## Overall Skill Focus - Creative Writing

| Lesson | Learning Focus |
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| 1 | Inspiration & imagination - Making Connections |
| 2 | Using a stimulus and personal experiences to generate ideas |
| 3 | Creating Characters - Descriptive & Emotive Language |
| 4 | Creating Setting - Descriptive & Emotive Language |
| 5 | Narrative Arcs - Planning and sequencing a plot |
| 6 | Communicating a Message through dialogue and narrative voice |
| 7 | The Writing Process - generating ideas for your narrative |
| 8 | The Writing Process - planning and drafting your narrative |
| 9 | The Writing Process - getting feedback and editing your narrative |
| 10 | The Writing Process - Polishing and finishing your narrative |
| NOTES | You may find this **Skill Checklist** document useful for tracking student learning and engagement with the learning activities in this lesson sequence. Go to 'file' and 'make a copy' to edit your own version. Here is a **Sheet Version** if you prefer.<br><br>Student cohorts will progress at different rates - these lessons have been designed to zone in on a key skill and may not require the full period of the lesson to complete - you may want to build in space for Visible Wellbeing or brain break activities to build connection or support emotional regulation and effort.<br><br>Some students may require more sustained explicit teaching, while others may be ready to work more independently - Have a look at how to use the **DHS learning spaces** for tips on how to organise student groupings. |

## Lesson Sequence

| Teaching and Learning Sequence | Notes & suggested strategies |
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| ***1*** | **Learning Intention:** To understand what inspiration and imagination is and how we can use it to make connections.<br><br>**Success Criteria:**<br>● I can explain what inspiration and imagination are.<br>● I can use my imagination to create connections between ideas and objects.<br>● I can use an image to inspire ideas for a wordcloud.<br><br>**Tuning in and connecting to prior knowledge**<br>Who can explain what it means to be inspired?<br>Who can explain what an imagination is and why it is important to have one?<br><br>In 1971, John Lennon was inspired by the Vietnam War to imagine a world that was peaceful. He wrote a song… Watch **THIS VIDEO** and read the lyrics to see what he imagined.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand what inspiration and imagination is and how we use it to make connections.<br><br>You will need **a thesaurus** for some of the activities.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Working on your own or in pairs, complete as many of the activities in **THIS WORKSHEET** as you can.<br><br>Be ready to share one of your ideas with the class.<br><br>**Wrap up - Feedback, summary or next steps**<br>We will take turns to share one thing we did today.<br>Post it - who did something good? Write their name on a post it note and explain what they did that you thought was good. You might make a link to our Community Commitment, or anything else that made our class feel great. | **Purpose of the lesson:** To establish thinking skills that help students understand how to organise information and ideas. To develop an understanding of the key concepts that help students engage with creative thinking.<br><br>**Tuning in** - retrieve students prior knowledge and activate an understanding of how people have a creative response to issues and ideas in the world.<br><br>**Mini-lesson** - Students may need some modelling about how to use a thesaurus.<br><br>Students should have a workbook to take regular notes in and to record their exploration over the term. When they see a pencil icon, they should make notes in their workbook.<br><br>Check students' understanding of the task - if they are ready to progress, they can begin while you model the task for those who may still be unsure of how to approach it.<br><br>**Learning Activity** - Encourage play and creative connection making. Students may work in pairs, small groups or on their own.<br><br>Encourage low stakes contributions in front of the class - this may be while seated to encourage a climate of sharing.<br><br>**Wrap up** - To promote creative exploration, play and peer-to-peer feedback, visible wellbeing and strengths based reflections help to build a positive classroom environment.<br><br>These should be a regular feature over the term. |
| ***2*** | **Learning Intention:** To understand how we can use a stimulus and personal experiences to generate ideas.<br><br>**Success Criteria:**<br>● I can explain what stimulus is.<br>● I can practise using three main types of stimulus to inspire ideas.<br>● I can share my ideas with others so they might be inspired too. | **Purpose of the lesson:** To build on the thinking skills from the previous lesson by linking them to strategies that help students understand how to generate ideas creative writing. To develop an understanding of the key concepts that help students engage with the generation of ideas and creative thinking. |

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| | **Tuning in and connecting to prior knowledge**<br>In table groups, discuss these **WOULD YOU RATHER** questions.<br>When you think about the 'Would you Rather' questions, you use your imagination to think through the options then make a decision.<br><br>As a group, discuss the following questions:<br>● Why is it important to have an imagination?<br>● What would happen if we couldn't use our imaginations?<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand what a stimulus is, and how personal experiences can help give us ideas and inspiration for a story.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Working on your own or in pairs, complete the activities in **THIS WORKSHEET**.<br><br>Be ready to share one of your ideas with the class.<br><br>**Wrap up - Feedback, summary or next steps**<br>We will take turns to share one thing we did today. | **Tuning in** - Encourage social connection and conversation among peers. engage reflective thinking about the focus of the last lesson to promote valuing of imaginative, creative thinking.<br><br>**Mini-lesson** - Students take notes when they see the pencil icon. Model possible responses to the example activities in the slides.<br><br>**Learning Activity** - Encourage playful approaches to the tasks. Students may work in pairs, small groups or on their own.<br><br>**Wrap up** - Encourage low stakes contributions in front of the class - this may be while seated to encourage a climate of sharing. |
| ***3*** | **Learning Intention:** To understand how we use descriptive and emotive language to create characters.<br><br>**Success Criteria:**<br>● I can identify descriptive and emotive language.<br>● I can practise using descriptive and emotive language.<br>● I can use descriptive and emotive language to create characters.<br><br>**Tuning in and connecting to prior knowledge**<br>You will be given these **ASK and TELL** cards.<br>Mingle with your classmates, when you ask someone a question, write their name in the box, when you tell someone something about yourself, write their name in the box.<br><br>Asking questions, and telling people a bit about yourself is a stimulus for conversation and getting to know people.<br><br>Descriptive and emotive language helps make what we tell people more interesting and entertaining.<br><br>**Mini-lesson - Explicit Teaching** | **Purpose of the lesson:** explore and apply descriptive and emotive language in the creation of characters.<br><br>**Tuning in** - Promote conversation among students to build a positive climate of sharing. Students may require support to understand **what effective listening is**, or other **talk moves** they can use to keep a conversation going. |

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| | We will use **THIS RESOURCE** to help us understand how descriptive and emotive language helps bring characters to life.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Working on your own or in pairs, complete the activities in **THIS WORKSHEET**.<br><br>Be ready to share one of your ideas with the class.<br><br>**Wrap up - Feedback, summary or next steps**<br>We will take turns to share one thing we did today.<br><br>Post it - who did something good? Write their name and explain what they did that you thought was good. You might make a link to our Community Commitment, or anything else that made our class feel great. | **Mini-lesson** - Students take notes when they see the pencil icon. Model possible responses to the example activities in the slides.<br><br>**Learning Activity** - Encourage playful approaches to the tasks. Students may work in pairs, small groups or on their own.<br><br>**Wrap up** - Encourage low stakes contributions in front of the class - this may be while seated to encourage a climate of sharing.<br><br>You may also want to explore the use of **yarning circles**. Below are some examples of focus questions you could use:<br>● What makes a good story?<br>● What makes a bad story?<br>● How do we know the difference between positive and negative characters?<br>● How do we know if a character is good?<br>● How do we know if a character is bad? |
| ***4*** | **Learning Intention:** To understand how we use descriptive and emotive language to create settings.<br><br>**Success Criteria:**<br>● I can identify emotive and descriptive language used to create a setting.<br>● I can practise describing and creating settings.<br>● I can write descriptive sentences.<br><br>**Tuning in and connecting to prior knowledge**<br>In table groups write as many words as you can think of that connect with the word: weather. Choose a spokesperson for your group. Each group will stand up with their spokesperson while they share their list of words with the class.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand how we can use descriptive and emotive language to create settings.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Working on your own or in pairs, complete as much of **THIS WORKSHEET** as you can.<br><br>Be ready to share one thing you've done with the class.<br><br>**Wrap up - Feedback, summary or next steps**<br>We will take turns to share one thing we did today. | **Purpose of the lesson:** To build on the exploration of describing characters in the previous lesson and apply and extend on this vocabulary to describe settings.<br><br>**Tuning in** - This activity is designed to introduce the class to the idea of having a spokesperson to share the ideas of a group. Asking all students to stand up while the spokesperson speaks supports this person, but also symbolically honours the team effort and contributions of the whole group.<br><br>**Mini-lesson** - Students take notes when they see the pencil icon. Model possible responses to the example activities in the slides. You may want to get them to read over their notes from the last lesson before writing new notes to help retrieve their prior learning.<br><br>**Learning Activity** - Encourage playful approaches to the tasks. Students may work in pairs, small groups or on their own. |

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| | | **Wrap up** - Encourage low stakes contributions in front of the class - this may be while seated to encourage a climate of sharing, if working in groups, ask a spokesperson to speak. |
| ***5*** | **Learning Intention:** To understand how we use narrative arcs to sequence a plot.<br><br>**Success Criteria:**<br>● I can identify the main parts of a narrative arc.<br>● I can share a story and practise my speaking and listening skills.<br>● I can identify the narrative arc in a story that someone else reads to me.<br><br>**Tuning in and connecting to prior knowledge**<br>*Warm up activity - pass it on.*<br>In groups, pass the bean bag to take turns to speak.<br>*Round 1:* everyone says the word 'elephant'.<br>*Round 2:* everyone says the words 'one two three'<br>*Round 3:*<br>● the first person says a word,<br>● the second person says the word the first person said and another word,<br>● the third person says the first and second word and adds a third,<br>● the fourth person says the first, second, third and fourth word,<br>● the group keeps going until someone can't remember all the words.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand what a basic narrative arc is.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>OPTION ONE<br>You are going to take turns sharing stories that use a narrative arc.<br>You will listen to other people's stories and use the narrative arc to make notes about what happens in the story.<br><br>Working on your own, find a short story to share with your group.<br>You might get inspiration from your own life.<br>You might choose one of these **5 minute stories**.<br>You might look up a traditional story from your culture.<br>*Your main goal: Find a story to share with your group.*<br><br>In groups of 3-4 you take turns to tell a story.<br>As you listen to someone else's story, make some notes using **THIS NOTE TAKER** to help you record what you hear.<br><br>OPTION TWO<br>Your teacher is going to tell a short story or two to the class. | **Purpose of the lesson:** To understand how to sequence and organise information using a narrative arc.<br><br>**Tuning in** - This activity engages students with the process of sequencing information and the language we use to do so. It also promotes whole class connectedness. If working with a large group and you have two teachers, you may want to work in smaller groups the first time you undertake this activity.<br><br>**Mini-lesson** - Students take notes when they see the pencil icon. Model possible responses to the example activities in the slides. If students are confident with a basic narrative arc, you may want to challenge them to explore the idea of a non-linear narrative that moves forward and back in time.<br><br>**Learning Activity** - Students are thinking about how information is organised, they are also practising their listening skills. You should select the option that you think will work best for your group. Option one gives students time to explore before listening to each other and taking notes. Option two gets straight to the listening with the teacher selecting the story. |

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| | As you listen, use **THIS NOTE TAKER** to help you record what you hear.<br>After the story is finished, compare your notes with the people sitting next to you.<br><br>**Wrap up - Feedback, summary or next steps**<br>Exit pass:<br>What are the main parts of a narrative arc?<br>Why do writers use narrative arcs? | **Wrap up** - This can be completed on a small piece of paper or electronically as a short quiz question. If students have not adequately understood the main parts of a narrative arc, you may wish to revise this with them as part of the next lesson's tuning in activity. |
| ***6*** | **Learning Intention:** To understand how to use dialogue and narrative voice to communicate a message.<br><br>**Success Criteria:**<br>● I can identify examples of dialogue.<br>● I can identify personal pronouns that show a narrative voice.<br>● I can create examples of dialogue and different types of narrative voice.<br><br>**Tuning in and connecting to prior knowledge**<br>Word by word - In your table groups, start with the story opening "once upon a time". Each person can only say one word at a time. So, "Once", "upon", "a", "time", "there", "was"... Choose one person to write the words down as your table group says them. This person will then share the group's story with the class.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand what a narrative voice is and how to use dialogue in our creative writing.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Working on your own or in pairs, complete as much of **THIS WORKSHEET** as you can.<br><br>Be ready to share one thing you've done with the class.<br><br>**Wrap up - Feedback, summary or next steps**<br>We will go through the worksheet and check our thinking together.<br><br>Post it - who did something good? Write their name and explain what they did that you thought was good. You might make a link to our Community Commitment, or anything else that made our class feel great. | **Purpose of the lesson:** To identify, explore and create dialogue as well as exploring the different types of narrative voices that can be used to tell stories.<br><br>**Tuning in** - This activity aims to build connection among all members of the class, it is low stakes but also requires them to pay attention to their peers and balances the contributions being made across all participants.<br><br>**Mini-lesson** - Students take notes when they see the pencil icon.<br><br>**Learning Activity** - Encourage playful approaches to the tasks. Students may work in pairs, small groups or on their own.<br><br>**Wrap up** - Review responses to the worksheet by projecting it onto the whiteboard and inviting students to share their ideas.<br><br>The 'post it' question focuses more on students' positive contributions to the classroom climate and learning community. Students should be encouraged to identify and celebrate examples of positive social behaviour as well as behaviour that makes the learning environment a happy and comfortable place to be. |

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| ***7*** | **Learning Intention:** To understand how we use the writing process to generate ideas for our narratives.<br><br>**Success Criteria:**<br>● I can explore ideas and reflect on my learning.<br>● I can explain what the first step of the writing process is.<br>● I can document my ideas for a story.<br><br>**Tuning in and connecting to prior knowledge**<br>Does anyone know a good handshake? Let's have a look at **AN EXAMPLE**.<br>As a table group, decide what your team's handshake will be!<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us reflect on what we have done so far, and to understand what the first step of the writing process is.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>You will be given time to look over activities we did earlier this term and to explore some ideas for a story.<br><br>You will then need to fill in **THIS DOCUMENT** to record your ideas as the first step in the writing process.<br><br>**Wrap up - Feedback, summary or next steps**<br><br>If we have time, we will check out some **more examples** of handshakes and pre-game rituals from the NBA. Next lesson, when you join your table group again, use your handshake to say hi! | **Purpose of the lesson:** To develop an understanding that great writing often does not 'just happen' and that when we give time to the writing process, we can all create a piece of writing to be proud of.<br><br>**Tuning in** - Part of the writing process will require students to give each other feedback. To help support this, it is important to build social connections and a safe climate in the classroom. Many of the activities over this sequence of lessons are designed to do this. This activity aims to create team bonding and a sense of connection as a group.<br><br>**Mini-lesson** - Get students to read over all their notes from the lessons so far. Then students take notes when they see the pencil icon.<br><br>**Learning Activity** - Many of the activities over the lesson sequence have invited students to work in pairs or small groups. Today's activity requires them to draw on their work together over previous lessons, but to work independently to show what they have learned and what they can do.<br><br>**Wrap up** - Reconnect the group after their independent work, this will help them start the lesson together in the next session also.<br><br>Provide feedback about the positive learning behaviours you have seen during your circulation among the class while they were on task with the learning activity. Shine a light on what you want to see more of. |
| ***8*** | **Learning Intention:** To understand how we use the writing process to plan and draft our narratives.<br><br>**Success Criteria:**<br>● I can make notes about why we plan and draft our writing.<br>● I can explain why planning and drafting helps to improve our writing.<br>● I can practise planning a story.<br><br>**Tuning in and connecting to prior knowledge**<br>In your table groups, use the handshake you created last lesson to say hi. If you have a new member of your group, welcome them in! | **Purpose of the lesson:** For students to rehearse planning for and organising their writing.<br><br>**Tuning in** - Encourage social connection and conversation among peers. |

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| | Last lesson we explored some ideas for a story. Share your story ideas from the last lesson with the people next to you.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand why we plan and draft our writing, and how this helps us make our writing the best it can be.<br><br>**Student Focused Learning Activity - rehearsal and application**<br>Using your ideas from last lesson, and any other inspiration you get today, plan your story using **THIS PLANNER**.<br><br>**Wrap up - Feedback, summary or next steps**<br>How well did we focus on our learning today?<br>5 = totally focused<br>4 = mostly focused<br>3 = focused, but I could have been more in the zone<br>2 = a little bit focused, but it was hard to stay on track<br>1 = not focused at all | **Mini-lesson** - Students take notes when they see the pencil icon. Model possible responses to the example activities in the slides.<br><br>**Learning Activity** - Students work individually, but they may seek input from peers or their teachers.<br><br>**Wrap up** - Encourage students to reflect on their effort and focus to remind them about the importance of these learning behaviours in helping them achieve their goals. |
| ***9*** | **Learning Intention:** To understand how we use the writing process to get feedback and edit our narratives.<br><br>**Success Criteria:**<br>● I can explain what bad feedback looks like.<br>● I can explain what good feedback looks like.<br>● I can practise giving and receiving feedback.<br><br>**Tuning in and connecting to prior knowledge**<br>Bean bag activity - only the person with the bean bag speaks.<br>Round 1: Animals<br>Round 2: Food<br>Round 3: Alphabet<br>Round 4: Any word, but you have to use the last letter of the word said by the person who spoke last. For example, when I say CAT, the next person after me says any word that starts with the letter 'T'.<br><br>**Mini-lesson - Explicit Teaching**<br>We will use **THIS RESOURCE** to help us understand what good feedback is and how we can use it to edit our narratives.<br><br>**Student Focused Learning Activity - rehearsal and application** | **Purpose of the lesson:** For students to understand the features of good and bad feedback and to practise giving and receiving feedback to improve their learning and their writing.<br><br>**Tuning in** - Encourage social connection and conversation among peers to help build their confidence to share their ideas and thinking with each other. You might want to put students into their feedback groups to help 'break the ice' before reading each others' stories and giving feedback.<br><br>**Mini-lesson** - Students take notes when they see the pencil icon. If you have put students into their feedback groups already, they could complete the scenarios together and choose a spokesperson to share their responses.<br><br>**Learning Activity** - Students work in groups of 3-4. You may want to create randomised groups using a **group maker**, or you might use mixed ability grouping to ensure each |

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| | You will work in small groups to share your work. Take turns to read each other's stories and fill in your feedback form.<br><br>You will be given copies of **THIS FEEDBACK FORM** to help you give each other feedback.<br><br>**Wrap up**<br>Read your feedback. Use the feedback to finish polishing your writing. Next lesson you will be invited to share this with the class. | group has a peer-to-peer model or group leader who will be able to facilitate group discussions.<br><br>**Wrap up** - Encourage students to reflect on their effort and focus to remind them about the importance of these learning behaviours in helping them achieve their goals. |
| ***10*** | **Learning Intention:** To understand how we use the writing process to polish and finish our narratives.<br><br>**Success Criteria:**<br>● I can celebrate my own and other's efforts.<br>● I can share or listen to a story.<br>● I can reflect on my learning and assess what I have achieved.<br><br>**Tuning in and connecting to prior knowledge**<br>Get into a yarn circle. The following questions will help get us talking:<br>Are stories important?<br>Why do we tell stories?<br>What are the best stories?<br>What are the worst stories?<br><br>**Student Focused Learning Activity - rehearsal and application**<br>You will be invited to share your story with the class.<br><br>**Mini-lesson - Explicit Teaching**<br>We will explain how we will use **THIS SELF-ASSESSMENT CHECKLIST** to reflect on our learning.<br><br>**Wrap up - Feedback, summary or next steps**<br>If there is time, we will play a game. | **Purpose of the lesson:** For students to connect as a learning community and to be invited in to share their stories.<br><br>**Tuning in** - Encourage social connection and conversation among the whole learning community by using a **Yarning circle**. This is a great way of facilitating classroom discussion in a relaxed and safe way. Later in the lesson students will be invited to share their stories with the whole class.<br><br>**Learning Activity** - Make this a low stakes opportunity and celebrate those who contribute, and those who listen respectfully. Encourage celebratory affirmational feedback but avoid correctives - the main purpose is celebration and recognition of the effort.<br><br>**Mini-lesson** - Demonstrate the self-assessment form and give students time to complete it.<br><br>**Wrap up** - You might want to invite students to suggest a game, or pre-plan an option. |