

Program Name: The Values Merry-Go-Round

Artist: Susansylvia Scott

## Special Requirements:

Large open space; a chair & small table; sound system w/ microphone; wireless body mic preferred but not required

## Performance Description

This inspiring program is chock full of fascinating stories which stress strong values and character education. Master Teaching Artist Susansylvia Scott weaves audience participation into tales that focus on honesty, anti-bullying and self confidence ...all through a dramatic and captivating presentational style.

Through the course of this 45 minute performance, five stories are presented. Each story explores different values associated with good character. By the end of the program, students will have explored believing in themselves, courage, decision making, friendship, commitment and empathy. These can all be challenging concepts and Susansylvia manages to weave them into engaging characters and action

packed stories. The students are so interested in the tales that they don't even realize there is a message!



## Educational Objectives & Standards

### Students will:

- Make connections between knowledge gained from stories and personal experiences
- Compare accounts of one story from multiple perspectives

### Standards Addressed:

- Can talk about characters and their actions in stories
- Engages in active listening
- Understands that group and cultural influences contribute to human development, identity, and behavior.

## Artist Bio: Susansylvia Scott

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Master Teaching Artist  
Susansylvia Scott is a creative and innovative storyteller. She holds a Master of Arts in Theater from the University of Missouri, Kansas City. Two of her mentors are Vincent Dowling, of the Abbey Theater in Dublin, Ireland and John Houseman, a teacher at the Julliard School of Drama and featured in the *Paper Chase*.

Based on her experiences on the stage and screen, Susansylvia

specializes in unique and creative audience participation. She is also a successful private tutor for children with dyslexia and learning challenges.

Susansylvia's workshops, residencies, and master classes for teachers and students emphasize reading comprehension and creative writing. She is the Lighton Prize winner for Teaching Excellence in 2006.

### List of Resources:

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#### **Books:**

Character Building Day by Day: 180 Quick Read-Alouds for Elementary School and Home by Anne D. Mather  
Free Spirit Publishing  
(March 30, 2006)  
ISBN: 1575421780

What Do You Stand For? For Kids: A Guide to building Character by Barbara Lewis  
Free Spirit Publishing (May 15, 2005)  
ISBN: 1575421747

On Stage: Theater Games and Activities for Kids by Lisa Bany-Winters Chicago Review Pr; 1st edition  
(January 1, 1997)  
ISBN-10: 1556523246

Contact KCYA for more information about this and other programs

816.531.4022  
KC YA.org

### Vocabulary

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**Values:** a person's principles or standards of behavior; one's judgment of what is important in life.

**Moral:** a lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience.

**Character:** a person or animal in a story

**Objects:** the things in the setting that make pictures in the mind.

**Setting:** the place the story happens.

**Exposition:** the presentation of essential information in a story, such as characters and setting.

**Conflict:** when a character is opposed by some character or force.

**Resolution:** the part of a story which occurs after the climax and sets the tone for the new way that things will be from now on .

### Post-Performance Activities

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1. Have the children practice storytelling. One student begins telling a made up story. After a few lines, the teacher says "freeze" and then the next student continues the story. Repeat this until all students have had a turn to tell the story, with the last student telling the end.
2. In the first story, Field of Buttercups, the child wants to take something nice from someone Break students into groups and make up a scene that deals with this same issue of jealousy. The scene should have a beginning, middle and end. Groups take turns presenting to the class.
3. Choose a grade appropriate story that the children are familiar with and have them retell it from another characters point of view. If time allows have them each make their book version of the story, complete with illustrations.