

# Young Audiences of Atlanta, Inc.

## Study Guide for Teachers

### Sherry Norfolk

#### "Kaleidoscope"

**Grades:** 2-12      **Audience Limit:** 30 per class      **Length:** 5 Day Residency

#### Program Overview

**Kaleidoscope** is a hands-on, highly interactive program during which students get immediate exposure to both the art and process of storytelling. Students learn storytelling techniques which build important language and communication skills, increase poise and enhance self-esteem. The format provides a safe environment for discovering and exploring individual creative and communicative strengths and adapts successfully for students from 2nd grade through high school.

#### About the Artist: Sherry Norfolk

Sherry, with a B.A. in Elementary Education (Indiana University 1974) and a Masters in Library Science (Indiana University 1979), performs and teaches storytelling residencies through the Georgia Council for the Arts, Alabama State Council on the Arts, Tennessee Arts Council, Alaska Arts Council, South Carolina Arts Commission, and Young Audiences of St. Louis. Her 17-year career as a children's librarian led her to storytelling as an effective means of motivating children to read, and her years in the pre-K and primary classroom taught her the power of storytelling as an educational tool. Sherry currently serves as consultant to Turner South in developing and implementing their "Storytelling in Education" project. She and her husband Bobby are the co-authors of *The Moral of the Story: Folktales for Character Development* (August House Publishers, 1999).

#### Audience Etiquette

- Before the program, discuss with your students what makes a good audience.
- Compare appropriate behavior for different kinds of audience situations- e.g., rock concert, sporting event, ballet.
- Students will get more out of the program if they come prepared. Use this guide to help students anticipate what to listen and look for.
- Set a good example. Catch up on paperwork after the performance.

# "Kaleidoscope" - Sherry Norfolk

## Program Description

**Day 1:** Following a storytelling demonstration, listeners are engaged in a visualization exercise designed to help them develop concrete images of the characters and setting of the story. During this process, the listeners are also encouraged to explore the motivations of the characters through a series of open-ended questions. Students are encouraged to explore what the story means to them, to look through their personal "kaleidoscope," being assured that there is no right or wrong way to tell the story. After the visualization exercise, each student shares their new version of the story with a partner and with the group. **Day 2-4:** The ensuing work will focus on helping each student identify an appropriate story to tell, then bringing the story to life through group, small-group and individual exercises which develop voices and facial expression (**day 2**), gestures and body language (**day 3**), poise in front of an audience and good audience skills (**day 4**). Individuals will receive coaching from the instructor and from the group in preparation for sharing their stories in a final performance for the entire group. **Day 5:** Students tell their stories for their entire class, and are given positive feedback and from the group and the instructor.

## Overview of the Art Form

Storytelling is the art of using words, gestures, facial expression, and body language to bring a story to life in the listener's imagination. From the beginning of time, storytelling has been the way cultures have preserved and celebrated their memories, passed on their values and belief systems, entertained, instructed and reported. Today, storytelling is recognized as one of the most effective brain-compatible teaching strategies, accessible for children with diverse abilities and disabilities, and applicable to all "ways of knowing." Storytelling continues to invite us all to "Enter the Theater of the Mind-the Imagination!"

## Learning Objectives

- Students will broaden learning of their own heritage and culture.
- Students will learn to accept and appreciate their own creative efforts.
- Students will learn to listen actively and analytically
- Students will improve verbalization, imagination and visualization skills
- Students will increase poise and enhance self-esteem.
- Students will explore folktales, myths and legends around the world.
- Students will learn to tell stories without memorization, employing focusing techniques to remember tales.

## Vocabulary, Terms, Definitions

**Attitude** - The emotions a character conveys.

**Body language** - Using the body to convey emotions and attitudes or portray characters.

**Characters** - The people or animals in the story.

**Context** - The circumstances surrounding a particular event within the story.

**Folktale** - A story form the oral tradition with no known author.

**Gesture** - Arm or hand movements that convey meaning.

**Literacy Tale** - A story form a written source with a known author.

## Pre and Post Activities

### PRE

**Language Arts** - Have students rewrite a newspaper story. (5-7)

**Fine Arts** - Ask students to search the Internet for the lyrics of a song that tells a story. (3-6)

### POST

**Language Arts**- Ask students to choose from one of the topics below. Explain that each person will be telling a story for 2 minutes or less to a partner. After students tell stories to their partners, allow volunteers to tell stories to the entire group. (4-7)

Topics:

What is a musical instrument you play or wish you could play? Why?

Tell about an incident that had something to do with water.

Tell about a time when you surprised someone.

Tell about a dream you remember.

Tell about something you really like about where you live.

**Language Arts** - Ask students to write down three unrelated nouns with objectives (for example: knife, gray kitten, granite mountain). Randomly distribute the cards so that no one ends up with his or her own. Ask everyone to write a brief story that ties the three things together in some logical way. (3-6)

## Relevant Curriculum Standards

**Language Arts**- K.2, 1.7, 2.8, 3.2

Students will listen to stories and give reactions.

Students will predict/infer actions & outcomes.

Students will compare & contrast one story with another.

Students will make generalizations.

Students will think about cause and effect.

## Resources

### Books

- Adler, Nancy. *Tellin' Tales at School: A Handbook for Teaching Storytelling in Workshops and in the Classroom*, 3<sup>rd</sup> ed. Self published, 1998. (call 801-224-6861)
- Cooper, Patsy. *When Stories Come to School: Telling, Writing and Performing Stories in the Early Childhood Classroom*. Teachers and Writers Collaborative, 1993
- Gillard, Marni. *Story Teller, Story Teacher: Discovering the Power of Storytelling for Teacher and Living*. Stenhouse Publishers, 1996.
- Hamilton, Martha and Mitch Weiss. *Stories in My Pocket: Tales Kids Can Tell*. Fulcrum Publishes, 1996.
- Kinghorn, Harriet R. and Mary Helen Pelton. *Every Child a Storyteller: A Handbook of Ideas*. Teachers Ideas Express.

### Curriculum Connections

This program is designed to be a powerful tool for conveying universal truths, ancient archetypes and patterns of behavior. Folktales allow us to understand ourselves and others while helping us to recognize and value the similarities and the differences of all people. They preserve and celebrate our cultural heritage, thus linking powerfully to social studies, family life and literature curriculum.