YOUNG STORYTELLERS®

STORY TIME

EDUCATOR
GUIDE

BELONGS TO:

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Our Mission

Young Storytellers equips young people to be the driving force of their own narratives. We're passionate about bringing people together and creating stories to raise the voices of those who don't often get heard.

We believe that when a young person understands the power of their own story—made of their unique background, culture, race, gender, sexuality, immigration status, geographic location, and economic status—it creates a more empathetic and equitable future for everyone.

We raise voices, one story at a time.

We Value

Belonging
We celebrate originality and individuality. Our community is made better when we can speak fully from our unique perspectives and identities.

Connection
People are at the center of everything we do. Genuine connection requires empathy, sensitivity, and honesty.

Exploration
Being vulnerable and inventive requires a supportive environment. We foster spaces where we can explore ourselves, the communities in which we live, and how we can impact the world.

Play
Play with purpose allows us to investigate the world with wonder. This is how we open the road to creativity.

Equity
Unique identities, backgrounds, and perspectives make the world a better place. We fight against the racism, prejudice, and bias that exist in our systems and cultures so that all people are treated with respect and dignity.

Story Time

An Overview

Story Time is a series of 12 short videos that help kids at home, in a classroom, or in an out-of-school program write 5-page screenplays. Modeled after our flagship program, Script to Stage, this program uplifts individual student voices as they craft stories inspired by their interests, values, and lived experiences.

YS Anchor Standards

Through the design of each piece of our programs, we aim to enhance the ability of our writers to:

- Have confidence in their ability to create stories/scripts and share their creative ideas with others.
- Bring their creative ideas to fruition by teaching them planning and outlining processes and the value of planning/outlining.
- Reflect on personal experiences through storytelling, script writing, and community-building exercises.
- Understand perspectives different from their own through writing, discussion and collaboration.
- Explore their feelings, views, goals, and challenges in life.
- Express themselves around themes, subjects, and issues that are important to them.
- Feel and think that what they have to say is of value to others.
- Connect with others through creative writing, sharing, and interactive exercises.

Common Core English Language Arts Alignment

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

College and Career Readiness Anchor Standards for Language

Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Emotional Learning Alignment

CASEL Framework

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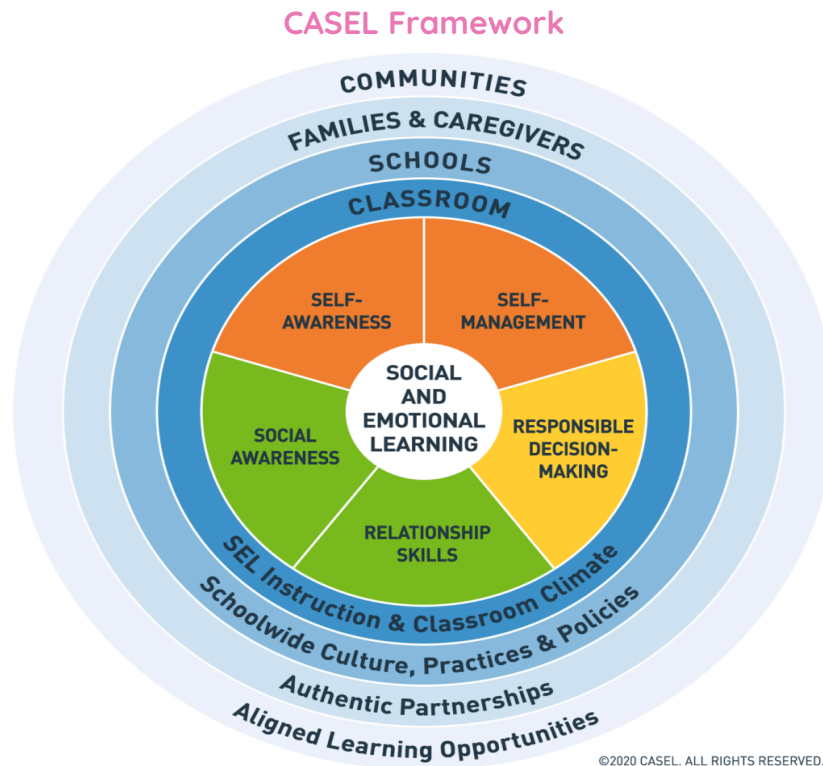
CASEL Core Competency Areas

Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

- Emotional self-awareness
- Self-confidence

Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

- Setting and achieving goals
- Organizational skills

Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

- Problem solving
- Evaluation & reflection
- Personal, moral & ethical responsibility

Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- Communication
- Conflict Management

Social-awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

- Empathy

Episode Breakdown

Each of the following sections of this guide outline ways for you to incorporate each of these videos into your classroom.

Big Goal: Main task presented in each video.

Standards and Competencies Addressed:
5th grade ELA Common Core and CASEL Core Competencies aligned with each video.

Student Learning Objectives: Things that students will learn or be able to do as a result of watching this video.

Episode Recap: A brief explanation of each video and Young Storytellers materials needed.

Pull Out Activity: Explanation on how to lead activities outlined and modeled by the cast in each video. Ideal for teachers doing in person or synchronous distance learning. Most helpful for kinesthetic learners or learners who could benefit from more explicit instruction.

Reflection Questions: Key questions to help facilitate reflection on what viewers learned in each video and how they can apply the content in each video to their writing journey. Teachers doing asynchronous learning are encouraged to turn reflection questions into written assignments.

Extension Activity (pre/post)*: Young Storytellers games and activities that prepare students to accomplish the main task in each video/enhance their understanding of video content. Ideal for teachers doing synchronous in person or distance learning. Most helpful for kinesthetic learners or learners who could benefit from more explicit instruction.

* Some activities should be completed before watching an episode (pre), some after (post) and some can be done before or after your class views the episode (pre/post).

Episode 1
Your Writing Adventure Starts Now!

Goal:

Understand expectations and create Young Storytellers names.

Standards Alignment:

CCSS.ELA-LITERACY.CCRA.L.5

SELF-AWARENESS

Student Learning Objectives:

- Understand how to use the materials presented in educational videos and worksheets.
- Know what a screenplay is and how it differs from a book.
- Identify words and synonyms for various words that describe themselves.
- Use alliteration to select a Young Storytellers name.

Episode Recap:

In this episode viewers discover what they will be doing over the course of these videos: learning how to write a 5 page screenplay about things that interest them. Young Storytellers alumna Eliana Pipes shares about the benefits of our programs and viewers learn how to create their own Young Storytellers name, a name that brings them a sense of belonging and celebrates how they see themselves.

- Young Storytellers Name Worksheet (all worksheets can be found in the Appendix of this guide)
- Compliment Game Worksheet

Pull Out Activity:

Name Game

Purpose: Help foster belonging and self-confidence.

Instructions:

1. Pass out or share the Young Storytellers Name Worksheet with students and

divide them into small groups of 3-5.

2. Ask each student to list 5-10 words or phrases that they would use to describe them. They can be adjectives that describe their personalities and appearance and even things they enjoy or are good at.
3. Ask them to select the top three words from their list that they think best describes them. Ask them to share those words with their group.
4. As needed, have them look up their 3 words in a thesaurus and find synonyms (words with similar meaning) for their words until they find one that starts with the same letter or sound as their first name.
5. End the game by asking every student to share their Young Storytellers name with the group.

Reflection Questions:

S.E.L./Self Reflection:
- What were the top three words you selected in the name game and why did you select those words to describe yourself?
- Look over your list again. Based on all the words you used to describe yourself, what do you think is one of your biggest strengths?
- How can you use your strengths while writing a screenplay in this program?

Content Reflection:
- What is a screenplay?
- How is a screenplay different from a book?
- What are some of your favorite movies and why do you like them?

Extension Activity (pre)

Compliment Game

Purpose: Help students identify their strengths.

Directions:
1. Let your students know that in this game, the group is going to help everyone identify their skills and strengths by giving each other compliments. Sometimes it is hard to see our own strengths, which is why we need help from the group.
2. Create a list of skills with your class. Ask them to think about everyday skills or traits that we can use to help people. See the Skills List below for examples if you need them to get the conversation started.

3. Share the [Compliment Game worksheet](#) with your class. On the sheet, there is a grid with boxes for students to write down their compliments. In each box, there is a sentence starter for each student to complete.
4. Ask students to write down the compliments for the students in their group (assigned by you).
5. Have students find out their compliments by group sharing and then reflect through the steps below.
    a. Put stars next to any skills that come up more than once in the game.
    b. Underline skills you agree with.
    c. Are there any other things you think you are good at that no one said in the game? Write those down, too.
    d. Do any of your skills seem similar?
    e. Circle your top three skills.

Skills List
- Honest
- Kind
- Thoughtful
- Creative
- A good listener
- Friendly
- Confident

- Organized
- Helpful
- Responsible
- Funny
- Patient
- Trustworthy
- Works hard in (a class/subject)

Episode 2
Why Your Story Matters

Goal:
Identify personally significant characters, settings, and goals.

Standards and Competencies Addressed:
SELF-AWARENESS
SOCIAL-AWARENESS
SELF-MANAGEMENT

Student Learning Objectives:
- Know what characters, settings, and goals are in a story.
- Identify characters (people), settings (locations), and personal goals in their lives.

Episode Recap:
Viewers will learn what characters, settings and goals are in stories and why they are such important parts of a strong story. Then they will identify characters (people), settings (locations), goals (things they want to accomplish) from their own lives and learn how to integrate them into potential ideas for their story.
- Character, Setting, and Goal Worksheet
- I Love Worksheet

Pull Out Activity:
Character, Setting, and Goal Activity
Purpose: Help students ideate on how to write ideas based on their own lives.
Directions:
1. Let the group know that they are going to do an activity to help them come up with ideas from their own lives to write about in their scripts and share the Character, Setting, and Goal Worksheet.
2. Ask the class to write down 2-3 characters from their lives. Since characters are the players in the story, ask them to write down people or even animals in

your lives. They should write down their name and one word that describes them.

3. Ask the class to write down 2-3 settings. Since settings are where a story takes place, where are interesting places the characters they brainstormed earlier could go? They can write down some of their favorite places or places they've never been, but would love to go to.

4. Ask the class to write down 2-3 goals. What are things their characters might want to do or achieve? They can even give their characters goals that are things they want to be able to do or get.

5. Divide the class into groups of 3-5 and ask everyone to share the characters, settings, and goals they wrote down on their worksheets.

Reflection Questions:
S.E.L./Self Reflection:
- What people did you identify for your characters?
  - How would you describe them?
    - What do they look like?
    - How do they act?
  - What is your relationship to them in real life?
  - What made you want to write about them?
- What personal goals do you have? What are some things you want to be able to do or achieve?
  - How do you think you can get or achieve your goal?
  - How could you put your goal in your story idea?

Content Reflection:
- Why is the main character an important part of a story?
- Why is the setting an important part of a story?
- Why is the goal an important part of a story?

Extension Activity (post):
I Love
Purpose: To help writers think about personal interests to write about.
Instructions:
1. Let writers know that they are going to think about things they care about. This will help them think about things from their own lives that they can write about in their scripts. Share the I Love worksheet with the group.

2. Give the group a few minutes to list 5-10 things they love. These can be things they like to do, places they like going, and even people they care about.
3. Pair students up and ask them to share their lists.
4. Ask them to select the top 3 things they care about the most.
5. Ask them to think about how they could put these ideas into their story.
    a. If it's a person or place, could they be turned into characters or settings in their stories?
    b. If it's something you like to do, could it be turned into a goal or something that one of the characters does or is interested in?

Helpful Tips:
- If students don't respond to the phrase "I Love" change the game to "I Like".

Episode 3
Why You Tell Your Stories

Goal:
Identify personally significant themes and lessons.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.2
SELF-AWARENESS
SOCIAL-AWARENESS
RESPONSIBLE DECISION-MAKING

Student Learning Objectives:
- Know what themes and lessons are and how they help create strong stories.
- Better understand the relationship between the lesson and the theme in a story.
- Create a list of themes and lessons that are personally important to them and that they'd like to explore further in their screenplay.

Episode Recap:
Viewers will learn what lessons and themes are and how they work together to create strong stories. Students will brainstorm various themes and lessons that are personality significant to them.
- Favorite Stories Worksheet
- Lesson and Theme Worksheet

Pull Out Activity:
Favorite Stories Activity
Purpose: Help students identify themes and lessons that are important to them.
Directions:
1. Let the group know that they are going to do an activity that helps them think about themes and stories they mighty want to write about. Share the Favorite Stories Worksheet with everyone.

2. Ask students to write down three of their favorite stories. They can write down movies, books, graphic novels, or TV shows that they enjoy.
3. Then, ask them to write down the lessons and themes from their 3 favorite stories. Remind them that the lesson is what the main character learns in the story and what the writer wants the audience to learn from watching/reading the story. The theme of a story is the topic it's about.
4. Share the [Lesson and Theme Worksheet](#) with everyone.
5. Based on the lessons and themes from their favorite stories, ask them to think about what kinds of topics/themes are important to them, or things they value. Then, have them think about what lessons they think are important for people to learn. They should write these down on their Lesson and Theme Worksheet.
6. Pair students up and ask them to share the themes and lessons they identified as being important to them (that they wrote on the bottom two sections of their worksheets) and why they selected those ideas.

Reflection Questions:
Content Reflection:
- What is a theme and why is it an important part of a story?
- What is a lesson and why is it an important part of a story?

S.E.L./Self Reflection:
- What is a lesson you want to write about and why do you think it's an important lesson to learn?
- What is a theme you want to write about and why is it personally important to you?

Extension Activities (post):
Soap Box Rave
Purpose: To unpack personally significant themes and encourage public speaking and personal expression.
Directions:
1. Let the class know that they are going to do an activity that will help them better understand themes they want to write about.
2. Ask the group to define the word rave (to speak about something with great excitement, usually something you really like).
3. Let them know that they will all have a chance to rave about one of the

themes they identify. Everyone will be given 30 seconds to speak, uninterrupted, about why one of their favorite themes is so important to them and how it could be important to other people. The only requirements are that they keep talking for the entire time allotted.

4. Ask the group to come up with a word or phrase that they can say at the end of each rave that serves as a button. It lets the speaker know their time is up but should also validate them (simple and encouraging words/phrases are ideal).

5. One at a time, give every student 30 seconds to do their rave. Time them to make sure no one goes over.

Helpful Tips:
- Students can write down their rave first if you have a more shy or introverted group.
- You can ask them prompting questions or encourage them to expand on a certain part of their rave if your students aren't sure what to say next.
- Feel free to make the allotted time more or less than 30 seconds based on your group.

Theme Game

Purpose: To help students better understand what a theme is and how to identify a story's theme.

Directions:

1. Let the class know that they are going to play a guessing game where you will give them story summaries and they'll guess the theme for each summary. You can use the summaries and themes below or create your own

2. Introduce the themes you'll be using in the game (feel free to review what a theme is if you think your class could use a refresher).

3. Divide your class into groups for 4-5 and place each group at a "theme station". At each station, create 4 horizontal rows sticky notes (or post-its. At the top of each row should be a sticky note with a theme written on it. Below each theme post it, place sticky notes with the story summaries written out. The story summary sticky notes should be out of order/not below their actual theme.

4. Explain to the class how they will play the game. Let them know that groups will go through the sticky notes and put the summaries in the correct order so that each summary is in its corresponding theme's row.
    a. You can also begin the game by putting all the story summaries to the side of the theme sticky notes if you think having them out of order will confuse your students.
5. Ask your groups to start playing. Let the class know that groups should raise their hands to let you know when they are done.
6. If you like, you can incentivise the game by going through and announcing all the correct answers when everyone is done and giving a reward to the group with the most correct answers.

Story Summaries and Themes

Teamwork

- At Capital High School, Juan wants to become a musician but he doesn't have anyone to practice with, so he gets his friends to start a band so they can sing and play music together, learning that things are easier when you combine your talents together.
- In the forest, Farrah the fox wants to protect her land but people trying to cut down the trees stand in her way, so she gets all of her animal friends to band together to scare the people away, learning there is power in numbers.
- At the beach, Kendall wants to play with his friends but a giant wave stands in his way, so he builds a giant wall of sand with his friends to protect everyone at the beach, learning the value of helping others.

Forgiveness

- At Barack Obama School, Sarah (a new student) wants to make new friends but Becca the bully stands in her way, so she gets to know Becca and the two become friends, learning not to judge people before you really know them.
- At Disneyland, Pia wants to ride as many rides as possible but her friend Anthony keeps distracting her with practical jokes, so Pia has a heart to heart with Anthony about it, learning the importance of talking about challenges.
- In the ocean, Freddie the fish wants to fit in but his school of fish teases him for looking different, so Freddie stands up for himself and the other fish learn to apologize and the value of differences.

Family

- In Los Angeles, Alicia wants to move to Paris to study fashion but her mother stands in her way, so she promises to call her mom everyday when she leaves, learning that you have to call your mother.
- On the moon, Anita the astronaut wants to explore the moon but a family of moon creatures stands in her way, so she eventually finds out that the family is scared that she is going to ruin their home, learning that all families just want to feel safe.
- In the library, Bettina the book wants to explore all the places she only sees in the pictures of the other books but she is scared leaving will hurt her book family's feelings, so her family helps her leave the library and shows her that loving someone means helping them follow their dreams.

Episode 4
The Brainstorm Inside Your Head

Goal:
Brainstorm story ideas for their scripts.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.2
SELF-AWARENESS
SOCIAL-AWARENESS

Student Learning Objectives:
- Learn what brainstorming is and its role in the writing process.
- Learn what obstacles and climaxes are and why they are important parts of a story.
- Brainstorm story ideas for their future screenplay.

Episode Recap:
Viewers will learn how to brainstorm story ideas in their scripts. Then they will learn how to brainstorm full story ideas for their scripts using the Young Storytellers brainstorming tool, Divide a Story.
- [Divide a Story Worksheet](#)

Pull Out Activity:
Divide a Story
Purpose: Help students brainstorm the main story ideas for their screenplays.
Directions:
1. Let the class know that they will be brainstorming the main story ideas for their screenplays. Share the [Divide a Story Worksheet](#) with them.
2. Ask the class to describe the meaning of each of the story elements in the Divide a Story Worksheet:
   a. Character
   b. Setting
   c. Goal

     d. Obstacle

     e. Climax

     f. Lesson

3. Ask the class to write down 2-3 ideas for each of the story elements on the Divide a Story Worksheet. Encourage them to look over their Character, Setting, and Goal Worksheet and Favorite Stories Worksheet.

4. Break students up into groups of 3-5 and ask them to share the ideas they came up with in their Divide a Story Worksheets.

5. Ask the class to look over their worksheets and circle their favorite 1-2 ideas for each of the story elements.

Reflection Questions:

Content Reflection:

- What is an obstacle and why is it an important part of a story?
- What is the climax and why is it an important part of a story?

S.E.L./Self Reflection:

- What obstacles have you had to deal with in real life? What was it like dealing with those challenges?
- What are your favorite 1-2 ideas for each of the story elements you brainstormed today (character, setting, goal, obstacle, climax, and lesson)?
    - What do you like about those elements?
    - Which ideas do you want to write your 5-page screenplay about?

Extension Activity (pre/post):

The Thing Is...

Purpose: To help and encourage writers to brainstorm and share their goals and obstacles.

Instructions:

1. Let the group know that they are going to do an exercise to help them better understand goals and obstacles.

2. Ask the class to think of and write down three goals they have (things they want to do or accomplish). Then ask them to think about something that might make achieving their goal difficult (an obstacle that could get in their way).

3. Let them know that, in their groups, they will each share one of their goals and then say "**but the thing is,**" and then 1 thing that has gotten in the way of their goal.
4. Model this step for the group.
   a. Share structure: (Goal) **but the thing is,** (obstacle/thing that gets in their way).
   b. Example (if needed for clarity): "I really want to work for Netflix when I grow up, **but the thing is,** lots of people want to work there and I don't think I am confident enough to get a job there."
5. Before groups start sharing, ask them to each come up with a word or phrase that everyone is going to say after someone shares to support the person who just shared.
   a. It could be something like - "I hear that!" or "I feel you!".
6. Divide the class into groups of 3-5 students and have them share their goals and obstacles.
7. Meet with the entire class and ask them to think about one way they could overcome or deal with that obstacle.
   a. Model this step for the group by sharing ways you can overcome the personal obstacles you shared earlier.
8. Ask if anyone would like to share how they might overcome their obstacle with the class.

Episode 5
Creating Your One-Sentence Stories

Goal:
Write the logline (one-sentence story summary) for their screenplay.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.2
SELF-MANAGEMENT

Student Learning Objectives:
- Learn what movie genres are and various examples of movie genres.
- Write various longlines (one-sentence story summaries).
- Select the logline they want to expand into a 5-page script.

Episode Recap:
Viewers will learn how to write loglines, one-sentence story summaries, and will select the logline they want to write into a 5-page screenplay. They will also learn about various movie genres and hear from guest speaker, Chris Mack.
- [Logline Worksheet](#)

Pull Out Activity:

Logline

Purpose: Help students come up with the basic story for their screenplays.

Directions:
1. Let the class know they are going to do an exercise that will help them come up with the basic idea for their screenplay. Share the [Logline worksheet](#) with them.
2. Review the basic story elements (if needed) by asking the class to define the story elements below:
   a. Character
   b. Setting
   c. Goal
   d. Obstacle

e. Climax
    f. Lesson
3. Show the class the basic logline structure or ask them to look at the logline on their Logline Worksheet.
    a. In a (SETTING), (CHARACTER) wants (GOAL), but (OBSTACLE) gets in their way, so they (CLIMAX), learning that (LESSON).
4. Show the class your Divide a Story Worksheet and select your favorite idea for each element. Put your favorite ideas into the longline structure.
5. Ask your class to write out three loglines (they can use their Divide a Story Worksheet) and then select their favorite.
6. Break students into small groups of 3-5 and have them share out their loglines.

Reflection Questions:
Content Reflection:
- What is a logline? Why are they useful for writers?
- What is a movie genre? List a few different genres.

S.E.L./Self Reflection:
- What was your favorite logline you wrote today? Why do you think it will make a good idea for your screenplay?
- What are your favorite movie genres? What movie genre do you want your script to be?

Extension Activity (post):
Group Loglines
Purpose: Enhance student understanding of the logline structure.
Directions:
1. Let the class know that they are going to play a game to help them better understand loglines.
2. Review the logline structure.
    a. In a (SETTING), (CHARACTER) wants (GOAL), but (OBSTACLE) gets in their way, so they (CLIMAX), learning that (LESSON).
3. Break the class into small groups of 3-5 students and ask them to come up with one group logline.

4. After each group has written their logline, ask them to have one person from their group read their logline out loud in their best "movie trailer voice" (a loud and dramatic voice).

Episode 6
How To Outline Your Story

Goal:
Create outlines.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.W.5
SELF-MANAGEMENT

Student Learning Objectives:
- Learn what an outline is and its value to the writing process
- Learn the Young Storytellers outline structure and create an outline for their story.
- Learn how to plan out their 5-page screenplay using an outline.
- Learn what the protagonist and antagonist are and their role in a story.

Episode Recap:
Viewers will learn how to plan out their 5-page screenplay using an outline. They will then expand on their logline by creating outlines for their stories.
- Outline Worksheet

Pull Out Activity:
Outline
Purpose: Help students plan out their screenplays and organize their creative ideas.
Directions:
1. Let the class know that they are going to create something called outlines that will help them plan out their story ideas. Share the Outline Worksheet with the class.
2. Review the outline structure on the Outline Worksheet. Let them know that when writing outlines, they can write in bullet points or phrases - they don't need to write in complete sentences. They're just getting all their ideas out and organizing them.

3. Model how to write an outline by writing one based on the personal logline you shared in the pull out activity from Episode 5.
4. Ask everyone to write outlines. During this time, feel free to play instrumental music and give the group regular time checks.
5. Once everyone is done, ask them to share their favorite part of their outline with the group.

Reflection Questions:
Content Reflection:
- What is an outline?
    - Why do writers use them?
- Who is the protagonist? What is their role in the story?
- Who is the antagonist? What is their role in the story?
- How are protagonists and antagonists different? What do they have in common?

S.E.L./Self Reflection:
- What did you like about writing your outline?
- Was there anything that was challenging when writing your outline? What could make it less challenging next time?

Extension Activity (pre)
I am a Tree
Purpose: Enable students' ability to create and add on to creative ideas.
Directions:
1. Let the group know that they will be doing a game to help them practice coming up with creative ideas, something they will need to do when creating outlines later.
2. Ask for one student to volunteer to say "I am a tree" while taking on the physicality of a tree.
3. Ask the next student to add on to the tree something that would be in that world (e.g. a leaf falling from the tree, an acorn under the leaves, a squirrel eating a nut, etc) and physicalize it.
4. The next student adds a third element just like the one before. Each of these volunteers should state what they are and physicalize the object/animal they have become.

5. After the third person has added their element, ask the first two to drop their pose. Have the "third person" restate what they are and continue to add two more things to your new image each round.

Episode 7
Format Your Story Like A Pro

Goal:
Begin writing their screenplays in screenplay format.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.5
SELF-MANAGEMENT

Student Learning Objectives:
- Learn what actions, dialogue, sluglines, and parentheticals are in a script and how they are formatted.
- Begin writing their scripts in screenplay format.

Episode Recap:
Viewers will learn how and why a screenplay is formatted differently than a book. They will then be guided through the process of writing the beginning of their scripts using sluglines, dialogue, actions, and parentheticals.

Pull Out Activity:
Beginning the Writing Process
Purpose: Write out the first parts (approx. half a page) of their scripts in screenplay format.
Directions:
1. Let them know that today they will start their scripts by writing their introductions, or the first half a page of their scripts where they introduce and describe their setting and protagonist.
2. Review screenplay format as needed by defining the story elements below:
   a. Slugline
   b. Action
   c. Dialogue
   d. Parentheticals

3. If possible, model this writing step by using the outline you created in the Pull Out activity from Episode 7. Expand on the bullet points you used to describe your setting and protagonist to write out the opening slugline and action that describes your setting and protagonist.
4. Give them time to write out the introductions of their scripts and let them know they should write about half a page.
5. Ask everyone to share out the opening sluglines from their scripts.

Reflection Questions:
Content Reflection:
- What is a slugline? Where is it typically in a script? What information does it give the reader?
- What is the action in a script? Why is it important?
- What is the dialogue in a script? Why is it important?
- What are parentheticals? When do writers use them?

S.E.L./Self Reflection:
- What did you like about writing your introduction?
- Was there anything that was challenging when writing your introduction? How could it be easier next time?

Extension Activity (pre/post):
Madison Paragraph
Purpose: Help students better understand screenplay format.
Directions:
1. Let the class know they are going to do an exercise to help them better understand screenplay format.
2. Review screenplay format as needed by asking the class what the story elements below are:
   - Slugline
   - Action
   - Dialogue
   - Parentheticals
3. Write/share the Madison Paragraph below.
4. Ask the class to help you write out the Madison Paragraph in screenplay format (example below). Ask them questions to help you write out the paragraph in screenplay format. Below are some helpful guiding questions.

- What goes at the top of a scene?
- What information is in a slugline?
- What does the action look like on the page?
- Who is the protagonist in this story?
- What do they look like? How should we describe them?
- What are they doing?
- Where is the protagonist? What does it look like there?
- Where is Madison?
- How can we describe her setting?
- What is said?
- How do we write that as dialogue?

5. If your class still needs more practice with screenplay format, they can use the Screenplay Format Worksheet in the Worksheet Appendix to practice writing their own original sluglines, action, dialogue, and parentheticals.

Madison Paragraph:

Twelve-year-old sassy Madison dribbles her basketball in the driveway. Her dad walks outside and says, "Madison, I told you to come inside and eat your lunch!" Madison keeps dribbling and says, "But Dad, I'm practicing!" Her dad scoffs and says, "Your food is going to get cold." Madison stops dribbling and says, "Aww Dad, you never let me have any fun!" as she storms inside the house.

Screenplay format version:

```
EXT. DRIVEWAY - DAY

MADISON (12 years old, sassy) dribbles her basketball. She
is playing in the large driveway at her apartment complex.
Her DAD walks outside.

                        DAD
                Madison, I told you to come
                inside and eat your lunch!

Madison keeps dribbling.
```

MADISON
          But Dad, I'm practicing!

                    DAD
               (scoffs)
          Your food is going to get
          cold.

Madison stops dribbling.

                    MADISON
          Aww Dad, you never let me
          have any fun!

Madison storms inside.

Episode 8
The Big Thing That Happens Right Away

Goal:
Write "The Big Thing That Happens Right Away" (inciting incident).

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.W.3
SELF-MANAGEMENT

Student Learning Objectives:
- Know what The Big Thing That Happens Right Away is (the moment that inspires their protagonist to pursue their goal).
- Write the first page and a half of their screenplay.
- Learn about the importance of character motivation.

Video Breakdown:
Viewers will learn about "The Big Thing That Happens Right Away", the part of the story when the protagonist decides to attempt to achieve their goal. They will then be guided through the process of writing that portion of their script in screenplay format.
- Emoji Quick Write Worksheet

Pull Out Activity:
Write The Big Thing That Happens Right Away
Purpose: Write out The Big Thing That Happens Right Away, when the protagonist decides to attempt to achieve their goal.
Directions:
1. Let them know that they will be writing out their "Big Thing That Happens Right Away".
2. Ask them what is the "Big Thing That Happens Right Away"? What happens in that part of the script?

a. The part of the story when the protagonist decides to attempt to achieve their goal.

3. Ask them to think about why their protagonist wants their goal and to think of a situation that could show why their character wants to go after their goal right now.

4. Model this step by sharing your protagonist's goal from the outline you created in the Pull Out activity from Episode 6. Share a scenario that would make your protagonist want to achieve their goal.

5. Review screenplay format by asking the class to describe the following part of a screenplay and how they are written on the page. You can also show them the screenplay format version of the Madison Paragraph (Episode 7 Extension Activity) and ask them to identify the following parts of a screenplay from the script:
   a. Slugline
   b. Action
   c. Dialogue
   d. Parentheticals

6. Ask them to write out their Big Thing That Happens Right Away. This should add about a page to their scripts.

7. Give them time to add to their scripts.

8. When everyone is done writing, ask everyone to share out their favorite line of dialogue they wrote today.

Reflection Questions:

Content Reflection:
- What is The Big Thing That Happens Right Away? Why is it important?
- What is a character's motivation? Why is it important?
- How did you show that your character really wants their goal?

S.E.L./Self Reflection:
- What is a goal that you have? What's your motivation, or the reason you want that goal?
- Think about a time you really wanted something. What was it? Why did you want it so much?

Emoji Quick Write

Purpose: To help students write dialogue.

Directions:

1. Let the class know they are going to do an exercise to help identify words and key phrases they use in their everyday speech. This will help them create realistic dialogue in their scripts.

2. Share the [Emoji Quick Write Worksheet](#) with them.

3. Create a list of emotions with the class. Ask them to think about the experiences they are writing about and the emotions their character might be feeling in their scripts.

4. Select one emotion to model the worksheet steps for the group.

    a. Ask the class for an emoji suggestion for the emotion.

    b. Ask the class for a common word/phrase they might say when feeling this emotion.

    c. Ask students to share what they say when feeling their emotions. Model a few phrases you tend to say (For example - "When I am frustrated I yell, 'Cursessss!'; When I'm happy, I say, 'Wooo-hooo' like Homer Simpson").

    d. Ask students to think about when they might use this phrase section in their scripts (if it applies).

5. Divide the class into groups of about 3-5 students to complete the worksheet.

Episode 9
How Details Bring Your Story To Life

Goal:
Add rich details to make their scripts relatable and original.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.4
SELF-MANAGEMENT

Student Learning Objectives:
- Learn about the importance of rich details in a script.
- Be able to add original and specific details to their scripts.

Video Breakdown:
Viewers will learn about the importance of details in stories. They will then be guided through the process of adding rich details and character traits that enhance their stories.

Pull Out Activity:
McDonalds Game
Purpose: Highlight how adding details enhances a story.
Directions:
1. Ask for 3 volunteers to help perform a part of a story.
2. Assign the below roles to the volunteers and ask them to perform the McDonalds script below.
   a. If possible, speak to them privately and let them know that they should do a boring performance on purpose (perform without any emotions or expression).
3. After the scene is performed, ask the group what they thought and how they can make the scene more interesting (by adding more details!). Do one or two more performances of the scene, each time asking students to add more and more details / story elements. By adding details slowly, writers will be able to see how each addition enriched the scene.

a. Round 2
    i.   What is the customer's motivation in the scene / why do they want the cheeseburger? How can we tell that by the way they're speaking or moving?
    ii. How can the cashier impose an obstacle to the customer's goal? How do they feel about the customer's request? How can we tell that by the way they're speaking or moving? Is there something they say or do to show this?
b. Round 3
    i.   How can they resolve their issue? What do they say and do?
    ii. How can we see how their feelings have changed based on their voice and movements?

McDonalds Script:

```
INT. MCDONALD'S / HOUSE - SPLIT SCREEN

The CUSTOMER calls the CASHIER. The cashier picks up.

                    CASHIER
          MacDonald's. Delivery or pick up?

                    CUSTOMER
          Delivery.

                    CASHIER
          What can I get you?

                    CUSTOMER
          One cheeseburger please.

                    CASHIER
          That'll be $1.50 at the door.

                    CUSTOMER
          Great, thanks.

The customer hangs up.
```

Reflection Questions:

Content Reflection:

- How can details enhance a story?
- What's a detail you added to your story?

S.E.L./Self Reflection:

- What did you like about adding details to your script?
- Was there anything that was challenging when writing details? How could it be easier next time?

Extension Activity (post):

Character Sketches

Purpose: Help identify physical details about their characters.

Directions:

1. Let them know that they are going to do a quick drawing activity to help them better understand their characters.
2. Model this step to help your class better understand the task. Introduce the protagonist from your outline (Episode 6) and answer the following questions about your character. Then use those answers to draw your protagonist.
   a. How would you describe their physical appearance?
   b. What 3 adjectives would you use to describe your protagonist?
   c. What do they like doing?
   d. What's their setting, and what does that look like?
3. Use your answers to the above question to quickly sketch your character doing their favorite thing in their setting.
4. Ask your class to answer the questions you introduced in Step 2.
5. Ask them to spend 10 minutes sketching their characters.
6. When everyone is done sketching, ask the group to share their sketch and their favorite part of their sketch.

Episode 10
Obstacles That Create Excitement

Goal:
Write the climax of their screenplay.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.W.3
CCSS.ELA-LITERACY.CCRA.W.4
SELF-MANAGEMENT

Student Learning Objectives:
- Relearn obstacles and climax.
- Learn tips on how to write a strong climax.
- Write the obstacles and climax of their script in screenplay format.

Video Breakdown:
Viewers will learn how obstacles build to the most exciting and dramatic part of a story, called the climax. They are then guided by the cast on how to write, in screenplay format, those sections of their scripts.

Pull Out Activity:
Write the Climax
Purpose: Write out the obstacles in their script that build to a climactic moment.
Directions:
1. Let them know that they will be writing their obstacles and the climax of their scripts today.
2. Ask them why obstacles are important in a story and how they build excitement.
   a. They're the drama and they build and get more dramatic over time. They build to the climax, the moment when the character gets or doesn't get their goal.

3. Model this step by using your outline from Episode 6 to show the class how to complete this step. Let them know what the first and second obstacles of your story are and how they are going to make it more dramatic. Then share your climax and how it's the most exciting part of your script.
4. Ask them to think about how they can make their obstacles more dramatic over the course of their script and build to the climax.
5. Give writers time to write. Let them know this part of their script should be about another page.
6. Ask the class to share the climax of their script.

Reflection Questions:

Content Reflection:
- Why are obstacles such an important part of the story?
- How do they help create drama and excitement in a story?

S.E.L./Self Reflection:
- What did you like about writing your climax?
- How did you build excitement in your story?
- Was there anything that was challenging when writing your climax? How could it be easier next time?

Extension Activity (pre):

Obstacle Game

Purpose: Enhance their ability to write obstacles that build.

Directions:
1. Ask for one volunteer to perform for the group.
2. Ask them to play the protagonist in our scene and let them know their goal is to walk across the room.
3. Have them walk from one side of the room to the other.
4. Ask the class what they thought of the performance.
5. Ask them how we can make this scene more interesting (add an obstacle).
6. Ask the class for a simple obstacle the protagonist could encounter while walking across the room. Ask them how the protagonist could deal with their obstacle.
7. Ask for a volunteer to pretend to be the obstacle and have them act out the obstacle while the protagonist walks across the room and deals with their obstacle.

8. Ask the group for a more challenging obstacle for the protagonist to deal with and a way for the protagonist to deal with it.
9. Ask for a volunteer to pretend to be the obstacle and have them act out the obstacle while the protagonist walks across the room and deals with their obstacle.
10. Ask for one final obstacle that's even more challenging than the last and a way the protagonist can deal with it.
11. Have your volunteers perform one last time.

Helpful Tips:
- Encourage student ideas and opinions throughout the game.
  - Ask them if it was interesting to watch someone just walk over to the other side of the room (No!) and why. They might not remember the word obstacle, but we all know that the struggle is the most interesting part of any story.
  - Challenge them to come up with obstacles that aren't easy to overcome. This will encourage them to pick strong obstacles in their scripts.
  - Ask students to come up with how the protagonist will overcome the obstacle. This will encourage them to come up with creative solutions in their scripts.
- Make sure the volunteer you have selected for this game is comfortable improvising, as they will have to figure out how to deal with multiple obstacles in front of the group.

Episode 11
The End - How To Resolve Your Story

Goal:
Write the resolution for their screenplay.

Standards and Competencies Addressed:
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.W.3
CCSS.ELA-LITERACY.CCRA.W.4
SELF-MANAGEMENT
RESPONSIBLE DECISION-MAKING

Student Learning Objectives:
- Learn to write a resolution that represents the lesson and themes in their script.

Video Breakdown:
Viewers will learn how a resolution wraps up a story and emphasizes the lesson and themes of a script. They will then write the resolutions for their scripts.

Pull Out Activity:
Write the Resolution
Purpose: Help writers complete their scripts by writing their resolution.
Directions:
1. Let them know that they will be writing their resolution today.
2. Ask, what is the resolution of a story?
   a. The "happily ever after (or not)" moment that tells us where our protagonist and characters end up and how they are different. It's the final most important lasting image or scene you're going to leave the audience with.
3. Model this step by using your outline from Episode 6 to show the class how to complete this step.
   a. Share the logline for your story.

b. Talk about your lesson and how you can mention it in your resolution so it's the last thing in your script. What action and dialogue can you add?

c. Talk about the last image you want to leave your audience with and how you could do that using action and dialogue.

4. Ask them to look over their script and think about:
   a. How they can use action and dialogue to show the lesson in their story.
   b. The last image they can leave their audience with to show them how all the characters end up in the story.

5. Give them time to write out their resolutions, which should take about half a page.

6. Ask them to share the last moment of their script.

Reflection Questions:
Content Reflection:
- What's a resolution, and why is it important?
- How does it connect to the lesson and theme of a story?

S.E.L./Self Reflection:
- What is the resolution in your script?
- How does it represent a theme or lesson that's important to you?
- What did you learn from writing your resolution?

Extension Activity (pre):
Resolution Image

Purpose: Better understand resolutions.

Directions:

1. Tell the writers that one important thing they need to start thinking about is their story's resolution. Then explain that the resolution is the final, most important lasting image or scene they are going to leave with their audience. It's the last impression they will leave with everyone, so make it a spectacular one.
   a. We like to think of it as the "happily ever after (or not)" moment that tells us where the protagonist and our main characters end up. How are our characters different in the end and how did they get there?

2. Hold up the before and after image from Don Falcon's Pizza (below). Let them know that these are images based on the beginning and end of a script

created by a Young Storyteller alumni. Ask the writers these questions to describe what they see:

    a. What is going on in the first photo?

    b. What is going on in the second photo?

    c. What is different about the two photos?

    d. What do you think changed in the story?

    e. What about the last image could represent a potential lesson for the story?
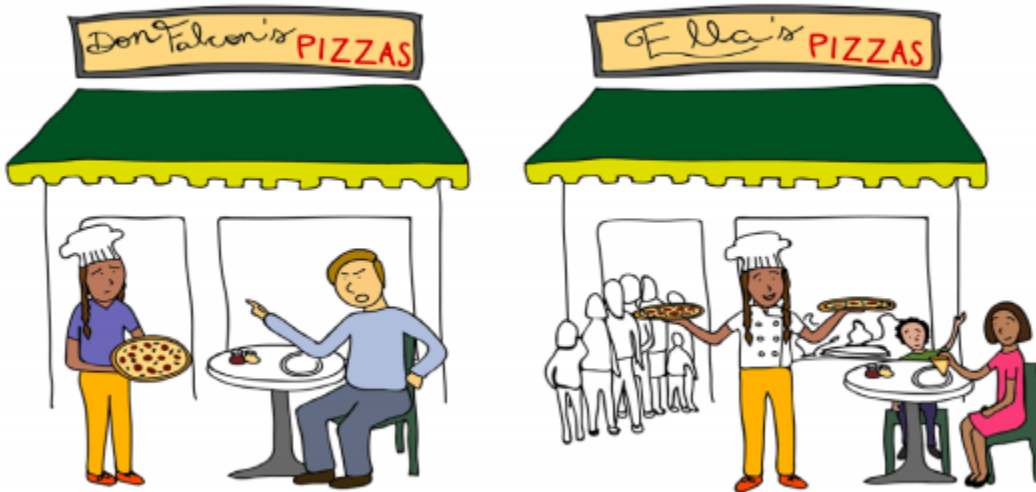
Episode 12
Share Your Story With The World

Goal:
Create the title and tagline for their scripts.

Standards and Competencies Addressed:
SELF-AWARENESS
SELF-MANAGEMENT

Student Learning Objectives:
- Know the importance and value of sharing your creative ideas with others.
- Learn how to write a title and tagline for your story.

Video Breakdown:
Viewers will learn what a tagline is and how to write the title and tagline for their scripts. They will also learn about ways they can share their creative ideas with others.

Pull Out Activity:
Tagline Creation
Purpose: Create titles and taglines for their scripts.
Directions:
1. Let the group know that they are going to come up with the title and tagline for their scripts.
2. Ask them to explain to you what a title and tagline are.
   a. The title is what you call the script. It should be short and indicate what or whom their stories are about.
   b. The tagline is a short "hook" to get people excited about their scripts by giving them a sneak peek into their story.
3. Model this step by sharing 3 potential titles and taglines for the logline you wrote in Episode 5.
4. Ask them to come up with three potential titles and taglines for their scripts.

5. Divide them into small groups of 3-5 and ask them to share the titles and tagines they came up with.
6. Have them select the title and tagline they think best represents their script.

Reflection Questions:
Content Reflection:
- What is a tagline?
- What are you taking away from this program?
  - Did this program help you do something you couldn't do before, or feel more comfortable doing something?
  - What do you know that you didn't know before?

S.E.L./Self Reflection:
- What are some ways that you would like to share your script?
- Rose: What is your favorite part of this program?
- Thorn: What was challenging to you about this program?
- Bud: What is a new idea this program helped you come up with or what did this program inspire you to want to do more of?

Extension Activity (pre/post):
Tagline Off
Purpose: To teach taglines in a fun and engaging way.
Instructions:
1. Divide your class into two teams and let them know that they will be playing a guessing game. Ask them to come up with names for their teams.
2. Choose a code word they need to shout before they get to answer, so they don't just yell out the answer.
3. Let them know that you will read a tagline from a famous movie and the first student who says the code word will get to answer. If the answer is right, the student's team gets a point. If it's wrong, the first person on the other team who said the code word gets a guess. If they miss it, neither team gets a point and you move onto the next tagline.
   a. Here are some potential taglines you could use for the game, though we recommend finding taglines that align with the interests and demographics of your class.

i. Everybody has a soul. (Soul)

ii. In a galaxy far, far away. (Star Wars)

iii. There are 3.7 trillion fish in the ocean, they're looking for one. (Finding Nemo)

iv. There's a little magic in all of us ...almost all of us. (Encanto)

v. You won't believe your eye. We think they are scary, but really we scare them! (Monsters Inc)

4. Play. The first team to get 3-5 points wins (depends on how many taglines you use)!

WORKSHEET APPENDIX

STORY TIME

YOUNG STORYTELLERS NAME

A Young Storytellers name includes your **NAME** and a **WORD THAT REPRESENTS ONE OF YOUR STRENGTHS LIKE COORDINATED CURTIS**. It's a name that helps you take pride in who we are by celebrating one of your strengths.

STEP ONE

WRITE DOWN 5-10 WORDS THAT DESCRIBE YOU.

They can be descriptive words/adjectives or even words that represent things you enjoy doing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

STEP TWO

CIRCLE THE TOP 3 WORDS THAT BEST DESCRIBE ONE OF YOUR STRENGTHS.

It could be something you are skilled at like a subject or sport or one of your positive traits like being friendly.

STEP THREE

SELECT THE WORD FOR YOUR YOUNG STORYTELLERS NAME.

If one word starts with the same letter or sound as your first name, you can select that as your Young Storytellers name.

If not, you can look in a thesaurus or online.

You can look up synonyms (other words that mean the same thing) for your words until you find one that starts with the same letter or sound as your first name.

Write down your name below.

MY YOUNG STORYTELLERS NAME IS:

_____

STORY TIME

CHARACTER. SETTING. AND GOAL

In order to better understand these parts of a story and brainstorm ideas for our future scripts, write down some characters, settings and goals from your own life.

WRITE DOWN 2-3 CHARACTERS IN YOUR LIFE.

Since characters are the players in the story, write down people or even animals in your life. Write down their name and one word that describes them.

1. _____

_____

2. _____

_____

3. _____

_____

WRITE DOWN 2-3 SETTINGS.

Since settings are where a story takes place, where are interesting places the character you brainstormed could go? You can even write down some of your favorite places.

1. _____

_____

2. _____

_____

3. _____

WRITE DOWN 2-3 GOALS.

What are things your characters want to do or achieve. You can even give them goals that are things you want to be able to do or get.

1. _____

_____

2. _____

_____

3. _____

_____

WRITE DOWN THREE OF YOUR FAVORITE STORIES BELOW.

They can be movies, books, graphic novels, or TV shows that you enjoy.

1. _____

2. _____

3. _____

WHAT ARE THE LESSONS AND THEMES FROM THOSE STORIES?

Write them down below. Remember the lesson is what the main character learns in the story and what the writer wants the audience to learn from watching/reading the story. The theme of a story is the topic it's about.

STORY TITLE	LESSON	THEME
1.		
2.		
3.		

LESSON AND THEME

YOUR FAVORITE LESSONS AND THEMES.

Read over the lesson and theme you wrote about on the Favorite Stories worksheet and answer the below questions to help you identify lessons and themes that you might want to write about.

THEMES

WHAT ARE TOPICS THAT ARE IMPORTANT TO YOU?

Things you value like family, friends, recycling, fairness.

1. _____

_____

2. _____

_____

3. _____

_____

LESSONS

WHAT ARE IMPORTANT LESSONS FOR PEOPLE TO LEARN?

What beliefs could people have that might make the world a better place for everyone?

1. _____

_____

2. _____

_____

3. _____

_____

STORY TIME

DIVIDE A STORY

WRITE DOWN 2-3 IDEAS FOR EACH OF THE BOXES BELOW.

CHARACTER

_____

_____

_____

_____

_____

SETTING

_____

_____

_____

_____

_____

GOAL

_____

_____

_____

_____

_____

OBSTACLE

_____

_____

_____

_____

_____

CLIMAX

_____

_____

_____

_____

_____

LESSON

_____

_____

_____

_____

_____

STORY TIME
LOGLINE

....

IN THE _____ . _____
(setting)   (protagonist)

WANTS _____
(goal)

BUT _____ STANDS IN THEIR WAY.
(obstacle/antagonist)

SO THEY _____
(climax)

LEARNING _____ .

STORY TIME
OUTLINE

OPENING SETTING:

_____

_____

PROTAGONIST:

_____

_____

TIP

The protagonist should have a good reason to want their goal and the antagonist should have a good reason to stop the protagonist from getting it.

GOAL:

_____

_____

WHY DO THEY WANT THEIR GOAL?

_____

_____

_____

_____

_____

_____

_____

MIDDLE

ANTAGONIST:

_____

_____

OBSTACLE #1 TO OVERCOME:

_____

_____

DESCRIBE THE OBSTACLE AND HOW THE PROTAGONIST OVERCOMES IT.

_____

_____

_____

_____

TIP

The best obstacles are ones the protagonist has to creatively solve, not ones that are easy to solve or that the protagonist has a convenient solution too.

WHY DOES THE ANTAGONIST NOT WANT THE PROTAGONIST TO ACCOMPLISH/GET THEIR GOAL?

_____

_____

OBSTACLE #2 TO OVERCOME:

_____

_____

DESCRIBE THE OBSTACLE AND HOW THE PROTAGONIST OVERCOMES IT.

_____

_____

_____

_____

TIP

Make each obstacle bigger than the last.

END

FINAL OBSTACLE — THE CLIMAX

LESSON:

_____

_____

_____

_____

_____

_____

RESOLUTION:

The resolution is the final image the audience is left with, where we see how the story comes to an end and where all the pieces land.

_____

_____

_____

_____

_____

_____

TIP

The Climax should be the most exciting and dramatic part of your story. This can be the moment where we see the protagonist overcome their last obstacle or they might not be successful and learn something by not getting what they want.

STORY TIME

COMPLIMENT GAME

Write down the compliments you have for each member of your assigned group.

I think you're good at	I think you're good at	I think you're good at
----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------
I think you're good at	I think you're good at	I think you're good at
----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------

Write down all the compliments your group members gave you. Then, read them over and complete the steps below.

1 Put stars next to any skills that come up more than once in the game.

2 Underline skills you agree with.

3 Are there any other things you think you are good at that no one said in the game? Write those down too.

4 Do any of your skills seem similar?

5 Circle your top three skills.

I am good at	I am good at	I am good at
----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------
I am good at	I am good at	I am good at
----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------	----------------------------------- , because -----------------------------------

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STORY TIME

I LOVE WORKSHEET

Take 60 seconds to list all the things you love. They can be people you love, things you enjoy doing, food you love, etc.

I LOVE ...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
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15. _____

16. _____
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28. _____
29. _____
30. _____

STORY TIME

EMOJI QUICK WRITE WORKSHEET

. . . .

Emotions - Create a list of emotions (one per box) below	**Emojis** - Draw an emoji that represents the emotions listed.	**Phrases** - Write down what you say (or might say) when you feel these emotions?

SCREENPLAY FORMAT

This worksheet can help you with the play section of this lesson, and you can also use it to create your own script! Use the lines below to help you build a scene from your favorite movie or create a scene from your imagination!

SLUGLINE: The setting of your scene

INCLUDE EXTERIOR OR INTERIOR, NAME OF THE LOCATION, AND IF IT IS DAY OR NIGHT IN ALL CAPITAL LETTERS.

(_____)

ACTION: Everything the characters are doing and anything the audience will see

_____

_____

_____

DIALOGUE: What the character is saying

This can include a parenthetical: how to perform the dialogue

Character Name: _____

(_____)

(parenthetical)

_____

_____

Character Name: _____

(_____)

(parenthetical)

_____

_____

Character Name: _____

(_____)

(parenthetical)

_____

_____