

## ***Dream Keepers***

### ***Storytelling Workshop***

<b>Description</b>	In this Storytelling Workshop, we will explore Native American culture and examine the characters and lessons found in Native folklore, specifically <i><b>Iktomi and the Ducks</b></i> . Students will recreate one of the stories through exercising the three acting tools – Body, Voice, and Imagination.  <i>By studying the characters, plot, and themes from these stories, students will gain a deeper appreciation &amp; understanding for Native American culture and storytelling.</i>
<b>Grades</b>	6th-8th
<b>Duration</b>	60-90 min
<b>Preparation</b>	Gather supplies & write schedule/Community Agreement on the board
<b>Teachers</b>	Carina DuMarce

#### **Student Assessment**

<b>Objectives</b>	<b>Assessment Criteria</b>
1. Students will explore the themes, characters, and stories from various Native American folklore.	1. Students will articulate their understanding of the show's content through a series of theatrical activities.
2. Students will increase their knowledge & interest in theater.	2. Students will tour performance and rehearsal spaces in the theater used by professional actors.
3. Students will actively explore the 3 acting tools: body, voice, imagination	3. Students will articulate acting skills learned through a series of theatrical activities.
4. Students will have a safe environment to learn & play.	4. Students will collaborate to devise stories, build statues, and share ideas.

<b>15-20 min</b>	<b>Introduction</b>	
<i>5 min</i>	<b>Intro/Rules</b>	1. Teaching artist introduces self and what they do at the Rose 2. Teaching artist reviews rules and expectations for visit (Be respectful, Be responsible, Be safe, Be brave, etc.)
<i>5-10 min</i>	<b>Question of Day</b>	1. How do stories about animals and nature help us to learn about ourselves? 2. What is one of your favorite folktales/folklore?

		3. What is one lesson learned that really stuck with you?
5 min	<b>Focus Statement</b>	<p>* Give an overview of the lesson. Focus on the story and themes of <i>Iktomi and the Ducks</i></p> <p>* Sample Dialogue: "Today we are going to use skills as actors to explore the themes of <i>Iktomi and the Ducks</i>. We will complete some activities to exercise our acting skills and take a tour of the theater to learn about the life of a professional actor."</p>
5-10 min	<b>Story</b>	<b>Read the story of <i>Iktomi and the Ducks</i>.</b>
	<i>There are many versions of this story that may be found on the internet. If you would like a hard copy, you can also find <i>Iktomi and the Ducks</i> written and illustrated by Paul Goble at your local library.</i>	
10-15 min	<b>Body Game</b>	<b>Choose 1 of the body game options</b>
	<i>"The characters in <i>Iktomi and the Ducks</i> range from human to animal characters. How do we move our bodies in different ways to become different characters? How do we become Iktomi, how do we become one of the ducks? We are going to learn about moving our bodies in different ways to be different characters."</i>	
	<b>Sound and Movement Circle</b>	<p>Have students standing in a circle. "We are going to pass a sound a movement around the circle. I am going to pass it to my friend next to me, who is going to pass it to their friend, to their friend, and so forth. We are going to start off real easy and progress as we go."</p> <p>Encourage students to go as fast as possible and to have the same amount of energy as you.</p> <p>Eventually, have three students to lead a sound and movement around a circle. Make sure students still use the same amount of energy and go as fast as possible.</p>
	<b>Sculptor &amp; Statue</b>	<p>Ask the class to split into groups of two. Once in pairs, one person(A) is the sculptor and the other(B) is the block of clay.</p> <p>'B' begins by standing in a neutral position; the sculptor slowly moves 'B's body into a new position according to the theme that is being explored. Ideally this is done without talking so that all communication is through body-language. Facial expressions can be shown by the sculptor for the statue to copy.</p> <p>*Sculpting can also be done by small groups, with one person being moulded by the others until they reach consensus.</p> <p><b>*Theme Connection:</b> As storytellers, it is important that we use not only our bodies to tell the story, but also our expressions. Becoming an animal character is much different than being a human. We are used to being humans, and sure, some animals have human-like qualities, but</p>

		how can we show an audience that we are creating different characters that can be much different than ourselves?
	<i>Reflection Question</i>	<i>"How did we have to think about moving our bodies carefully and precisely in that game?"</i>
<b>10-15 min</b>	<b>Voice Game</b>	<b>Choose 1 of the voice game options</b>
<i>"The characters in <b>Iktomi and the Ducks</b> might sound differently than we do as humans. We are also going to learn how we can use different ways to use our voices to become different characters."</i>		
	<b>Sound Story</b>	<p>Sample Dialogue: "The actors in <i>Winnie the Pooh</i> used their voices to show what type of character they were. They also used their voices to show a range of emotions. What are some of those emotions? Exactly! We are going to explore different ways we can show emotions using our voices."</p> <p>Split the class into small groups of 3-4 students per group. Ask each group to come up with a variety of random sounds. Each member must make one vocalised sound.</p> <p>Once each group has their sounds, they must decide on a sequence in which the sounds are made. You may ask the groups to practice a few times.</p> <p>Each group performs it's sound sequence in turn to the whole class.</p> <p>Once every group has gone, the groups must make up a strange story in which these sounds occur.</p>
	<b>From 1-to-20</b>	<p>Sample Dialogue: "Iktomi and the ducks express a variety of emotions, and it all happens very quickly. They go from happy, to worried, to angry, and relieved. We are going to explore some of these emotions by using our voices!"</p> <p>Ask the students to join you in a standing circle. Explain that together, everyone will eventually count up to 20 but while you count you will move through different emotions showing it in your voice and bodies.</p> <p>Start with the Happy numbers of 1 - 5, and then introduce the Sad numbers and so on:</p> <p>1-5: Happy</p> <p>6-10: Angry</p>

		<p>11-15: Sad</p> <p>16-20: Happy</p> <p>Have the students repeat after you, copying your voice and physicality</p> <p><b>*Theme Connection:</b> This activity was all about using our voices to express emotions. Why do you think it is important in storytelling to be expressive with our voices?"</p>
	<i>Reflection Question</i>	<i>"What are some different ways we used our voices in that game? How can that show different characters or different emotions?"</i>
<b>10-15 min</b>	<b>Imagination Game</b>	<b>Choose 1 of the imagination game options</b>
	<i>"As storytellers, we have to use our imaginations to bring our stories to life. We are painting the scene for the audience with our words and actions. We are going to learn about how we can use our imaginations to create a few stories of our own."</i>	
	<b>One Word Story</b>	<p>Sample Dialogue: "We love to tell stories, so we are going to tell one together. We are going to work together to tell a story one word at a time."</p> <p>Ask the student to join you in a sitting circle. One person will say a single word to begin a story. The person to their left says another word, then the next person says another word, continuing around the circle. The object is to tell a coherent story, one word at a time.</p>
	<b>Snapshot</b>	<p>Sample Dialogue: "We all know what happened at the end of this story. But what do you think happened after? We are going to take a moment to explore the possibilities of life after Iktomi's trick. Did he learn his lesson? How do we think the ducks feel? "</p> <p>Ask for 3-4 volunteers to come up and become the "snapshot". Ask for two volunteers to be the narrators. The first set of humans will stay behind the narrators, moving their bodies in various ways in slow motion. Once one of the narrators says "Click!", the rest of the volunteers freeze in their pose. The narrators will then have to describe who is in this snapshot and what is happening.</p> <p><b>*Theme Connection:</b> Thank you for exploring the "What ifs"! Even though some of us had different ideas, we still managed to make a pretty good story! Thank you for your creativity and willingness to explore character and how we can tell stories with just a few acting tools.</p>

	<i>Reflection Question</i>	<i>"Did we all have different ideas in that game, and imagine things differently? Is that okay? Yes!"</i>
<b>10-15 min</b>	<b>Cumulative Activity</b>	<b>Choose 1 of the cumulative game options</b>
	<i>"We will now look at how we can use all three of our acting tools together!"</i>	
	<b>What are you doing?</b>	<p>Ask the students to come together in a standing circle. The first person (A) starts miming an activity, such as reading a book. The person to their left (B) says "What are you doing?". A will continue to do their mime while and at the same time saying the name of a different activity.</p> <p>For example, if A was miming reading a book, they would say "playing the piano". B then starts playing the piano. A stops their mime. Now the third person (C) asks B, "What are you doing?". B keeps playing the piano and names a different activity, which C must mime. And so on and so forth.</p> <p><b>*Theme Connection:</b> Iktomi is such a clever trickster, he likes to keep people on their toes. He says one thing but does something the complete opposite! How do you think that made the ducks feel?</p>
	<b>Pearls on a String</b>	<p>Sample Dialogue: "All stories need a beginning, middle, and end. But what about everything in between? With this next activity, we are going to create a 'sequel' to <i>Iktomi and the Ducks</i>."</p> <p>The teaching artist will ask the students to create an audience on one side of the room. Once everyone is settled, the teaching artist will ask if there are volunteers how would like to give everyone a beginning, middle, and end to the story.</p> <p>One player steps forward and makes up the first line of the story. A second player steps forward and makes up the middle of the story which has nothing to do with the first line, the next player steps forward and gives the final line of the story, again having absolutely nothing to do with the first two lines.</p> <p>The three players are standing in a line with space between them. The audience may fill in a line of the story wherever they can, trying to bring things together and end up with a story that makes complete sense.</p>
	<b>Closing</b>	Bring students back to a calm & reflective energy. Encourage them to explore other stories from different Native American tribes.