

THE STORYTELLER B@G

Methodological book for creative writing

eTwinning
Project 2021/2022

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Introduction

An impactful story begins with a collection of good ideas. It is these ideas that will shape the narrative and lead to the development of a story.

This document is the result of the experience, as teachers of five European countries, and reflects the work developed by the members of the project The Storyteller B@G, a project that led students (and teachers) to dive into their imagination and become writers of collaboratively constructed narratives.

It results , therefore, from the selection of multiple resources, which worked as a motivation to transpose them to creative writing, based on a project-based methodology. It had several stages in its development, which will be presented below, and which may allow the discovery and integration of other strategies, aimed at sharpening the creative capacity and the development of writing skills motivated by the most varied elements.

Project objective

Write an original story, ready to be published and shared, on a free topic. Using a series of techniques to sharpen their voices as writers, students edit and rewrite a final ebook with input from work teams initially made up of groups of students from various schools.

Requirements

The desire to dive into your imagination and want to express ideas!!!

Recipients

To writers of all levels of education, who want to learn ways to boost their ideas and strengthen the foundations of writing through the observation of physical, material and immaterial elements, inspiration in daily life and or other topics of interest.

Final product

Creating a digital library using the Book tool creator <https://bookcreator.com/> with the 11 stories created by the different student teams. In parallel with this library, an ebook is created methodological with the process followed and other tips for developing students' creative writing, being suitable for teachers who want to explore new ways of approaching a blank page with students.

The collection of ideas

The creative process of all work teams started with the creation of a padlet , where all classes could contribute and select resources based on the constitution of groups:

Group I - Promoters of the project and its final products.

Group II - Resource Builders: how to Start Stories

Group III - Resource Builders: where the story takes place

Group IV - Resource Builders: when does the story happen

Group V - Resource Builders : characters

Group VI - Resource Builders:collection of onomatopoeias

Group VII - Resource Builders: collections of comparative expressions

Group VIII - Resource Builders: problem suggestions

Group IX - Resource Builders: suggestions of objects that can solve problems

Group X - Resource Builders: collection of sensory descriptions

https://padlet.com/risoleta_montez2/3yazbrjjeuj9

How to choose the elements to create an original story?

An example...

GROUP I- PROMOTERS OF THE PROJECT AND ITS FINAL PRODUCTS.					
ALL STUDENTS - COLLABORATIVE					
GROUP II- TO START THE STORY					
Once upon a time	Many, many years ago...	In a distant kingdom....	In the fantasy world...	Back when chickens had teeth...	I thought that...
GROUP III- WHERE?					
castle	farm	forest	desert	planet	on the beach
GROUP IV- WHEN?					
A long time ago	At the beginning of the world	In the time when princesses roamed the world saving princesses	In the future	Last summer/winter	on halloween night
GROUP V-WHO?					
kings/princesses	scientist	youtuber	child	animal	extraterrestrial
WHAT WAS IT LIKE?					
beautiful	read / shammer	brave	intelligent	creative	curious
GROUP VI - ONOMATOPOEIAS					
• Tic-tac: clock; • Truz-truz : knock on the door; • Buááá : crying; • Sneezing : sneeze; • Cough-cough: cough; • Nhac : biting noise; • Aff : boredom and anger; • Grrr : anger; • Zzzz: man or sleeping animal; • Tum-tum: heartbeat; • Boom: explosion noise; • Au Au : dog; • Meow: cat sound;					

- Cocorocó : rooster
- Zzzz – bee;
- Muuu –cow;
- Tweety : little bird;
- Buááá – crying;
- Brumbrum : engine (motorcycle, car ,) ;
- Ding-dong: bell;
- Trim- trim : phone ringing
- Hihhi / ehehehe - Contained laughter
- Ahahaha / kkkkk - Laughter

GROUP VI- COMPARATIVE EXPRESSIONS

- bright as a diamond;
- life is like a box of surprises;
- beautiful like a princess;
- cunning as a fox;
- sing like a canary;
- quick as lightning;
- golden hair like gold/sun.
- eyes twinkling like stars
- slow as a snail.
- tall as a giraffe

GROUP VII- WHAT DID THEY WANT?/ PROBLEMS

recover a friend	Discover the magic potion	Take a trip around the world	Discover a secret treasure	meet new planets	shifting stairs
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WHO'S HELPING?

the fairy	school friends	the shepherd	the flying animal	the knight	
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GROUP IX- THE PROBLEM WAS SOLVED WITH

some magic shoes	the invented machine / a robot	the special key	the magical book	a plastic work of union of several people	
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GROUP X- SENSORIAL DESCRIPTIONS

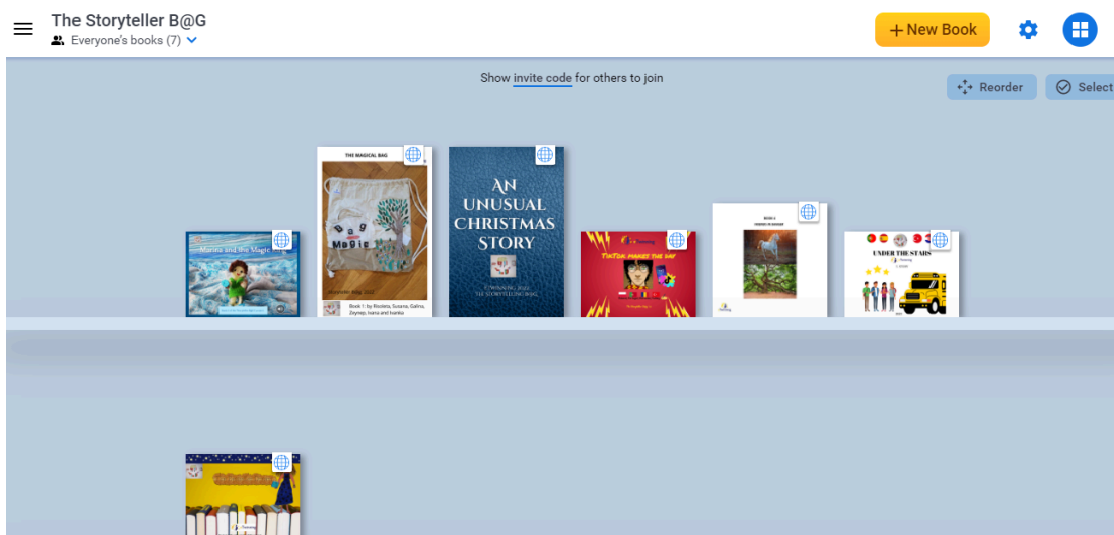
- **Visuals** : "With a pointed nose, large, almond-shaped eyes and dark ones that looked more like olives.
- **Auditory** : "That silence had become deafening"; The hum of the wind echoed everywhere"
- **Taste** : "Savoring the delicious fruits that once existed"
- **Smells** : "The smell of wet earth, brought by the damp wind, was a sign that the rain was approaching. "
- **Tactile**: "With rough and wrinkled hands I would pick it up."

TO FINISH THE STORY

and were happily ever after.	and dedicated themselves to helping those who are struggling.	and set up a factory of...	and yet today they are there.	died and everyone felt this loss very much.	
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Chapter writing and motivational elements:
https://padlet.com/SuMendes/the_storyteller_bag

The final ebook library:



https://read.bookcreator.com/QseUgH6L8YekF4LtTQfZklBGmT_0QrU4oXAqWPYlOJw/zkmgblpWR1C8scK35kxluQ

<https://read.bookcreator.com/N0s5HmXdOIYvTZz5zxvsvamRMgl2/NiKNqmmPQ-m35njmU58tJA>

<https://read.bookcreator.com/OKuR5bwLfQ6nmdV8Si9bZU8JQ02/7BWWSCm9SJSymm-9M3Msqw>

<https://read.bookcreator.com/CsGpg273ulgjCf0jDMZgGalVtP42/Jg20j4JBTU6Ddyrowcb4dw>

<https://read.bookcreator.com/NjkAt8jltaQ8yGyaZfAAxMcayYF3/zh4VyUrAQPGeY2-O LKL-EQ>

<https://read.bookcreator.com/CcXNqXdQBeOjS1bHXljjKculdx82/8pTwnfmjQa-FZHL7OOOwoQ>

<https://read.bookcreator.com/9icwnyaTSFeO07C9PFEiMvL9tU93/mDVBXLehQB6DhWIZYrIdQg>

Creative Writing Tips:

Creative writing is a tool that we all have, it just needs to be worked on in order to develop our creative spirit and put our imaginations transmitted onto paper to use!

1. Cultivate the habit of reading
2. Write down the ideas that come to you on paper throughout the day
3. Being interested in topics you don't know/Being curious
4. Write daily/ Even without inspiration: write!
5. Write for the specific reader/Put yourself in the reader's shoes
6. Build sentences with a logical flow of ideas
7. After writing, take a break to reread it and improve by correcting it.

(...)

Final thoughts from the teachers:

Teacher Galina- Colegio Internacional Eurovillas, Madrid, Spain

From what I have seen, Spanish students tend to approach writing and creating stories as horror stories. I wonder if it is something cultural that is happening because the types of movies children in Spain watch. At school, they read adventure books and mystery stories mainly, but I wonder if the trend of horror stories could be a reflection on what they see on the TV and all the streaming platforms like Netflix, HBO, Amazon. Besides that, I believe in Spain students have the freedom to watch anything, maybe in other countries there are more restrictions from parents.

What do you think? Do children in your countries love horror stories?

Teacher Carla Nunes | Castelo Branco (Portugal)

From my experience as a school librarian teacher since 2009, students love reading mystery and spooky stories from early ages. Their enchantment for these stories is a result of festivities like Halloween or similar events. The fear of monsters and witches is still very present in their minds from stories read by families and they tend to choose books with those characters. As they grow up they start developing other tendencies and at about 13 to 14 years they tend to choose mystery and horror stories but also stories that are based on true stories or on world history events that they can relate or learn more about. They also choose books more similar to their stories in real life. So it is natural that they write more about mystery or fantasy or dystopic reality because it is easier to write about it also because of Netflix and other streaming series.

Carla Nunes | Castelo Branco (Portugal)

Developing students into fantastic little writers can be much more than mastering grammatical tricks and spelling patterns. Learning to write is one of the most important things that children and students will do at primary school. Almost all areas of the curriculum are assessed through writing. Improving writing in primary schools can help give your students the confidence to grow and a voice in the classroom. Great writing skills begin with reading. Reading is a great stepping stone to great writing by helping expand children's vocabulary and demonstrating different ways of using words to generate engaging sentences and makes it easier for them to use these words in their writing. Making reading a regular part of our daily routine in the classroom is a great way to encourage students to reflect and bring important skills into their writing.

Ivana Lovrić, OŠ Pavao Belas, Croatia

Before starting writing creatively, very often in groups, I put a mind map on the board; settings, characters, time, plot... we brainstorm together each element. The students give

their ideas for each element. In this way they have ideas like a skeleton for the story which helps them provoke their imagination.

Risoleta Montez, Santarém, Portugal

I work on creativity in the construction of stories, from the first years of schooling, even before they knew how to write. Some of the games I usually play are the following:

1. Make dramatic games from objects.
2. Present some objects to make up different stories about them.
3. Invent a story from a sound.
4. Invent a story from a set of successively presented images.

Risoleta Montez, Santarém, Portugal

When students already know how to read and write, I challenge students to build a “Treasure of Ideas” box. The work is done in the school library.

In each storybook, students identify and record (words or drawings) on small sheets of paper the following elements:

- Story title
- Beginning of the story
- Spaces where the story takes place
- Events
- Characters
- Important objects in the story
- Onomatopoeias
- History end

The small sheets of paper are rolled up and kept in small boxes that are placed in the “Treasure of Ideas” box.

After several book research sessions, you can start using the “Treasure of Ideas”. As the papers were rolled up, you only know what is written when it is unrolled. The “Treasure of Ideas” used, initially, for the construction of collective texts, later can be used autonomously by the students.

Risoleta Montez, Santarém, Portugal

When students have mastered writing, motivation strategies for writing are very diverse, but there is something I never do: give them a blank sheet of paper to write whatever they want. Having a blank sheet of paper to write on doesn't help creativity.

I always use some strategies to stimulate your creativity in the various moments of writing the narrative. Here are some strategies:

- Listening to a poem and building a narrative with the main idea of the poem.
- Listen to classical music and invent events according to the change of pace.
- Presentation of sound stimuli.
- Presentation of olfactory stimuli.
- Presentation of onomatopoeias.
- Choose characters from different stories and build a new story.
- Construction of an archive of characters with clippings of portraits of people in magazines and construction of psychological portraits. Afterwards, these characters will be used in the construction of narratives.

Teacher Susana Mendes-Agrupamento de Escolas Frei João de Vila do Conde (Portugal)

The pedagogical path followed with my primary school students can and is guided by creative strategies, which use playful and manipulative materials, subjects of interest to students, collaborative writing in pairs or small groups and small incentives during textual productions. The focus on the dissemination of textual productions, now facilitated by a multitude of online tools/apps and digital resources, managed to motivate students, awakening a taste for writing, as well as an improvement in the production of writing, improvements that are reflected in learning and in improving discursive coherence and cohesion, as well as respect for narrative structure. The interdisciplinarity and the confluence of several disciplinary areas, such as Visual Arts, Dramatic Expression/Theater, as well as the transdisciplinary area of Citizenship gave other form(s) to the stories and made possible multiple other forms of communication, where everyone were included and enhanced their forms of expression, not only through writing.

Project link:

<https://twinspace.etwinning.net/192217/home>

Suggestions of Web tools for creative writting

<https://app.bookcreator.com>

<http://www.scholastic.com/teachers/story-starters/adventure-writing-prompts/index.html>

<https://www.storyboardthat.com/>

<https://www.storyjumper.com/>

<https://www.mystorybook.com/>

<https://www.culturestreet.org.uk/>

Final promotion video:

<https://www.emaze.com/@ALRCZRLLR/the-storyteller-bg>