

## TEAM PRODUCTS

### Amy Degenfelder – Westview (High School) – STORYTELLING PROJECT

#### Umbrella Themes:

##### Storytelling:

- How do professionals use storytelling in their daily lives?

##### Collaboration:

- Teacher & Students
- Students & Students
- Students & Counselors
- Students & Industry Specialists

#### CTE Standard:

**2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.** *(The standards listed below retain in parentheses the number as specified in the English-language arts content standards adopted by the State Board of Education).*

##### 2.2 Writing

(2.5) Write documents related to career development - Present information purposefully and succinctly and meet the needs of the intended audience.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies.

(1.7) Use systematic strategies to organize and record information.

(2.6 – Optional) Deliver multimedia presentations.

##### 2.3 Written and Oral English Language Conventions

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

##### 2.4 Listening and Speaking

(2.3) Uses appropriate interviewing techniques: a) Prepare and ask relevant questions. c) Use language that conveys maturity, sensitivity, and respect. d) Respond correctly and effectively to questions. e) Demonstrate knowledge of the subject of organization. f) Compile and report responses.

#### 3.0 Career Planning and Management

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.6 Know important strategies for self-promotion in the hiring process such as interviewing skills.

#### 5.0 Problem Solving and Critical Thinking

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

#### 7.0 Responsibility and Flexibility

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the value of flexibility in all aspects of the creative process and how flexibility influences business relationships.

#### 9.0 Leadership and Teamwork

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

### **Project Plan:**

*This project will be completed over the course of the class and the presentations will be dependent on the time constraints of the particular class. Therefore, the plan is organized in the order in which the project should be conducted.*

### **Step One – The Hook:**

Purpose: To get students “thinking outside of the box” in terms of storytelling.

Process:

1. **Quickwrite:** What is storytelling? Have students journal this individually.
2. **Defining the Terms – Shared Knowledge:** Have students share their ideas with the group they are in and then with the class as a whole. On the board, journal their ideas. Then, have them work in their groups to compose a list of the 3-5 most important elements that define what storytelling is. Shareout. Be fluid in this discussion, but also guide them to include the following elements/categories: **have a purpose; have a beginning, middle and end; and are targeted towards a specific audience.**
3. **Extending Their Thinking:** Give each group of students a piece of paper with a “profession” on it (ex. Teacher, gamer, stay at home mom, mechanic, advertising executive, skater, musician, dancer). [Previous to this exercise, you might have asked them what they want to be when they grow up. You could pull your “professions” based on this.] Have each group work together to decide how this professional uses storytelling (have them refer to the qualities and categories they have decided on as a class). After five minutes, give each group one minute to present.
4. **Introduce the “Storytelling Symposium” to the class.** Give them the **Student Handout “Overview and Expectations.”** In your oral overview give life to the paper. Assign teams of four or let them choose teams of four.

**Students complete before next meeting:** Have students read “Overview and Expectations” handout and generate a list of any questions they have for you. Have each group assign group roles. Have students prepare a list of industry specialist’s they may want to contact. (Encourage them to choose industries they are interested in pursuing in the future).

### **Step Two – Find an industry specialist. Contact them. Have them present. (Industry Specialist Contact Leader)**

Purpose: To create a “Contact Handout” to present to the industry specialist in order to help them prepare for the presentation. To learn communication skills to be used in contacting the specialist.

Process:

1. **Generate a list of questions for the industry specialist:** When the industry specialist comes to the classroom, what do we want him or her to speak about/do? We need to identify these things so that when we contact him or her, we have a list of questions that help them to create a 10-30 minute presentation. Have students work in their groups for 5-10 minutes making a list of things that they want to know from the specialist. Remind them that the **purpose** of the interview is to understand the industry specialist’s use of **storytelling** & we are the **audience**. Have students share out and journal their responses on the board. Have each group narrow down a personal list of less than 10 questions.

**Examples of questions could include the following:**

- What do you do?

- What is the purpose of storytelling in your industry?
- Who is the audience for your story?
- Can you give an example of a story?
- What are 3-6 parts of the storytelling process (things we could try and do)?
- What education do you need to be a part of this industry?
- **Extension:** You may also want to generate with the groups a list of possible activities that the presenter could DO during the presentation

**Students complete before next meeting:** As a group, have them create a one page “Contact Handout” that they can e-mail or send to the industry specialist. The outline should include the purpose of the presentation (storytelling), time limits of the presentation, the list of questions (and potentially a list of things to do).

2. **Counselor Mini-Lesson on Communication Skills:** Bring in the school counselor(s) who are interested in collaborating in this project. Have them present a short lesson on communication skills and etiquette for contacting professions. Remind students the **purpose** of this contact is to secure a presenter who is willing to speak on the art of storytelling in his/her profession.

**Example topics:**

- How to schedule a meeting with the counselor in order to identify an industry specialist.
- How to research the industry and/or industry specialist via the internet.
- Professional phone and e-mail etiquette when contacting the industry specialist.
- How to follow-up with the industry specialist to thank them for the visit.

**Students complete before next meeting:** As a group, students must generate three possible industry sectors they are interested in. Then, the group must schedule a meeting and meet with the counselor in order to receive a list of possible industry specialists. Groups must have a “Generic Phone Script” approved by the counselor during the meeting. After the meeting with the counselor, students amend the “Contact Handout” and then begin contacting their potential industry specialists. Once they have secured an industry specialist, the group must have the presentation date approved by the teacher and placed on the class calendar. Depending on the level chosen, student’s will then research the industry specialist via the internet or by visiting and “shadowing” the industry specialist. Students then write the “One Page Overview of the Industry” or the “Two Page Overview of Industry and Shadowing Experience.” **Optional** – students may want to take photos or video during this visit. Get permission first!

**Step Three – The Presentations (Presentation Leader – Multi-Media Leader)**

Purpose: Industry specialist explains how he or she uses storytelling in his or her profession.

Process:

Each group is responsible for the following things:

1. Alert the front office that of the date, time, and industry specialist’s name prior to the presentation. Arrange for a parking pass if needed. Convey any necessary information to the industry specialist regarding their visit. Meet the industry specialist in the front office.

2. Prepare the classroom (including any necessary handouts or technology) prior to the presentation.
3. Introduce the speaker.
4. Thank the speaker (during the presentation and as a follow-up).

**Optional:** Take photos, video (You MUST get permission from the industry specialist before doing either of these things).

**Students complete before next meeting:** As a group, create a one page “Summary and Reflection on Storytelling in the Industry” (see template). This writing combined with the “One Page Overview of Industry” will be presented to the counselor and/or convened group (and teacher).

**Step Four – Follow Up With Counselor and/or Convened Group (Counselor and/or Convened Group Leader – Multi-media Leader)**

Purpose: To give back to the school community by making available to other students (via counselor or small group information) the information on industry and possible industry specialist contacts.

Process:

Each group is responsible for the following things:

1. Level One – Schedule a meeting with the counselor.  
Level Two – Convene a group. Group ideas include: teachers; student organization such as “Poetry Club,” “Anime Club,” “FFA”, etc; PTSA; class such as “Design and Mixed Media,” “Psychology,” etc.
2. Present to the group an overview about the industry and the industry specialist’s use of storytelling.

**Step Five - Final Portfolio of Work and Meeting with the Teacher**

After completing the meeting with the counselor or convened group, each group will meet with the classroom teacher.

All of the following work will be turned in to the teacher:

- Contact Handout
- Generic Phone Script
- One Page Overview of the Industry or Two Page Overview of Industry and Shadowing Experience
- Summary and Reflection on Storytelling in the Industry

After short conversation about the student’s final thoughts on the industry and the collaborative process, the project is complete.

**Grade:**

**Pre-production (Procuring the Industry Specialist):**

**35 points**

- Collaboration (in-class & outside of class) as assessed through informal observation, informal conversations (student-teacher, student-counselor, counselor-teacher).
- Contact Handout
- Generic Phone Script

- One Page Overview of the Industry or Two Page Overview of Industry & Shadowing Experience.

**Production (Industry Specialist's Day on Campus):**

**15 points**

- Speaker's Presentation fulfills expectations of assignment
- Speaker's Experience as assessed through informal conversation between student-industry specialist.
- Room prepared & functional
- Summary and Reflection on Storytelling in the Industry

**Post-Production (Follow up with Counselor or Convened Group):**

**35 points**

- Presentation to counselor or convened group as assessed by counselor or convened group and/or PPT, video, handouts.
- Final informal conversation with teacher about the industry specialist, collaboration, and/or leadership.

**Individual Participation:**

**15 points**

This is the *only* part of the project that is graded individually. This is the overall assessment of each individual's participation in the project. This grade is based on informal and formal observations and conversations. An individual's leadership responsibilities will be a major factor in this element of the grade.

## STUDENT HANDOUT

### Umbrella Themes:

#### Storytelling:

- How do professionals use storytelling in their daily lives?

#### Collaboration:

- Teacher & Students
- Students & Students
- Students & Counselors
- Students & Industry Specialists

**Overview of Project:** As a group, you will choose an industry and arrange a visit from an industry specialist who will present an overview of how he or she uses storytelling in the industry setting. To do this, you will:

- Contact a school counselor in order to identify an industry specialist.
- Research the industry specialist and contact him or her to set-up a classroom presentation.
- Prepare the industry specialist and the classroom for the presentation.
- Relay the industry specialist's presentation to the counselor and/or a convened group.
- Compose a reflection on your experience.

To complete this project, you must use at least one "Level Two" modification. You may do as many "Level Two" modifications as your group would like.

	<b>Level One</b>	<b>Level Two</b>
1. Industry Specialist Contact	<p>Research industry via internet &amp; counselor contact. Contact industry specialist via telephone interview.</p> <p><b>As a group, write a one page overview of the industry and the industry specialist.</b></p>	<p>Research industry via shadowing experience at the industry site. Contact industry specialist in person. (ALL group members must attend).</p> <p><b>As a group, write a one page overview of the industry and the industry specialist.</b> <b>AND</b> <b>Each individual writes a one-page reflection on your "shadowing" experience.</b></p>
2. Follow-up with Counselor and/or Convened Group Part I	<p>Debrief industry specialist's visit with the counselor only. Present an overview of the industry, the specialist's use of storytelling, and a contact name and number.</p>	<p>Organize a "convened group" (group of counselors, teachers, a student organization, etc) to present an overview of the industry, the specialist's use of storytelling, and a contact name and number.</p>
3. Follow-up with Counselor and/or Convened Group Part II	<p>Verbal &amp; written overview to counselor and/or convened group.</p>	<p>Multi-media overview to counselor and/or convened group. (Ex. Video of industry specialist's interview, PPT, etc).</p>

**Group Roles:** All members will work together to complete this project. Each person will be responsible for leading one element of this project.

1. Industry Specialist Contact Leader
2. Presentation Leader (Responsible for contacting front office, preparing class, introducing and thinking speaker)
3. Counselor and/or Convened Group Leader
4. Multi-media Leader (Responsible for making sure any needed technology – PPT projector, video camera, handouts – are present and working BEFORE it is needed).