

Story Lesson: Finding Your Story—Finding Personal 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>Overview and Purpose: <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 Two: Finding Personal Stories Verification: Attendees feel personal stories are worthwhile and wish one or more life stories to tell on stage.</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 4 <i>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.</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 find and learn one or more stories from their own lives. 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>Demonstration <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Share a childhood experience so that the audience of varied ages will still connect with you.</p>	<p>3-5 minutes</p>	<p>Self</p>	<p>Microphone if more than 25 people</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>Lead a group discussion after your story on what kind of personal experiences triggered by the audience members. Do one to three attendees wish to share? Have everyone jot down that memory (or have an adult help).</p>	<p>3-5 minutes</p>	<p>Unknown, group discussion</p>	<p>Paper, Writing Utensils, Perhaps a White Board/Dry Erase Markers if wish to jot down ideas as a group rather than individually or do a combination of group and individual writing</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>Modeling personal stories for a group is imperative to help them understand a personal story is a story and not just an anecdote. Hearing other personal stories often brings out memories in the audience. Listen at family gatherings. This can be rich sources of stories. Warning: Be careful with family stories. Some stories are best left at home.</p>			

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

Continued Story Lesson (Part 2 of 3): Finding Your Story—Finding Personal Stories

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Remaining Time as Buffer and/or for Q&A

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<p>Demonstration <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Show how story prompts can bring more personal stories to mind. Show a clip from Donald Davis’ DVD on questions to ask.</p>	<p>10 minutes to include clip plus discussion</p>	<p>“Make It, Tell, It, Write It” DVD by Donald Davis, Story Prompts on Story Crossroads website</p>	<p>Projector/Screen, DVD, DVD Player, Extension Cord, Copies of Story Prompts for Everyone</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>Write random one or two-word items or phrases on each 20+ index card. Think of universal experiences of the people you will be with for this game. For example, the following words could be on index cards: stairs, thunderstorms, soda cans, cardboard boxes, spiders, ice cream, etc. Divide into partners. One of the partners grabs an index card. For about five minutes, let the two people discuss the one or two words on how these words relate to their personal lives. Then, as a group, listen to some of these story moment discoveries. If desired, these story moments could be expanded, outlined, and developed further as polished stories.</p>	<p>2 minutes to explain activity, 5 minutes for group to discuss item on index card, 5 minutes to hear discoveries from 3 or more people (perhaps representative from each group)</p>	<p>Karl Behling, listed as one of the many games of the “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>20+ Index Cards with one or two items or phrases on each, Timer</p>
<p>Demonstration <i>How will you model for your students? Self? Guest? CD?</i></p>	<p>Show a drawing of the inside of a childhood home and/or neighborhood looking down into it as if the roof was ripped off or looking from sky. Give a tour and tell moments in rooms/areas.</p>	<p>5 minutes</p>	<p>Shared by hundreds of professional storytellers</p>	<p>Poster Board with drawing ahead of time of your childhood home and/or neighborhood (laminated or not)</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>Ask questions as you search for story ideas. For example: Have you ever had a time when you felt very scared? Have you ever been lost? Did you cut your own hair? Did you ever get gum stuck somewhere? Have you ever been hurt and there was blood? When was a time when you did something rather embarrassing?</p>			

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	Master Story Facilitator Guide	Time Range Needed	Source(s)	Materials Needed
<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>Give time for everyone to make their drawing of the inside of a childhood home and/or neighborhood. Then as partners, have each person give a tour of moments that happened in rooms/areas.</p>	<p>10 minutes for drawing/coloring and then 2 minutes for 1st partner to share the tour and then 2 minutes for 2nd partner to share tour—have one to three share with whole group for about 5 minutes</p>	<p>Shared by hundreds of professional storytellers</p>	<p>Timer, Paper (White Cardstock is Best), Pencils, Coloring Utensils for Everyone</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>As Master Storyteller Doug Lipman reminds his students as they search for their stories: Always keep in mind “MIT - Most Important Thing.” You can read more about the “MIT – Most Important Thing” in his book “Improving Your Storytelling: Beyond the Basics for All Who Tell Stories in Work and Play.”</p>			

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