



# Preparing for the Storyteller

## A Guide for Project Directors & Storyteller Hosts

Preparing for my arrival is quite simple, but a little advance attention to detail can make for a much better experience for everyone. The following list includes items that previous hosts have asked about or areas where past experience has led to some suggestions.

### Initial Arrangements

- Contract AND/OR Letter of Agreement: The Contract or Letter of Agreement should confirm such details as date, time, place, and cost. Read this document carefully and clear up any misunderstanding immediately.
- Schedule: When the schedule was arranged, multiple-program and all-day visits included time for breaks. Please be sure that the schedule for the day honors this request.
- Arrival: I will plan to arrive early to view the setting and to warm up for the presentation. Try not to schedule interviews and photo sessions immediately prior to the time of a performance. If that would be the only time available, please let me know in advance.

### Publicity

Information provided in the portfolio should assist with the following methods of publicity.

- Within the school: To assist in building interest and enthusiasm for the day's program, some schools use posters, newsletter articles, or even special displays.
- Parents and community: Newsletters to parents or posters in the area are often used by those wishing to include other constituents of the school in the program.
- Newspapers and Television: If it is appropriate to your setting, informing the local press of the program can often help with promoting awareness of school activities. You may use the press release provided (and a photo if requested.)

### Preparing the Teachers

- Provide advance notice of the program to all teachers who will have students present. Surprised faculty are never as appreciative of the presentation.
- [ELEMENTARY SCHOOLS - At least one week in advance, distribute the Teacher Guide included in the portfolio to all participating teachers.]

### Setting Up

- Seating
  - The best setting is one in which there is the least amount of distance between teller and audience.
  - If possible, the teller should be on the same level as the listeners, rather than on a stage.
  - Try to arrange the room so that people needing to enter or leave during a story will do so behind the listeners rather than behind the teller.
  - If available, a stool or chair will be on the only equipment needed by the teller.
- P.A.: If your setting requires amplification, a wireless microphone is preferred. If you do not have one available, I can bring a wireless microphone of my own. This does not include an amplifier or speakers, merely a microphone to plug into your system.
- Other distractions: Be aware of other activities scheduled at the same time as the storytelling. Try to avoid having a music class, a P.E. class or lunchroom cleanup occurring on the other side of a very thin wall.

### During the presentation

- Sample introductions are provided if you choose to use one. At least a very brief introduction should be given to put the students "on task."
- Remember that it is your responsibility to prevent any videotaping or audiotaping during the storytelling. You are welcome to take photographs for archives or publicity purposes, but please speak with me in advance about the best arrangements for taking such pictures.
- While I will watch the time, if a question/answer period is provided after the stories, feel free to interrupt the questions when time is almost expired by suggesting that there be "One more question."

