

- A. Title of activity
- Intro to Storytelling
- B. Context of the activity
- This activity will be for students in an elementary level drama class/workshop.
- C. Concepts to be covered
- Students will learn the elements of a good story and how to begin telling stories.
- D. Lesson Objectives
- Students will be able to determine what makes for a good story. This will include elements of a story *and* the way the story is told. Students will learn to analyze their favorite stories and what it is that makes them love those stories. Students will also learn how to work collaboratively in groups and listen to the ideas of others.
- E. National Standards
- TH:Cr1.1.5a - Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work
 - TH:Cr1.1.4c - c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work
 - TH:Cr2.5b - Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
 - TH:Cr3.1.5c - Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
 - TH:Pr4.1.4 - a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical choices to develop a character in a drama/theatre work.
 - TH:Re8.1.4a - Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.
- F. Materials needed
- For this lesson, I simply need a classroom with an open space (desks pushed aside, or a rehearsal space.) I also need a white board with a marker, and each group of students will get one sheet of paper and a pencil. Aside from that, students will use their bodies as their tools.
- G. Procedure
- **Introduction/Warm up (5 minutes)** – At the start of the lesson, I will explain what we will be doing. I will preface by telling students that we will be working in small groups. I will split them into groups of 3-4 students and give each group a piece of paper and a pencil. They will choose a person who wants to write (and if they cannot agree, I will choose for them).
 - **Implementation of Lesson (30 minutes)** – I will then ask students to discuss in their groups what their favorite stories are. They will make a list of what

qualities these stories have. They will write down what qualities they feel are needed for a good story (characters, fun plot, conflict, etc.). I will walk around and talk to each group to hear their thoughts. After I feel they have gotten enough things written down, I will ask them to decide on a fairy tale they all like. They will be telling these stories in 2-3 minutes. They will practice their stories in their groups. At this time, I will collect their sheets.

- **Wrap-up (10 minutes)** – Before they present, I will teach the students how to do “Rockstar” applause where they scream and cheer for each other after performing. To wrap up, each group will present their short stories for the class. The storytelling will give me a chance to make sure each student understands what a good story has. This will also be a good segue into future lessons on acting/storytelling.

H. Modifications for students with special needs

- For my lesson, I will have a student with ADHD. I will ask this student to be the writer for their group, because I think this will give them something more to focus on and a bit more responsibility. I will ensure that I am nearer to this group often so I can reel in this student if need be.

I. What could go wrong?

- In this lesson, students could get out of control in their groups. I will need to be sure to rotate around the room consistently to keep every group in check. Additionally, I could have a couple students who are uncomfortable performing in front of the class. This is why we will practice “Rockstar” applause – I have seen this really work for helping students find a comfort level with each other. This can easily get out of control, so I will have to have a signal to get everyone to stop at a certain point.

J. Assessing learning

- My main assessment will be watching the students as they are performing their stories in groups. I will just be making sure they each understand the story they are telling and what their role is. Additionally, I will have collected their sheets and will be able to look at what they wrote as good components of a story.