STORYTELLING

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Stories for Telling Need

1. Quick beginning: To grab audience’s attention
2. Straight forward action: no subplots or digressions
3. Definite climax: story is leading somewhere
4. Limited number of characters: about 3-4
5. Repetitive pattern: Gives structure to story and aids memory
6. Satisfying conclusion: justice prevails, resolution is clear
7. Only tell a story that you like very much
Storyboards help in retelling stories.

- Storyboards can be pictures and a few words.
- Story sections can be as few as three or four and as many as you can fit.
- Pictures can be cartoon like, stick figures, black and white, or in color! They can be very detailed.
- Besides drawing each scene or chunk of the story, a story map can also be a picture of the whole story, all at once of the same story.
Story Maps

Map Storyboards can be paper cut outs
Drawn on brown wrapping paper
Modeled out of clay.
Good Types of Stories

- Folktales
- Fables
- Fairy tales
- Myths
- Legends
- Tall tales
- Multicultural tales from oral tradition
- Personal & True
CIRCLE
STORY
MAPS
Interest Development Centers

Real Objects Storytellers Use

- Puppets,
- Instruments,
- Masks and/or Hats,
- Scarves and materials for exploration and spontaneous creativity,
- Pictures of Storytelling Festivals
- Materials to make storyboards and maps

Resources for Learning and Developing Interests

- Create a center with anthologies of stories, and
- Include task cards with challenges to encourage use of items in center.
- Story starters.
- Include recordings (CDs and Videos) of master storytellers.
TYPE II

LEARNING SKILLS, PROCESS, AND PROCEDURES OF STORYTELLERS
Instruments for Sound Effects

Percussion Folk Instruments

Novelty Instruments
Type II Training
Cognitive and Affective Performance Skills

- Creative skills
- Vocal Skills and Paralanguage
- Physical Skills and Mime

Story & Affective Skills

- Story Structures
- Story Slotting
- Story Listening
- Story Sharing in Groups
- Awareness of time, space, and giving appreciations
Improvise stories with a beginning, middle and end (make up your own elements for each column):

<table>
<thead>
<tr>
<th>Character</th>
<th>Problem</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>giant</td>
<td>storm</td>
<td>forest</td>
</tr>
<tr>
<td>Mosquito</td>
<td>amnesia</td>
<td>desert</td>
</tr>
<tr>
<td>anteater</td>
<td>need $</td>
<td>Africa</td>
</tr>
<tr>
<td>Beaver</td>
<td>lost</td>
<td>on a horse</td>
</tr>
<tr>
<td>Fairy Godmother</td>
<td>blind</td>
<td>mall</td>
</tr>
</tbody>
</table>
TYPE IIIs (Examples)

Share stories in an authentic setting:
- Storytelling Festivals
- Birthday parties, Camp
- Libraries,
- Tell stories in senior centers, rest homes and hospitals, even shopping center stages.

• Create gifts of recorded stories about you or your family.
• Create oral histories of town’s people in their jobs or about old times.
• Create anthologies of your stories for your library, parents, church.
Practice! : Don’t Memorize

1. Find a story you love. You think about it because you like it!
2. Make a story map or storyboard.
3. Tell the story 5 times. Tell to friends, family, your dog and cat, your mirror, on the way to school, in the bathroom.
4. Then you can write a list of the chunks of the story (scenes), major section.
5. Tell it to an audience of 4 or more.