American Association of School Librarians
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Pittsburgh, Pennsylvania

Raising Voices: Creating Student Storytellers in the Media Center

Judy Sima

Saturday, October 8, 2005
8:30-9:45 A.M.
David L. Lawrence Convention Center
Room 328
RAISING VOICES: Creating Student Storytellers in the Media Center

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Judy Sima is an award winning author, storyteller, media specialist and a leading authority on youth storytelling. Her storytelling articles have been featured in The Yarnspinner, Storytelling Magazine, Storytelling World, Teaching Tolerance, Oasis Magazine, Library Talk, Media Spectrum, Book Links, and The National Storytelling Network publications Tales as Tools, A Beginner’s Guide to Storytelling, and Telling Stories to Children. She has performed and presented workshops across the country. Judy is available for workshops, school assemblies, and author talks. Check www.JudySima.com for a complete list of programs.

STORYTELLER’S SCAVENGER HUNT

Directions to players: As you walk around the room, ask someone to show, do or tell you about one of the things listed below. When he or she has completed the activity, have that person sign your sheet of paper. Each person may only sign one time. Now you must tell, show or do one of the activities in return, then sign your name on that person’s paper. Share only what you are willing to share and have fun!

Find someone who will tell you:

1. A jump rope rhyme, a nursery rhyme, a poem, or sing a favorite song or commercial.
2. About something his or her mom/dad/aunt/uncle/grandma/ grandpa/ brother/ sister, etc. always says.
3. About an interesting experience with an animal.
4. About a favorite secret hiding place.
5. About a time he or she cooked something that didn’t turn out.
6. About the time he or she was lost or scared.
7. About an award, contest, trophy or medal he or she won.
8. Something funny or unusual that he or she can do with their body.
9. About the best or worst day he or she ever had in school.
10. About a place he or she used to live but doesn’t live there any more.


ARTICLES ON THE WEB

Media Spectrum: Spring 2002. “35 years in Media Center and Still Loving It.”
http://michiganteacher.net/pdf/s02sima.pdf

http://michiganteacher.net/pdf/f03sima.pdf

The Yarnspinner: Call of the Story Article Archive. “Adding Action to Your Telling”
http://www.callofstory.org/en/archive/articles.asp?id=article.2.c.5
SIMA’S SIX QUICK STEPS FOR STORYTELLING SUCCESS

1. Choose It
2. Read It
3. Picture It
4. Imagine It
5. Practice It
6. Tell It

STORYBOARD

Directions: Draw a picture and write a sentence or several phrases to describe the main events in the story in the order that they happen. Use your STORYBOARD to help you remember the story.

Name of the story: ___________________ Author/ Country ___________________

Opening lines: _________________________________________________________

<table>
<thead>
<tr>
<th>Sequence</th>
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Closing lines: _________________________________________________________

Things to remember: _________________________________________________

Reprinted from: *Raising Voices: Creating Youth Storytelling Groups and Troupes.*

Libraries Unlimited, Westport, Conn. 2003
BARE BONES FABLES

A fable is a short story, usually about animals, that teaches a lesson. Often the lesson or “moral” is given at the end of the story. Retell one of the following stories in your own words adding description and dialog. Be sure to add the moral to the end of the story.

THE TORTOISE AND THE HARE
A tortoise and hare were having an argument about which animal was the fastest. They made a date to race each other and settle the argument. When the race began, the hare took off like shot and in no time at all, he was far ahead of the tortoise. The hare was so confident he would win that he lay down under a tree to take a nap. Meanwhile, the tortoise kept plodding along, one foot in front of the other, slowly and steadily without stopping. After a long while, the tortoise passed the sleeping hare, who finally woke up when he heard the crowd cheering as the tortoise crossed the finish line.

THE CROW AND THE PITCHER
A very thirsty crow came upon a tall pitcher that was half full of water. When the crow tried to take a drink, he found that his beak was too short to reach the water. While trying to decide what to do, the crow saw some pebbles lying nearby. He picked up the pebbles one by one, he dropped the pebbles into the pitcher. Soon the level of the water rose almost to the top, and the crow was able to drink the water.

THE GOOSE THAT LAID THE GOLDEN EGG
One day, a farmer went to collect eggs from his favorite goose and found that the goose had lain an egg of solid gold. Needless to say, the farmer was delighted. Every day after that, when the farmer went to collect the eggs, he found another egg of solid gold. Soon the farmer became rich. But after a while, he became greedy since the goose only laid one golden egg at a time. So the farmer killed the goose and found that there was not one single egg inside and his precious goose was dead.

THE LION AND THE MOUSE
Once there was a mighty lion that loved to roar. Whenever he roared all of the smaller animals in the jungle would run and hide. One day, a little mouse heard the lion’s roar but decided not to run away. As soon as the lion fell asleep, the mouse crawled up on to the lion’s nose. The lion woke up. “Please don’t eat me,” said the mouse. “If you spare my life, I might be able to save your life one day.” The lion agreed to let the mouse go. Several days later, the lion became entangled in a hunter’s net. When the mouse heard the lion roaring, he quickly came to the lion’s aid and chewed a hole in the net large enough for the lion to escape.

THE MILKMAID AND HER PAIL
A milkmaid was on her way to market carrying a pail full of milk on her head. As she walked along she thought about all of the wonderful things she would buy with the money she was going to make when she sold the milk. First she was going to buy eggs. Then she was going to hatch them and sell the chickens. With the money she earned from selling the chickens, she would buy a beautiful new dress. All the young men would want to marry her because she looked so beautiful in the new dress, but she would only marry the mayor’s son. She would toss her head and put her nose up in the air to all those other boys. As she thought about it, the milkmaid tossed her head and the pail fell down spilling the milk all over the ground.

THE NORTH WIND AND THE SUN
The North Wind and the Sun were having an argument as to which one of them was more powerful. Suddenly they saw a man walking along a road. He was wearing a warm cloak. They decided that whoever could make the man take off his cloak would be declared to be the strongest. The North Wind went first. He blew up a storm but the more he blew, the tighter the man pulled his cloak around himself. Finally the Wind gave up. Next was the Sun’s turn and he began to shine down on the man. Soon the man became warm and then hot. He grew so warm that he took off his cloak and carried it over his arm.
“ME” STORY BAG
1. Look all the things in your bedroom and around the house, chose five or six objects that tells something special about you. Put the objects into a paper bag.
2. Decorate the bag with your favorite colors, cartoons, sports stars, etc.
3. On the outside of the bag write your full name in big letters. Ask your parents to tell you the story behind your name. Why was the name chosen? Who were you named after? Were there any unusual circumstances surrounding your birth or naming?
4. Share the contents of the bag with other students in your the group.

EMOTIONS CIRCLE
1. Sit in a circle. Everyone takes a card with an emotion on it. (e.g. Stubborn, shy, disgusted, awestruck, remorseful, lost, forgetful, frustrated, vengeful, shocked, affectionate, suspicious, wicked, lonely, crazy, angry, cautions, hungry, spooky, disappointed, confused, cranky, sleepy, sad, devastated, envious, guilty, grouchy, romantic, curious, goofy, excited, bored, concentrating, etc).
2. Create scene or situation in your mind. With very little talking, begin acting out that emotion while sitting, continue as you walk around the circle.
3. Choose someone else in the circle to act out their emotion by taking their seat.
4. Repeat as a character: (e.g. dragon, old man, witch, eagle, young woman, mother, baby, juggler, soldier, preacher, teacher, cowboy, clown, bad guy, large animal, small creature, etc).

TOY STORIES
1. Pick a toy from the bag, one that could be a metaphor for who you are or how others see you. Go around the circle and tell why you picked that toy.
2. Form groups of three. Create a group story using all three toys.

POINT OF VIEW
1. Divide group into pairs. Give each pair a card with the name of a well known fairy tale or nursery rhyme. First person tells the story from the point of view of the first character, second person tells the story from the point of view of the second person. (e.g. Jack and Jill; Sleeping Beauty (King and forgotten fairy); Three Little Pigs (3rd pig and the wolf); Little Red Riding Hood (Woodsman and wolf); Jack and the Beanstalk (Jack's mother and the giant's wife); Cinderella's fairy godmother and the prince's mother; Jack Sprat and his wife; Oldest and youngest child of the old woman who lives in a shoe.)

VIRGINIA REEL
1. Have students form two parallel rows facing each other. Using a timer, have students in one row begin telling the story they are working on to the person across from them.
2. Using a timer, call “switch” after 2 or 3 minutes. Repeat with students in second row.
3. Call “switch” again and have first row continue telling their stories using exaggerated gestures. Repeat with second line.
4. Move one student to the end of the first row and have everyone else in the row moves up one space. Continue: telling the story in slow motion, double time, gibberish, or gestures only.

ROTATION STATION
1. Set up groups of 3 to 4 students. Using a timer and whistle set a time limit of 2-3 minutes.
2. Post questions on butcher-block paper on the wall, (e.g. How can we encourage and help one another? What is respectful audience behavior? How can we help each other succeed? How can we improve our storytelling? What make a story interesting to listen to? What are some tips to help remember a story? What performance mistakes should we try to avoid?)
3. Have groups walk around the room with different colored markers, brainstorm answers to the questions and write them on the paper.
4. Give one question to each group to evaluate and decide which answers are best or most important.
5. Choose a representative from each group to report to the rest of the class.

TALL TALE
1. Pass a mitten and a fan around the circle – one person gets the fan, the next gets the mitten.
2. Spontaneously make up a 2 sentence tall tale
   “It was so hot/ cold that …” give two examples of things that happened
HOT POTATO – EXCUSES, EXCUSES
Pass a beanbag quickly around the circle making an excuse for
  a. Speeding
  b. Forgetting homework
  c. Being late

HOT SEAT
1. Send 3 volunteers out of the room
2. Choose another 3 to 5 other volunteers to create a story, beginning with one volunteer and others adding to the sequence and plot. (The crazier the better)
3. One volunteer acts as “first storyteller” and tells the created story to the first volunteer to return to the room.
4. Directions: “You are sitting in the “Hot Seat” (Ssssss) You are to listen to a story. You many not interrupt or ask questions. There are to be no comments or interruptions from the audience. Listen carefully for you must tell the story exactly as you hear it to the next volunteer to return to the room.

PERSONAL ENCOUNTER WITH AN ANIMAL
1. Break group into small circles of 3 or 4
2. Think of a beginning to draw people
3. Think how do you want the story to end
4. Go around the circle each person telling their stories
5. No interruptions during story, but group may ask questions after story is completed.
6. Bring group back to large circle. One person from each circle re-tells one of the stories to the entire group.

ACTIVITIES TAKEN FROM: RAISING VOICES: CREATING YOUTH STORYTELLING GROUPS AND TRoupES
BY: JUDY SIMA AND KEVIN CORDI

“Mounting evidence supports and recognizes that storytelling provides marvelous venues for the development of language skills among young people. Judy Sima and Kevin Cordi offer a reassuring blueprint, so librarians and teachers can avoid reinventing the wheel. Practical in its every suggestion, this book offers ideas for attracting kids to join a storytelling group, as well as organizational plans for both leaders and young participants. They incorporate activities to assist in learning stories, in presenting stories, and offer suggestions for raising funds. With this guide in, all who believe in story and its value for young storytellers will find them selves inspired and well on their way.” - Anne Izard Storytellers Choice Award

“Sparkles with insight, wisdom and every basic tool you could possibly need to nurture your own Storytelling Troupe.” - Karen Chase, East Freetown, MA


* 2004 Storytelling World Award Honor Book
* 2004 Voice of Youth Advocates “Five Foot Bookshelf” selection
  • 2005 Anne Izard Storyteller’s Choice Award

Email Judy@JudySima.com for an autographed copy: Raising Voices: Creating Youth Storytelling Groups and Troupes – Free shipping!
### STORYTELLERS BINGO

<table>
<thead>
<tr>
<th>Myth</th>
<th>Native American Tale</th>
<th>Folktale from Africa</th>
<th>Celtic Folktale</th>
<th>Legend</th>
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<th>Folktale</th>
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<th>Folktales from North America</th>
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<th>Tale</th>
<th>Fable</th>
<th>Folktales Variant</th>
<th>Triumphant Tale</th>
<th>Ghost Story or Scary Story</th>
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<tr>
<th>Literary Story</th>
<th>Animal Tale</th>
<th>Folktales from Western Europe</th>
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<tbody>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
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<tr>
<th>Folktales from Eastern Europe</th>
<th>Folktales from Central or South America</th>
<th>Humorous Tale</th>
<th>Pourquoi or How &amp; Why Tale</th>
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<td>22</td>
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<td>24</td>
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<tr>
<th>Directions:</th>
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<tbody>
<tr>
<td>1. Choose a box, read a story from the genre or category listed,</td>
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<tr>
<td>2. Put an “X” in the box and record the category, title, source, page numbers, and summary of the story on your Story Record sheet.</td>
</tr>
<tr>
<td>3. Answer the question, “is this a story you would like to tell? Yes or No.</td>
</tr>
<tr>
<td>4. Use the definitions given in the Storytellers Bingo Category Definitions and the descriptions in the books to help you decide where a story fits on the Bingo Board. In most libraries, fairy tales and folklore can be found in the Dewey Decimal number beginning with 398, mythology begins with 291 and 292. Literary stories can be found in the Fiction, Story Collection, or Picture Book sections. A story may fit more than one category, but you must read a different story for each square.</td>
</tr>
<tr>
<td>5. When you have read a BINGO (five stories in a row vertically, horizontally, or diagonally) you may choose a prize from the prize box.</td>
</tr>
<tr>
<td>6. Put an “X” in the squares below when you have completed a BINGO.</td>
</tr>
<tr>
<td>7. When you have read one story from each of the 25 types of stories you will receive a gift certificate or special prize.</td>
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<tr>
<th>1st Bingo</th>
<th>2nd Bingo</th>
<th>3rd Bingo</th>
<th>4th Bingo</th>
<th>5th Bingo</th>
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</thead>
</table>

Figure 3.1 *Raising Voices: Creating Youth Storytelling Groups and Troupes.* Libraries Unlimited, 2003
STORY RECORD

Your name: __________________________________________________

1. Bingo Board category: _______________________________________
Name of the story:______________________________________________
Source of the story: ___________________________________________
Page numbers: ________________________________________________
Summary: ____________________________________________________

Is this a story you would like to tell? ______________________________

2. Bingo Board category: __________________________________________
Name of the story: _____________________________________________
Source of the story: ___________________________________________
Page numbers: ________________________________________________
Summary: ____________________________________________________

Is this a story you would like to tell? ______________________________

3. Bingo Board category: __________________________________________
Name of the story: _____________________________________________
Source of the story: ___________________________________________
Page numbers: ________________________________________________
Summary: ____________________________________________________

Is this a story you would like to tell? ______________________________

STORYTELLER’S PLEDGE

Establish a tradition with your youthful storytellers by beginning each meeting with a ritual. Create a mood and atmosphere that makes storytelling inviting and special. Dim the lights, light a candle, move to a special place, ring a bell, or simply begin with The Storyteller’s Pledge.

Storyteller’s Pledge

As a Storyteller and Story Listener
I give myself permission
To Have Fun
To Laugh
To Take Risks
To Tell Stories.
I Know
Stories
Connect
Us
And
I
Am
Connected
To Story.

Let the Stories Begin!  Let the Stories Begin!  Let the Stories Begin!!!

Written by Kevin Cordi
TALES FOR TALESPINNERS

Theory and Practice


Picture Books


Also: *Three Billy Goats Gruff*. 


Also: *Obedient Jack*


Also: *Tacky the Penguin.*


Also: *Frog and Toad Are Friends; Frog and Toad Together; Fables.*


Also: *Mortimer, The Paper Bag Princess, Stephanie's Pony Tale, Thomas' Snowsuit.*


Tashjian, Virginia. “the Snooks Family” from *Juba This and Juba That.* Little Brown. 1969.


Also: *A Penny a Look*.


**Story Collections and Activity Books**


Also: *Sweet Land of Story: Thirty-six American Tales to Tell; Twenty-two Splendid Tales to Tell*.


Also: *How & Why Stories: World Tales Kids can Read & Tell*.


Haviland, Virginia. *Favorite Fairy Tales Told In... Beecb Tree Books*. France, England, Germany, India, Ireland, Sweden, Poland, Russia, Spain, Scotland, Denmark, Japan, Greece, Italy, Norway, Czechoslovakia


Also: *Beyond Words: Great Stories for Hand and Voice; A Treasury of Trickster Tales; Puppet Tales; Story Puzzles; Tales in the Tanagram Tradition; Terrific Tales to Tell: From the Storyknitting Tradition; True Tales of Heroes and Heroines; Paper-Cutting Stories for Holidays & Special Events; Mystery-Fold: Stories to Tell, Draw, and Fold; Paper-Cutting Stories from A-Z; Storytelling with Shapes and Numbers*.


*Judy Sima: AASL Pittsburgh October 2005*