

Rochester School for the Deaf

The Patrick A. Graybill

Storytelling Festival



Student and Parent Handbook

March 30, 2011

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TIMETABLE

February 7	Choose a book
March 7	First Draft
March 21	Second Draft

CHOOSING YOUR STORY

The story you tell must be one of the following kinds of stories: **Folk Tale, Fairy Tale, Myth, Legend, Fable or Tall Tale**. Your school or public library is a good place to begin searching for your story.

You may find your story by:

1. **Reading** books that have stories in them
2. **Finding** stories on storytelling websites that meet the requirements below, and are approved by the Storytelling Committee.
3. **Choosing** a story you enjoy and want to share with others.

Remember, the story you tell must be any one of these:

FOLK TALE: This category includes all forms of stories, written or oral, which have been handed down through the ages. Folk tales have no known authors, strictly speaking, but there are many collectors and compilers.

FAIRY TALE: A particular type of folk tale which takes place in an unreal world without definite locality or time ("once upon a time...") is a fairy tale: It contains elements of magic and supernatural happenings and is sometimes called a "wonder tale." All fairy tales are folk tales, but not all folk tales are fairy tales. Examples: Collections by Grimm, Jacobs, Lang, Perrault, Anderson, etc. Modern example: The Foolish Giant by Bruce Coville.

Myth: A myth is a story describing our origins, or explaining natural or social happenings, or predicting the destiny of humans through the interaction of people and supernatural beings. Examples of myths come from Norse, Greek and Native American cultures.

LEGEND: A legend claims to be an account of an extraordinary happening believed to have actually occurred. It may tell a story about something, which happened in a past time and at a particular place. Examples include stories of Robin Hood, William Tell, and King Arthur.

FABLE: A fable is an animal tale that ends with a moral. The moral is what makes fables different from other animal stories. Examples include: Aesop's Fables, and Kipling's Just-So Stories.

TALL TALE: Tall tales are stories of lies and exaggerations. They usually present human characters that have super-human qualities. Examples include Paul Bunyan and Pecos Bill.

When you have found a story that seems just right for you, check with your teacher or library media specialist to make sure your story follows the Festival guidelines.

1. You must choose a different story from the story that you've told before.
2. A storyteller must learn the story from a published version. Word-for-word memorization is not mandatory and not encouraged. Storytellers must tell the story without the use of any written material, props, hats or costumes. Students must wear street or school clothes for the competition.
3. The use of gestures is optional and should be natural and appropriate to the story. A storyteller should avoid exaggerated "theatrics." "Telling" is more important than "acting" the story.
4. The story should be appropriate, in terms of length and difficulty, to the grade level of the student. If you've told a story before, get the librarian's help to select a story that is more challenging for you. For the elementary students the story should be between 3-5 minutes. For the 5th grade and up the story should be between 3 and 10 minutes.
5. Poems are not acceptable; stories must be in prose.
6. It is suggested, but not required, that each storyteller start by saying something like, "Hello, I am_. I have chosen to share a ____ (type of story) from ____ (place or origin). The story is ____ (title) by ____ (author, if known).

**Once you have chosen your story, you are ready to begin
LEARNING YOUR STORY.**

LEARNING YOUR STORY

After your story has been approved, you are ready to begin learning to tell your story. Here are some steps to follow:

1. Read your story silently several times to see the characters and action in your mind.
2. Read the story aloud two or three times each day for the first week. You might try reading it aloud before you go to school, after school and just before you go to bed. Continue to picture the characters and the action as you read.
3. If you have a camcorder, you may want to record yourself telling your story. You can listen to your story on the videotape over and over -a good way to help you learn your story. Try to see the action and characters of your story in a series of pictures or make an outline of your story. Drawing pictures of your story in the order that the story is told will help you to learn it. **Think about what is happening and what happens next.**
4. **Start telling your story as soon as you can visualize (see) it in a series of pictures.**

OR

If you have made an outline of your story, **you may begin to tell your story from the outline.** You may refer to your outline as often as you like, but soon you will discover you don't need it.

5. **Tell your story again and again...** to yourself, to a camcorder, to anyone who will listen. The more you tell your story, the more it becomes a part of you.

TELL IT!

TELL IT!

TELL IT!

TELL IT!

TELLING YOUR STORY

1. **Practice saying your name and the title of your story** -What book did it come from? Who is the author?
2. **Pausing** - Pause before your story; think of the first line before you begin and then sign directly to your audience as if you are talking to your best friend.
3. **Expression** -Sign clearly, distinctly and correctly.
4. **Eye contact** -It is important to be able to see everyone and for everyone to be able to see you. When you look at your audience, you involve them in your story.
5. **Know your story** -It is important to know your story well enough that you do not stumble through the telling. If you do forget your story -don't panic - pause, picture where you are in the story and pick it up again.
6. **Pacing** -Tell your story at a comfortable pace -not too fast or too slow. Remember, a common fault of storytellers is telling the story too fast. Use pauses, at just the right moment, for just the right length of time, to provide a feeling of suspense and anticipation. Make sure all fingerspelling is clear and deliberate.
7. **Poise** -Everyone feels nervous. Feel your feet on the ground. It helps to take a deep breath. Look around at your audience in a friendly way. Remember you have a story to share. Everyone wants to hear your story. Think of the audience as your best friend.
8. **Sign**- Project your signing so the person in the last row of your audience can understand you.

BE DYNAMIC -PUT YOURSELF INTO THE TELLING!!!

BEING A GOOD SPORT

If you win:

1. Smile and say "thank you" to all who congratulate you.
2. As soon as you can, go to your teacher, your library media specialist, your parents, and all the others who helped you, and thank each one. You could not have done this without their help.
3. Be gracious about telling your story at home, at school, out in the community, or anywhere else you are asked.
4. Congratulate the others who took part in the contest.

If you do not win:

1. Smile and say "thank you" to all who congratulate you on telling your story well.
2. As soon as you can, go to your teacher, your library media specialist, your parents, and all the others who helped you, and thank each one. You could not have done this without their help.
3. Be gracious about telling your story at home, at school, out in the community, or anywhere else you are asked.
3. Congratulate those who did win.

WHETHER YOU WIN OR LOSE, remember that kind, helpful words are the only acceptable comments when you mention the presentations of others.

AFTER THE FESTIVAL, keep telling your story and learning more stories. People love to hear stories -at family reunions, birthday parties, and other gatherings.

CRITERIA FOR JUDGING THE STORYTELLING CONTEST

- A. The storyteller is required to know the story.
- B. The storyteller may stand or sit when telling the story.
- C. The storyteller must tell the story without the use of any written material, props, hats or costumes. Street or school clothing only will be acceptable attire.
- D. Parts of the story may be sung, as appropriate. The quality of the singing should not be a factor in judging the story.
- E. Delivery, gestures and emphasis must be appropriate for the story.
- F. The maximum length of the presentation should be 5 minutes for the elementary students up to 4th grade or 10 minutes for the 5th grade and middle school students, and the student will be asked by the judges to stop if s/he exceeds the maximum time. The minimum requirement is 3 minutes long.
- G. Stories may be either: folktales, fairy tales, myths, legends, fables or tall tales.
- H. The storyteller must be dressed appropriately: no cluttered clothing, neat hair and clothes.
- I. Each item on the scale attached will be rated from 1-4 points, for a maximum of 20 points.

STORYTELLING RUBRIC

Category	4	3	2	1
Knows the Story	The storyteller knows the story, and signs with confidence.	The storyteller knows the story pretty well, and is relatively confident.	The storyteller knows some of the story, and appears ill-at-ease.	The storyteller knows a little of the story, and appears awkward.
Language Use (structure)	The student uses consistent classifiers, eye gaze, facial expressions and body shifting to make the characters more believable and the story more easily understood.	The student often uses classifiers, eye gaze, facial expressions and body shifting to make the characters more believable and the story more easily understood.	The student tries to use classifiers, eye gaze, facial expressions and body shifting to make the characters more believable and the story more easily understood.	The student tells the story but does not use classifiers, eye gaze, facial expressions and body shifting to make the storytelling more interesting or clear.
Sign Production (sign choice)	Signs correctly all the time. Is easily understood by all audience members all the time.	Signs correctly most of the time. Is easily understood by all audience members most of the time.	Usually signs correctly. The audience sometimes has trouble understanding the signer.	Rarely signs correctly. The audience often has trouble understanding the signer.
Pacing (fluency)	The storyteller paces the story very well and the pace reflects the story appropriately.	The storyteller usually paces the story well, but one or two parts seem to drag or to be rushed.	The storyteller tries to pace the story, but the story seems to drag or to be rushed in several places.	The storyteller tells everything at one pace. Does not change the pace to match the story.
Audience Contact	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
Appearance	Storyteller appears very neat and wears solid color top and not overlong sleeves.	Storyteller appears somewhat neat but wears one inappropriate item of clothing.	Storyteller appears somewhat disheveled and wears some inappropriate clothing.	Storyteller appears disheveled and wears some inappropriate clothing.