

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE:

Leeny Del Seamonds: Kudos for Courage and Kindness!

Grade levels: K-12

Kudos for Courage and Kindness! relates stories through voice, movement and gestures, bringing to life the written word. The stories stimulate the imagination through vivid word pictures and physical expression, without the aid of electronic media. Both Leeny Del Seamonds and listeners find a reflection of themselves in the stories, as they identify with the story characters' emotions, values, challenges and triumphs. Through the stories, students are transported to foreign places and into multicultural situations which foster understanding and appreciation of human and cultural diversity.

LEARNING GOALS:

1. To engage in and learn about the storytelling process
2. To explore telling stories
3. To gain factual information and a greater understanding of cultural diversity through the stories

PRE-ACTIVITY SUMMARY: *Sharpening Listening Skills*

Address questions about stories. Stories can hone listening skills. What sounds do students hear on a regular basis? Students close their eyes and count up to ten sounds they hear in the classroom and outside. Make a list of the sounds everyone heard. What types of sounds were these? Have them describe the sounds in detail.

POST-ACTIVITY SUMMARY: *Improvisation/Pantomime*

Students physically act out descriptions that the teacher reads without talking. The activity is repeated with dialogue. What are the different ways they can establish characters with their voices and bodies?

CURRICULUM LINKS:

English Language Arts, Foreign Languages, History and Social Science
Multicultural Studies, Music, Theater

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Grade levels: K-12

PRE-ACTIVITY: SHARPENING LISTENING SKILLS

LEARNING GOAL:

To hone listening skills

TIME:

45 minutes

TIPS FOR THE TEACHER:

Ask your students the following questions:

- Who tells stories in your life?
- What is different about learning a story from a person, instead of from reading, listening to a recording, or watching TV, play or movie?
- When you listen to a story, the imagination helps to paint pictures in one's mind.
- How does one get clues to help with these pictures?

STEP 1:

Discuss the sounds students hear in their everyday lives. Break the sounds down to particular times of day, or events (i.e., meal time).

STEP 2:

Everyone take two deep breaths for relaxation.

STEP 3:

Sit still with eyes closed. Counting on fingers and thumbs, count up to ten sounds they hear in the classroom and outside. After ten sounds, heads go down on desks to wait until everyone is finished.

STEP 4:

When everyone is done, make a log of the various sounds students heard. Have them describe these different sounds.

EXTENSIONS:

1) **Have** students sit with their eyes closed. Ask them to imagine:

the seashore in winter

the seashore in summer

what their yard or favorite park looks like in the spring (or autumn)

what the house in "Goldilocks and the Three Bears" looks like

How did Cinderella look before and after the ball?

What did the Beast from "Beauty and Beast" look like (before and after the spell?)

After each question, let the students talk about what they pictured in their minds.

2) **Read** or **tell** a familiar story, but leave off the ending. Have the students complete the story, creating different endings.

3) Create a picture while writing or drawing following only verbal directions.

4) Play a verbal activity game such as "Simon Says" or share jokes and riddles.



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Leeny Del Seamonds: Kudos for Courage and Kindness!

Grade levels: K-12

POST-ACTIVITY: IMPROVISATION/PANTOMIME

LEARNING GOAL:

To explore the imagination and collaboratively create with body and voice.

TIME:

45 minutes

TIPS FOR TEACHER:

* What type of physicality does each character have?

- posture?
- facial expressions?
- tall/short?

* What type of voice does each character have?

- pitch?
- squeaky or gravelly?
- soft/loud?

STEP 1: Read the following descriptions and have students act it out in pantomime in small groups:

"The old, sickly King slowly opened the large, wooden door, and crossed the threshold into a crowded gathering. With all of his strength, he smiled at the people and waved back to them."

"The beautiful young maiden finished combing her long, red hair and walked through the silk curtains onto the balcony. She scanned the courtyard searching for the young man who left her the golden comb."

"Through the tall weeds leading to the gate, the mysterious, evil troll/witch carefully carried the purple bottle containing the poison. Suddenly, he/she stumbled on a large rock and fell to the ground!"

"A young boy/girl held a pouch of priceless jewels and pushed open the cottage door to search for his/her mother. Spotting the mother, the boy/girl opened the pouch and showed her the valuable reward inside."

STEP 2: Think of words and dialogue to add to the pantomime. What type of voice would each character have? Does this voice match the movements and facial expressions of the character portrayed?

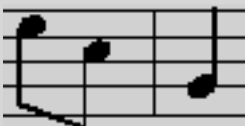
STEP 3: Act out the scenario with body and voice, performing for the whole class.

EXTENSIONS:

- 1) **Review** one of Leeny's stories for its emotional content. What are the important feelings in the story? List parts of the story in which a specific emotion comes up. What situations evoked those feelings? How did the character(s) express that feeling?
- 2) **Have** each student illustrate his/her favorite moment or scene from one of the stories Leeny performed.
- 3) Have the students play Charades using only their bodies.

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Grade levels:

RESOURCES:

Favorite Folk Tales from Around the World by Jane Yolen.

The Way of the Storyteller by Ruth Sawyer.

The Storyteller's Start Up Book by Margaret Read MacDonald.

Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller by Margaret Read MacDonald.

Winner of a 2003 **Parents' Choice Silver Honor Award**, Leeny's highly acclaimed recording, "*¡Ay Caramba! ¡Ay Ay Ay! Cuentos y Canciones (Latino Stories & Songs)*," created and performed by Leeny Del Seamonds, is sweeping the nation by storm and takes listeners on a journey through Leeny's rich Latino heritage. Leeny's musical CD, "*Cello Tales: The Melding of Music, Myth & Memories*," created and performed with cellist Gideon Freudmann, won a **2004 Parents' Choice Gold Award** and a **2005 Storytelling World Winner Award**. Both CD's received favorable endorsements from *Booklist* and *School Library Journal*.

To order either CD

Send check/money order for \$17.00 to:

Leeny Del Seamonds

Two to Tango Productions

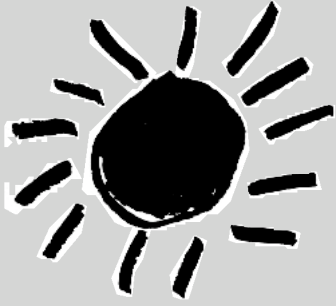
PO Box 1268, Westford, MA 01886-1433

ABOUT THE PERFORMER:

Awarded the title "2002 National Storyteller of the Year®," Leeny Del Seamonds, Master Story Performer™, is on the Massachusetts Cultural Council's Creative Schools Program roster, the Massachusetts Touring Program, and the New England Foundation for the Arts roster. She is a member of the National Storytelling Network, a past Board Member of the League for the Advancement of New England Storytelling (LANES), and a frequent contributor to the LANES Museletter. Winner of both Parents' Choice Gold and Silver awards and a Storytelling World Winner award, Leeny has also been published in Storytelling Magazine, Tale Trader, and Ahhhh! A Tribute to Brother Blue, and on the website of Parents' Choice Foundation. Leeny stars in Ribert & Robert's WonderWorld, an award-winning national PBS Television and DVD series distributed worldwide. For more information, please consult her website: www.LeenyDelSeamonds.com

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 31 chapters. For 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 80 of the region's most accomplished actors, dancers, singers, instrumentalists, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Leeny Del Seamonds: Kudos for Courage and Kindness!

<i>Arts-Theatre 1</i>	Acting...Students will develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...Students will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...Students will apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering, and scripted scenes.
<i>Arts-Connections 6-10</i>	Students will investigate the historical and cultural contexts of the arts, learn about the arts in their communities, and use their knowledge of the arts in the study of other disciplines.
<i>English Language Arts 9</i>	Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>English Language Arts 16</i>	Students will compare and contrast similar myths and narratives from different cultures and geographic regions.
<i>History & Social Science 8</i>	Places and Regions of the World...Students will identify and explain the location and features of places and systems organized over time.

