

## Ideas for Extending Advanced *Pitch-A-Story!* into the Classroom

1. Ask your students to write a one-page report on one of the genres represented around the perimeter of the spinner. Here are some links your students may find helpful:  
<http://www.genreflecting.com/Genres.html>  
<http://www.filmsite.org/genres.html>  
<http://www.createyourscreenplay.com/genres.html>  
[http://www.floridasmart.com/subjects/langarts\\_lit\\_genres.htm](http://www.floridasmart.com/subjects/langarts_lit_genres.htm)
2. Identify popular movies, television shows, and books and ask group members to identify what genre they represent. You'll discover that often any work of literature or film may have more than one genre woven into its fabric.
3. After students have researched a particular genre, ask them to find a sample story, novel, film, or stage play that fits that genre. Have them do a report on that piece and come prepared to tell fellow students about the work and why it fits that genre
4. Pre-select one card from each of the decks in *Pitch-A-Story!* Then, break the group up into 10 teams and give them 10 minutes to develop their best story in one of the 10 genres represented on the spinner, then tell the story to the group without letting the group know what the genre is. Ask the group to then vote on what genre they believe it is and tell why.
5. Now, it's time to play Advanced *Pitch-A-Story!*
6. **Point of View** Every story, whether it's a short piece of fiction, a novel, a stage play, or a feature length movie, is told through from the viewpoint of someone. This point of view is crucial to how a story is constructed and told, and affects how we, the readers, listeners, or viewers, see and understand the people, events, and details of a story. The most prevalent points of view that you'll find in stories that are told, written, or produced for stage, screen, or TV are Third Person and First Person.

**Third Person Point of View** usually involves someone who is a non-participant, living outside the world of action that is occurring in the story. As such, the narrator is a neutral bystander whose job it is to comment on what is occurring, revealing to us what the characters are thinking, feeling, and most importantly, doing. Usually, the third person point of view reveals to us the thoughts and feelings of one particular character. A variant of this is the **Omniscient Point of View** in which the narrator knows everything all of the characters are feeling and thinking, and reveals those to us, the audience.

**First Person Point of View** reveals the story to us through the eyes and perspective of one individual who is participating in the action of the story. There is nothing objective about this person's viewpoint. The story is colored and biased by this person's feelings, judgments, and prejudices. As such, this point of view may reveal the "truth" of this character's life and dilemmas, but can hardly be trusted to reveal to us the "truth" of other characters, their feelings, and their thoughts. Most often, this point of view provides a distorted point of view.

**Objective Point of View** is akin to Third Person, but is much more limited in that the storyteller simply recounts what happened, what was said, who did what to whom, etc., without revealing characters' thoughts and feelings. It simply reveals the story through the world of doing and speaking.

**Bring in examples of literature and film that exemplify each of the points of view explained above.**

**Task 1:** Ask students to find a piece of literature or media that fits a particular point of view. Have them prepare a report that describes how the author or director used that point of view to tell the story.

**Task 2:** Now, ask participants to invent and tell a story using one of the above points of view. Afterwards, ask them to retell the story from a different point of view.

**Task 3:** Play Pitch-A-Story! and set as a guideline that all stories must be told from a particular point of view.

- 7. Timeframe** All stories take place in a time continuum. Most often, stories are about things that happened in the past, or about things that are occurring in the present, real time. On occasion, characters will project themselves into the future, imagining what will occur even though it hasn't yet happened. These three perspectives will impact how a story is told. Whether or not it's being told from the first or third person retrospectively, starting out in the present, and involving a "looking back in time." Or, stories can start in the present and progress forward in time, much the way life unfolds for us.

**Task 1:** Ask students to find examples of each method of telling a story, and present that to the group, explaining how the author or director used time to tell the story.

**Task 2:** Have students play a round of *Pitch-A-Story!* and tell all their stories retrospectively. Then, have them play a round and tell all their stories as though they are occurring as they speak. Then, have them discuss which method was most effective.

- 8.** Develop a list of authors, movie directors, cartoonists, other creative storytellers. Have teams select one and research his/her work and life. Suggest that teams report their findings to the group by playing the part of the person and his/her family or associates. Have them share with the audience the person's feelings and thoughts about creating stories, as well as life facts.
- 9.** Invite guests from the community to share with players the roles that storytelling, writing and reviewing play in their work and community life. Ask them to tell how they determine the story and how it should be told. Novelists, journalists, museum staff, creative writing teachers, video producers, interior designers and display artists are but a few of the many work roles that involve storytelling.
- 10.** Have players keep journal logs of these presentations to compare and synthesize their findings. When the series of guest speakers is concluded, ask players to do an analysis of their own interests and talents regarding these career roles. Ask players to create a journal entry assessing their own skills in storytelling, and identify one skill they will seek to improve.