

Stories that Soar!

Project Description:

Stories that Soar! (STS!) merges the talents of adult performers with the original stories of elementary school children to create a culturally rich, professional, theatrical production, celebrating literacy and empowering children by honoring their words and ideas in a public space.

Time Frame:

Teaching/Staff meeting- a 5-10 minute presentation conducted by a STS! representative, typically taking place during a regularly scheduled staff meeting, to introduce the project to the teachers. Although student participation is voluntary, support from teachers, librarians and principals has shown to make a difference in the overall energy and success of the program.

Pre and Post Show Lesson Plans – The *Stories that Soar!* residency includes two lesson plans with AZ State Standards. The pre-show lesson guides students to write for an intended audience and identify qualities of a “good” story. The post-show lesson provides activities to use the *Stories that Soar!* model to express understanding of literature through basic theatre skills.

Professional Development – A two hour session to prepare teachers how to use the pre and post show lesson plans is optional, and includes an additional fee.

Magic Box Assembly- a 15-20 minute school-wide assembly when our "hungry" Magic Box talks to the students to tell them it wants to "eat" their stories! The Box, accompanied by some actors, relays all the necessary information children need to know in order to participate.

Magic Box at Host School- The Magic Box stays at the school after the assembly for 2 to 3 weeks to "eat" stories. The Box has a slot for kids to submit their stories. It usually stays in the library or near the front office so it is accessible to all during its stay.

Development of the Show- After the Magic Box has been "stuffed full" of stories, we whisk the Box away to start making our magic. We read the *hundreds* of original stories that have been submitted, then select about 20 to turn into performance pieces. Our multi-talented ensemble uses comedy, drama, dance, song and acrobatics to bring the children's stories to life. Each story's integrity is maintained and the show comes out looking like a variety show with many short pieces performed in an array of styles. The development process is approximately 3 weeks.

SHOW TIME!- On the big day the entire school gathers to see their very own unique show based directly on the stories of their peers. The authors are revealed only at the end when they are asked to join the actors on stage to receive their applause. The show lasts one hour and always includes some audience participation.

Post-Show- Directly following the performance the actors visit classrooms for a short discussion, to get feedback, and to answer students' questions on the process or any other aspect of the show. Actors will guide each class through the process analyzing a student's story for theatrical interpretation. Stories are returned and "I Fed the Magic Box" stickers are given to everyone who submitted a story.

Base Program Cost:

\$4800 *This cost may be covered through the dual efforts of Stories that Soar! and the partnering school. Options for funding include grants and donations secured through Stories that Soar! for qualifying schools; direct sponsorship from a business or private party; and/or the school's own fundraising efforts.*

Minimum Host Fee:

\$1000 *The host fee is paid by the school to help cover STS! grant writing and marketing costs. This fee is waived when the school contributes to the program cost.*

Arizona State Standards
Stories that Soar! Residency

THEATRE

Stand 1: Create

Concept 4: Playwriting

- PO 101. Identify various sources for theatrical work

Stand 3: Evaluate

Concept 1: Collaboration

- PO 101. Describe the ways in which the group participated in the collaborative process.
- PO 301. Evaluate the results of implemented suggestions, ideas, and concepts generated in the collaborative process.
- PO 302. Critique positive and negative outcomes of the collaborative process in a constructive manner.

Stand 3: Evaluate

Concept 2: Acting

- PO 101. Demonstrate respectful **audience** behavior.
- PO 104. Justify the perception of a **performance** and critique its production elements.

Stand 3: Evaluate

Concept 4: Playwriting

- PO 206. Justify the perception of a **performance** and critique its production elements.

WRITING

Strand 1: Writing Process

Concept 1: Prewriting

- PO 1. Generate ideas through a variety of activities
- PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.
- PO 3. Determine the intended audience of a writing piece.
- PO 7. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.

Stand 1: Writing Process

Concept 5: Publishing

- PO 2. Share the writing with the intended audience.

Strand 2: Writing Elements

Concept 1: Ideas and Content

- PO 2. Provide content and selected details that are well-suited to audience and purpose.

Stand 3: Writing Applications

Concept 1: Expressive

- PO 2. Write in a variety of expressive forms