

BAG 2014

The Joys of Storytelling

David Heathfield

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Wajnryb, Ruth *Stories* CUP 2003

Storytelling “is as old as time, and certainly predates the construction of the very modern notion of classroom ...with the capacity to transport the hearer beyond all boundaries of time, space, language, ethnicity, class and gender”

Techniques

focus on direct speech

find posture, expressions, mannerisms, voices of characters

feel characters' emotions

use sensory effects, gesture and mime, especially for repeated actions

use a simple prop to engage students' interest or to add an element of surprise

repeat a phrase or rhyme accompanied with a gesture which students can join in with

vary the volume, pitch and tempo of the voice

practise the beginning and the ending

Creative Response Tasks

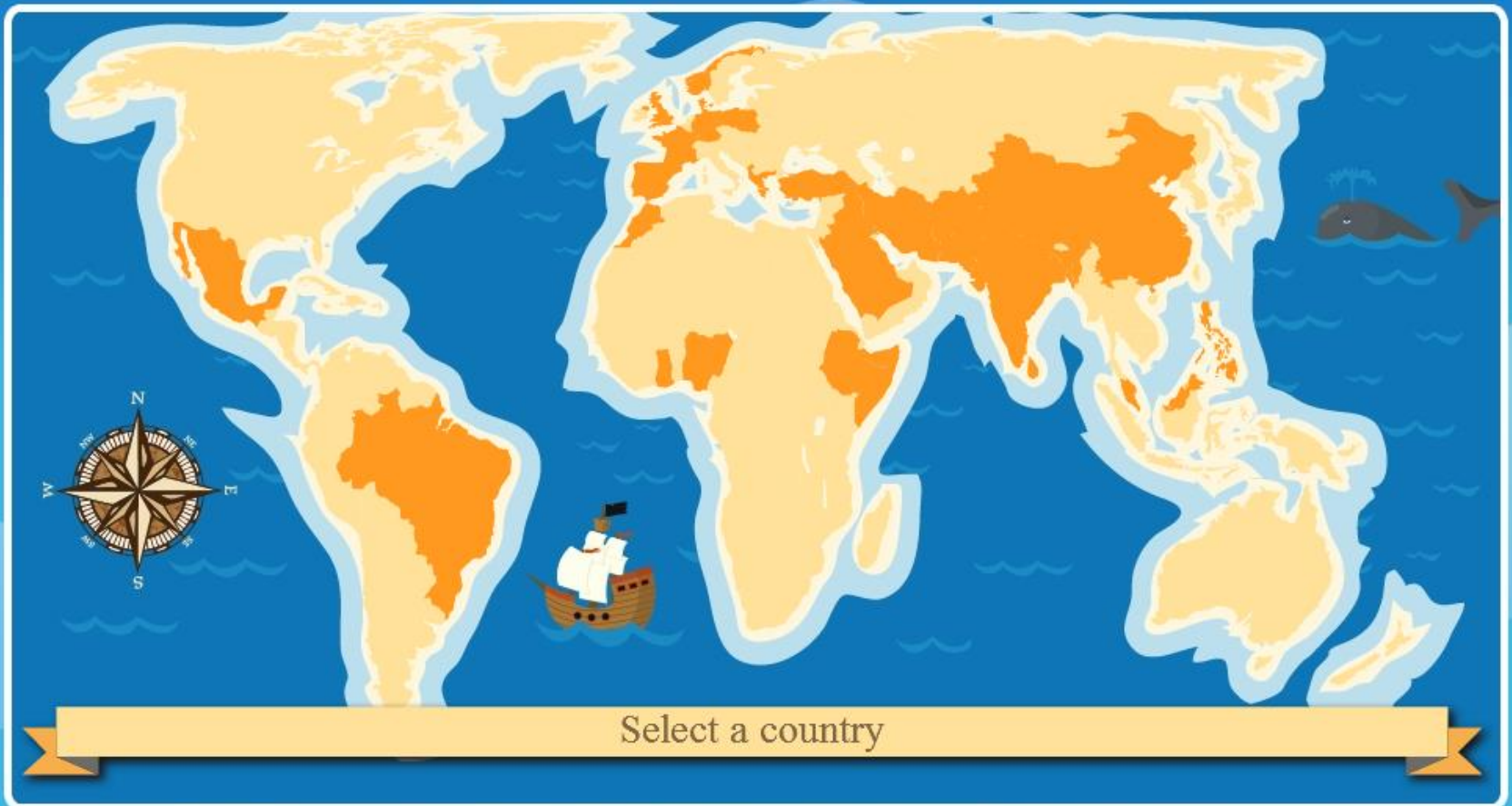
**inspired by many practitioners including
Mario Rinvolucris, Noreen Caplen-Spence, Dr Alida Gersie**

- **focus on mental imagery**
- **make tableaux (frozen images)**
- **improvised roleplay**
- **choose a gift for a character**
- **movement/ dance**
- **create a poem/song**
- **draw a picture**
- **...**
- **...**

Students self-select response task

When students are retelling a story:

- some imagine seeing a series of still images
- some see vivid colours
- some see true to life scenes
- some imagine hearing the rhythms and cadences of their teacher's voice
- some imagine hearing distinct sounds
- some are physically involved in the action of the story and imagine being the protagonist
- others see a rolling film
- others see monochrome
- others see cartoon animation
- others do not recall the voice at all
- others hear no sounds at all
- others feel they are *outside* the story



Listen in English:



Downloads:

 **Download Story**
(English PDF)

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(Spanish PDF)

 **Download the MP3**
(English)

**How did this story
make you feel?**
Please choose one

 **Happy**

 **Sad**

 **Angry**

 **Excited**

The Rabbit and the Jaguar

English

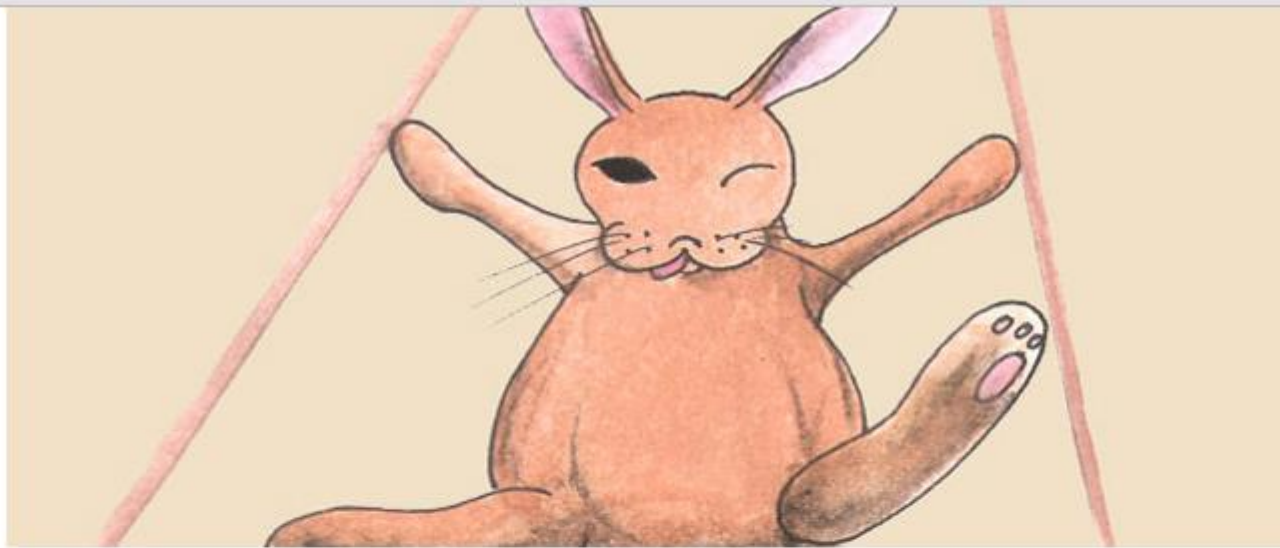
Spanish



The Rabbit and the Jaguar

A folk tale told by David Heathfield

**Find out more
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The Rabbit and the Jaguar

A folk tale told by David Heathfield

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about the contributors**

There lived once, an old man and an old woman. And all they had in the world was one rabbit and one jaguar.

They kept the rabbit in a cage.

One day, the Jaguar came to the cage: 'Oh, Rabbit..? Conejo..? The old man and the old woman are preparing a pan of hot water. They are going to boil you. They are going to eat you. They are going to give some to me.'

'Oh no,' said Conejo. 'No indeed. They are going to make hot chocolate. And if you come in the cage with me, they will bring some for you, Jaguar.'

Jaguar opened the door of the cage and slinked inside. With a hop and a skip, Rabbit was out of the cage and away through the door of the house.





The Rabbit and the Jaguar

A folk tale told by David Heathfield

**Find out more
about the contributors**

Había una vez una pareja mayor. Las únicas cosas que tenían en el mundo entero eran un conejo y un jaguar. Guardaban el conejo en una jaula. Un día, el jaguar se acercó a la jaula y dijo:

¡Oh conejo, conejo! Están preparando una cazuela llena de agua caliente. Van a ponerte dentro ella para cocerte y van a compartirte conmigo.

Oh no, dijo el conejo, no es cierto. Preparan chocolate caliente y si entras en la jaula conmigo, señor jaguar, te darán una taza.

El jaguar abrió la puerta de la jaula y entró. De un salto, el conejo se escapó de la jaula y salió por la puerta de la casa.



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To help you make the most of World Stories the teachers area is filled with story guides, lesson plans and audio recordings for use in the classroom and other learning environments. All of our resources are free and support primary, secondary and EAL learning. Once you are [registered](#) you can also make use of our Teachers' search tool to find stories that best meet your teaching and curriculum needs.

By registering as a teacher you will gain access to the following resources.

Advice Articles

A selection of articles written by professional storyteller David Heathfield covering aspects of storytelling and offering advice.

Classroom Guides

Each story in the collection has its very own classroom guide outlining useful information such as the, key stage, year group, genre, subject focus, story length, reading time, activity ideas and key language features. Visit the link below to see the classroom guides.

EAL Guides

Each story is accompanied with an EAL teachers' guide outlining Level, Length, Lexis and Language features.

EAL Story Grammar Index

The breakdown of grammar in the entire World Stories collection is available to download, click the link below to find out more.

Lesson Plans

We have a range of lessons plans available for you to download. All lesson plans allow for an entire lesson to be delivered around a story from the collection.

Language Feature Index

Use this comprehensive guide to identify relevant stories for your planning and teaching.

Storytelling Guides

David Heathfield is an international storyteller, teacher trainer and writer. This section contains articles written by David which offer practical guidance and structured ideas for



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World Stories as
a teacher

Goldilocks and the Three Bears - Read by Richard Briars



The Three Billy Goats Gruff read by Richard E Grant



The Ugly Duckling read by Colin Dexter



The Princess and the Pea



Pandora's Box read by Andrew Sachs



The Three Little Pigs



The Hare and the Tortoise



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Advice Articles

Here are some articles that have been written by David Heathfield. Written to offer advice to teachers, parents and educational professionals simply click on the links below to find out more.

[World Storytelling: Why and How](#)

[Actively Involving Students in Storytelling](#) ▶

[Family Storytelling: Why and How](#) ▶

[Imagining the Story before Listening](#) ▶

[Language Learners Improve Pronunciation through Storytelling](#) ▶

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Mixed Language Storytelling

World Stories offers an ideal opportunity to enjoy stories from different cultures and at the same time learn another language. The fact that the stories are written down and, in many cases, audio-recorded in two languages means that we can move across languages at one click. But if a story is learnt from the website and retold by the language teacher to the students, a vibrant and interactive mode of transmitting the story brings the classroom to life.

I will refer to MT (students' Mother Tongue) and TL (students' Target Language) in this piece which offers ideas about how to make the most of the interlingual and intercultural nature of World Stories in the language classroom.

Preparation

Choose a simple story, ideally one which includes some repeated refrains such as Rabbit and Jaguar (see example below where English MT students are learning Spanish TL), and prepare to tell it to students without any written prompts. Find your own words – you don't need to stick closely to the text you learn it from. Set aside a part of each of the next few lessons for the story.

First Lesson

The first time tell the story entirely in MT except for a very small number of key nouns and verbs or perhaps short phrases which are repeated in the course of the story. The amount of new language will largely depend on the students' knowledge of TL (this approach works well with all TL levels from beginner to advanced). The first time you say these repeated TL words or phrases in the story, say them with extra emphasis while miming the meaning and give a quick translation in MT. Use the same mime each time you repeat them. The second or third time you may gesture to the students to repeat the words after you and after that invite them to repeat the words with you. You may even get to the point where you gesture to the students to say the words instead of you.

After telling the story say (and possibly write up) the TL words or phrases you used and ask students for MT translations.

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Storytelling Guides

David Heathfield is an international storyteller, teacher trainer and writer. In these guides he makes reference to each of the stories that he 'tells' for the World Stories collection, offering practical guidance and structured ideas for engaging your students with storytelling. Simply click on the links below to find out more.

Storytelling Guides

- [Deer and Jaguar](#)
- [Half Rooster](#)
- [Li and Gao](#)
- [Rabbit and Jaguar](#)
- [The Drop of Honey](#)
- [The Fool and the Donkey](#)
- [The Fool, the Sheep and the End of the World](#)
- [The Heathfield Hare](#)
- [The Island of the Sun](#)
- [The Little Beggar](#)
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Storytelling Guide - Rabbit and Jaguar

Preparation

While rehearsing this tale, focus on distinct voices and gestures for Rabbit and Jaguar, the quick-thinking trickster and the slow-witted predator.

Before telling

Say 'I'm going to tell you a Mayan story told in Mexico and Guatemala about a rabbit and a jaguar who live in the same house. Before you listen, what do you imagine Jaguar wants and what do you imagine Rabbit wants? Tell your partner.' Inviting students to predict before they listen will help them focus on the story to find out how accurate their predictions are.

While telling

Stop at the moment when Jaguar is about to attack Rabbit from the long grass and say 'The story is nearly at its end. What's going to happen to Rabbit? Listen to your partner's ideas.' After a minute bring the class together to listen to different ideas from some different students. Then say 'I wonder if any of you guessed the traditional Mayan ending.' Now students are ready to listen to the original ending.

After telling

Say 'Next time it's full moon, look for Rabbit lying on his back and laughing about how he tricked Jaguar. What traditional folklore from different parts of the world have you heard about the full moon?'

Extension

Invite students to research moon folklore on the Internet and prepare to talk to other students about one folk tale, myth or superstition.

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