

Lesson Plan Template: How to fill it out with your ideas in the 14 areas



1. Story Lesson

Think of what title you would give this lesson. It can be fancy or simple. For example, you can call it “Finding and Crafting a Story” or “Growing Yourself as a Storyteller: 3 Seeds to Nourish in the Art.”

2. Geared for what Age(s) or Audience(s)

Some activities work for any age group. Although storytelling can be taught for any age, most skills develop faster when people are aged 8 or older. Some possible answers for this part could be specific by grade or age or in larger groups such as: Elementary, Middle School, High School, Family, Adults, Seniors, etc. You might even tailor your lesson plan for certain career types of people such as Veterans, Teachers, or Marketing Personnel.

3. Prepared By

Answer this with your name(s) and/or with the organization that you represent.

4. Total Time Needed for Story Lesson

How long will you need to do everything for this story lesson? Is this a 1-hour workshop? Is this part of a 4-hour intensive? You could also provide a range of total time needed.

5. Overview and Purpose

Share the goal(s) and verification that you accomplished what you wished by the end of this session.

We like to use the word “Module” to represent three key areas that are needed to work with someone new to storytelling and being able to have that person be ready for the stage. Choose one of the following three modules to put in the “Overview and Purpose” section.

Module One: *Finding Your Story*

Module Two: *The Teller: What’s my role? What skills or habits do I need?*

Module Three: *Presentation – How can I use voice, body and imagination in storytelling?*

Within each of these three modules, you can expand the purpose you will aim to do. For example, in “Finding Your Story” you could have any of the following:

Lesson 1: Finding Existing Stories

Lesson 2: Finding Personal Stories

Lesson 3: Creating Original Stories

The verification is the knowledge or feelings expected from your attendees after being taught.

6. Education Standards Addressed

This information is best determined when working with students.

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

Each state, school district, and school has their own standards. Connect with an educator on where to find these listings. Some of these educational organizations and institutions provide these standards as pdf files on their websites. For this lesson plan, you will focus more on the state standards though feel free to be inspired or list any with specific districts or schools.

Here are examples of Utah Core Curriculum Standards for College and Career Readiness Anchor Standards for K-5 Speaking and Listening--

- Speaking and Listening Standard 4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Speaking and Listening Standard 5
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.

7. Objectives

Specify skills/information that will be learned.

Two to three objectives are best as reasonable and achievable for the session. Let us say that you chose to teach the Module One—*Finding a Story* with Lesson One—*Finding Existing Stories*. Some objectives could be “Storytellers will find and learn a story or stories that they love to share” or “Storytellers will explore different kinds of stories to see where they lean in choosing an existing story to tell.”

8. Demonstration

How will you model for your students? Self? Guest? CD?

The attendees will find it strange if they are the ones telling stories and never hear stories from you. Before you can expect others to be story-ready, you must be story-ready. Open every session with a short story. If you have a 4-hour or longer time to teach, hopefully you will model at least a few of the following to give your attendees what is possible: personal story, folk/fairy tale, tall tale, pourquoi story, historical tale, original piece. Some of the modeling could come through bringing in a guest storyteller (community and/or professional). Use YouTube videos, CDs, or DVDs.

You will also want to demonstrate any activity or story game that you use. You can show and explain as a group or have you as the example in playing the game. Make sure everyone is clear on what to do before you actually do the activity.

9. Activity or Instruction

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.

Most of your time will be doing activities to develop the skills needed to be a storyteller.

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Here is how you could explain the “What Is It...Really?” Game—Take any ordinary object. Have everybody brainstorm what it could be used for. Anything goes! Ex. Pencil—used as a fishing pole, as a tongue compressor, etc.

Main Skill Sets: Imagination, Adaptability

10. Additional Details

*Anything else that you need to remember to do your best in sharing these storytelling skills?
Quotes? Examples from your life?*

This area could be used for anything else you wish to share with the attendees. Do you have a favorite quote? Grammy-Award-Winning Storyteller Bill Harley has said, “Don’t be the best. Be the only.” Do you have a failure-turned-success story about improving your own storytelling skills?

11. Master Story Facilitator Guide

This is a column category that answers each of the linking rows that helps you as a Master Story Facilitator.

12. Time Range Needed

This column category is different than the “Total Time Needed for Story Lesson” as this refers to the time specific to a demonstration (like 3-5 minutes to demo a story) or time specific to an activity (like 8-10 minutes for “What Is It...Really?” Game). When you total all the times in this time range, it should be close to what you said as the “Total Time Needed for Story Lesson.”

Adapt to your audience. Feel free to shorten, lengthen, or completely take out activities. However, make sure you have more activities than you think necessary. Prioritize the activities to match your objectives.

There is a storytelling math equation for activities. Consider the average age of your audience. If you have a bunch of 7-year-olds, then minus one from that age (6) and each activity or story will range close to 6 minutes each. If you have a family group, then simply think about 8-year-olds to work for all the age groups represented. This equation no longer works for the teens and adults. Aim to have no activity longer than 20 minutes.

13. Source(s)

This column category gives credit to the creator of the idea. List the book title, author, website, etc. Find some time during the session to share this with the attendees and/or include that detail in any handouts. Write “Self” to indicate your original idea.

14. Materials Needed

List anything you would need to be successful. Do you need at least 100 pieces of paper? What about writing utensils? Timer? Objects for games?

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