

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
JENNIFER CAYLEY



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

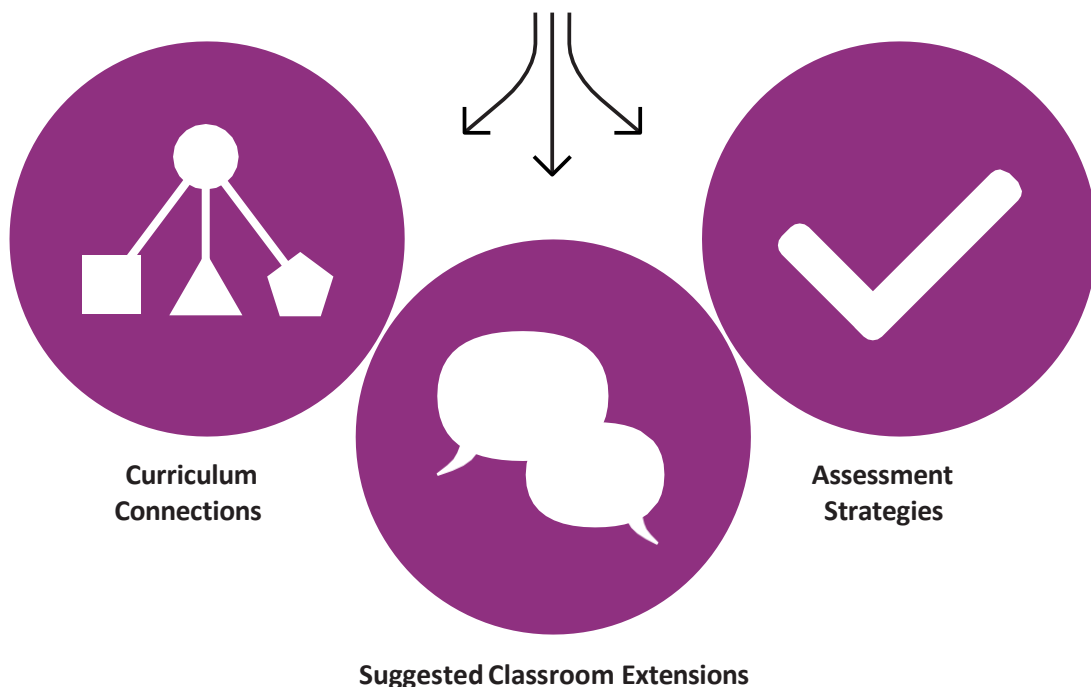


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STUDY GUIDE: LITERARY ARTS

STORIES FOR DRAMA

Program Overview

Artist Name: Jennifer Cayley

Artist Bio: Jennifer Cayley has performed storytelling for over 30 years, focusing on folk, fairy tales, and world epics. She has toured internationally, appeared at festivals, and worked extensively with youth in schools and communities. Co-founder of MASC, Jennifer is part of several arts rosters, including the Ontario Arts Council and TD Canada Trust's Children's Book Week Tour.

Program Description: By listening to stories, participants will be able to identify elements of drama that could be used to create their own stories such as plot, character development, voice techniques and body language. Traditional tales, polished over countless generations, are the finest of narrative jewels. In this workshop, participants will hear some good stories, explore how to make connections between the told stories, and their own narratives, undertake some creative exercises and will leave with new tools to craft their own stories.

Artistic Discipline: Literary Arts, Drama

Recommended Grade Levels: 5 - 8

Session Logistics: In person or online



Vocab bank/glossary: [Click here](#)



STORIES FOR DRAMA

Curriculum Connections

Learning Themes:

- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 5-8)
- Strand C - Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 5-8)

STORIES FOR DRAMA

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
5-6

Pre

- What do you think makes a good story when it's told out loud?
- Why do you think people still tell traditional stories today?
- What parts of a story (like setting, characters, or conflict) do you like most?

During

- How did the storyteller use her voice to make the story more exciting?
- What did the characters in the story want, and how did they try to get it?
- What made the story easy (or hard) to imagine in your mind?

Post

- What was your favorite moment in the story? Why did it stand out?
- How can you use voice or body language to make your own storytelling more interesting?
- What ideas did the workshop give you for creating your own story?

Pre

- How does oral storytelling differ from reading or writing a story?
- What storytelling techniques do you think help keep an audience engaged?
- Have you ever told a story out loud? What was challenging or fun about it?

During

- How did Jennifer Cayley build tension or emotion in the story using her voice or gestures?
- What story structure elements (beginning, conflict, climax, resolution) did you notice?
- How do these traditional stories connect to modern stories you know?

Post

- What storytelling tools from the workshop could help you improve your writing or speaking?
- Did the workshop change the way you think about storytelling or oral tradition?
- If you could retell one of the stories in your own voice, how would you make it your own?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Storytelling:** Sharing stories out loud using voice, facial expression, and body movement.
- **Folk Tale:** A traditional story passed down through generations, often with a lesson.
- **Fairy Tale:** A story that includes magical elements, imaginary creatures, and good vs. evil.
- **Epic:** A long, dramatic story about a hero's journey or great adventure.
- **Plot:** The sequence of events in a story—what happens first, next, and last.
- **Character Development:** How a character changes or grows throughout a story.
- **Voice Technique:** The way a storyteller uses pitch, tone, volume, and pacing when speaking.
- **Body Language:** Movements and facial expressions used to help tell a story.
- **Narrative:** A spoken or written story with a beginning, middle, and end.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning