

Story Lesson: The Teller—Preparation

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 One: Preparation Verification: Attendees will recognize the fine art side of storytelling and the preparation involved to do their best 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 Reading 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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	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 role and responsibilities of the teller before stage. 2. Storytellers will learn physical and mental choices to be able to do their best.</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>Pour yourself some water from a pitcher and chug down the water in front of everyone. Be timed. Tell 1-minute story.</p>	<p>3</p>	<p>Self—Story could be personal experience, Aesop’s Fable, etc.</p>	<p>Pitcher filled with water (no ice), Cup, Timer, 1-Minute Story to Tell</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 has a cup of water. See who finishes first. Discuss how storytellers must hydrate. Storytellers must drink water long before they perform so it is good to get into that habit now. Point out that there was not any ice in the pitcher of water because drinking ice cold water just before a performance tightens the vocal cords. Drink room temperature water.</p>	<p>3</p>	<p>Personal Experience and shared by hundreds of professional storytellers</p>	<p>Pitcher (for 5-gallon water dispenser) filled with water (no ice), Cups for everyone, Timer</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>Storytelling requires two things at a minimum, an audience (even one listener will do) and a storyteller. As the storyteller, you hold the key to the success of the performance whether large or small. Your audiences will be affected a lot, or a little, positively, or negatively by what you bring to the moment. In the oral tradition the story exists only during its performance, and then lingers in pieces of memory as unique and individual as each listener. Each listener will interpret any story differently according to his/her unique background, mindset, understanding and need. Therefore, the story you tell may not be the story your audience hears, but rather the story your audience needs to hear. Do not be surprised when your audience thanks you for the memories you induced in them, the connections they made, the moments of clarity or the great emotions they experienced during your performance. Love your story, know your story. Know your audience, love your audience.</p>			

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

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

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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>	Write on the White Board/Big Pad of Paper of 1-2 things that a teller needs to do. Share video comments from professionals or bring in guest professional tell what it is like to be one and the preparation involved.	Your examples take about 3 minutes, then 5 minutes of the 1-minute advice or guest	www.storytellermark.com , heading "Experts" for 1-minute advice—like Donald Davis, Jeff Gere, Mary Hamilton, Bill Harley	White Board/Markers or Big Pad of Paper/Markers, Projector/Screen, Computer, Extension Cord, Internet Access
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>	Group brainstorms how a teller prepares. Make sure the following are shared: Be Prepared; Be on Time; Give the Audience What They Need; Always Do Your Best No Matter Size of Audience; Develop Your Unique Style; Visualize; Practice Memory Techniques; Be an Example of Strength; Trust the Story (see "Additional Details").	20 minutes, could do this as small groups to brainstorm and then share ideas together and making sure your list is also covered	Unknown, group discussion	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
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>Be prepared. You have been invited to perform with certain expectations. Just like any great art, storytelling combines talent, preparation and execution. It is not unreasonable to expect a couple hours to practice one story. Be on time, meaning, be there at least 15-30 minutes before start time. This allows you to check the room setup, lighting, sound system, climate control, greet the audience, reassure your host, collaborate with the MC, and to work on your nerves. Be ready to take the stage on cue, smoothly, and comfortably. Give the audience what they need, which may not always be what they want. Be prepared to entertain. Or teach. Or pull in audience participation. Or to deal with disruptions. Or cut it short. Scottish teller Duncan Williamson was noted for being just as enthusiastic, energetic and at full power whether he was telling at a kitchen table for two or before crowds of thousands. Develop your unique style. Bill Harley said, "Don't be the ONE (the Best), be the ONLY (Unique)." Anneliese Konkol taught, "Tell to your strength." Be you. Visualize. Know your story so well that you can walk around inside its landscape; know its population of characters and history. Be ready to walk around in your story, to see and smell and feel and hear that world. You don't need to share everything you experience with your audience, but you should be very well acquainted with the setting as well as the plot. Practice memory techniques like visualizing sequences, count the scenes on your fingers, and listen to yourself tell it to build aural memory. Get and accept coaching/feedback. Be open to improving your telling. A little vocal training goes a long way. Be an example of strength. Bare your heart to strangers. Some stories deal with touch topics. Be gentle but unapologetic. Trust the story. Let the story unfold in its own way. Don't try to force a story to be something it is not. Tell it with skill and compassion, and your audience will hear what they want to hear.</p>			

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