

## StoriesLive® VII • 2018 1 page Description and Outline

Now in our 7th year StoriesLive® is an adaptable program, that has introduced and taught storytelling as a performance art to over 8,000 10th,11th,12th grade high school students and 100s of junior high students through the study and sharing of their personal narratives in live performance. Students learn an indispensable life skill - the ability to tell a good story. Participating high schools in StoriesLive® VII may send students to the regional scholarship story slam competition which distribute cash awards. Professional storytellers present StoriesLive® through assemblies, workshops, a Storytelling Unit and Professional Development Workshops for teachers. Social media supports participants on all levels.

StoriesLive® teaches a powerful prewriting strategy, preps students for college essays, job interviews and college interviews. Storytelling supports increased literacy through experience in the crafting of stories in their most organic form. We engage high school students in “primary source” material as creators and teach public speaking and presentation skills. From manipulations of hate like Adolf Hitler to messages of hope from leaders like Martin Luther King, Jr., the ability to tell a compelling narrative has often changed the course of history. Discerning a true story from a merely captivating tale is learned best through active listening and is a key element in a complete education for an informed citizenry.

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### **A short outline of the essential elements of our StoriesLive® program:**

→ **Get Ready – Story Finder exercise for all students – see attached...**

• **Assembly:** short introduction to the art of storytelling, story concert modeling the art, followed by an interactive workshop which is a short version of Lesson 1 and can replace it

• **Lesson 1 Recap of Assembly, Overview, Story Prompts• Aligned with Common App Essay Prompts** Basic elements effective narrative:

Sensory details; 5 Questions; beginning and end; and main take away for their listeners  
Provide examples of stories **Assignment:** – tell your story 3 times and record “take away”

• **Lesson 2 Story Structure–Meaning, “main take away” & start presentation skills**

Employ the ‘pause’ and varied inflection to imbue meaning  
Visual representation of stories • creating and crafting a narrative without a text  
Review of feedback format Q&A: Questions and Appreciations volume and  
All Students tell part of a story as part of a group

**Assignment:** tell your story 3 times and notice what changes

• **Lesson 3 Nonverbal 'tools' of storyteller: voice, facial expression and movement**

Exercises in performance skills

Students tell stories to each other using new skills

**Assignment:** Tell your story 3 times, work on and note nonverbal elements you will use and fill out Performer's Check-list to be ready for in-class slam

• **Lesson 4 Review and in class Story Slam! Performer's Check list:**

Introduce rubric and scoring sheets for audience. Slam - students tell, evaluate and listen respectfully to each other's stories. Students may vote on which stories will be sent to the school wide slam and/or teacher may decide based on evaluation forms etc.

**\*A school wide slam! –SL®VII participants vie for a slot in scholarship slam with cash prizes**

We are online here [www.storieslive.org](http://www.storieslive.org) and Young Audiences: <http://yamass.org/our-programs/norah-dooley/>

An introductory video StoriesLive® for educators <http://youtu.be/fetalNd7FEE>

<http://www.cctvcambridge.org/node/76975> CCTV final slam April, 2011