

# IMAGINE YOUR STORY!

2020 Summer Reading Program Workshop

Sherry Norfolk, Storyteller

404.401.2737 | [shnorfolk@aol.com](mailto:shnorfolk@aol.com) | [www.sherrynorfolk.com](http://www.sherrynorfolk.com)

## AGENDA & RESOURCES

### INTROS / ORIENTATION / WELCOME

### CALL-and-RESPONSE

### STORYTELLING 101

WHY STORYTELLING? The impact of storytelling on emergent and developing literacy skills

- Offers multiple options for interaction: Creative drama, puppets, singing, discussion, drawing...and develops curiosity, which leads to learning: Talk, read, write, play, sing...+ sensory
- Has multiple applications in public library children's services
- Storytelling works for all audiences -- infant, toddler, preK, school-age, special needs, ESL, tweens and teens, adult and family

FINDING A STORY TO TELL: This summer's theme focuses on folktales, fairytales, legends, myths. There's only ONE RULE: Stories MUST be ones you LOVE! The theme is divided into six sub-themes which we'll refer to throughout the workshop:

- A New Twist on an Old Tale (mixed-up fairytales, retelling and interpretations)
- Hero's Journey
- Magical Creatures
- Timeless Tales (genealogy, local legends)
- Common Threads (tales told in many countries, slight costume/weaving theme)
- Once Upon a Time (fairytales)

But first....

EVERYONE IS A STORYTELLER\*\* (pairs and triads discover and tell stories)

- Scar-y Stories
- Roll-a-Story\*
- *Reflection*: how can these activities work in programming? How can they apply to the sub-themes?)

CREATING HEROIC HEROES, VILLAINOUS VILLAINS AND MAGICAL CREATURES: \*\* Participants will work in pairs *PUTTING A NEW TWIST ON AN OLD TALE* by exploring the Storytellers' Toolbox (focus on "The Ants and the Grasshopper"):

Imagination

- Character interviews\* – work in pairs to develop “backstory”
- *Reflection*: how does this activity apply to the sub-themes? How can it be used in programming?
- Pairs retell story with movement, sounds and character voices, informed by the character interview results

#### Sound Effects

- “Boring Story,” Settings, Sound effects cards
- Pairs retell story with movement and sounds ONLY

#### Voices

- Voice exercise
- “Did Martha give Bob a red car?”
- “I Can’t Pay the Rent”
- Exercise with character cards

#### Body Language

- Say with your body: I’m cold, I’m hot, put it over there, move over, I’m bored, I’m waiting and waiting, YUCK!
- Character-go-round, exercise with character cards
- Pairs retell story with movement ONLY

#### Applying These Tools to Your Own Story: First – You Need A Story!!!

- Exploring Common Threads: Grandmother Spider / Snowshoe Hare Saves the Day
  - Tell, create group story, create individual stories
  - *Reflection*: how can this exercise be used in programming? How does it apply to the sub-themes?
  - Apply the Toolbox: character posture & movement, voices, sound effects, interview to individual stories

#### KEEP IN MIND...

- Use puppets, props and sensory techniques for infants, toddlers, preschoolers and children with special needs.
- Participatory storytelling options for preschool and primary grades.

#### **NOW THAT YOU’RE A STORYTELLER...LET’S TALK ABOUT OPTIONS FOR SCHOOL VISITS**

- Tell a story! (we’ve learned at least two today – and we’ll look at some other easy options as we go along). Perfect for individual class visits as well as full assembly presentations!
- Reader’s Theatre! Put teachers on-stage beside you and the kids’ attention will be rivetted! (DEMO with volunteers) (Script can be found in the *Universe of Stories Children’s Manual*, pp. 103-104)
- Quick one-person puppet show! (great for classroom visits) (DEMO) (Script in handout)

#### **KICK-OFF EVENTS**

- Once Upon a Time Storytelling Festival (Family Kickoff Event)
  - be the storyteller
  - hire some storytellers (see Find a Storyteller <https://storynet.org/find-a-storyteller/>)
  - train teens to tell stories V
  - invite your fellow librarians to tell stories
- Fairytale Party (Early Childhood kickoff event)
  - Puppet station V <https://www.easy-crafts-for-kids.com/paper-bag-craft.html>
  - Costume parade
  - Royal Dress-up Race <https://wonderadventures.co.uk/13-party-game-ideas-fit-for-a-prince-and-princess-for-a-magical-fairy-tale-themed-kids-birthday-party/>
    - Fill a chest with lots of dressing up clothes – princess dresses, knight’s outfits, shoes, tiaras; as much as you can find. Split the children into teams and have each team line up in a single-file line. Players should choose one person on their team to be the Royal and everyone else will be the runners. All of the other players will take turns running from their line to the box on the other side of the room and picking out an item of clothing to dress up their Royal. The first team to dress their Royal with all of the items wins. (DEMO)
- Begin the Hero’s Journey! (Tween/Teen Kickoff Event)
  - Party for a Cause: by this age, kids are well aware that the world isn't a perfect place. If there's a particular cause that's important in your community, develop an event to serve as a benefit for it. The decorations, activities and food can tie to the theme. See <https://www.mykidsadventures.com/cleanup-scavenger-hunt/> and <https://www.cbc.ca/news/canada/toronto/community-environment-day-ward-15-program-starts-mayor-john-tory-1.5087816> for examples!

## DECORATIONS

- Giant storybook [https://www.shindigz.com/fairytale-story-book-standee/p/KSFBOK?utm\\_source=googlepla&utm\\_medium=cse&utm\\_term=101-KSFBOK&gclid=CjwKCAjw-ITqBRB7EiwAZ1c5UxEoITHqv\\_CrsqvzVWH\\_hktU-WK1FoKyDNKZQtx4mvGzWxMTnM8QWxoC\\_gsQAvD\\_BwE](https://www.shindigz.com/fairytale-story-book-standee/p/KSFBOK?utm_source=googlepla&utm_medium=cse&utm_term=101-KSFBOK&gclid=CjwKCAjw-ITqBRB7EiwAZ1c5UxEoITHqv_CrsqvzVWH_hktU-WK1FoKyDNKZQtx4mvGzWxMTnM8QWxoC_gsQAvD_BwE)
- Fantasy Forest [https://www.dresslily.com/fantastic-mushroom-forest-pattern-bedroom-product2767262.html?lkid=1969725&gclid=CjwKCAjw-ITqBRB7EiwAZ1c5U9cUIQvN5jGckJH8H1OYdXAOCCe3sQ7GR3APS4omDo\\_bQcj3eeqenBoCkncQAvD\\_BwE](https://www.dresslily.com/fantastic-mushroom-forest-pattern-bedroom-product2767262.html?lkid=1969725&gclid=CjwKCAjw-ITqBRB7EiwAZ1c5U9cUIQvN5jGckJH8H1OYdXAOCCe3sQ7GR3APS4omDo_bQcj3eeqenBoCkncQAvD_BwE)
- Display magic wands, dragon footprints, Harry Potter memorabilia, mythological labyrinth, magical creatures (unicorns, dragons, fairies, mermaids, etc.)...endless possibilities!
- Young Adult department: Fantasy Worlds: several months before the SRP begins, sponsor a Fantasy World Map-Making program (see <https://goteenwriters.com/2015/04/15/map-making-101-drawing-the-map/>), then hold a contest for tweens and teens to create maps or posters of their favorite fantasy worlds found in books. Use them to decorate the YA room -- and to spread around town to advertise the SRP!

## PROGRAMMING

Explore “What Would a Storyteller Do?” developed by a Task Force of the National Storytelling Network in partnership with the CSLP (available on the CSLP website:

<https://www.csllpreads.org/>) The following programming ideas include hands-on demonstrations and discussions of some of that material.

NOTE: Storytelling can be a *facet* of the presentation, introducing a program, guest, craft or activity! Suggested intro stories are provided for each theme.

- A New Twist on an Old Tale (mixed-up fairytales, retelling and interpretations)
  - Intro story: *Three Little Fish and the Big Bad Shark* (DEMO) WHOLE GROUP CRAFT
    - Craft: kids create their own “3 Little Whatzit” stories & puppets PV SpN ESL \*\*
  - “Gargantuan Fuchsia Stomping Boots,” outlined by Willy Claflin in *The Storytelling Classroom: Applications across the Curriculum* by Norfolk, Stenson & Williams. The name of the character gives you a clue to how to embody the story – stomp down the path, add sound effects, create character voices – but always, *always* use the phrasing and inflection of the original story (PreK & elem)
  - Digital storytelling / stop-motion animation (tweens and teens) S, P Learn more at Google Suite How-To Center  
<https://sites.google.com/a/morrisonsschools.org/googlehowtocenter/activities/digital-stories-with-the-chromebook>
  - Spoken word & poetry (DEMO 3 Billy Goats Gruff) Try “Little Rap Riding Hood” in *That Crazy Gibberish* by Naomi Baltuck or “The Three Billy Goats Gruff Rap” in Bobby & Sherry Norfolk’s *The Moral of the Story: Folktales for Character Development*. (Bobby’s performance of the rap can be found at <https://www.youtube.com/watch?v=Y3hrr8B46MA>) (tweens & teens)
- Hero's Journey
  - Intro story: I Can’t Pay the Rent <https://www.originsonline.org/educator-help/melodrama> SpN, ESL
  - Game-writing: check out these open-source tool for telling interactive, nonlinear stories. (teens) PS Learn more at <https://twinery.org/> or <https://www.wikihow.com/Make-Online-Games>
  - Create-a-(Super)Hero Costume Contest – teams create costumes with found materials; end with a parade. Don’t forget to name the heroes! ESL, V
  - The 12 Labors of Hercules games (a-minute-to-win-it games) (DEMO) V  
Example: Defying Gravity: Give each player three balloons. They have to keep all three balloons up in the air for a minute. Lots more at <https://www.playpartyplan.com/minute-to-win-it-games-for-kids/>
  - Hero/Villain papercup puppets PV \*\*
  - Story Heroes Camp: tweens and teens learn to tell stories and/or put on puppet plays for the younger children!
- Magical Creatures
  - Intro story: Three Billy Goats Gruff (DEMO) Hands-on puppet craft)\*\* SpN, ESL, V
  - G.H.O.S.T. camp for teens
  - Paper plate dragons <https://www.kixcereal.com/3-chinese-new-years-crafts/>, fairy wands <https://happyhooligans.ca/30-fairy-crafts-activities-kids/>, costume corner <https://blog.bellalunatoys.com/2016/10-benefits-of-dress-up-play-for-children.html> PV

- Timeless Tales (genealogy, local legends)
  - Intro story: “Wonderful Sausage” in Alvin Schwartz’s *More Scary Stories to Tell in the Dark*.
  - “Doors”: find a picture of a door that inspires you, then create the story of where you found it, what was behind the door and what you did with what you found. Print pictures of a wide variety of doors, and let kids choose one to create their own stories. Encourage them to think about where their door would be, what kind of treasure they found behind it and what they did with the treasure. Then let kids tell their stories! (PreK and up!)
  - Urban legends & other local legends (tweens & teens)
  - Story games P (DEMO)\*\*Stagecoach
- Common Threads (tales told in many countries, slight costume/weaving theme)
  - Intro story: Grandmother Spider (script provided in handout)
  - Grandmother Spider & variants PS (elem)
    - Austin, Alfredo López. *The Myths of the Opossum: Pathways of Mesoamerican Mythology*. Albuquerque, NM: University of New Mexico Press, 1993.
    - Bernhard, Emery, and Durga Bernhard. *How Snowshoe Hare Rescued the Sun: A Tale from the Arctic*. New York: Holiday House, 1993.
    - “Grandmother Spider Brings the Light” retold by Sherry Norfolk in Holt, David, and Bill Mooney. *More Tellable Tales*. Little Rock, AR: August House, 2001.
    - “How Cock Got His Crown” in Edwards, Carolyn McVickar. *The Return of the Light: Twelve Tales from Around the World for the Winter Solstice*. Marlowe & Co., 2000.
  - Trickster tales: Br’er Rabbit, Kantchil the Mouse Deer, Anansi the Spider...all brothers under the skin! Have fun exploring these stories: Tell, them, watch the videos, act them out!
- Once Upon a Time (fairytales & fantasy)
  - Intro story: Anything from Margaret Read MacDonald’s *Three Minute Tales* or *Five Minute Tales*
  - One-person puppet shows: Aesop Fables (PreK & up) ESL, SpN
  - Creative drama: “The Little Rooster and the Turkish Sultan” in Margaret Read MacDonald’s *Twenty Tellable Tales*.
  - Readers Theatre. *Folk & Fairy Tale Plays for Beginning Readers: 14 Reader Theater Plays That Build Early Reading and Fluency Skills* by Immacula Rhodes. (Elem.)
  - *Greek Myths, Western Style: Toga Tales with an Attitude*, a collection of McBride-Smith’s stories about characters from Greek myths or Barbara McBride-Smith’s updated myths in her book, *Tell It Together: Foolproof Scripts for Story Theatre* ((upper elem/tweens) (DEMO)
  - Tall Tale Telling Contest/ Liars Contest (tweens and teens)
  - Fairytale finger puppets P\*
  - *Where the Wild Things Are* (Sendak) with Make-a-Wild-Thing craft and parade (see instructions to follow)

## IMAGINE YOUR STORY: Call-and-Response

Imagine a story, imagine a tale  
*Imagine a story, imagine a tale*  
 Imagine a magical wishing well  
*Imagine a magical wishing well*  
 Imagine a castle, a rocket, a king  
*Imagine a castle, a rocket, a king*  
 READ and imagine ANY ole' thing!  
*READ and imagine ANY ole' thing!*  
 Imagine!  
*Imagine!*  
 Imagine!  
*Imagine!*  
 Imagine!  
*Imagine!*  
 YOUR STORY!  
 YOUR STORY!

## **SNIP, SNAP, SNOUT, THIS TALE'S OUT!**

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### **PATTERNS, SCRIPTS & INSTRUCTIONS**

#### **ROLL A STORY**

*101 Games that Teach Storytelling Skills* by Anthony Burcher and Mike Burcher, p. 33

Group divides into smaller groups of 4-6; each group receives a die. The participants take turns rolling the die, each telling the group a story corresponding to the number they roll. For example:

- 1 = a story about the best or worst thing they ever tasted
- 2 = a story about the best or worst thing they ever smelled
- 3 = a story about the best or worst thing they ever saw
- 4 = a story about the best or worst thing they ever heard
- 5 = a story about the best or worst thing they ever felt
- 6 = a story about water

#### **CHARACTER INTERVIEW**

*One partner is the Interviewer, the other partner answers the questions as if he or she IS THE CHARACTER in the story he or she is telling. Try this for at least two major characters in the story. (Note: this works for inanimate objects, too: try a tree, rock, mountain, atom!)*

- What's your name?
- How old are you?
- What do you look like?
- Where do you live? What kind of house do you live in?
- Who lives there with you?
- What kind of clothes do you wear?
- What is the most dangerous or upsetting thing that ever happened to you?
- Describe why it is dangerous/upsetting.
- How did this event happen?
- Who else was involved in this event? What happened to them?
- How did you get away/ handle it?
- Did you learn anything from that experience? If so, what?
- Do you think you will ever be in that situation again? If so, what will you do next time?
- Describe your voice (high, low, soft, loud, growling, purring, etc.) Demonstrate it.
- How do you walk and stand? Describe or demonstrate your movements.
- What kind of personality do you have? (Friendly, grumpy, intellectual, very cool, very nerdy, etc.)
- What hobbies or special interests or talents do you have?
- What's your very best trait or characteristic?
- What's your worst trait or characteristic?
- Talk about something that happened to you before the story begins.
- Talk about what you will do when the story ends – what's next?

### **GRANDMOTHER SPIDER pattern**

- Where does the story take place?
- What happens to the light?
- Who knows and tells the others?
- Who goes first / why does he/she fail?
- Who goes second / why does he/she fail?
- Who goes last / how does he/she get the sun back into the sky?

### **THREE BILLY GOATS GRUFF STICK PUPPETS**

#### Materials needed for each child

- 2 paper bowls (mountains)
- 1 plastic bowl (bridge)
- 12"x4" strip of blue cloth (river)
- 4 craft sticks
- 1 page of cardstock printed with 3 BGG & Troll faces (or provide cardstock for kids to design their own faces)
- Crayons
- Scissors
- Tape or gluestick

#### Instructions

- Turn bowls upside down; color one bowl brown and one green.
- Cut 3 slits in each bowl so that craft sticks can fit (this should be done by adult or teen volunteer)
- Cut a 2"-wide strip of the plastic bowl side to side in the center for the bridge
- Cut out the cardstock character faces; glue or tape to craft sticks
- Tell the story!

### THREE BILLY GOATS GRUFF ONE-PERSON PUPPET SHOW SCRIPT

Storyteller: *(show brown mountain)* Once upon a time there was a mountain covered with brown, dry, icky, nasty grass. BLEH!

*(show green mountain)* On the other side of a river *(show river)* and across a bridge *(put bridge in place)*, there was another mountain. It was covered in sweet green grass and beautiful juicy flowers. YUM!

Now on that brown mountain, there lived three brothers.

*(show goats)* They were goats, and they were called The Three Billy Goats Gruff. *(display one puppet at a time as indicated)* There was the Little Billy Goat Gruff, and the Medium Billy Goat Gruff, and the BIG BILLY GOAT GRUFF. Those brothers were tired of eating the brown, dry, icky, nasty grass. BLEH! They wanted to eat the sweet green grass and beautiful juicy flowers. YUM!

But they couldn't – because, underneath the bridge there lived a monster called a Troll *(show Troll, then place under bridge)*, and he wanted to eat them up!

One day, the Three Billy Goats Gruff thought up a plan. The Little Billy Goat Gruff started across the bridge:

LBGG: *(move the Little Billy Goat across the bridge)* Trip, trap, trip, trap, trip, trap!

Storyteller: *(pop up the Troll)* Up jumped the Troll!

TROLL: **“Who’s that trip-trapping over my bridge?”**

LBGG: “It’s me – the Little Billy Goat Gruff! I’m going to go eat grass!”

TROLL: **“Oh, no you’re not! I’m going to eat you up!”**

LBGG: “Well, you could...but my medium-sized brother is coming soon, and he’s bigger and fatter and more delicious. You should wait!”

TROLL: **“Good idea.”** *(place Troll under the bridge)*

Storyteller: So the Little Billy Goat Gruff went across the bridge and ate grass. *(move puppets accordingly)*

Soon, along came the Medium Billy Goat Gruff.

MBGG: Trip, trap, trip, trap, trip, trap!

Storyteller: Up jumped the Troll!

TROLL: **“Who’s that trip-trapping over my bridge?”**

MBGG: “It’s me – the Medium Billy Goat Gruff! I’m going to go eat grass!”

TROLL: **“Oh, no you’re not! I’m going to eat you up!”**

MBGG: “Well, you could...but my big brother is coming soon, and he’s bigger and fatter and more delicious. You should wait!”

TROLL: **“Good idea.”**

Storyteller: So the Medium Billy Goat Gruff went across the bridge and ate grass.  
Soon, all came the Biggest Billy Goat Gruff.

BBGG: TRIP, TRAP, TRIP, TRAP, TRIP, TRAP!

Storyteller: Up jumped the Troll!

TROLL: **“Who’s that trip-trapping over my bridge?”**

BBGG: **“IT’S ME – THE BIG BILLY GOAT GRUFF! I’M GOING TO GO EAT GRASS!”**

TROLL: **“Oh, no you’re not! I’m going to eat you up!”**

BBGG: **“WELL, YOU COULD...BUT I’M BIGGER AND STRONGER AND SMARTER THAN YOU!”**

TROLL: **“Hmph! Let’s FIGHT!”**

Storyteller: So they fought: Boom! Bang! BOOM! BANG! **BOOM!** (*BBGG & Troll “fight without making contact; then the BBGG knocks the Troll high into the air”*)  
  
The Biggest Billy Goat Gruff knocked the Troll up, up, up into the air, and fell back into the water with a SPLASH!  
  
So the Biggest Billy Goat Gruff went across the bridge and ate grass, and those goats lived Happily Ever After.

## **FAIRYTALE FINGERPUPPETS** <https://onelittleproject.com/pipe-cleaner-finger-puppets/>

### Materials needed

- Pipe cleaners (various colors)
- Cardstock (various colors)
- Glue
- Tape
- Scissors

### Instructions

- Wind half of the pipe cleaner around your finger. With the remaining half of the pipe cleaner, bend it into a loop that will become the backing for the puppet.
- Draw characters on cardstock and cut out; glue AND tape to the loop.
- When they’re dry, put them on and tell a story!

**THREE LITTLE WHATZITS**

After kids make up their own version of “The Three Little Pigs,” they can make and perform their own puppet shows!

Materials needed for houses

- 3 4-oz dessert cups per child
- Construction paper
- Glue
- Crayons or markers
- Scissors

Materials for 3 Little Whatzit puppets (see Fairytale Fingerpuppets above)

Materials for the Big Bad Whozzit puppet

- 1 brown paper lunchbag per child
- Construction paper
- Glue
- Scissors

Instructions

- Use construction paper, markers and crayons to decorate each of the dessert cups as one of the houses
- Make the 3 Little Whatzit characters using directions for Fairytale Fingerpuppets, above
- Make a Big Bad Whozzit with the lunchbag, construction paper and markers or crayons
- Tell the story!

**WILD THING BODY PUPPETS**Materials needed for each child

- 1 Clean brown paper grocery bag per child
- Various colors of construction paper
- Scissors
- Glue
- Crayons or markers

Instructions

- Ask kids to put bags on their heads; teens or adults help kids cut shoulder holes so that the bag rests comfortably. Before removing the bag, ask kids to place their hands on the bag indicating where their eyes are. Adult traces an oval around the eye area (this will be cut out with adult assistance and become the mouth).
- Kids decorate their Wild Things using construction paper and markers.