# COURSE: ULIT STORYTELLING

**TIME:** 18:00-19:20  
**SEASON:** January-February  
**DAYS:** Monday-Thursday  
**CREDITS:** 4,8  
**CLASS:** F1

## 1. DESCRIPTION

**ULIT 320 Storytelling** - This class will provide a brief history of storytelling as well as discussion of traditional storytellers and storytellers with theatrical backgrounds. Students will learn some techniques not only for selecting and learning stories but also to perform them.

## 2. GOALS

- The students will understand what storytelling is about and will be able to create their own stories following the correct structure for elaborating stories.
- The students will learn techniques that may help them while telling a story.
- The students will develop their language skills by telling different stories.
- They will understand the benefits storytelling produces on the kids.
- They will elaborate adequate resources to help them during the process of telling a story.
### 3. COURSE CONTENT

<table>
<thead>
<tr>
<th>DATES &amp; SESSIONS</th>
<th>COMPETENCIES</th>
<th>UNITS/CONTENTS</th>
<th>READINGS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td>Introduction to the subject. Explanation of the methods that are going to be used on this course. Unit 1: What is Storytelling? 1.1. Definition.</td>
<td>Story teller Story teacher: 1-17, 33-41.</td>
<td>Tell their personal stories.</td>
</tr>
<tr>
<td>Jan. 8</td>
<td>The student identifies the characteristics of storytelling, its benefits to the students and its differences with reading aloud.</td>
<td>1.2. Characteristics. 1.3. Differences between “Storytelling” and “Reading aloud”.</td>
<td>Improving your storytelling: 19-71.</td>
<td>Recognize the differences between “storytelling” and “reading aloud” by telling a story and reading aloud.</td>
</tr>
<tr>
<td>Jan. 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Session 4  | Jan. 11 | The student understands how a story must be structured. | Unit 3: What is a story:  
3.1. Definition.  
3.2. The structure of a story.  
3.2.1. Outlining.  
3.2.2. Time-Lines.  
3.2.3. Tools for understanding the structure. | Storyteller Story teacher: 18-42. | Write a short story following the steps of the structure. |
|------------|---------|------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|
| Session 5  | Jan. 15 | 3.3. Choosing a tale to tell and learning to listen well.  
| Session 6  | Jan. 16 | The student recognizes when a story is the right one for the children. | 3.5. Trusting children to choose the right story.  
3.6. Teaching listening. | Storyteller Story teacher: 63-85. | They’ll be given many stories and they’ll have to decide whether they’re good or not. |
| Session 7  | Jan. 17 | The student adapts common readings to the structure of a story and is able to perform it. | 3.7. Learning the story.  
3.8. The most important thing about a story.  
3.9. Triumph and trauma tales. | Storyteller Story teacher: 88-133. | Search for stories and find in them the MIT. |
| Session 8  | Jan. 18 | 3.10. Personal tales as a teacher.  
3.11. Poems and songs for telling.  
3.12. Looking for stories in History. |                                      | Improving your storytelling: 101-120. | Write a story about themselves and then tell it to their classmates. |
| Session 9  | Jan. 22 | The student causes a good effect on the listeners. | Unit 4: Let’s tell a story! How?  
4.1. Memorizing.  
4.2. Who are the listeners? | Improving your storytelling: 125-142. | Looking for stories in Ecuadorian History. |
|-----------|---------|--------------------------------------------------|-------------------------------|---------------------------------|-----------------------------------------|
| Session 10| Jan. 23 | 4.3. Four tasks: Uniting, Inviting, Offering and Acknowledging.  
4.4. Causing an effect on the listeners. | Improving your storytelling: 143-150. | Look for poems and songs to tell. |
| Session 11| Jan. 24 | The student plans his/her performance using the correct techniques and finding support in somebody else. | Unit 5: Getting ready for telling a story: The Training.  
5.1. Program Planning.  
5.2. The rehearsal.  
5.3. The rehearsal buddy. | Improving your storytelling: 150-153. | Rehearse the telling of a story with their classmates. |
| Session 12| Jan. 25 | 5.4. The home audience.  
5.5. Other practice audiences. | Storyteller Story teacher: 164-176. | They’ll be the critics of their classmates. |
| Session 13| Jan. 29 | 5.6. Critics. Coaches and storyteachers. | Improving your storytelling: 155-184. | Tell a story once it’s been improved after their friends told them what had to be changed. |
| Session 14| Jan. 30 | 6. Feeling good with yourself in order to tell a story.  
6.1. Your voice.  
6.2. Performance anxiety.  
6.3. The support team. | Storyteller Story teacher: 13-161. | Do phonological exercises in order to have a proper voice for telling stories. |
| Session 15  
Jan. 31 | 6.4. Honoring the interior.  
6.5. Trust the story. | Stories from around the world: 6-19 |
| Session 16  
Feb. 1 | The student understands the importance of a multicultural education, therefore he/she learns from around the world through their stories and is able to tell them to Pre-School students. | Stories from around the world: 19-28 | Tell the stories from the foreign country using resources. |
| Session 17  
Feb. 5 | 7. Stories from around the world.  
7.1. From Australia  
7.2. From Persia. | Stories from around the world: 28-37. | Tell the stories form the foreign countries using adequate resources. |
| Session 18  
Feb. 6 | 7.3. From Greece.  
7.4. From France. | Stories from around the world: 37-51. | Tell the stories from around the world using resources. |
| Session 19  
Feb. 7 | 7.5. From South America.  
7.6. From New Zealand. | Stories from around the world: 51-62. | Perform the stories form around the world. |
| Session 20  
Feb. 8 | 7.7. From Germany.  
7.8. From Mexico. | Stories from around the world: 62-72. | Perform the stories from around the world. |
| Session 21  
Feb. 12 | 7.9. From India.  
7.10. From Scandinavia. | Stories from around the world: 72-87. | Perform the stories from around the world. |
| Session 22  
Feb. 13 | 7.11. From Italy.  
7.12. From Holland. | Stories from around the world: 82-99. | Perform the stories from around the world. |
| Session 23  
7.14. From China. | Stories from around the world: 99-118. | Perform the stories from around the world. |
| Session 24 | 7.15. From the Czech Republic.  
7.16. From Spain.  
7.17. From Africa. | Stories from around the world: 118-123. | Perform the stories from |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student understands the importance of elaborating resources to improve their storytelling as it makes it more dynamic and engaging for Pre-School students.</td>
<td>Search for resources in their own books.</td>
<td>Find Ecuadorian stories and perform them.</td>
<td>8. Elaboration of resources.</td>
<td></td>
</tr>
<tr>
<td>Session 27</td>
<td>Feb. 21</td>
<td>Elaboration of resources.</td>
<td>Elaboration of resources.</td>
<td>Elaborate resources.</td>
</tr>
<tr>
<td>Session 28</td>
<td>Feb. 22</td>
<td>Elaboration of resources.</td>
<td>Elaboration of resources.</td>
<td>Elaborate resources.</td>
</tr>
<tr>
<td>Session 29</td>
<td>Feb. 23</td>
<td>Elaboration of resources.</td>
<td>Get ready for their performance.</td>
<td>Showing of their resources/</td>
</tr>
<tr>
<td>Session 30</td>
<td>Feb. 28</td>
<td>Rehearsal of their performances for the Final Exam (March 1st.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. METHODOLOGY

- Participation in class.
- Questionnaires.
- Practical classes.
- Writing of essays.
- Investigations/Research.
- Use of technological resources.
- Use of educational resources.
NOTE: The students that don’t hand out the homework on time, will be allowed to give it on another day but it will be graded over 70.

5. EVALUATION

- Individual projects 100
- Group projects 100
- Practical classes 100
- Research projects 100
- Quizzes 100

6. BIBLIOGRAPHY

6.1. BASIC BIBLIOGRAPHY

6.2. ADDITIONAL BIBLIOGRAPHY

PROFESSOR’S INFORMATION
NAME: Bernarda Franco Dueñas
BACHELOR’S DEGREE: Pre-School Teacher
MASTER’S DEGREE: Master of Arts in Liberal Studies
Certified Pre-School Teacher
E-mail: bernardafranco@yahoo.com