

CLIConline Introduction to Creative Writing



Student Information

| | | | | |
|-----------------------|--------------------------|--------|--------------------------|--|
| Name | | | | |
| Address | | | | |
| Post Code | | | | |
| Telephone Number | | | | |
| Email | | | | |
| Local Editorial Group | | | | |
| Local Editor | | | | |
| Date of Birth | | | | |
| Male | <input type="checkbox"/> | Female | <input type="checkbox"/> | |

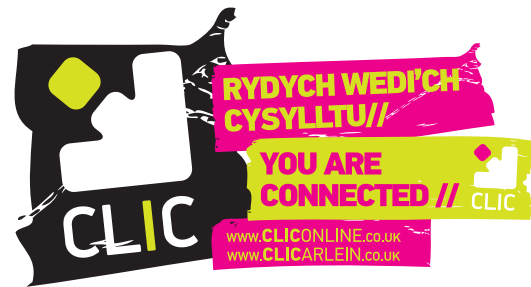
Declaration

I declare that I have completed all the work in this portfolio and all evidence statements have been signed by a supervisor/tutor/group leader or key worker

Student signature:.....

Date

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Welcome to the credit based way of learning

CLIConline has entered into a partnership with YMCA Community College to accredit the work you do with your local editorial group.

YMCA Wales Community College Provides credit based learning system giving you the opportunity to obtain learning credits. This way of learning is accredited through an independent awarding organisation known as Agored Cymru. The credits you will achieve are acknowledged nationally and can be added to and built upon as you continue to learn.

How do I get a credit?

The workbook provided will give you a step by step run through the work you need to include to meet the criteria to achieve the credit awarded for this course.

What will I need to do?

You will need to:

- 1.** Complete each page to the workbook. Extra sheets can be included if necessary.
- 2.** Include additional evidence wherever possible; this could be relevant training notes, personal notes, photographs, newspaper articles, video coverage of activities, advertising, handouts, leaflets and evidence from your work relating to the assessment criteria.
- 3.** Be observed demonstrating the relevant tasks. Witness statements must be signed by the supervisor/trainer who witnessed the task.
- 4.** When you have completed the work please return it to your tutor/trainer/Local Editor.

What will happen next?

Your work will be presented to the CLIConline Training & Accreditation Officer for internal moderation. If all the relevant evidence is in the portfolio, it will be sent to the YMCA Community College moderator for approval. When this has been completed your work will be sent back to you along with your certificate from Agored Cymru acknowledging your achievement.

Introduction to
Creative Writing
Unit Code:
KC31CY001
Level: One
Credit Value: 3



| | | | |
|--------------|--|--------|----------------------------------|
| Student Name | | Course | Introduction to Creative Writing |
|--------------|--|--------|----------------------------------|

| | | | |
|------------|--|-----------|-----------|
| Tutor Name | | Unit Code | KC31CY001 |
|------------|--|-----------|-----------|

| Assessment Criteria | Description of Evidence | Portfolio Ref (page No) | Date Achieved | Tutor Signature |
|---------------------|-------------------------|-------------------------|---------------|-----------------|
| 1.1 | Worksheet | | | |
| 1.2 | Worksheet | | | |
| 1.3 | Worksheet | | | |
| 2.1 | Worksheet | | | |
| 2.2 | Worksheet | | | |
| 2.3 | Copy of story | | | |
| 3.1 | Worksheet | | | |
| 3.2 | Worksheet | | | |
| 4.1 | Worksheet | | | |
| 4.2 | Copy of story | | | |
| 4.3 | Copy of story | | | |

| |
|----------|
| Feedback |
| |

| | |
|------------------------------|--|
| Learner Signature | |
| Internal Moderator Signature | |

| | | |
|-----------------------|-----|----|
| Recommended for Award | Yes | No |
| | | |





1. Be able to create a character
 - 1.1 Give the character a name.
 - 1.2 Describe the character.
 - 1.3 Place the character in a given scenario.

Have you ever considered what a character is? Spend some time thinking, researching and discussing what a character is. Write your ideas in the space below.

A character is...

We are now going to describe a character. Spend some time thinking about someone. This could be someone you know personally, or a famous person you have watched or read about. If you like you can collect some pictures of this person and save them in the spaces below/add them to your portfolio.



We are now going to try to describe this person using words. Imagine you are trying to describe them to someone who doesn't know them. To do this you will need to think about the following:

- What is their name?
- What do they look like?
- What do they do?
- What do they say or think?
- Who are the other people in their life?
- Where so they spend their time?

Use the space below to note your ideas.

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Now you have started to develop your character, you need to think about placing them in a given scenario, a setting in which something happens to them. Write your ideas in the space below.

A large, empty rectangular box intended for the student to write their ideas.



2. Be able to compose an imaginative story
- 2.1 Plan a story.
- 2.3 Write an imaginative story

Now you have developed your character we need to develop their story. What happens to them. A basic story has a beginning, a middle and an end. Take some time to think about this; maybe discuss it with someone in the group. Then use the spaces below to plan out your story.

beginning

middle

end

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Use the following storyboard to consider the more details for your story

| | | | |
|----|----|----|----|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |

(You may photocopy this page for additional storyboards if you need them)



2.2 Research location.

In order to make your story believable, there needs to be some research into where it will take place – the location. Use the box below to record your research.

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2.3 Write an imaginative story

Now you have created your character, setting and outline of your story, begin to write your story. When you have finished your story, print it out and file it in your portfolio using the follow guidelines.

Use Arial 12 font and include:

- Name of author
- Title of story
- Page numbers
- Double space between lines
- Word count at end of story

When you have finished your story:

- print it out and file it in your portfolio;
- upload it to CLIC or local site.



3. Be able to use observed events and emotions to enhance writing.

**Describe events and incidents in their own lives.
Describe their feelings about these events.**

You are now going to be asked to use your personal experiences to help you write creatively. You will be asked to think about events in your own life and share this with someone else. This will help your writing be more realistic, as well as helping you to use experiences in your own life – a great source for writing ideas

.However, remember, only share something that you are happy someone else knowing about.

Spend some time thinking about events in your life in the past year. Has there been any events that have really stood out to you? A birthday? A special occasion? Something in school/college/work? Some event you went to: sport, holiday, music? Something at home, with your family, your pets?

Use the space below to think about some key events that have happened in your life this year



Choose one of these events and think about how you felt about it. Think about how you felt about it. You may use the following feeling faces to help you think about your feelings.



Use the space below to make brief notes how you felt about this event

What happened.....

How I felt.....

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Now get together with someone else and describe this event and how you felt about it. Notice how they respond to your story.

Use the space below to write about this event. Think about:

- what happened
- how you felt

Think also about how the other person responded when you told it to them. That may help you tell your story more effectively



4. Be able to use the first and third person correctly.

4.1 Compare and contrast texts written in both the first and third person.

When writing we can use different points of view from which to tell the story. Two of the most common are the first person and the third person.

If a writer chooses to use the first person, then the story will be told by the main character using the words “I” and “me”.

If a writer chooses to use the third person, then the story will be told about other people and the writer will use the words “he”, “she”, “it”, “they”, but never “I” or “me”.

In a group, look at the extracts from the stories below. Consider whether they are written in the first or third person. You may want to research a bit more about the text to find out about the background to the extract. (Later we will be comparing and contrasting the two extracts).

(1) Extract from Anne Frank's diary

Tuesday 20 October 1942

Dearest Kitty,

My hands still shaking, though it's been two hours since we had the scare. I should explain that there are five extinguishers in the building. The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers. As a result, we didn't bother to be quiet until I heard the sound of hammering on the landing (across from the bookcase). I immediately assumed it was the carpenter and went to warn Bep, who was eating lunch, that she couldn't go back downstairs. Father and I stationed ourselves at the door so we could hear when the man had left. After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door. We turned white with fear. Had he heard something after all and did he now want to check out this mysterious looking bookcase? It seemed so, since he kept knocking, pulling, pushing and jerking on it.

I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place.

http://www.rhinegold.co.uk/downloads/catalogue_supporting_materials/Spring%20Term%201%202006_07%20-%20Holocaust%206%20Frank%20Diary%20Extract.pdf



(2) Extract from The Twits by Roald Dahl

The next day, to pay her husband back for the frog trick, Mrs Twit sneaked out into the garden and dug up some worms. She chose big long ones and put them in a tin and carried the tin back to the house under her apron.

At one o'clock, she cooked spaghetti for lunch and she mixed the worms in with the spaghetti, but only on her husband's plate. The worms didn't show because everything was covered with tomato sauce and sprinkled with cheese.

http://www.puffin.co.uk/static/puffinplayground/childrensactivities/downloadsdfs/RoaldDahl/WORKSHEETS_ACTIVITIESYC.pdf

If you want to see a gruesome video of this follow this link – but don't' eat as you watch
<http://www.bbc.co.uk/learningzone/clips/roald-dahl-the-twits-extract/3984.html>

Use the space below to look compare and contrast the 2 extracts

List 3 similarities about the two extracts:

| Anne Frank's diary | The Twits – Roald Dahl |
|--------------------|------------------------|
| 1 | |
| 2 | |
| 3 | |

List 3 differences between the 2 extracts

| Anne Frank's diary | The Twits – Roald Dahl |
|--------------------|------------------------|
| 1 | |
| 2 | |
| 3 | |



4.2 Describe an incident in their own lives.

4.3 Describe an incident happening to someone else.

OK, we have come a long way. We have thought about:

- character
- story planning
- events in your life
- how you felt about those events
- the voice of a character – first or third person

You are now going to put all this together and write 2 short descriptions of:

- 1) an incident in your life
- 2) an incident happening to someone else

You will need to word process the 2 stories separately and remember the following:

- Use Arial 12 font and include:
- Name of author – you
- Title of story
- Page numbers
- Double space between lines
- Word count at end of story

When you have finished your story:

- print it out and file it in your portfolio;
- upload it to CLIC or local site.

Congratulations! You have completed this unit and more importantly have produced 3 pieces of created writing and submitted them to your CLIC local site for other people to enjoy!

Remember, if you want to improve you writing, you have to practise doing it often. Try to write for 10mins each day and submit it to CLIC. We'd love to read them!

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Student Evaluation Form

Thank you for taking part in CLIC training. Please take a few minutes to complete the following evaluation of this training.

Please complete this form.

| Part A | Yes | No |
|--|-----|----|
| The course is well organised | | |
| I am satisfied with the teaching on my course | | |
| The course is varied and interesting | | |
| The support I am given helps me to progress | | |
| My tutor/support worker gives me guidance that shows me how to improve | | |

| Part B | Yes | No |
|---|-----|----|
| I would recommend this course | | |
| I feel that I have been given equal opportunity to learn & progress | | |
| I have been given useful information about what I can do next | | |
| I am satisfied with the venue and facilities | | |
| I have achieved what I set out to do | | |
| Overall, I am satisfied with my learning experience | | |

| Part C | Yes | No |
|---|-----|----|
| I feel more confident | | |
| I have met new friends | | |
| The course has improved my knowledge of the subject | | |
| The course has improved my job prospects | | |

What do you hope to do next? (please tick one box)

| | | | |
|--------------------------|--------------------------|------------|--------------------------|
| Course at the same level | <input type="checkbox"/> | Work | <input type="checkbox"/> |
| Course at a higher level | <input type="checkbox"/> | Don't know | <input type="checkbox"/> |

Other (Please specify):

| | |
|--|--------------------------|
| Please tick if you would like the opportunity to learn Welsh | <input type="checkbox"/> |
|--|--------------------------|

Thank you! The CLIC team.