

Story Lesson: The Teller—Responsibilities

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 Two: The Teller, Lesson Two: Responsibilities Verification: Attendees will feel their own power as storytellers and the need to think of others. Attendees will write and/or draw sincere thank you notes.</p>	<p>Education Standards Addressed: <i>This information is best determined when working with students.</i> College and Career Readiness K-1st Grade Social Studies: Citizenship Standard 2 (K-1st) <i>Students will recognize their roles and responsibilities of being a good citizen. Students will recognize their roles and responsibilities in the school and in the neighborhood.</i> College and Career Readiness Anchor Standards for K-5 Speaking and Listening <i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</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 understand the responsibilities during performance. 2. Storytellers will learn how to be considerate to audiences and hosts.</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>Write a phrase like "Pass the butter!" and say with different emotions like "anger" and "exhilaration."</p>	<p>2</p>	<p>"Storytelling Games and Improvisational Play" handout (see below)</p>	<p>White Board/Markers or Big Pad of Paper/Markers</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>Each person gets an index card and writes a different 3-4 word sentence or phrase on it like "You did what?" People trade cards until you say to stop. Everyone divides into partners. One partner says an emotion. The other partner reads whatever phrase they have in their hand. Then the partners switch. Discuss importance of attitude when working with audiences and hosts.</p>	<p>5</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>Blank Index Cards, Markers or Other Writing Utensils</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>Be responsible to your audience. Come prepared. Be observant and considerate. Be mindful of your audience's comfort. Provide stretch time for longer performances. Children have short attention spans so have shorter stories for them. Do not clear your throat in microphone. Your audience is a vital part of the performance, invite them in, interact with them, and enjoy them. Don't use an audience for your own therapy. Deal with the issues in your stories before asking an audience to go there. Be sensitive to audience reaction/discomfort with certain topics. Be careful of ethnic, gender, religious, or political stereotypes. Be responsible to your host and fellow artists. What you do reflects on them, too. Have a positive attitude.</p>			

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

Continued Story Lesson (Part 2 of 2): The Teller—Responsibilities

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Total Time Needed for Story Lesson: 1 Hour

Remaining Time as Buffer and/or for Q&A



	Master Story Facilitator Guide	Time Range Needed	Source(s)	Materials Needed
Demonstration <i>How will you model for your students? Self? Guest? CD?</i>	Show how you can use no voice to express something imaginary that you care carrying such as the sun, a baby, or a newt.	Your examples take about 2 minutes	“Storytelling Games and Improvisational Play” handout (see below)	Microphone if more than 25 people
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>	Form a circle. One person decides on an imaginary object to pass to the person next to them. This “object” is passed around the circle. Let people take turns deciding on the next “object”. Afterwards discuss how each person had a different view and how your audiences or hosts could have different views and you need to be aware of their needs. It is about more than you on stage.	5-8 minutes for the game-playing, 5-10 minutes on the discussion on being considerate of your audiences and hosts	“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”	White Board and Dry Erase Markers or Big Pad of Paper and Markers, Possibly Poster Board or Paper with Markers if doing discussion as small groups first
Demonstration <i>How will you model for your students? Self? Guest? CD?</i>	Show thank you notes received. Discuss ideas on how to write one for a performer versus for a host. Tell personal story or folktale that delves into gratitude.	2 minutes for showing thank you cards, 5 minutes for story	Common social practice	Thank you notes written to you or how you would write a thank you note
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>	Let everyone write and/or draw images for their thank you notes. They can think of someone who has performed (even if it has been a while) and write it for them. They can also think of any event that they as individuals or as a group will be hosting for any performances.	15 minutes	Common social practice	Enough blank thank you cards or have paper folded to work as thank you cards, Writing Utensils, Coloring Utensils
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>	Promote the art of storytelling. Spark interest. Encourage your audiences to tell their own stories at home. Write thank you notes to your host. Recognize your own value. What you do is different and extremely valuable. Audiences love and need what you do. Your stories will have longer and deeper effects than you can even imagine. You can literally change lives for the better. Some people will remember the stories you tell 30+ years later. Karl Behling said, “I constantly hear from former students, now graduating and starting new careers, who credit their storytelling experiences with giving them the confidence to try new things. It may seem a small thing, but it has been said that out of small things proceeds that which is great.”			

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