



classic repertory company

This document is intended to give you a sense of the structure, content, and style of our workshops. We can make adjustments to serve any experience level and to suit your specific community. We can also expand to create a longer, more in-depth workshop! Reach out to Sarah Morrisette, Education Associate at sarahmorrisette@newrep.org with any questions.

Storytelling Workshop

TIME: 45-60 minutes

AGES: Grades 2 through 6

GROUP SIZE: up to 35

OBJECTIVE: To give students the opportunity to take a well-known story and make it their own, with a focus on teamwork, creativity, and play.

WARM-UP: We always like to start in a circle and play an introduction game. Once the group is feeling comfortable and ready to be silly and explore, we will play one or two warm-up games. The games we choose vary depending on the size of the group and the nature of the space. We also take into consideration the context with which the students are entering the workshop, and we shape everything accordingly. A few examples of the games we like to play are:

- Opposite of Jackson (full body focus game)
- Cat and Rat (high energy and fun)
- Jana Cubana (high energy and teamwork)
- Pass the Energy (imagination and improv)

With the warm-up we have three primary goals:

- ***Come together as a group*** - The greatest initial barrier is self-consciousness; warm-ups enable students to work together and play together.
- ***Energize*** - Getting the students to move their bodies around and get their hearts pumping is essential to getting them ready for the workshop.

- **Focus** - The final step in every warm-up is to transform all of the rowdiness and silliness that gets whipped up by the games into useful, focused energy.

INTRODUCTION: After the students are warmed-up and ready to work, we return to our circle and explain what we'll be doing with them that day. We split the students into groups, each with a CRC leader. Each group claims its own area of the space and the CRC leaders present them with our story of the day. Stories we've used in the past include *The Three Little Pigs* and *Goldilocks and the Three Bears* (well-known stories with lots of characters are always good). The leader asks the group for a volunteer who believes they know the whole story, and asks them to tell it to the group. There are always minor differences in everyone's interpretation, so the group works towards a shared vision of the story.

STILL IMAGES: Next, the CRC leader gives their group one minute to create a freeze frame image to evoke the story they just discussed. To make things a little more challenging and exciting, the students are not allowed to talk or to decide ahead of time who is taking on which role. They must find a way to silently create something together using just their bodies. After they have settled on their freeze frame image, the leader facilitates a quick discussion with the students - What was that experience like? What role did each student take on? What did you like about what you created? What did you think was missing? The students will then work together to assign characters for everyone.

BEGINNING, MIDDLE & END: The CRC leader asks the students to take their freeze frame and expand it into three still images: the beginning of the story, the middle of the story, and the end of the story. This time each student knows what role they are playing, but they are still not allowed to speak. They have 30 seconds to create each image. After, they again debrief on what they have created.

FILLING IN: The CRC leader asks the students about what is missing in order to tell the full story, and what they need to get them from image one to two to three. What actions take the characters from the beginning to the middle and then the end of the story? This time the students are allowed to use their voices to communicate with one another. In addition, the leader gives them a list of three elements they must include in their performance. These are:

- a moment of unison movement
- a moment of song
- at least three lines of dialogue

These special elements add on an extra challenge to the experience, while also giving the students concrete theatrical tools to use in their performance. The students are given some time

to put together their piece and to rehearse it until they feel confident that they have something clear and repeatable.

SHARING: Each group then shares their performance with everyone else!

WRAP-UP: We end the workshop by giving students the opportunity to share their thoughts and experiences about our time together, and to give us feedback. We then finish with a big thank you, and ask all the students to give themselves a round of applause!

**To book a workshop, or get more information
contact our Education Associate, Sarah Morrisette**

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