

Introduction

I have chosen to tell “*Bobbie the Boo*” (Harrison, pg. 31). In this story, Bobbie thinks it’s funny to sneak up on people and scare them by saying “*boo*”. At the end of the story, all the people he has scared get together and scare him. Following Annette Harrison’s suggestions, I will tell the story close to Halloween since the word “*boo*” is used frequently and I think the children will have fun and, at the same time, learn about behaviors and consequences while participating in the activity.

Audience

Kindergarten Students

Objective

The primary objective is to engage the students in the story. Following the story the discussion will focus on empathy and on trying to get the students to relate to how the characters Bobbie was scaring felt and how Bobbie felt at the end of the story with the consequence that resulted from his behaviour.

Rationale

Kindergarten students are just getting used to interacting with other children and routine and rules so it is important to start talking with the students about peoples’ feelings, why we have rules and why there are consequences when rules are not followed. We will also talk about things the students are scared of and how they deal with their fears.

Detailed Description

When the story is over we will have a discussion about how the characters felt when Bobbie was scaring them. We will talk about our behaviors having consequences. I will try to get the students to think of behaviors and consequences from their personal experiences. We will also talk about things that scare them and what they can do to overcome or deal with some of these fears. The Kindergarten teachers will be asked to observe the children’s reactions during the story and to make comments about the discussion following the story.

Reference

Harrison, Annette. [Easy-To-Tell Stories for Young Children](#). National Storytelling Press: Jonesborough, Tennessee, 1992.

I was introduced to the Kindergarten class as their guest storyteller. We practiced the line “1, 2, 3...BOO!” prior to beginning the story. I used the names of people from the school so the students could relate more to the characters. As the story went on, it was obvious the children were anticipating when the line we had practiced would occur and they were very vocal in whispering the counting part and then shouting **BOO**. I observed that the children enjoyed the repetition of lines and I could see they were imitating and/or saying the lines with me as I told the story. Toward the end of the story, the students practiced the line and action for “*there was no one there*”. It was evident they had been listening to and following the story as they were calling out the places Bobbie would go to look for all the characters from the story. At the end of the story I asked the children what they liked about the story. One student replied “Everything!” Many students liked saying **BOO**. We talked about whether they had ever been scared or annoyed by somebody like Bobbie. Several students talked about times when someone (a parent, grandparent, sibling) had scared them. I asked them if they had laughed or if they were angry. We discussed both answers—when it was funny and when they were really scared. We talked about how they would handle a situation like this on the playground—a situation where another student was annoying them and they didn’t like it. One student said they would tell a teacher. Another student said they would first ask the student to stop doing the annoying action. I asked them if there were any other things they were scared of. Because the storytelling times were so close to Halloween, it was difficult to get them to think beyond monsters, spiders, the dark, bugs, and other Halloween-related things. In terms of dealing with things that scare them, the students responded that they would tell someone if they were scared and they would stay away from whatever scares them.

I had the teachers of the Kindergarten classes observe the storytelling and respond to questions.

Were the students engaged during the storytelling? Yes, they enjoyed it and talked about it later in the day. The students were very engaged. They were watching intently and with anticipation.

Do you think the students understand “empathy”? Yes, they showed it with their expressions. They felt sorry for the people being scared.

Do the students get the idea that behaviors have consequences? Yes, they explained why the people all scared the boy. They understood that it was unkind to scare people.

General Comments: It was fun and interactive. The students enjoyed it. The presenter was very dramatic and had the students in awe and full of suspense.

Overall, this exercise accomplished the goal of engaging the students in the story. They seemed to understand that the consequence of Bobbie’s behavior (being scared by all the people he had scared) was just in that it showed Bobbie how the other characters felt when he was scaring them. The discussion about what the students would do if another child was annoying them showed that they have some good strategies in that they would ask the child to stop or they would tell a teacher.