

The oldest form of teaching.

# **STORY TELLING**

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# STORY TELLING

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A Kinesthetic-Visual-Audio method of teaching

1. For use with any series of facts, events or parts that are related.
2. Easier to use when a single element is present throughout the series.
3. Focuses on the dynamics of presentation and acting.
4. Repetition is the key!

# OTTO VON BISMARCK

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- ✘ Why did Frederick William IV refuse the crown?
- ✘ What purpose did Bismarck's letter to France serve?
- ✘ Explain how Bismarck was able to raise an army when denied the resources to do so?
- ✘ What are two major domestic issues facing a newly unified Germany?

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- ✘ Several modes –
  - + Teacher Led where the teacher lines up actors and guides them through all movements.
  - + Student-Teacher corroborative – Both teacher and students develop the story line together.
  - + Student Led story-line – student develop the entire storyline and present it in class given a list of elements to portray Visually, Kinesthetically and Audibly.
- ✘ Key players are needed to help get it off the ground. This is the time to get the active talkers involved in learning.
- ✘ This is noisy and can sometimes take a bit of time to set up. Props are excellent in representing concepts or ideas.

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- ✘ Some ideas for story-lines
- ✘ Science – Parts of the cell talk about having the best jobs in the cell. (The mitochondria = powerhouse or muscleman)
- ✘ Math – Fractions break down the whole.
- ✘ Social Studies – Any biography or war. The rise and fall of Napoleon.
- ✘ English – Parts of describing what they do (in fact conjunction junction is a method of this approach).

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- ✘ Start with a subject that is easily broken down into basic elements.
- ✘ Choose a visual, kinesthetic and audio anchor for each element.
- ✘ Set up the timeline and rehearse. This works very well with poetry or music.
- ✘ Have students repeat each element and action every time they are mentioned.

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- ✘ Start with the 1<sup>st</sup> element and always repeat all elements when you add on.
- ✘ Make sure you have a writing prompt at the end to help solidify the story.
- ✘ DI Approach- students could improve the dialogue, create poems, songs or other visual cues.
- ✘ If students create their own, you could have more than one team develop their own approach, therefore you have multiple examples of the same story.

# MORE INFORMATION

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- ✘ [Eric@ericcombs.net](mailto:Eric@ericcombs.net)
- ✘ (937) 657-9959
- ✘ Full day seminars on Classroom Management, Differentiated Instructional Strategies, Student Motivation and Engagement
- ✘ Center for Teacher Effectiveness