

Fairfax Collegiate  
2026 Summer Program  
Storytelling Course Syllabus  
Rising Grades 4-6



Course Description

*Engage an audience with a hero and their journey.*

Write, recite, and act out your story. Create characters, develop plots, deliver and refine performances, and build confidence.

In this public speaking and storytelling course, students explore the art of creative expression through writing, speaking, and acting. They learn the essentials of storytelling while building confidence in public speaking with lessons on voice, body language, and emotional expression.

Students work on multi-day projects that bring their storytelling skills to life. Projects include creating a storybook with illustrations, developing a mini play or skit with classmates, crafting an original monologue, recording a storytelling video, or delivering a personal hero speech. These projects allow students to practice each stage of storytelling, from writing and rehearsal to performance.

By the end of the course, students complete projects that showcase their growth in storytelling and public speaking. They gain confidence in their ability to create and share memorable stories, leaving the course with both new skills and a sense of pride in their creative accomplishments.

Learning Objectives

Course Goals	<p><b>Public Speaking:</b> Students learn skills to speak in public and learn techniques to be more strong and confident speakers</p> <p><b>Storytelling Skills:</b> Students learn how to craft and deliver engaging stories with clear structure, interesting conflict and drama.</p> <p><b>Creativity:</b> Students create characters, stories, and creative performance.</p>
Course Topics	<p><b>Public Speaking Basics:</b> Students learn the foundational elements of effective speaking, including projection, confidence, and avoiding filler words.</p> <p><b>Public Speaking Technique:</b> Students learn specific techniques such as use of visual language and</p>

	<p>proper body language to help them become more engaging story tellers.</p> <p><b>Story Structure:</b> Students learn the structure and essential parts of a story. Students then form stories of their own.</p> <p><b>Expression and Characterization:</b> Students practice reading short stories aloud with emphasis, pacing, and emotion to improve clarity and engagement.</p> <p><b>Character Development:</b> Students create their own fictional character with unique traits and voice.</p> <p><b>Improvisation:</b> Students create scenes on the spot with other students to tell a story made up in the moment.</p> <p><b>Group Acting:</b> Students create a short skit to perform for each other implementing character building and storytelling skills that they focused on earlier.</p> <p><b>Final Presentation:</b> Students deliver a final story presentation at the end of the course. This presentation combines all skills learned over the course and will be filmed to be viewed after.</p>
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## Course Schedule

<b>Class Meeting 1</b>	<p><b>Storytelling Video Example:</b> Students watch a video example from a competition (forensics) storytelling piece. They then discuss what made it strong and what can be learned from it.</p> <p><b>Student Introductions:</b> Students introduce themselves and each other and tell a simple story about their day.</p> <p><b>Storytelling Techniques Discussion:</b> Students discuss how to best tell a story in front of an audience. Students will then learn about various speaking and presenting techniques.</p> <p><b>Um, Like, Ya Game:</b> Students practice their speaking skills by giving a speech about a silly topic while attempting not to use any filler words.</p> <p><b>One Sentence Stories:</b> Students create stories as a group with each student saying one sentence at a time.</p> <p><b>Silly Story Reading:</b> Students practice delivering stories by presenting a pre-written short two-sentence story.</p>
<b>Class Meeting 2</b>	<p><b>Day Stories:</b> Students tell stories about their previous day at Fairfax Collegiate. Students work on applying their public speaking skills to these stories.</p> <p><b>Story Structure Discussion:</b> Students learn about what makes a good story and how stories should be structured.</p> <p><b>Aesop's Fables:</b> Students read some of Aesop's fables and discuss how the stories fit the structure of a story discussed earlier.</p> <p><b>Personal Stories:</b> Students tell a personal story, incorporating the previously discussed story</p>

	structure.
<b>Class Meeting 3</b>	<p><b>Character Videos:</b> Students watch sketches and speeches with distinct characters; they then discuss what makes these characters interesting or unique.</p> <p><b>Character Creation:</b> Students create their own personal characters, creating a backstory, physicalization, and key personality traits.</p> <p><b>Character Presentations:</b> Students introduce themselves to the class, acting as the character they have created.</p> <p><b>Character Interactions:</b> Students create a short sketch with 2-3 other students. The sketch involves their newly created characters meeting and working with each other.</p>
<b>Class Meeting 4</b>	<p><b>Experts Game:</b> Students play a game where students act as specialists in a topic and answer questions on an absurdly specific topic they pretend to master.</p> <p><b>Introduction to Improvisation:</b> Students learn about and discuss the basic principles of improvisational acting and storytelling.</p> <p><b>Yes And... Game:</b> Students perform short improvised scenes. In these scenes students work on the fundamentals of improv by beginning each line with "yes and."</p> <p><b>5 Second Fairytale:</b> Students reenact a fairytale in under 2 minutes. They then do it again in half the amount of time and continue all the way until they perform it in just 5 seconds.</p> <p><b>Acting Project Introduction:</b> Students begin their first-week project where they create a short skit to work on telling stories through performance.</p>
<b>Class Meeting 5</b>	<p><b>Questions Game:</b> Students play an improv game where they have to perform a scene where they only ask questions.</p> <p><b>Acting Rehearsal:</b> Students continue to work on and rehearse their skits that will be performed and recorded at the end of the day.</p> <p><b>Acting Performance:</b> Students perform their skits to be recorded for the class and family at home.</p> <p><b>End of Week Wrap Up:</b> Students discuss what they learned so far and then play their favorite game from the week.</p>
<b>Class Meeting 6</b>	<p><b>Weekend Stories Warmup:</b> Students tell simple stories from their weekends. These stories will implement some of the techniques learned from the previous week.</p> <p><b>Body Language Discussion:</b> Students learn how they can use strong posture, persuasive gestures, and general body language to make themselves more interesting storytellers.</p> <p><b>Body Language Example:</b> Students watch a famous political speech and watch how body language is used during it.</p> <p><b>Emotional Charades:</b> Students work on conveying emotion through body language by acting out emotions without speaking.</p> <p><b>Wacky Words Confidence Game:</b> Students improve confidence by telling a story with a secret word in it. Students must implement the secret word into their story without giving away that</p>

	<p>it is their mystery word.</p> <p><b>Final Project Introduction:</b> Students begin working on their final story project that will be presented at the end of the week.</p>
<b>Class Meeting 7</b>	<p><b>Visual Language Discussion:</b> Students discuss how visual language can help improve a story and make a story more engaging.</p> <p><b>Image Description Game:</b> Students are given a random image generated by AI. They then must describe the image well enough that students can guess the original prompt used to generate it.</p> <p><b>Draw My Story:</b> Students describe a situation or image with a high amount of detail, and other students draw out that situation to see how effective the visual language was.</p> <p><b>Visual Language Stories:</b> Students practice their visual language skills by telling a story with vivid visual language.</p> <p><b>Work on Final Project:</b> Students prepare their final story projects for Friday presentations.</p>
<b>Class Meeting 8</b>	<p><b>Visual Aids Discussion:</b> Students learn and discuss how they can use visual aids to improve their story.</p> <p><b>Story Book Creation:</b> Students create small original story books that they will then share with the class.</p> <p><b>Slide Show Game:</b> Students play an improv game where they must present a slideshow acted out by other students.</p> <p><b>Story Book Sharing:</b> Students share and give feedback on each other's story books and take them home to share with others.</p>
<b>Class Meeting 9</b>	<p><b>Crazy Story:</b> Students tell a story they create by saying one word at a time. Afterwards students critique the story they made together to work on giving feedback.</p> <p><b>Feedback Talk:</b> Students discuss and learn how to give good feedback to each other.</p> <p><b>Final Project Continuation:</b> Students finalize their final presentations for presentation on Friday.</p> <p><b>Project Rehearsal:</b> Students present their final projects and receive feedback from the class.</p>
<b>Class Meeting 10</b>	<p><b>Warmup Game:</b> Students play their favorite game from the week to help prepare and relax nerves for the final project.</p> <p><b>Final Project Work:</b> Students finish their final stories for the class. These will be shared later in the day.</p> <p><b>Review:</b> Students review everything they learned over the past two weeks before presenting their final stories.</p> <p><b>Final Project Presentations:</b> Students present their final story for the class. Stories are recorded to be shared with family and friends after the class.</p> <p><b>Final Reflection:</b> Students reflect on how they will go on to tell stories in the future.</p>