

## Moving Stories™ Method Template (Schools)

### **Story Title**

Author Name

#### **Story Theme:**

#### **Background:**

#### The Space and Relationship

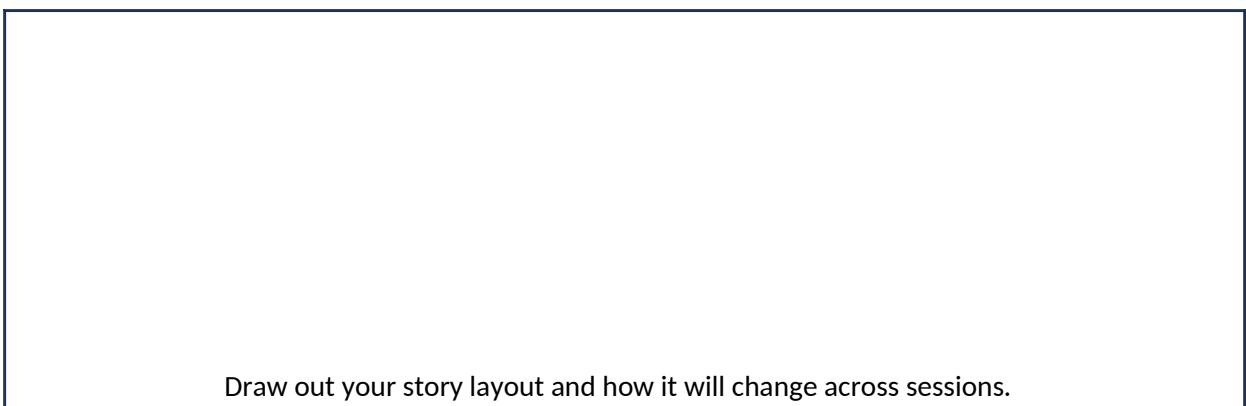
- When might this story be used?
- Using the story with a group, family or individual
- Developmental considerations across the developmental lifespan
- Cultural considerations
- Phase of relationship (beginning, middle or end):

#### **Step 1: Select, Make and Practice the Story**

The Moving Stories Kit (what goes in the kit, including ideas of how to make/buy the objects)

Special Effects (e.g. lighting, colored sands, scarves for wind, salt shaker of water or white sand for “snow”, sponge for a rain cloud).

The Sandtray Sequence (how you will set-up the sandtray and move things during the story. This can be done with drawings or pictures.



Draw out your story layout and how it will change across sessions.

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## Step 2: Present The Story

**Ways to Involve the Audience in the Telling** (Include them in how to set-up the tray, invite to guess what is in the box, helping with sound effects)

**Opening Ritual/Introduction:** (Playfully connecting with the listener(s) and playfully making clear the expectations. For example, using a puppet to explain ways to listen, or beginning the story after listening to a rainstick).

**Closing Ritual:** Marking the end of the story with a phrase/movement. For example, say, "And that is the end of my story as you move your hand above the sandtray". Pause. Then ask the "Wondering Questions".

ACTIONS	NARRATIVE
What you will do in the sandtray.	What you will say.

## Step 3: Reflection Questions that begin with "I wonder"...

For example: I wonder what you liked. I wonder what you didn't like. I wonder where you are in the story. I wonder what part of the story you would change.

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## Step 4: Creative Response

Provide ideas of how the listener(s) might deepen their reflection on the themes in the story that touched them. It might be a specific prompt related to the story, or something more broad (e.g. what was important to you? Or simply, "It's your turn to play").

Think about the range of creative responses you might want to encourage—it might be a walk in nature, a sandtray story, painting, clay. There might be music playing in the background as people work.

## Step 5: Share

Think about the ways that you want sharing to occur. This may be different for individuals, groups, families and classrooms. For instance, with individuals, the "sharing" may simply be playing together in an attentive way.

Or for groups, the sharing may be collaborative such as a group sandtray. Sharing may also occur in pairs or small groups.

How will you make sharing safe? What guidance will you provide around feedback or the option to not share?

## Step 6: Document

Documentation provides a record of the creative response time. It might be a picture of a sandtray, or writing down the story someone tells in the sandtray and making a book of these stories. It might be a painting, poem, or picture of a group sandtray. How do you see your story being documented?

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## **Step 7: Homework/Application**

How will you help the experience of the story extend into the rest of life? For instance, you might send a letter to parents with a parent-child activity. Or encourage a teacher to support a particular skills.

## **Step 8: Gift/Closing**

The whole experience can be remembered through the sharing of a “gift” or symbol that represents an aspect of the story. Sharing the “gift” can be part of a closing ritual. What kind of closing experience do you suggest with your story?

## **Step 9: Storyteller Planning/Reflections:**

Finally, what did you learn from your experience with this listener and story? How did you feel throughout the process? What did you feel good about? What would you do differently? How did the story and experience affect you? Or change? What surprised you? What was hard? How safe was it? Were there opportunities for repair? What is next?