

# SOFT EDUCATIONAL 'DEVELOPING CREATIVE WRITING'

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## TEACHING TOOLKIT:

**A Teaching Guide:** explanation; Objectives, Success Criteria, Steps and Key Elements

**B Practice:** Activities

**C Testing:** Evaluation

**D Homework ideas:** Consolidation

**A. Creative writing** is a form of artistic expression that draws on the imagination to convey meaning through the use of imagery, narrative, and drama. It is the process of writing, usually fiction (novels, short stories), scripts, screenplays or poetry and creative non-fiction, which exhibits imagination or invention (often different from academic or journalistic writing).

There are numerous **benefits** of implementation creative writing exercises systematically:

*-It helps building confidence and a better understand of the technicalities of reading and writing.*

*-It develops artistic self-expression, imagination, empathy and communication skills;*

*-It provides support for thought clarification.*

## Learning Objectives:

- ✓ To persuade an audience by taking an attitude towards a particular topic;
- ✓ To make a logical and cohesive argument;
- ✓ To link knowledge of creative writing skills recently learnt;
- ✓ To be able to write imaginatively and ambitiously;
- ✓ To use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects and create impact on the reader.

## Learning Outcomes

- ✓ An opening paragraph to the story which introduces the location and atmosphere.
- ✓ A story with interesting characters, an attention-grabbing plot with a big impact on the reader.

## STEPS to improve CREATIVE WRITING -> Success Criteria:

- Organise your story by using the narrative structure.
- Vary sentence length for effect and use ambitious vocabulary.
- Write with accuracy including punctuation, structure (paragraphs) and grammar.

**Good:** Writing style is established to keep the reader interested. You have relevant ideas with some imaginative detail and a point of view.

**Even Better:** Writing uses a range of devices to achieve effects. You have imaginative ideas and a convincing individual voice.

**Excellent:** Writing uses a variety of devices to achieve intended effects. You have various imaginative ideas and a distinctive voice.

## KEY ELEMENTS in Creative Writing:

•**Voice:** An author's unique style and way of saying things. Your voice should come across as natural, clear, consistent and distinctive. Wordiness, awkward use of language or sentence structure, and lack of clarity all serve to mute the voice of the author.

●**Characters:** The people or performers (e.g. animals, plants, objects, forces of nature) who carry out the action of the story. Character development is the art of visualizing and portraying characters in plentiful detail that they become real both to the author and the audience.

●**Point-of-view:** The narrator’s perspective on the characters and events. Whose voice is telling the story? Most fiction is written in first person, an eyewitness account, or in third person, where the narrator describes things that happened to somebody else.

**YOUR WRITING SKILLS**

<u>SENTENCES</u>	<u>PARAGRAPHS</u>	<u>VOCABULARY</u>
<b>Simple for impact</b> – ‘It was dead’. Write in <b>PAST</b> tense, use <b>THIRD</b> or <b>FIRST</b> person. <b>Complex to describe</b> – ‘The wind’s icy fingers tore at his face; pain stabbing through his raw, painful skin with every gust’ (Varied, accurate punctuation)	Start a new paragraph for: <b>TIME</b> <b>PLACE</b> <b>TOPIC</b> <b>PERSON</b>	Remember to use a wide range of words: <b>ADJECTIVES</b> <b>ADVERBS</b> <b>VERBS</b>

**B. PRACTICE -> We can Develop Creative Writing by:**

1. Making fresh connections between ideas, events, drawing on a rich experience.
2. Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects: *excitement, suspense or surprise.*

Ex: Create characters based on your friends or neighbours.

**TASK 1: ‘Coming from school you find a convict that’s escaped from prison standing in your yard.’**




- a. What’s your very first reaction?
  - b. What you are going to do next?
  - c. Why are you going to do that?
3. Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters. (Think about the impact it can have on your life).

Will your story be about just one or all escaped convicts? (Specific or general)

Will your story be motivational, report-style, or fantasy?

You’ve only got 20 minutes so time-management is critical to include your ending!

**TASK 2:** Using creative approaches to answering questions, solving problems and developing ideas.

			<ol style="list-style-type: none"> <li>1. Imagine you are in the <b>picture</b>. What is the weather like? What can you <b>smell</b>? What can you <b>hear</b>? What can you <b>see</b>? What can you <b>feel/ touch</b>?</li> <li>2. What <b>mood</b> is being created? Which objects/colours show this?</li> <li>3. What <b>adjectives</b> does it make you think of (connotations)?</li> <li>4. What happens next?</li> <li>5. How does it end?</li> </ol>
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**EFFECTIVE OPENINGS**

**Learning Objectives:** To know the difference between showing and telling.

To identify writing tools that make effective openings.

**Varying Sentence Openings**

- Start with a verb (“-ing”) ‘Smashing against the rocks, the waves sent white foam shooting into the air’
- Start with “as” or “while” (prepositions – you can also use prepositions like under, behind, before etc )  
 ‘As the skies darkened, raindrops began to pour down’.  
 ‘While the gulls screamed overhead, a lonely dog raced along the wet sand.’

- Start with an adjective (a describing word) ‘*Grotesque images danced before my eyes.*’
- Start with an adverb (a word that describes the verb) ‘*Silently, he crept towards the exit.*’

**SHOW, DON’T TELL!** One way of making your writing more interesting is to Show rather than Tell.

**REMEMBER to use: Interesting verbs** - 'doing' words or 'being' words. E.g. 'walk', 'feel'

**Adverbs** – words that *add* information to the verb and end ‘-ly’.

**Adjectives** - describing words that tell you more about nouns.

**CHALLENGE:** Can you include a simile or personification?

**Example of an Effective Opening:**

<p><b>Alessia hoped she would have the energy to cope.</b> She knew that she could save Dan if she just had enough courage to tell John. <b>The hairs on the back of her neck stood up;</b> she could see the crowds that <b>look like ants</b> from her vantage point. She felt the icy smooth touch of the barrier. She closed his eyes and took a deep breath of the <b>fume-filled</b> air and began to climb over the barrier.</p>	<p><b>Begins with the question idea</b></p> <p><b>Describes the sense – Feel</b></p> <p><b>Simile</b></p> <p><b>Alliteration</b></p>
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**TASK 3:** Write the **opening** for a story called ‘**Running from Danger**’

After you have finished, swap the books with you colleague and re-write his/her opening by including:

- At least two examples of SHOWING not TELLING
- At least three different sentence openings (verb, preposition, adjective or adverb)

**TASK 4:** Imagine you are \_\_\_\_\_. At the end of the story you think back over what has happened. Write your thoughts and feelings. Remember how \_\_\_\_\_ would speak when you write your answer.

**TASK 5:** Visualise you are \_\_\_\_\_. Write down your thoughts and feelings about: the events that were important to you; your relationship with \_\_\_\_\_; how you feel you have changed.

**TIPS:** Write in the **first person**, Refer to events they took part in. Derive your answer from a real life event. Include some authentic touches where possible using the character’s way of speaking.

**HOW TO GRAB ATTENTION?** In pairs, share ideas about how a writer got our interest.

1. Grab the reader’s attention by making it sensational and original.
2. Introduce the characters who should be in some way intriguing and captivating.
3. Set the scene which is well described and thought-provoking.
4. Raise questions which the reader wants to know the answers to.

**TASK 6:** Write an attention-grabbing story. Come up with a catchy title.

**START-** hook the reader. Describe- similes and metaphors. Set the scene. Show don’t tell. Weather? Time of day? Who’s there?

**BUILD TENSION-** action. What happens? What emotions does the main character feel? Try to connect his feelings to the weather. Include personification and short and snappy sentences for effect.

**CLIMAX-** dramatic. ! Show don’t tell. Present an amazing display of emotions.

**RELEASE TENSION-**Use complex sentences. More descriptions. Happier mood and atmosphere.

**END-** Use ‘**cliff-hanger**’ to create more tension and add interest for a bigger impact on the reader.

## C. TESTING: - CREATIVE WRITING EVALUATION



You are a **fearless traveller** who suddenly lost contact with the outside world for over a week on your latest adventure. You have decided to write a memoir, filled with the emotion and drama of your experiences and journeys.

*Your cousin: 'We tried to call you about 30 times. We emailed, we texted... We've been so worried...'*

*Best friend: 'We even called your parents, hospitals and the police; it was like you had just disappeared.'*

Your **TASK (7)** is to write a complete narrative, taking care to convey the **dramatic nature of the story** to the audience. Use the **diary entry**, drawings, photographs and other notes, as well as your own ideas in your writing. You have 5 minutes to plan your piece and 40 minutes writing time.

### PLANNING your narrative:

Things to consider are: **structure, vocabulary, grammar, use of the prompt material, punctuation and engagement with the reader. Do not** begin writing your story right away; use the time to plan and make notes only. (Your planning will not form part of the assessment)

After planning, remember to write a complete narrative, to include the ideas in the prompt and to write a CREATIVE piece.

### D. HOMEWORK Ideas (Assessment): TASK (8): Create a Story on your favourite topic:

1. New Adventures of fearless twins	3. The Queen of the Lost
2. Recipes for Happiness	4. Traditional Stories from a Different Point of View

### Checklist and Reflection for each Outcome:

**When writing creatively you need to consider these essential aspects and include:**

Elements that bring the story to life; Details in the story that clearly convey meaning;

Critical information about the main characters;

One main character who displays leadership, heroic qualities;

A location for the setting; A time period for the situation;

A conflict or a problem;

Conversations between characters to heighten the action;

Justifications for the highest point in the action;

Discussions between characters that will lead to closing the conflict;

A conflict resolution that in a way demonstrates heroic qualities;

Dialogues that may lead to an open ending that can create interest for a sequel.

<b>Homework/Next Lesson</b>	<b>TASK (9)</b>	<b>Assessment for Learning</b>
Select a piece of writing that is written in the style of your selected genre. What techniques does the author use to engage the reader? Write down 5 descriptions of a character in the text.		Monitoring group discussion. Annotation of texts. Individual writing – taken in at the end of the lesson.