation. Even if you are not getting compensation you should give the author credit. Folk tales and fairytales are in public domain and can be told, retold, combined, changed in any way desired. Be ethical by respecting the work of others.</p>			

**Note:** printable courtesy of Story Crossroads, [www.storycrossroads.com](http://www.storycrossroads.com)

**Continued Story Lesson (Part 2 of 2):** Finding Your Story—Finding Existing Stories

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**Total Time Needed for Story Lesson:** 1 Hour

**Remaining Time as Buffer and/or for Q&A**



	<b>Master Story Facilitator Guide</b>	<b>Time Range Needed</b>	<b>Source(s)</b>	<b>Materials Needed</b>
<b>Demonstration</b> <i>How will you model for your students? Self? Guest? CD?</i>	Show other places that stories can be found such as on YouTube (if wifi or Internet options), DVD, and/or CD.	2-3 examples that do not exceed 15 minutes total	“TimpFest” Channel, YouTube; “The Call of Story” DVD; Donald Davis CD	Projector/Screen, DVD, CD, CD Player, Extension Cord
<b>Activity or Instruction</b> <i>What are the instructions to do an activity that teaches specific storytelling skill(s)? What wisdom do you want to share about the art? Use more than one lesson plan page or the continued lesson plan page when doing multiple activities.</i>	Find the stories that appeal to you. Stories that ring true to you may be speaking to you and telling you that it is a story that you need to tell. Divide everyone in small groups (3-5 people each) and give them five minutes to brainstorm what kinds they would most love to explore. Give small slip of paper with possible kinds to warm up the discussion.	2 minutes to explain activity, 5 minutes for group to discuss, 5 minutes to hear discoveries from 3 or more people (perhaps representative from each group)	Unknown, group discussion	Timer, Slip of Paper with different kind of stories such as personal story, folk/fairy tale, tall tale, pourquoi story, historical, holiday stories, pioneer tales, trickster tales, funny tales, sacred tales, ghost stories, Aesop fables, etc.
<b>Demonstration</b> <i>How will you model for your students? Self? Guest? CD?</i>	Once you find stories you love, organize them. Show a file folder and how placing details within and writing on the outside of the folder helps for future reference.	2 minutes	Pamela Hanks, Utah Storyteller	Folder with writing on outside, inside, and details inside demonstrating the organization of stories
<b>Activity or Instruction</b> <i>What are the instructions to do an activity that teaches specific storytelling skill(s)? What wisdom do you want to share about the art? Use more than one lesson plan page or the continued lesson plan page when doing multiple activities.</i>	Keep your own storytelling library. Organize your stories. Stories can be put in binders with dividers, in file folders, in the cloud (Evernote is a great digital option.) Tell stories appropriate to your audience, your venue, the age group, and that fit you. Hand out paper with blank columns so people can label story types and list ones they already know of those kinds.	2 minutes to explain paper with blank columns and then give 5 minutes to divide everyone into partners to help trigger each other’s minds on stories already known	Unknown, partner activity	Timer, Paper with blank columns
<b>Additional Details</b> <i>Anything else that you need to remember to do your best in sharing these storytelling skills? Quotes? Examples from your life?</i>	As you read these tales see a movie of the events in your mind. As a storyteller, you don’t need to memorize someone else’s version of a written story but tell your own version of that story. Heather Forrest once said, “Some stories will knock on your shoulder.” Different stories need to be told at different times. Re-read stories you have accumulated. Write down ideas as they come to you. Keep a place handy to jot down ideas as you go through your day. The reading of one story may give you an idea of a story you wish to create. Life experiences can give us ideas of stories to tell. A small notebook that can easily be kept with you is a great solution. Writing down ideas in a tablet or ipad is another alternative.			

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