

National  
Theatre



# STORY SEEKERS

---

**TEACHERS' MISSION GUIDE KS1**

---

[www.ntstoryseekers.com](http://www.ntstoryseekers.com)

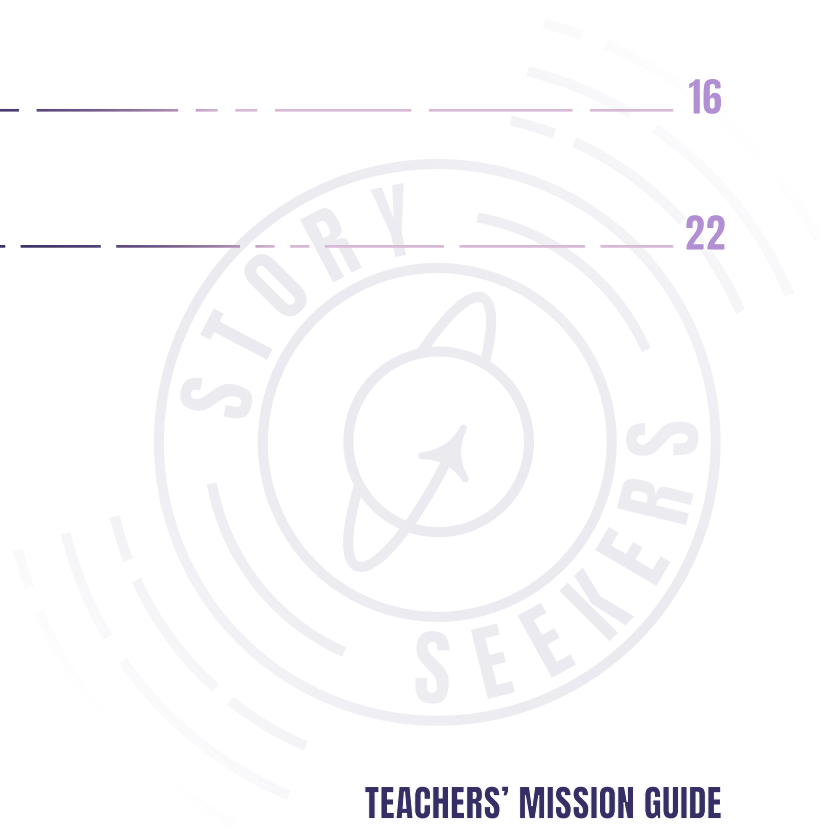
Share your Story Seekers  
progress on Twitter [#storyseekers](https://twitter.com/storyseekers)

Need help? Email us  
[storyseekers@nationaltheatre.org.uk](mailto:storyseekers@nationaltheatre.org.uk)

# CONTENTS

---

<b>WHAT IS STORY SEEKERS?</b>	<b>3</b>
<b>WHAT ARE THE AIMS AND OUTCOMES</b>	<b>3</b>
<b>HOW IS THE PROJECT STRUCTURED?</b>	<b>4</b>
<b>WHAT RESOURCES DO I GET ACCESS TO?</b>	<b>5</b>
<b>BEFORE YOU START</b>	<b>6</b>
<b>PLAN YOUR TIMELINE</b>	<b>9</b>
<b>WATCH AND LEARN</b>	<b>10</b>
<b>SEEK AND SPEAK</b>	<b>11</b>
<b>PERFORM AND SHARE</b>	<b>16</b>
<b>COMPLETION OF THE MISSION</b>	<b>22</b>



# STORY SEEKERS

---

## WHAT IS STORY SEEKERS?

Story Seekers is a free oracy project created by the National Theatre and Unicorn Theatre working in partnership. The project challenges children to find traditional stories from across the globe, that they want to tell so they can fulfil their mission to connect communities through the telling and sharing of stories. Story Seekers is an online

project designed to be delivered by class teachers but with significant support from CPD sessions and a toolkit of written and digital resources by professional storytellers and theatre artists

Story Seekers is ideal for delivering as part of [Artsmark](#).

---

## WHAT ARE THE AIMS AND OUTCOMES?

- To support children's connection with and enjoyment of learning and the school community through a fun and creative learning experience.
  - To support children's well-being.
  - To connect children with their own cultural heritage and that of others in their class.
  - To develop oracy and literacy skills in pupils at key stage 2 in a practical and creative way.
  - To develop teachers' understanding of creative learning practice, storytelling and theatre-making and how they can embed this in their teaching practice
- 

## HOW TO USE STORY SEEKERS RESOURCES?

At its heart, Story Seekers is a collection of useful resources for primary schools. You should feel free to use the resources in whichever way suits you and your pupils. This may be to follow the full Story Seekers programme or to find your own way to use the resources provided to support storytelling in your classroom. On page 5 is a list

of all the available resources with a description of each, and a link to the resource.

**Happy Story Seeking!**

---

## WRITING OUTCOMES

Although this project is first and foremost an oracy project, there are many opportunities for writing outcomes if this is the direction that you wish to go in. As skilled teachers you will be able to see opportunities for writing outcomes throughout the project. However using the oracy exercises as a way into writing will help to enrich the children's use of language and give them lots of ideas for

when they come to put pen to paper. It will also suit a wider range of learning styles.

At the end of the project, why not ask the children to record their learning journey and write up their final stories into a [floor book](#) that can then be a great record of the work they have created and a lovely story anthology to share with other classes.

---

# HOW IS THE PROJECT STRUCTURED?

The full project for KS1 is divided into three easy-to-follow stages which you will guide your pupils through using the Story Seeker Training Programme KS1 scheme of work:

## 1. WATCH AND LEARN

Deliver lessons 1 - 4 from the Story Seeker Training Programme with your class

Children will explore their favourite stories and common archetypes within stories.

Watch the Meet the Story Seekers film and understand the mission they are undertaking.

Explore Nodtime Story, told to them by the Story Seekers looking at:

- Story structure
- Story communication
- Character mapping

## 3. PERFORM AND SHARE

Deliver lesson 10 with your class.

Children will:

- Consider how to share their stories
- Practice sharing their stories
- Create props or costume elements to support their storytelling.
- Share their stories with an audience.

## 2. SEEK AND SPEAK

Do the **Home learning task**

Deliver lessons 5 - 9 from the Story Seeker Training Programme with your class.

Children will look at:

- Mapping their chosen story
- Language in stories
- Use of voice in storytelling
- Use of physicality in storytelling

Once you have completed the project you can order your **FREE** Story Seekers patches for each child in your class and celebrate their official Story Seeker status. This can be done via the link on the [Story Seekers website](#).

# WHAT RESOURCES DO I GET ACCESS TO?

All of the project resources both written and digital are accessible via the [Story Seekers website](#)

## **ntstoryseekers.com**

We recommend that you familiarise yourself with

this site before getting started on the project. The digital resources for pupils are BSL interpreted and have the option of captions.

If you have any problems or questions get in touch: [storyseekers@nationaltheatre.org.uk](mailto:storyseekers@nationaltheatre.org.uk)

## STORY SEEKERS CONSISTS OF THE FOLLOWING RESOURCES:

### Meet the Story Seekers

A digital theatre performance that kicks off the project and sets your class on their mission

### Special broadcast from the Story Seekers

Short congratulatory message to play your class at the end of the project.

### Teachers' Mission Guide

An essential toolkit to guide teachers through project

### Story Seeker Training Programme

A creative literacy scheme of work for teachers to deliver (developed in partnership with CLPE)

### Short films by profesional theatre artists

designed to inspire pupils during the CREATE and FILM/PERFORM AND SHARE stages of the project:

- Using Design to Support Storytelling with designer Delyth Taylor
- Using Puppetry to Support Storytelling with puppeteer Toby Olie
- Top Tips for Performing to Camera with actor Teri-Ann Bobb Baxter.
- Film-making Using Everyday Technology with NT Digital Producer Joey Reid-Dawson

### Story Bank

A digital collection of stories told by professional storytellers from across the globe.

Jan Blake (Africa and the Caribbean)

Peter Chand (India)

Masako Carey (Japan)

Clare Murphy (Ireland)

Heidi Dhalsveen (Norway)

Daniel Morden (Wales)

Lucy Lill (England)

### Story Seekers Riddle Challenge

Four short messages from Story Seeker command each containing a challenging riddle for your class. Use these throughout the project as a fun challenge for the children.

# BEFORE YOU START

---

This project is an opportunity to celebrate and share stories – stories that might have existed for hundreds of years, that have been passed down from generation to generation, that have been told and retold for centuries purely as an oral tradition, reshaped by each successive teller of the tale. Before there was writing, there were stories and storytellers. Their myths, fables and stories have crossed borders and seas, and have been the carriers of culture, values and wisdom.

For the purposes of this project children should be guided towards seeking and sharing traditional stories which have been passed down through oral tradition as opposed to modern stories or films they may have seen eg. *Star Wars*, *Marvel* or *Harry Potter* etc.

---

## CREATE A ‘STORY ZONE’

As part of your classroom provision, it would be useful to gather together traditional tales, myths, legends and fairy tales to add to the class bookshelf. [Here is a good book list of traditional tales and other story sources](#). This can also be downloaded from the SEEK AND SPEAK section of the Story Seeker website. These can be borrowed by the children to be read and enjoyed independently or collaboratively. They should also be a regular part of the read aloud opportunities in the classroom, giving all children access to the incredibly broad and rich tapestry of stories that are available. A wide-ranging and varied access to stories will enrich their reading experiences and support them in developing a greater awareness of the variety of stories that have stood the test of time and continue to be enjoyed today. They will become increasingly confident in drawing out the similarities and differences, the multitude of intertextual connections and archetypes that can

be found within and across the tales. You could timetable a slot each day in which a story can be read to the children. As the project progresses, children may want to bring in books from home, either for the class teacher to read aloud, or for the children to share with the class themselves.

As these traditional stories are rooted in the oral tradition, it will also be beneficial for children to experience and access stories through storytelling as well as reading. The class teacher, other adults in the school or members of the wider school community could be invited to tell stories to the class. You might be able to arrange for a visit from a professional storyteller or you can access both the Story Bank (via the Story Seekers website) or look for recordings of other storytellers online. YouTube is a good resource for this.

---

## ASC/SEND

Throughout this mission guide and the Story Seeker Training Programme we have included adaptations, ideas and thoughts to make Story Seekers as accessible as possible. We have concentrated on ASC, but the adaptations will cover a broad range of needs that could be used within the SEND setting.

We have provided the SEND ideas alongside the main mission guide (in this colour) so you can integrate these adaptations with Neurotypical

students to help the project include all. In fact, a lot of these adaptations and thoughts will be suitable across Neurotypical as well as Neurodiverse learners.

There isn't a one-size-fits-all lesson plan to cover the whole range of SEND but hopefully this will help you with some tried and tested exercises and creative ways to spark your own ideas on making it accessible for your individual learner.

## CREATE A WORKING WALL

It would be very helpful to allocate and prepare a space on the working wall to capture children's observations, reflections and insights as they work through their Story Seeker training. This will itself become an extremely useful resource for the children as they progress through the project.

It may be useful to add a visual timeline from the year we are living in to 2121, the year the Story Seekers have come from. This will help with understanding and provide a visual reference to refer back to as you work your way through.

---

## SEND A LETTER HOME

It would also be helpful to send home a letter at the start of this project explaining what the children will be doing and that we need their family's help and support. Ask them to think about stories that they were told as a child. You might share some of the resources from this pack with parents so that they can be telling, reading and listening to stories together as a complement to this work, making it a project for the whole community. Explain in this initial letter, that you will let them know when they need to share their favourite story.

It's always good to remind parents or carers that they could email or even WhatsApp a recorded version to you. This is an excellent way to gather those stories from parents, grandparents and their wider community.

---

## WATCH THE MEET THE STORY SEEKERS FILM

We recommend that you take time to watch the Meet the Story Seekers film (17 minutes duration) before watching it with your class. Much of the Story Seekers Training programme relates to this film so it will help quite significantly with your preparation and planning.

---

## FAMILIARISE YOURSELF WITH THE WEBSITE

The Story Seekers website contains everything that you need to deliver the project with your class. There is one section of the website for each stage of the project so you should easily be able to find the resources that you need. Each of the resources can be viewed on YouTube, Vimeo or downloaded as a PDF via the buttons on each page. It is a good idea to familiarise yourself with the layout of the website before you begin to deliver the project with your class.

---

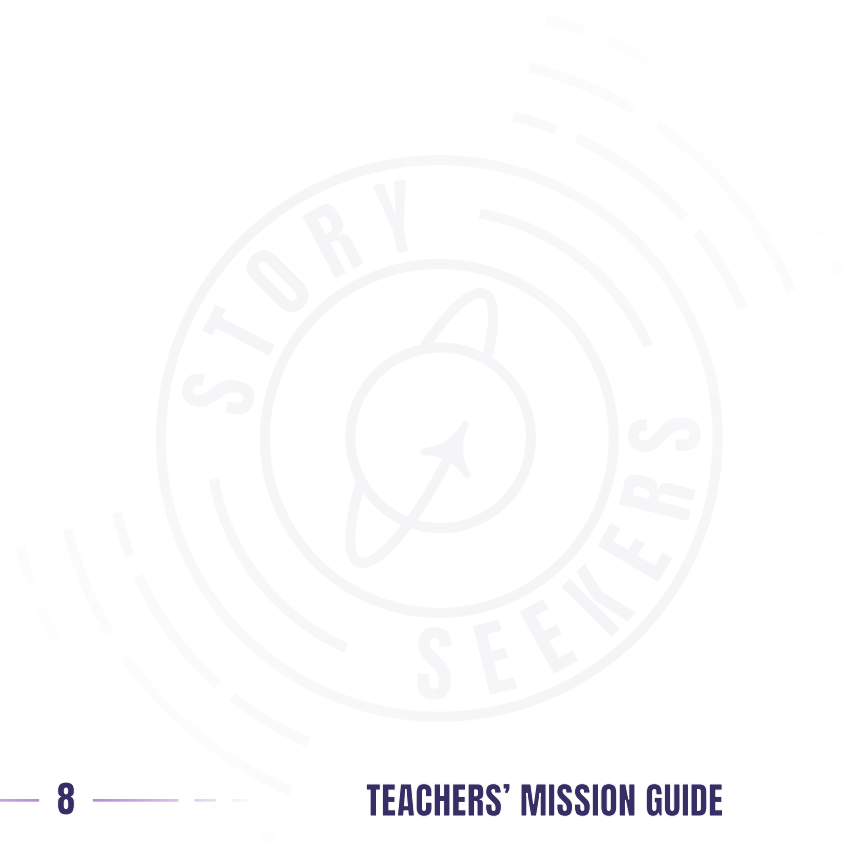
## STORY PROPS

Gather together any props that you may have as these will be useful to signify characters. If your children react well to sensory props then these can be great for exploring settings and environment as well as character and emotion.

---

## MARK OUT THE SPACE

If possible, create your Story Seekers space by marking out a clear story circle using masking tape. This gives the pupils a clear, defined space with marked out boundaries that your children will know is for the project and help with space management. It doesn't have to be a circle, it could, for example, be in the shape of the Story Seekers' spaceship, perfect to share back those stories.





# PLAN YOUR TIMELINE

Story Seekers is designed to fit into a period of approximately six weeks or roughly half a term. This will slightly differ in the Spring term as the second half of term is so short.

Some schools will have the freedom to spend as long as they choose on the project each week and some may be a lot more restricted than that. Before you start, take some time to plan how you will fit the project into the time you have available.

Think about how many hours a week you will be able to realistically dedicate to the project. You will need to dedicate a little more time per week as the project progresses. Below is a suggested example of how you could timetable the project:

Week One & Week Two	<b>WATCH AND LEARN</b>	Lessons 1 - 4	4 - 5 hours
Week Three & Week Four	<b>SEEK AND SPEAK</b>	Lessons 5 - 9	5 - 6 hours
Week Five & Week Six	<b>PERFORM AND SHARE</b>	Lesson 10	5 - 6 hours

## ▶ IMPORTANT NOTE:

The timings above are only an example of how you might deliver the project across half a term. The amount of time that you need to dedicate to each stage of the project will vary according to the specific age and ability of your class.

# WATCH AND LEARN

---

In the first stage of the project, you will deliver lessons 1 - 4 of the Story Seeker Training Programme with your class. It will prepare the class for their mission, developing the essential skills and understanding that they need in order to become fully fledged Story Seekers. It incorporates the filmed theatre performance **Meet the Story Seekers** which introduces the Story Seekers to the children and sets them on their mission.

The Story Seeker Training Programme is designed to be delivered by teachers at all stage of teaching experience and with varying levels of experience of working with drama and creative experiential learning. Therefore, the activities are described are quite detailed.

Each lesson should take approximately one hour to deliver so it can fit into a literacy lesson or can be extended to a two-hour session depending on the time that you have. There are suggested optional extension activities (Why not?) that you can choose from depending on the amount of time that you are able to give to the project.

Some exercises that benefit from more space for the children to move and interact could be delivered in the school hall. However, if that larger space is unavailable, then all the objectives and outcomes of the project can be met within the classroom. In some cases, it may be necessary to push the tables and chairs to the side of the room.

The importance of establishing your space can be really helpful particularly if working with ASC pupils. To have clear, defined parameters can really help with the success of your project for these reasons:

- It can help with managing behaviours and movement in your space by allowing them a clear visual mark of where to go for each exercise.
- It means that you can move the space to a different area if your pupils find transitioning challenging.
- If you are working towards a sharing or filming of your stories, it will mean you can set positions up from the beginning and make the performance element less unexpected.
- Learning where the audience is and which way to face which can be challenging if your pupils have dyspraxia.

# SEEK AND SPEAK

During this stage of the project you will deliver lessons 5 - 9 with your class. They will use their new found Story Seeker skills and understanding of stories to find and explore the story or stories that they want to tell for their performance or film.

In this section you will explore:

- Places to **FIND** stories?
- How to **SHOW** and **TELL** what has been found
- How to **DECIDE** which story/stories get chosen?

- How to use their **VOICE** most effectively to communicate their stories?
- How to use their **PHYSICALITY** to enhance their stories.

By the end of this section your class will have found and heard many stories and selected the story (or stories) they want to take forward, with a clear direction for what you will be making.

## FIND

Stories are everywhere. The **Story Sources list** (downloadable from the **SEEK AND SPEAK** section of the website) provides a range of ideas for places to find a diverse range of stories. Think of this as a

starter list to help you and your children discover the stories you like, explore new ones and expand their literacy. You can come back these resources time and time again.

As your class begin to find stories you can put them together to build your own class anthology. Spend some time thinking about the best way for you to do this. Find the easiest way for you to capture them and keep a record of all the incredible stories your children discover. Here are some suggestions:

- **Six-part story** – Use the six-part story method from the training programme and ask each child to complete a [six-part story template](#) for the stories they find. These can easily be compiled in a floor book or scrap book. You will soon have your own class book filled with new stories.
- **Storyboard** – Similar to the six-part story, but you don't have to follow the exact same method. Instead let the children create a series of pictures to capture the key moments in their story. You could ask them to add key words or a sentence to each of the images as a way of guiding them when they come back to the stories and try to tell them in their own words. When everyone has completed their storyboard, you can compile them to create a class storybook.

- **Audio recordings** – If they are collecting verbal stories, then ask the children to record the person as they tell their story. (They may need the help of parents/carers for this). An audio recording can be created simply as a voice memo on a phone. You will then have an archive of stories told by many tellers. Why not set up a story booth in the corner of your classroom or school library? It can be as straightforward as an iPad with headphones for children to sit and listen to all the stories their classmates have found.
- **Washing line** – As the children find stories you can ask them to draw or write them down very simply on an A4 sheet or postcard. These can be attached to a washing line in your classroom. As more stories get added they will see their story bank grow. You could even arrange the washing line like branches of tree stretching from one corner of the room, creating your class Story Tree.

## SHOW AND TELL

It is important that every child who finds a story has the space to tell the story that they have found. It is also good for you to hear all the stories that have been gathered so you can select which one(s) you will take forward.

At this stage it should be a simple retelling of the events of the story. You could incorporate this into your regular story time at the beginning or end of the day. A story circle like this, hearing a few each time, should build excitement amongst the class and encourage children to find more stories.

Hearing all the stories in this way may take some time, which may be difficult. So here are some other options you could consider:

### Groups

In table groups get each person to tell the other members of their table the story they have found. Having heard every person's story they then, as a table group, can select just one to tell the whole class. These are then the stories that are taken forward. You will then as a whole class hear just five or six stories

Share your Story Seekers progress on Twitter [#storyseekers](#) Need help? Email us [storyseekers@nationaltheatre.org.uk](mailto:storyseekers@nationaltheatre.org.uk)

### Tableaux

Having heard every story on their table, you can ask them to create three images as tableaux for each person's story – one for the beginning, middle and end of the story. These are shared with the whole class, distilling everyone's story into three images. You can then choose which ones you want to hear in full.

## DECIDE

It is for you to set the direction – only you know how best to manage the time and energies of your class. When it comes to deciding which story or stories to choose, you can base this on what you think will work. However, you might also like to include the children in the decision making. Here are some suggestions of ways to do this:

### Secret vote

Have a recap of all the stories found, referring to your class story anthology. Then ask the children 'Which story most excites you?' or 'Which story would you most love to bring to life?'. Each child can write down the first story that comes to mind. Make clear whether you are allowing them to choose the story they found or not.

### Process of elimination

Ask the children to select their top three stories. You could ask them:

Which stories do you think would be the best to show to an audience?

Which stories are the most entertaining?

Which stories contain the most important message that we want to share?

During their selection process some stories will naturally be eliminated. Keep going with this process as the stories are whittled down to the last few. You can then either give the children the power to choose or you have the chance to make the ultimate decision, based on what you know will work best.

### **Pitch**

Ask tables groups to decide together on the story they found most enjoyable. They should come up with all the reasons why that story should be selected. Does it have great characters or strong plot? Does it make people laugh or have a good message? Ask the groups to pitch their favourite story to the rest of the class and you.

### **Combination of stories**

If you decide to use multiple stories for the final performance, you might wish to think about what links the final selection.

You could consider:

What connects all the stories?

Are they all connected to a bigger theme?

Are all the stories similar or is there a range and breadth?

This could be length, style, location, mood, message or topic.

What does an audience experience when they see and hear all those stories combined?

Have you selected stories from multiple voices in your class?

Make sure to include stories from people who don't always get chosen.

## **VOICE**

The children will have great fun exploring what their voices can do in this part of the project. All performers will warm up their voices before a performance. You can use one or two of the exercises here to help to prepare the children for all the sessions where they will work on or practice their stories from now on.

## **PHYSICALITY**

The other most important tool for a storyteller is their body which is of utmost importance when communicating a story to an audience. It is important to warm up our bodies before a rehearsal or performance too. Again, you can use some of the physical warm ups before a rehearsal or performance. The children will quickly discover which ones are their favourite. You could ask one of the class to lead the warm up once they are familiar with the exercises.

Spend as much time as you can allowing the children to watch stories from the Story Bank so that they can see the full range of ways that professional storytellers use their voice and body. Which techniques might they like to use in their own performance?

---

## DIVIDE

By the end of the SEEK AND SPEAK section should have selected the story or stories that you wish to use in your performance. If you haven't done so already then you will need to decide at this point how you are going to divide the telling of your chosen stories between the children in your class. This will be based entirely on your knowledge of your class and the time that you have available. There are many ways to do this. In the interests of time, we recommend allocating a certain section of the story to each class/group member. This will give every child a short section to make their own and work on in detail.

---

## OWN WORDS

The oral storytelling tradition relies almost entirely on the retelling of stories using a combination of memory and imagination. Each story is given its stamp by the person telling it. It is shaped and reshaped based on the imagination and improvisation skills of the particular storyteller every time it is told. This results in a slightly different retelling each time. Children are natural storytellers given the right environment. This, coupled with their Story Seeker training and the choices you make with them about which stories to tell and how to tell them – individually, in small groups, in pairs etc – should help them to feel confident.

If you feel that your class or some children in the class, will be best supported in this process by writing some of the elements of the story down to develop ideas initially then you should feel free to do this. However, what we want to avoid is children reading something they have written from a piece of paper during their performance.

### ► WHY NOT?

If you wish to include writing in the project then why not ask them to write their stories down once they have performed them. Use the oral storytelling approach to engage their imagination and as a springboard into writing rather than the other way round. You could create a class story book of all of the stories gathered that could be put on display at the entrance to school or perhaps sent to parents and other members of the school community.

Think about how they could use some of the following exercises, some of which they will already be familiar with, to use as prompts for the telling of their story rather than creating a fixed script to follow:

- **Painting Pictures and Active Listening**  
(Lesson 7 Activity 3) – This exercise can be used to flesh out the way the children tell their stories, adding detail that will really help to create pictures in the imagination of their listeners.
- **Group Story Whoosh**  
(Lesson 3 exercise 1) – This will help each group to be reminded of the narrative arc of the whole story that they will record.
- **On the Line**  
(Lesson 3 exercise 2) – You could use this exercise to create a series of pictures on a washing line to use as a prompt for the telling of each part of the story.
- **Six-part Story method/Story boards**  
(Lesson 3 Exercise 3) – If you have split the telling of the chosen stories between small groups of children it can be extremely helpful to adapt the six-part story method exercise and get them to break down their part of the story into a series of detailed pictures. You could get them to write key words relating to the senses around the edge of the picture of each moment in their part of the story to remind them to include these in their telling
- **Props as Mnemonics** –  
Think about how you could use a series of objects which relate to the story as prompts for each section of the story.
- **Working wall** –  
Ask the children to return to the lists they made on the working wall during lessons five and six of their training. How can they apply these vocal and physical techniques to the telling of their chosen stories?
- **Playback** –  
Ask children to record themselves telling their part of the story (using Voice Recorder or similar audio-recording apps). Encourage them to listen back to their own story, deciding if the way they are telling the story is painting the pictures they intend in the imagination of the listener. How could they improve their telling of the story by adding more detail to the language or using tempo, pitch, tone or volume at key points?  
  
You could also ask the children to film each other so that they are better able to critique their own and others work by making suggestions for improvement using their story seeker knowledge.  
  
Alternatively, you could ask different groups to listen to each other and get them to make suggestions for how the telling of the story could be communicated more clearly or effectively.

# PERFORM AND SHARE

---

Once the children are feeling confident in being able to tell their stories it is then time to think about how they want to present their stories in their performances. This stage of the project asks them to think about how they might create things which will support their storytelling and make it visually more exciting such as backdrops, props and costume elements.

The stage of the project is supported by short films by theatre artists to give both you and the children lots of different ideas for this.

In this section you will explore:

- How **DESIGN** elements can bring your story to life
- How to add **MUSIC** and **SOUND** to your story
- What other **CREATIVE DECISIONS** can help your class tell this story together
- Ways you can **PRACTISE** your story?

By the end of this section your class will have at least one story ready to perform.

---

## DESIGN ELEMENTS

It's time to get creative with how you can add to your story in a visual way. Here are some short videos that will give you ideas on how you could incorporate:

- [Using design to support storytelling](#)
- [Using puppetry to support storytelling](#)

These should spark ideas about how you can add different colours, approaches and materials to bring your story to life. Remember: you don't need a huge budget to achieve some brilliant and creative effects.

### ▶ TEACHERS' NOTE

---

If there are any safeguarding concerns, particularly if you are filming your performances, you could choose to tell the whole story using puppetry.

---



## MUSIC AND SOUND

So far we have been exploring how you can add to your story in a visual way. Here are some ideas on how you could incorporate sound and music:

- **Atmospheric sounds** – Could different groups of children add sound effects? You can explore body percussion (making sounds with your body i.e. clapping, stomping feet, clicking fingers, or patting different parts of the body) vocal sounds. Experiment with creating soundscapes at various points in the story. Recorded sound effects could also be used to create an atmosphere, if you are short of time.
- **Underscoring** – Could the telling of the story be supported by playing a piece of music underneath? Music can help with the energy, pace and mood. What track would work in harmony with the story and amplify the storytelling for the audience?

---

## CREATIVE DECISIONS

There isn't just one way to make your performances. It's really up to you to decide how to you see the final products. Let your imagination run wild. If there were no limits what would you do?

Here are some other elements you might want to consider when deciding how you present the story:

- **Straight to camera** - If you are filming your stories, you may want to keep it simple and have the children taking a small section of the story each, speaking directly to the camera in a similar style to the stories in the Story Bank.
- **Chorus** – Small groups of children could speak or move together to create a chorus. Could you give the chorus a collective character? For example, they could all be the neighbours in the village, peering out from behind curtains, retelling the story from the windows of their houses of an unfortunate person in their village. Once you give the chorus a persona it can help you make design and text decisions. Do the neighbours all repeat certain phrases, for example, or echo certain lines?
- **Characters and narrators** – Who are the characters in the story and how can they be brought to life? You could choose some children to be the storytellers who narrate the story and some children to become the characters and act out the story, miming the action. This option works really well for those children who enjoy movement but not speaking, and for those children who really enjoy acting.
- **Physicality** – How can you get the whole class to use their bodies to tell the story in different ways? You could ask them to become things in the setting, like a forest, a house, a fireplace, a storm or a ship. They could do this individually, as small groups or as a whole class. You can vary the size of the groups depending on how important that element is for the story. They can also work in groups to create a character in the story. Magical creatures and animals work well when created in this way. For example, the whole class can make a living statue of fire-breathing dragon. Get everyone to move and breathe together as one.

There are so many other creative directions to take. You could choose to use stop animation, or shadow puppetry or create table-top worlds. The possibilities are endless. Remember, you can choose different styles for different scenes in the story. Have as much fun as possible being inventive with your story-making.

Remember, you can include the children in the decision-making process. An ideal creative process is one where the children are able to contribute ideas and solutions. Here are some tips to help:

- Let them know from the very beginning of the process their ideas are welcome. It is a team effort, ideas will come from anyone, as members of the company they are actively invited to share their thoughts.
- You may want to choose how and when they share ideas. Are you happy for them to share at any point in a rehearsal, or will you give specific time and space for this during the process? You can decide the way they contribute so that it suits your process.
- You may wish to invite a range of ideas about one specific moment. For example, 'How do you think we could show the woman floating up to fairyland?' Then everyone has space to contribute lots of ideas. You can select the one that you think will work best, explaining the reasoning for that decision to the class.
- Are there children in the class who would like to take a leadership role in one area such as design, sound or choreography? In this way you could give some children responsibility to make decisions for specific parts of the story.
- A nice way to keep them engaged throughout the process is 'Digging for Gold' at the end of every rehearsal. Ask the children for their observations of that rehearsal session – what have they noticed? What parts are they happy with? What is feeling hard? What else could we do? How could we improve the story?

---

## REHEARSING

Now you have the story and how you will bring it to life all you have left is to practise!

The main thing to keep in mind is do not over-rehearse. You want to keep it fresh and still exciting for the children. You should avoid repeating it over and over again until it becomes a chore or the children are just speaking by rote. Instead, each time you rehearse make clear what is the specific purpose of that rehearsal. Explain that to the children so they know what the purpose is each time. The purpose could be to get it roughly up on its feet; or to run through the telling of the story; or to work on the movement or physicality; or to build on the emotion and feeling; or even just to build confidence, to help them be loud and clear. Do not try doing all these things at once, all of the time. Build it slowly and in layers. For example, if the purpose of one run-through is to rehearse the movement, you don't have to worry if they aren't loud enough. You can let that go until they have mastered the movement. You should find that by the end they are able to put it all together without it feeling old and tired.

## FILMING YOUR PERFORMANCE

If you choose to film your performance, a camera on a smart phone or tablet is more than adequate. You will need to make sure that you have sufficient memory on your device to capture the stories. Try to involve the pupils as much as possible in the filming of the stories. The following short films will help you with the filming:

- [Top Tips for Performing to Camera](#)
- [Film-making Using Everyday Technology](#)

## CREATING A SPACE FOR FILMING

If you are filming your stories, it is a good idea to use a quiet space so that you are able to capture the voices of your story-tellers rather than those of other children in the class or those passing by. This can be the classroom when the rest of the class is otherwise occupied or in a different space. You may have created a storytelling backdrop during the **CREATE** stage that everyone will use,

or each group may have created a different background for their story or part of the story. You will need to build in time for each group to set up their performance space. Alternatively, you could allocate a different area of the classroom to each group so that they can set up their performance space in advance and all you will need to do is to move the camera.

## EDITING SOFTWARE

We advise that in thinking about how you will approach the filming you try to keep the amount of editing to a minimum in order to save you time.

Here are a few free or low-cost, user-friendly editing software options that you could try if you don't currently have access to this kind of editing software:

- [RUSH](#) (Adobe software) – Works well on mobile and desktop  
About £10 a month.
- [iMovie](#)
- [Lightworks](#)
- [Hitfilm Express](#)
- [Shotcut](#)



## STORING AND SHARING LARGE MEDIA FILES

If you have chosen to film your performances then you may be creating several large media files during this stage of the project. This may cause you problems with storage and also when it comes to the sharing of your films. Here is a list of suggestions for ways that you could store the files that you create. Where possible, it is best to share the files via a link so that people can only view rather than download the films.

---

## MEMORY SOFTWARE

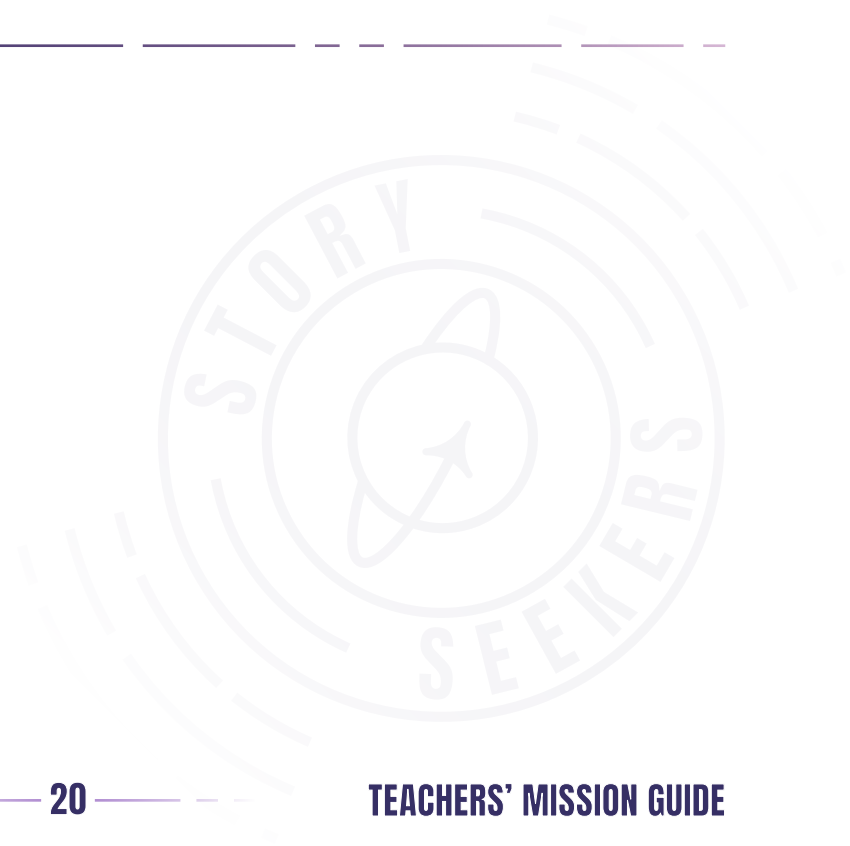
- [OneDrive](#)
  - [Google Drive](#)
  - [DropBox](#)
  - External Hard Drive
- 

## WAYS TO SHARE

- [Seesaw](#)
  - [Padlet](#)
  - [Unlisted You Tube Links](#)
  - [Vimeo](#)
  - [Google Classroom](#)
- 

## WAYS TO SHARE

- Under 2GB - [WeTransfer](#)
  - Above 2GB - [AirBridge](#)
- 



## SHARING YOUR PERFORMANCES

The final challenge of the project whether you are performing or filming your stories, is to share your performance with as many people as possible.

If you are creating a live performance then get your class to brainstorm all the people that they could invite. They could even design their own invitations.

Obviously, you will need to consider the safeguarding aspects around the sharing of the work that you have created if it is filmed. Please make sure that any way you decide to share the stories complies with your school safeguarding policy and that you obtain the appropriate permissions from parents before filming or sharing the children's work.

You may wish to consider the following questions with your class:

How can we share our storytelling performances as widely as possible with our school community?

How can we share our performances with as many members of our family as possible?

How can we share our performances with other schools?

Do we have a school Twitter account where some of the work can be shared?  
Is there any other way that we can safely share our work on social media or other platforms?

Is there a local radio station which might broadcast an audio version of one of the stories?

---

# COMPLETION OF THE MISSION

---

Once you have completed your Story Seeker mission, you can request your FREE story seeker badges for each member of your class. This can be done via the link on the [Story Seekers website](#). You can then present them to each of your fully fledged Story Seekers and play them the [final message from Story Seeker Command](#) congratulating them on the completion of their mission.

---

***WELL DONE STORY SEEKERS!  
THE FUTURE IS SAFE THANKS TO YOU.***

