

Extend Your Storytelling Program into the Classroom

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- Goal:
- (1) To make your storytelling day *another* great day in your school!
 - (2) To use stories to create community in your classroom and school.
 - (3) To encourage students to come to the storytelling assembly ready to listen with a purpose.
 - (4) To provide opportunities for students to process what they have heard.
 - (5) To use storytelling as a vital, educational tool for helping all students succeed:

Storytelling and the State Standards:

- Improve listening comprehension and vocabulary
- Listen for the purpose of communicating that information to others
- Improve visualization skills
- Identify patterns and relationships within stories
- Improve awareness of story structure including main idea, sequencing, transitions, beginning, middle, and end
- Identify, compare, contrast and analyze common themes
- Compare elements of stories from different regions and different times
- Connect stories with things that happen in their world
- Learn about the relationship between people and their environment
- Make predictions in stories and draw conclusions
- Learn how characters deal with conflict, solve problems, and relate to real-life situations
- Compare and contrast the languages, arts, and customs of different cultures
- Observe good speaking skills / Practice effective listening skills
- Demonstrate the ability to listen for different purposes
- Analyze the ways the mind, body, and voice are used to communicate character, setting, and emotions

Before the storytelling event:

1. Ask students to develop a list of attributes of a good listener. Discuss the list. Listen to each other's comments on the art of listening!
2. Classroom teachers: Assign students to groups of three. Each group will respond to one or more of the following activities after the storytelling experience. Make students aware of the activity they will be participating in before they come to the storytelling event.

After the storytelling event:

1. List all stories told.
2. Provide time for small groups to discuss the story extension activities.

Group ground rules:

- Each group member is accountable; all speak, all listen.
- No one-word answers; no clichés (“it was funny”, “it was good”).
- Group members elicit in-depth responses to the activities by asking ‘W’ questions: Who? What? Where? Why? When? Which, How?

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Sources for activities or adapted activities include: *The Bully Free Classroom*, by Allan L. Beane, PH.D.; *Once Upon a Time...Storytelling to Teach Character and Prevent Bullying*, by Elisa Davy Pearmain; and the Illinois Learning Standards performance descriptors found at <http://www.isbe.state.il.us>



I. Teach Students to Affirm Each Other.

- Goal: (1) To use story to encourage students to notice and appreciate positive qualities in themselves and others.
(2) To use story to teach affirmation vocabulary.
(3) To give students practice giving affirmations.

1. Begin with a word bank of positive qualities. Brainstorm a list that includes qualities you have or that you see in others. Your list might include:

ambitious	attentive	aware	calm	careful
caring	cheerful	confident	cooperative	courageous
courteous	cooperative	creative	dependable	determined
energetic	enthusiastic	fair	friendly	fun
funny	gentle	good listener	good sport	
good imagination	hard worker	helpful	honest	humble
interesting	kind	loving	loyal	neat
nice	patient	polite	reliable	respectful
responsible	sharing	smart	trustworthy	unselfish

Hot Seat

2. Ask one of the students to sit in the “hot seat”. Have that student decide which character from one of the stories told in the storytelling assembly he/she would like to be. All other students in the group practice giving simple and specific positive statements to the character.

Example: John takes the “hot seat” and announces that he is the character ‘Crow’. Group members speak to Crow and might say: “Crow, you were patient when you taught Coyote to dance.” Or: “Crow, I liked the way you helped Coyote learn to sing.”

3. When students finish with one character, another student takes the “hot seat” and chooses a different character from the same story or another story.

Thumbs Up / Thumbs Down

- Goal: (1) To use story to discern positive versus negative behaviors.

1. Ask one of the students to sit in the “hot seat”. Have that student decide which character from one of the stories told in the storytelling assembly he/she would like to be and to describe one of their specific behaviors from the story. All other students in the group decide if that behavior was positive or negative and give a corresponding “thumbs up” or “thumbs down”.
If students disagree, allow students to justify their answer.



II. Word Study (Vocabulary) – Character Traits!

Goal: (1) To promote awareness of positive traits of character in story, an increased self-awareness of the same traits, make personal connections, and apply to daily life.

The Six Pillars of Character: TRRFCC

Trustworthiness	honest, courage to do the right thing, loyal
Respect	considerate of feelings of others, deal peacefully with anger and disagreements, good manners
Responsibility	do what you are supposed to do, persevere, consider the consequences before you act
Fairness	play by the rules, take turns and share, listen to others
Caring	kind, express gratitude, forgive others
Citizenship	cooperate, do your share to make school and community better, obey laws and rules

Choose one of the stories told in the storytelling assembly:

1. Did you see any story characters choose to act with one or more of the featured character traits?
2. What character trait(s) did you see? Give examples to prove your point.
3. Did you see any characters missing an important character trait(s)? Give examples to prove your point.
4. How does the character show _____? Convince your group: find places in the story to prove what you say.
5. What lessons did you take from the story? (There is no one right answer to this question – different people will take different lessons away from a story.)
6. Who was your favorite character and why?
7. Who was your least favorite character and why?
8. What would you like to say to, or ask of the characters?



III. Comprehension

Goal: (1) To use storytelling to strengthen the ability to visualize, an essential skill for focusing on a discussion or lecture, for concentrating on written material, for writing effectively, and for problem solving.

Choose one of the stories told in the storytelling assembly:

1. Have each member of your group describe how they imagined the characters and setting. Compare the descriptions of characters and settings each listener created in their own imagination.
2. Ask each member of your group to explain what background knowledge, vocabulary, or other story elements contributed to what they visualized.
3. Discuss non-verbal communication that contributed to the story.
4. As your group talks about one of the stories, answer the ‘W’ questions: Who? What? Where? Why? When? Which? How?

Come up with your own questions or use some of these:

Who: Who were the main characters?

What: What is the story about? What happened to each character?

Where: Where did the story take place? Describe a detail mentioned in the story that refers to the setting of the tale.

When: When did the events take place? Make a linear timeline of the sequence of events of the plot. What happened at the beginning of the story? What happened in the middle of the story? What happened at the end?

Why: Why is there conflict in the story? Describe the problem. Who was involved in the problem? What did they do about solving the problem?

Which: Which character’s actions influenced the story most? Describe the role each of the characters had in contributing to the problem. Describe the role each of the characters had in solving the problem.

How: How was the problem solved? How did the story end? Explain how the story would have changed if it had occurred in a different time or place. How would you have reacted to the events if you were the main character?

5. Do story details give you a clue as to where the story takes place? Find that place on a map/globe. What customs from that time and place did you learn about? How are they different/similar from the way you do things now?
6. Create a pocket story – Fold a piece of paper into 6 or 8 squares; draw the most important scenes, one in each square; fold; carry home in your pocket; retell the story to someone at home as you point to each picture.

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IV. Fluency

- Goal:
- (1) To promote oral skill development, audience awareness, and interpretation of the story.
 - (2) To promote risk-taking.
 - (3) To experience the effectiveness of body language, the beauty of the spoken word, expressiveness of face, and the power of words to invoke images and feelings.
 - (4) To learn to read body language and facial expressions for effective personal interactions.

Choose one of the stories told in the storytelling assembly:

1. Review and then retell the story. Try retelling round-robin style, one person tells one line and then passes the story to the next person. Next person picks up the story, retelling the next line. Continue until story is complete.
2. Generously (change is good!) retell the story in dramatic style with character dialogue. Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale.
3. Retell/perform your story for another group that will do the same for you.
4. Discuss strong beginning lines of stories you have heard. What makes them interesting?
5. Discuss strong ending lines. What makes them interesting?



V. Conflict Resolution

- Goal: (1) To recognize that a good story often has a problem that needs to be resolved.
 (2) To use problems in story to practice selected conflict resolution techniques.
 (3) Note: Conflict resolution techniques are NOT part of your bullying prevention intervention, but I include this practice here for other conflict situations between peers of equal power.

Choose a story from the storytelling assembly. Use the characters and the problem(s) presented to practice selected conflict resolution techniques:

1. Did the characters involved step away from the conflict to cool down or did they react immediately?
2. What was the conflict in the story? Describe the conflict from each character's point of view.
3. What events led to the conflict in the story? What happened first, next?
4. How were the characters in the story feeling? Describe the feelings of each character as the conflict progressed. Explore a variety of feeling words and choose the one(s) that you think apply to each character. Be specific: ___ was feeling ___ when ___.

Happy Excited Eager Joyful Ecstatic	Shy Bashful Helpless Lonely Unsure	Anxious Tense Worried Restless Stressed	Irritated Mad Angry Upset Furious	Safe Secure Confident Hopeful Trusting
Sad Miserable Gloomy Tearful	Confused Puzzled Mixed-up Distracted Tired	Calm Content Satisfied Proud Relaxed	Fearful Embarrassed Guilty Self-conscious Ashamed	Surprised Startled Afraid Shocked Terrified

5. What else could the characters have tried to resolve the conflict?
Brainstorm. Be creative. Then choose one solution the characters should try.
6. Retell the story in your group, each member taking a turn as the story progresses. Add your new solution to the conflict as you retell the story. How does the story end now?



VI. Listener's Response

Goal: (1) To build tolerance and appreciation for one another and for other cultures as group members search for commonalities in stories, in the cultures they represent, and in the responses group members contribute to the discussion.

(2) To increase comprehension by making emotional connections to the story.

1. Compare how any two of the stories told during the storytelling assembly were similar and different. Find 3 similarities and 3 differences. How is ___ related to _____?
2. How would the story change if It was set in modern times? You were the main character? All of the characters were human, or all of the characters were animals? The hero hadn't arrived? It happened at your school, home, community?
3. Why did you like the story?
4. What does that story have to do with your life now?
5. Identify the emotions the characters experienced – worry, joy, heartbreak, fear, confused, annoyed, frustrated, frightened, shocked, suspicious. Have you ever felt that way? When? What did you do about it?
6. Brainstorm the sequel to the story, predicting how another episode might evolve.
7. Create a scene that happens before the plot of the story actually begins.
8. Choose one of the characters – What would their diary entry for the day sound like? What would the newspaper report about them? What would that character write in a letter to a trusted friend?
9. If you were a character in the story, would you have made the same choices? Why or why not?
10. Have you ever been in a similar situation to one of the story characters? What did you do? How did you handle it?
11. Discuss a useful bit of wisdom that the plotline preserved for future generations.



VII. Listener’s Response To: The Three Pigs and the Bully

Goal: (1) To build tolerance and appreciation for one another as group members search for commonalities in their discussions about the story and in the responses group members contribute to the discussion.

(2) To increase comprehension by making emotional connections to the story.

1. Search for the bully, the bullied, and the bystander in each scene. Who are they? What was each bully, bullied, and bystander doing in each scene? How did they react?

	Strawtown	Stickville	Bricktown
Bully			
Bullied			
Bystander			

2. What different kinds of bullying did you see?
(verbal; physical; relational – exclusion, rumors, gossip, internet)
3. What is the difference between teasing (*happens between friends – when one says “stop” the other does*) and bullying (*imbalance of power, intent to harm, threat for further aggression*)?
4. What is the difference between tattling (*gets someone else into trouble*) and telling (*gets you or someone else out of trouble*)?
5. Compare Bricktown to the other two scenes. What is going right in Bricktown that did not happen in Strawtown and Stickville?
6. To think about, to journal: What does that story have to do with your life now? When have you been like Pig? When have you been like Wolf? When have you been a bystander who joined in or walked away without saying anything? What happened in each of these situations? How did you feel? If you could do it over, what would you change?
7. Generate solutions to the problems in Strawtown and Stickville. What might work? Evaluate the possible consequences to your solutions.
8. Explain why unprovoked acts that hurt others are wrong. What unprovoked acts did you see in the story?

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9. List bullying behaviors: *(your list might include: teasing, making jokes at the expense of someone, gossiping in person or through notes or over the internet, ostracizing, exclusion, picking on, punching, pushing, shoving, name calling, hurtful graffiti, threats to harm a person or property, stealing, destruction of a person's property, inappropriate touching, neglect, sexual harassment, homicide)*
10. Celebrate the differences in your classroom! Find something unique about each of your classmates, something no one else can claim.
11. Which of these statements would you choose to include in your classroom's 'No Bullies Here' poster? Can you create a poster, banner, jingle, skit, rap, poem, or song to highlight your favorite statement?
- Bullying isn't cool.
 - Kindness is cool.
 - Acceptance is cool.
 - Tolerance is cool.
 - We stand up for ourselves and each other.
 - In our classroom, no one is an outsider.
 - In our classroom, everyone is welcome.
 - We treat others the way we want to be treated.
 - Spreading rumors isn't cool.
 - Gossip isn't cool.
 - Name-calling isn't cool.
 - New students are welcome here.
 - No one ever deserves to be bullied.
 - Everyone is unique.
 - Hurray for differences!
 - If we see someone being bullied, we're telling.
 - Telling isn't tattling.
 - Reporting isn't ratting.
 - Bullying? No way! There's always a better way.
12. When you're tempted to bully, which of these statements can you use to talk yourself out of the behavior?
- I don't have to do this.
 - I can make a better choice.
 - I can keep my hands to myself.
 - I can walk away.
 - There's a better way.
 - I'm better than this.

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- I'm in charge of me.
 - I can stop and think.
 - I can put on the brakes.
13. When you're tempted to put yourself down, or believe what others are saying about you, which statements can you say to yourself to start feeling good instead?
- I'm a good person.
 - I deserve to be treated with kindness and respect.
 - I'm special and unique.
 - I'm creative and talented.
 - I can set goals and reach them.
 - I can solve problems.
 - I can ask other people for help.
 - I have a right to make mistakes.
 - Everyone makes mistakes.
 - I can learn from my mistakes.
 - I can get through this.
 - I'm not alone.
 - I'm o.k.
 - I'm strong and capable.
 - Even if I don't feel so great right now, I'll feel better soon.
 - I can be patient with myself.
 - I can manage.
 - I can cope.
 - I can do this.
 - I can succeed.
 - I can try again.
 - I can expect the best of myself.
 - I'm brave and courageous.
 - I believe in myself.
 - I'm not afraid.