

Canyons School District

Story Weavers

A Storytelling Festival

Wednesday, March 22, 2017

Kindergarten-2nd Grade: 5:30 -6:15 pm *

3rd-5th Grade: 6:30-7:15 pm *

6th-8th Grade: 7:30 - 8:00 pm *

*Subject to change depending on interest.

Administrative Building East PDC - 9361 S. 300 E., Sandy, Utah

Each school is encouraged to hold a school storytelling festival or provide an opportunity for students to tell their stories before the district festival registration closes on March 15.



The number of storytelling entries that may tell their stories at the district festival will be determined based on the number of entries.

Registration Due to the Instructional Supports Office by

Wednesday, March 15, 2017

Story Weavers

A Storytelling Festival

Registration Form

Registration Form Due: Wednesday, March 15, 2017

Name of School _____ Grade _____

Teacher Contact Information _____

Name of Student(s)	Title of Story	Total Time
_____	_____	_____ minutes
_____	_____	_____ minutes

You will receive confirmation when your application is received.

Canyons School District Story Weavers Festival

Register Online at
<http://csdsalta.weebly.com/>

OR Send Registration to Julie Page, Instructional Supports
801-826-5165; julie.page@canyonsdistrict.org

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Story Weavers Information

Story Weavers is a storytelling showcase that engages students in the pursuit of literature and the arts and nurtures the preservation of the oral tradition of storytelling.

Students will:

- Develop an appreciation of literature.
- Develop an appreciation for the art of storytelling.
- Develop presentation skills in telling stories.
- Develop individual confidence in ability to use oral language.

(Utah State Core: Language Arts: Standard 1 - Oral Language; Drama)

Guidelines

1. Stories must be told from memory and not read aloud. This does not mean they should be memorized word for word.
2. Stories may be told individually or two people may tell a story in tandem. No groups larger than two will be accepted.
3. Stories should be **3-5 minutes** long. Presentation time ends at 5 minutes.
4. No props or costumes are to be used.
5. The story you tell **must** be a published folk tale, fairy tale, myth, legend, fable or tall tale.

Evaluation Criteria

(Used by permission from the Timpanogos Storytelling Festival and from Youth Tells: Nanette Watts)

Information below gives a description of the evaluation items that appear on the Canyons School District Evaluation Form.

Set-up and Engaging Introduction

- Takes the stage with confidence.
- Captures the attention of the audience.
- Introduces themselves and story title clearly.
- Has thought about the story enough to give it a clear, concise introduction.

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Story Weavers Information

Poise

- Teller likes the tale.
- Nerves do not affect the teller or the telling.
- Teller recovers from trouble that may arise.
- Has a natural manner as the story is delivered.

Enunciation

- Can understand the teller.
- Voice volume is up and teller can be heard.
- Teller's voice is pleasant and easy to listen to.
- Voice has clarity and words are enunciated.

Voice Expression

- Voice is used to bring interest into the story.
- Voice is not monotone.
- Teller uses pitch and pacing to vary the story.
- If different voices and/or dialects are used, they were consistent and done well.

Eye Contact

- Looks naturally at the entire audience.
- Makes eye contact with people from the middle, front, back and both sides of the audience.

Facial Expression

- Uses entire face as a nice complement to the storytelling.
- Face is engaged and not detached from the story.
- Face adds to, does not detract from the telling.
- Face adds effortless additions to the character.

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Story Weavers Information

Body Language

- Body is used to reflect physicality of character.
- Body is relaxed and part of the story.
- Teller uses body to reflect the emotion of the character.
- Physical habits to not disturb the story.

Appropriate Gestures

- Remember, “Less is More!” Teller does not act out the story.
- Gestures fit the story and help interpret characters or setting.
- Teller’s gestures help tell and move the story along.
- Telling is free of distracting or nervous action.

Pacing

- Teller varies the speed of the tale: fast, slow, and in-between.
- Teller regulates tempo to hold and include audience in the tale.
- Dramatic pause is used effectively.
- Teller waits for audience response: laughter, sighs, gasps, etc.

Enthusiasm and Connection

- Teller likes the story.
- Teller is mentally engaged and makes connections with the tale.
- Teller “has a sparkle behind the eyes” and shows spirit in the telling.
- Teller is part of the story and has a mental picture of where they are in the story.

Satisfying Ending

- Teller brought the audience back from the journey, letting them “off” appropriately.
- There was a final resolution to the plot, a denouement.
- Storyteller allowed the ending moments of appreciation and did not rush off the stage.

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Story Weavers Information

- Storyteller exists with confidence.

Familiarity with Story

- Teller can “play” with the story on the spot, if needed.
- Teller has told this story so many times it is a natural part of them.
- Teller does not stumble over words.
- Teller does not need to look up or into the “mind’s eye” to remember the story.

Story Flow

- Story was not made up on the spot.
- Story ideas are combined in a thoughtful way.
- Teller adds a “twist” to a well-known tale, and it works.
- Story is well crafted and clever.

Uniqueness

- Is the tale an original choice?
- Does the length of the story fit the storyteller?
- Is the story appropriate for school-age listeners?
- Were instructions followed if a specific genre or theme was assigned?

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Storytelling Festival Evaluation Sheet

Name(s) _____ Grade _____

Story Title _____

Genre _____ Length _____

Delivery	Needs Work	Fair	Good	Great
Set-up and Engaging Intro	1	2	3	4
Poise	1	2	3	4
Enunciation	1	2	3	4
Voice Expression	1	2	3	4
Eye Contact	1	2	3	4
Facial Expression	1	2	3	4
Body Language	1	2	3	4
Appropriate Gestures	1	2	3	4
Pacing	1	2	3	4
Enthusiasm and Connection	1	2	3	4
Satisfying Ending	1	2	3	4
Story	Needs Work	Fair	Good	Great
Familiarity with Story	1	2	3	4
Story Flow: Beg., Middle, End	1	2	3	4
Uniqueness	1	2	3	4
Appropriate for Audience	1	2	3	4
Stayed within Time Limit	1	2	3	4
Column Totals				
Total Score				

Comments:

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Story Weavers Information

Definitions of Traditional Tales

Fable: A narration intended to enforce some universal truth or precept especially one in which animals and even inanimate objects talk and act as human beings.

Fairy Tale: A narrative containing supernatural or improbable events, scenes or personages; often has a whimsical, satirical or moralistic character.

Folktale: A tale circulated by word of mouth among the common people, especially a tale characteristically anonymous, timeless and placeless.

Legend: A story coming down from the past that is popularly regarded as historical although it is not entirely verifiable.

Myth: A story that is usually of unknown origin, and at least partly traditional, that ostensibly relates historical events usually of such character to explain some practice, belief, institution or natural phenomena that is especially associated with religious rites and beliefs.

Tall Tale: A story that claims to explain the reason for some natural phenomenon or sometimes illustrates that the subject of the tale was skilled, intelligent and/or powerful. In either case, the tall tale is fictional and usually obviously so. It can, however, be based on a real figure in history.



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Story Weavers Information

Storytelling Activities to Use in the Classroom

- * Have students tell a story round-robin style.
- * Bring in a special storytelling chair and have the students decorate it.
- * Have students create and tell “Fractured Fairy Tales” (characters meeting from different folk tales etc., or telling the story from another point of view.
- * Tell most of an unfamiliar story and have students provide the ending.
- * Have students create a map of their home or neighborhood. Use the map as story starters.
- * Find and tell family stories.
- * Have students lie on their backs and close their eyes. Walk them through some visualization exercises.
- * Use familiar rhymes to establish a relaxed atmosphere. Example: Who stole the cookies from the cookie jar?
- * Have students sit in a circle. Provide one student with a soft ball. The person holding the ball tells a part of a story before passing the ball on.
- * Retell a Reader’s Theater piece or create your own.
- * Have students act out, walk and talk, a character from a story.
- * Divide the class into two groups. Give one group three or four words from a story or joke that you know. One group leaves the room and is given no more than 10 minutes to develop a story around the words. When the other group returns, each person has to tell the story to a person from the group that was sent out.
Note: It is interesting to finish this activity by listening to the different interpretations of the story.
- * Have students make simple puppets and create a story surrounding their character. Also, you can have a happy face on side of the puppet and a sad face on the other side of the puppet and create a fortunate/unfortunate event based on the book by Remy Charlip called “Fortunately.” As you tell the story, the children show the corresponding face according to the fortunate or unfortunate event.

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Storytelling Activities to Use in the Classroom

- * Read stories from a specific area or country.
- * Read different versions of the same story.
- * Put “Story Starters” in a hat. Have students draw a “Story Starter” and use it to create their own stories.
- * Dramatize a folk tale or other story.
- * Have students retell a favorite poem.
- * Have students bring a natural object such as an interesting stone, flower, leaf or bird’s nest to school. Then, in turn, have each child show the object and tell the story.
- * Create a class hero and have students create adventures from their own imagination.
- * Create a new adventure for a favorite character or add a new character to an existing story.
- * Show students how to develop a story from five items. Example: A fish hook, a coconut, a rock, an egg and a braided mat.
- * Bring puppets and/or stuffed animals into the classroom and have students create stories surrounding them.
- * Have students recite tongue twisters.
- * Call out an emotion and have the students use their faces and/or bodies to show that emotion. Examples: Surprised, scared, mad, sad, silly, disappointed, thankful, excited, bored, shy, frustrated, happy.
- * Read some comic strips aloud and try to play with vocal choices to match the characters and their moods.
- * Play the “Add On” story game. One person begins the story. Each person in turn adds a sentence or part to the story.
- * Have students bring in family heirlooms etc and then write or tell stories to go with those pieces.

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Storytelling Activities to Use in the Classroom

* Use “The Story Web.” Have your class or a group of students sit in a circle. The first person holds a ball of yarn and begins telling a story by contributing several sentences. Then, holding onto the end of the yarn, the student passes the ball to someone across the circle whose turn it is to contribute to the next paragraph. That story teller, in turn, passes the ball to the next teller. Continue until a complete story is told and everyone is holding one or more parts of the yarn, forming a web that connects the story tellers to each other. Next, try to untangle the web by telling another story in reverse order so that the yarn is passed back eventually to the first speaker.

* **Gibberish Stories:** Put the group in pairs. Each pair will consist of a storyteller and an interpreter. The storyteller must tell a story in gibberish, as if he/she were speaking a foreign language. For example, “Perry Moppins” instead of “Mary Poppins.” The interpreter must translate the story for the rest of the group. Make sure the story teller understands that there is no “right” version of the story. The interpreter gets to make up the story as it goes along. This activity is wonderful for demonstrating how much storytelling depends on elements other than language. For example: gesture, intonation, volume, facial expression, and so on gives clues about what the gibberish story might actually be about.

* **Tableaus:** Students create tableaus or still photographs of scenes from a story as it is being told. Emphasize that the tableaus are non-verbal, frozen states.

* Tell “whoppers” or “tall tales.” Start a “Liars Club.” Who can tell the wildest story or tale? This is especially useful for younger children who may be reluctant tellers.

* Have the class select a classical painting (or other art medium). Looking at the painting for inspiration, the class constructs the first few sentences of a story through group discussion and suggestion. The paragraph is then sent to another class, which reads the first paragraph and adds on another. The process is repeated including as many classes as possible until the tale seems finished. All classes then gather to hear the result of their group effort read out loud and to see the painting that inspired the story.

* Have students tell creation stories such as “Why the bear has a short tail.”

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Story Weavers Information

Helpful Guidelines For Students

Where do I find/select a story?

Search for a story that you are eager to learn. Don't waste time on material that does not inspire you. You can find stories in favorite books, magazines, newspapers, the local library, the internet or you can go to a local storyteller.

Where do I begin?

You want to become very familiar with your story. You want to know the story, but you don't want it to sound memorized.

Develop story memory by chunking the events. Story memory does not mean learning the story word for word, sentence for sentence. It means developing an understanding of story structure. Make a storyboard/story map of your story.

Visualize the scenes: Who are the people in each scene? What do they look like? How do they talk, move, and stand?

Practice alone in your room or video yourself telling a story. Use body language and appropriate gestures.

Practice your story out loud as much as possible. Get used to telling your story in front of other people. Make sure you are not looking at only one person.

Speak clearly and speak up. Interpret even the narrative parts of the story with appropriate emotions or moods of happiness, sadness, apprehension, etc.

If there is only narration in the story, change some of it into dialogue to make the story more exciting. Give characters different voices or dialects. You can also use your body differently with different characters.

Interpret even the narrative parts of the story with appropriate emotions or moods of happiness, sadness, apprehension, etc.

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Helpful Guidelines For Coaches

*** Grab the Audience's Attention:**

- You must stand out from the rest of the crowd.
- Introduce the story with a short sentence or introduction.

*** Poise:**

- Stand shoulder width apart with slightly bent knees.
- Practice in the mirror or to a video camera.

*** Vocal Clarity:**

- Take out the "slag:" gets, comes goes, like.
- Speak slowly enough for everyone to understand you.
- Make sure your words are not "mushy."

*** Voice Expression:**

- Watch the tempo. Slow down!
- Make repetitious parts different. Practice emphasizing a different word each time you say a repeated sentence. Have enthusiasm or a reason to say something the same exact way every time.

*** Eye Contact:**

- Tell your story to the whole audience: front, back, middle and both sides.
- Play with and to the audience.

*** Body Language:**

- Don't grab body, sleeves, pant legs or twirl jewelry, unless it is for a specific character. Know what your hands and feet are doing.
- Don't stand right next to furniture or up against a wall. Make sure you are comfortable in the open.

*** Appropriate Gestures:**

- Put your body naturally into the story.
- Too many gestures get in the way of the audience listening to you.

*** Familiarity with Story:**

- Be familiar with your story. If you are, you will be more relaxed and able to engage the audience. Avoid big pauses or looking at the floor or ceiling.

*** Satisfying Ending:**

- End your story with energy. The audience wants to be able to pick it up and take it home with them.