

Story Lesson: Polished Performance—Body & Voice

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>Overview and Purpose: <i>Share the goal(s) and verification that you accomplished what you wished by the end of this session.</i> Module Three: Polished Performance, Lesson One: Body & Voice Verification: Attendees realize the impact of their body and voice to communicate, especially for storytelling.</p>	<p>Education Standards Addressed: <i>This information is best determined when working with students.</i> College and Career Readiness Anchor Standards for K-5 Speaking and Listening Speaking and Listening Standard 5 <i>Create engaging audio recordings of stories or poems that demonstrate fluency at an understandable pace; add visual displays (gestures) when appropriate to emphasize or enhance certain facts or details.</i></p>
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	Master Story Facilitator Guide	Time Range Needed	Source(s)	Materials Needed
<p>Objectives <i>Specify skills/information that will be learned.</i></p>	<p>1. Storytellers will recognize different elements of improving voice as a teller. 2. Storytellers will recognize the different elements of improving body language.</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>Demonstration <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Show a goofed up performance with exaggerated mistakes such as though not limited to not looking at audience, bouncing around on feet, talking too fast, etc.</p>	<p>3-5 minutes</p>	<p>Storytellers like Michael Parent, Kevin Cordi, Rachel Hedman, and Karl Behling</p>	<p>Microphone if more than 25 people, Story that you want to goof up with even if you know it well</p>
<p>Activity or Instruction <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>Have the group help point out the mistakes that were made and write them on the Board. Discuss how to coach/mentor themselves as well as for others. Give at least three affirmations. Share only one or two things to improve to avoid being overwhelmed.</p>	<p>10 minutes</p>	<p>Many professional storytellers</p>	<p>White Board/Markers or Big Pad of Paper/Markers</p>
<p>Additional Details <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>Voice—Articulate. Be clear, easy to understand. Talk loud enough. You don't want audiences struggling to understand what you're saying. Tone. Change in tone can greatly influence a story. A change in tone can make a story frightening, humorous, sad or exciting. Inflection. Change of inflection can completely change the meaning of a line. Tempo. Speed up and slow down as a story needs. Don't be afraid of pauses as they can help denote transitions, build drama, create humorous interludes which can be enhanced with facial expressions or gestures. They can also help define the characters. For example, a slow-talking character may not be bright, or may be very old. A fast-talking character can be impatient or nervous. A stutter could denote a character who is frightened. Dialects. Optional and only utilized when you are confident in your ability to use them.</p>			

Note: printable courtesy of Story Crossroads, www.storycrossroads.com

Continued Story Lesson (Part 2 of 2): Polished Performance—Body & Voice

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Remaining Time as Buffer and/or for Q&A



	Master Story Facilitator Guide	Time Range Needed	Source(s)	Materials Needed
<p>Demonstration <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Tell story only using body language. Ask the attendees on what the story was about. Have two volunteers come in front of group to demonstrate “Freeze!” (see below).</p>	<p>5 minutes to include story and discussion</p>	<p>“Storytelling Games and Improvisational Play” handout (see below)</p>	<p>Two Volunteers to show in front of group</p>
<p>Activity or Instruction <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>Continue game “Freeze” as someone calls out a place such as “kitchen” or “jungle”. The two people act out a problem in that scene. After some interactions, someone from the audience shouts, “Freeze!” When called, the two people freeze in their positions. The caller takes the place of one of the people—in the same position they held. Then the caller changes the scene so it could then be “circus” or “cemetery”. Another scene is acted out until another person audience shouts, “Freeze!” After playing the game, discuss as a group the kinds of body language that storytellers can use to improve their stories.</p>	<p>10 minutes to game-playing, 20 minutes for discussion of different types of body language and have everyone try them out to get a feel for them</p>	<p>“Storytelling Games and Improvisational Play” handout on the Story Crossroads website under header “Teaching Story” and then subheading “Find Lesson Plans & Approved Books for Teaching Story”</p>	<p>Microphone if more than 25 people</p>
<p>Additional Details <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>Body—Body language speaks volumes. A simple stoop of your shoulders can show age, pain, or someone who is burdened. Gestures. What do we use to gesture with? Hands, fingers, the torso, arms, legs, feet, the head. Be cautious when using gestures. Gestures need to add and be natural to the story, not distract. Some stories need a lot of physicality to convey characters and events while other stories require very little movement. If you’re not sure about gestures, the best rule of thumb is to use them sparingly. Facial expressions. Break down the parts of the face, a simple rise of an eyebrow, or a smirk can be powerful. Twitches, scrunching up the face or giving a wide-eyed expression can help you more clearly draw the character for your audience. Mannerisms. You can give a character a physical mannerism that is repeated or held whenever the character is the focus. A strong stance with legs apart and shoulders squared can create a superhero. Or, perhaps a character simply looks in a particular direction whenever he speaks. Be careful not to use a mannerism too much or it can become a distraction. Persona and stage presence. Own the stage. Even if you’re nervous, don’t focus on your fear. Rather, focus on the imagery of your story. Really knowing your story will add to your confidence. Trust your audience. Give the sense that you’re delighted to be sharing something special with them. Eye contact. Storytelling is an interactive art between the teller and the listeners. By looking at your audience you will draw them into the story and be better able to respond to them.</p>			

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