

Group Zero Activities

First, read this stuff:

- ☐ Skim Chapter 0 in our textbook.
- ☐ Read Chapter 1; you'll be completing exercises in this chapter.

Then do this:

- ☐ Choose two exercises from The First Batch of Exercises to complete.
- ☐ Choose two exercises from The Second Batch of Exercises to complete.
- ☐ Choose one exercise from The Third Batch of Exercises to complete.
- ☐ Complete the feedback exercise in The Last Batch of exercises + one other exercise of your choice.

FIRST BATCH OF EXERCISES.¹

EXERCISE: WRITING TALLY.

Think of all the writing you do. Try to tally it all up – texting, email, to-do lists, homework. Estimate how many words you write weekly. Report that to your class/classmates. What are their estimates?

Now, ask yourself: How does taking in ALL those words affect who you are as a writer?

EXERCISE: WHO?

Create your own poem that has lines that start with "I am the one who..."

See example below:

I am friend of my demons
and the ghosts that tortures me.

I am the one who learnt
to enjoy loneliness
and the company of myself.

I am the one who listen music
read books
or watch movies
to find friends on the protagonists.

I am the one who walks alone in the beach
to see the waves
birds
feel the sand in my feet
and delights
with the world.

-axel marazzi

¹ These activities may or may not be used in class to jumpstart our thoughts about writing and to get us writing in general. Maybe one activity will be assigned or none or all of them.

EXERCISE: QUESTIONS.

1. What is your favorite word? What is your least favorite word? What is your favorite swear word?
2. What movie/TV show/book character do you most identify with? Why?
3. If the world suddenly turned into cartoon characters, who would you turn into? Why?

EXERCISE: ATTRIBUTES.

What are five (5) attributes that you inherited from your parents? If you aren't familiar with the word "attribute" look it up; it's common to refresh one's vocabulary from time to time and everyone – even teachers – look up words and their meanings!

EXERCISE: BORING INTRO.

Attempt to write a "boring" introduction of yourself.

EXERCISE: OLYMPICS.

Invent a new Olympic sport. There are many unusual Olympic sports, like skeleton (running and then sledding), biathlon (skiing plus shooting), and curling (using brooms to propel an object over ice). Make up a new sport that would be fun to watch and play.

EXERCISE: INVENTION.

Think about an invention that you'd like to have or make. Write about what this new device would do and why you'd like to use it.

EXERCISE: PARENTS.

Out of all the celebrities/famous people in the world, which two would you choose as your parents if you could? Why did you choose them?

EXERCISE: ANIMAL.

Invent a new animal – describe what it looks like, what it sounds like, how it moves, and what it eats. Is it scary or cuddly or something else altogether? Would it be a pet or live in the wild (or in a zoo)?

EXERCISE: HOLIDAY.

Invent a new holiday. What would this holiday celebrate? How would you celebrate it? Would there be any special food or symbols for your holiday?

SECOND BATCH OF EXERCISES

EXERCISE: YOUR VOICE.

Find a piece of writing by someone, anyone. Then translate that paragraph (or dialogue or whatever it is) into YOUR VOICE. This may be tough but ask yourself how YOU would say the things in the piece by this other person. What words would you use instead? What words need to be added or deleted? Is the tone the kind of tone you like? How can that be changed to sound more like YOU?

EXERCISE: REMAKE “A LESSON IN AUDIENCE.”

Return to the “Lesson in Audience” piece and recreate those three paragraphs with a different description/theme and different audiences (unless you’d like to use those same ones).

EXERCISE: STUDENT’S INDIVIDUAL CULTURE.

Teachers need to know as much as possible about their students to teach them well, including how they learn and the pace of that learning, multiple intelligences, personal qualities such as personality, temperament and motivation, personal interests, potential disabilities, health, family circumstances, and language preference.

In a paragraph, answer these questions:

- How do you learn best? What is the typical pace of your learning?
- When it comes to multiple intelligences,² which ones do you gravitate to and why? (Google this term if you have not heard of it.)
- How would you describe your personality, temperament, and motivation?
- What are a few of your personal interests?

In another paragraph, answer these questions:

- What do you have the desire to learn? Why?
- What is a challenge for you when it comes to getting an education? Why?
- What would be a challenge for you in this particular class?
- What would a risk look like for you?
- Are you willing to challenge the status quo?

THIRD BATCH OF EXERCISES

EXERCISE: RULES.

Make a list of all the rules you’ve been told about spelling and punctuation and grammar and reading and writing. Yes, we’ve been given a lot of rules, haven’t we? Okay, so, before you rip the list up, look it over and think about where those rules come from. Are any of them helpful? Which ones did you learn easily, and which ones still trip you up? Conduct your own analysis of all this in a paragraph... What rules matter? What lessons are you taking away from the content in this chapter about writing and rules and subjectivity?

EXERCISE: READING TALLY.

Think of all the reading you do. Try to tally it all up – texting, email, to-do lists, homework. Estimate how many words you write weekly. Report that to your class/classmates. What are their estimates?

Now, ask yourself: How does taking in ALL those words affect who you are as a reader?

EXERCISE: DIY.

Create an exercise or activity that would assist students in reading more actively. Share that activity with your instructor. It might end up in this spot of the textbook!

² You may be more than one!

LAST BATCH OF EXERCISES

EXERCISE: FEEDBACK

Find a classmate's writing to give feedback to and practice the WWW/TAG approach.

EXERCISE: RANDOM STARTER QUESTIONS

- What would you be doing if you were not going to college?
- If you could start a charity, what would your cause be?
- If you ran the world, what rules or laws would you put into place and why?

EXERCISE: YOUR NAME

Look up what your name means, if you don't know already. In a few paragraphs, explain how your name describes who you are (or does not).

Then, create a poem using each letter of your first name (in order) as the first letter of line. Use that line to describe who you are to your class/classmates/teacher.

Example of Name Poem:

S – Sarcastic

Y – Young-at-heart

B – Blasphemous

I – Intuitive

L – Listener

EXERCISE: EXPERT

Everyone is great at something - write about what you do best. It could be a hobby, a sport, reading, playing chess, or anything else you excel at.