



Co-funded by the Erasmus+ Programme of the European Union



**I CHOOSE
CONSCIOUSLY**

SCENARIO 3

WRITE ME WORKSHOPS OF WRITING TEXTS OF CULTURE

TARGET GROUP
STUDENTS AGED **12-18**

Objectives of the educational project:

- * to review and consolidate knowledge about different types of texts,
- * to learn about the methods of writing good texts,
- * to edit and transform texts,
- * to awaken student creativity and imagination,
- * to make students aware that books can be written on the basis of movies – examples,
- * to write mini theater scripts,
- * to introduce the form of mind maps and drama into the lesson.

End products of the educational project:

- * 10 tips of writing good texts,
- * edited and transformed texts,
- * descriptions of chosen movie scenes,
- * mini scripts based on the descriptions of movie scenes,
- * props, decorations and costumes needed for the presentations,
- * mind maps summarizing the information about text genres.

SUGGESTED LESSON PLAN

PROJECT STAGE	SUGGESTED ACTIVITIES	DAY/ WORK STAGE	TIME
1 TOPIC SELECTION AND DETERMINING PROJECT OBJECTIVES	1. Introduction: a types of texts - discussion, b tips concerned with writing texts.	1	approx. 1,5 h. a 45 min. b 30 min.
	2. Decision to undertake the project.	2	15 min.
2 PROJECT REALIZATION	3. Text editing – exercises.	3	approx. 45 min.
	4. Write me! – group work.	4	approx. 45 min.
	5. Dreams about your own book – exercise.	5	approx. 45 min.
	6. Movie and literary scenes – group work: a introduction, b preparations, c creating, d presentations.	6	approx. 2 h. + work outside school: a approx. 20 min. b approx. 2 days – work outside school c approx. 45-90 min. d approx. 45 min
	7. Writing is an art: a in class transforming texts into mini theater plays, b work on props, costumes and decorations.	7	approx. 1,5 h. + work outside school: a approx. 45-90 min. b approx. 2 h. – work outside school
8. Mini theater play presentations: a dress rehearsals, a mini play presentations.	8	approx. 1,5 h.: a approx. 45 min. b 90 min.	
9. Project summary and information consolidation: a text genre mind maps, b time for questions.	9	około 50 min. a 30 min. b 20 min.	

ALTOGETHER

approx. 10 teaching hours + work and presentation time for students outside school

ADDITIONAL COMMENTS

*** asterisks indicate division between days

1

TOPIC SELECTION AND DETERMINING PROJECT OBJECTIVES

1. INTRODUCTION:

approx. 1,5 h.

The teacher introduces the students into the topic of the lesson through a discussion and work with a text. Not all suggested activities must be realized; they can also be altered depending on the students' age group.

a) types of texts – discussion

time: 45 min.

The teacher initiates a discussion about different types of texts.

Exemplary questions:

- *| *does someone among you write texts? e.g., poems, stories, or essays? does someone have a blog? does someone write and work with other forms of text?*
- *| *has someone among you tried out journalism?*
- *| *do you think that it's a difficult job?*
- *| *can anyone become a writer?*
- *| *what are the differences between the profession of a journalist and a writer?*
- *| *how can professional success be achieved in such professions?*

After the discussion and experience exchange, the teacher asks the students a next question: *What types of texts do you know?*

Exemplary answers:

- *| *articles,*
- *| *feature articles/columns, feuilletons,*
- *| *interviews,*
- *| *reports/coverages,*
- *| *proceedings/records,*
- *| *reviews,*
- *| *essays,*
- *| *sales announcements,*
- *| *scientific articles,*
- *| *tutorials, etc.*

The teacher asks one of the students to write down all of the answers of the project's participants on the board/flipchart. Then the teacher gives out earlier prepared materials with more information about text types ([Appendix 1 – text genres and types](#)). They analyze the materials together and think about how new genres and types of texts are created.

b) tips concerned with writing texts

time: 30 min.

The teacher provides the students with tips concerned with writing texts. Together, the students consider whether they would add their own ideas to the list. It would be worth to keep the document until the end of the project in order to allow the students to fill it in completely after the realization of all of the stages of the project ([Appendix 2 – tips concerned with writing texts](#)).

2. DECISION TO UNDERTAKE THE PROJECT

time: 15 min.

The teacher, together with the students, makes the decision to undertake the project. Together, they decide on the title of the project.



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2

PROJECT REALIZATION

3. TEXT EDITING exercise

time: approx. 45 min.

The task is concerned with editing a chosen text. The teacher suggests an exercise that teaches how to focus on important things, and, at the same time, helps develop the student's imagination.

The participants of the lesson are divided into 2 groups. The first group receives a developed text concerned with a specific topic ([Appendix 3 – text for group 1](#)). Their task is to edit the text in such a way that it is short and concise. The students should try to include all of the most important information.

The second group's task is quite the opposite – they receive a short text ([Appendix 3 – text for group 2](#)), which they are to develop and make more interesting.

After carrying out the tasks, representatives of both groups read aloud their works. The teacher then initiates a discussion about the groups' team work.

Exemplary questions:

- *| *was it difficult to edit the texts?*
- *| *what was the most difficult part of the task?*
- *| *what is easier – to edit a developed text into a shorter one, or the other way around? etc.*

4. WRITE ME group work

time: approx. 45 min.

The teacher divides the class into 4 groups and gives every group a random book. It can be a crime story, or an adventure book. The teacher then tells all of the groups to open their books at, e.g., page 125 and copy the first sentence from the page.

These sentences are to begin new paragraphs written by particular groups. The students should not focus on the stories in the books. Their task is to create their own original stories. Every group has 20-30 minutes to complete this task.

After completing the task, representatives of every group show the class what book they were given by the teacher. They then read aloud the first sentence copied from the book, and, finally, the written paragraph.

The teacher can sum up the task by asking a few questions, e.g.:

- *| *what did you learn from the exercise?*
- *| *how can it be used?*
- *| *is it difficult to write a text to a random sentence? if yes, why? etc.*

2

PROJECT REALIZATION

5. DREAMS ABOUT YOUR OWN BOOK

exercise

time: approx. 45 min.

The teacher introduces the students to the topic of the lesson:

Every one of you must have thought about writing a text at some point. Maybe in the form of a diary, a feuilleton, an essay about a specific topic, or a grand story with an extraordinary plot. The following task will awaken your imagination and creativity.

The task of every participant of the project is to come up with 3-5 potential titles of books they would like to write, and then to write a few summary sentences for every book.

After the task is completed, the teacher chooses a few students (depending on the time dedicated to the exercise) who are to present the results of their work (Appendix 4 – exemplary book titles).



6. MOVIE AND LITERARY SCENES

group work

time: approx. 2 h.

+ work outside school:

The teacher introduces the students to the exercise:

Movies have always fascinated us and awoken our emotions. Thanks to technological development, we can watch more and more interesting movies. The popularity of some movies is so huge that sales of movie-connected gadgets is widespread. Sometimes movies become inspirations to write books. Do you know any examples where the book is based on the movie, and not the other way around?

Exemplary answers:

- *| Star Wars,
- *| Dead Poets Society,
- *| Babe,
- *| The Green Mile,
- *| The Notebook,
- *| Message in a Bottle,
- *| A Walk to Remember, etc.

.....

a| introduction

time: approx. 20 min.

The teacher introduces the students to the task that awaits them:

Your task will be to put a chosen movie scene down on paper.

The teacher then divides the class into 4 groups, every one of which is assigned a movie genre:

- GROUP 1: romantic comedy
- GROUP 2: psychological drama
- GROUP 3: science fiction
- GROUP 4: thriller

Every group is to choose a movie from the genre assigned to them, and then, as a team, to choose one scene, which they will then put down on paper, i.e., describe it. There is one rule only – the students cannot choose movies that illustrate books, and books that illustrate movies. They must choose a movie that isn't connected with any book.

2

PROJECT REALIZATION

b| preparations

time: approx. 2 days – work outside school

The students work on the materials partially outside the classroom – they choose the movie outside the school, watch it and then choose a scene (the length of the scene is agreed on with the teacher). They bring the ready materials to class.

The students have around 2 days for these preparations. Every group brings their movie on a flash disk/CD to the presentation class, on the appointed day, in order to compare them with the written texts.

c| creating

time: approx. 45-90 min.

Before starting the work, the students decide with the teacher what form they want their work to take. Will it be a script, a scenario, or, e.g., a description which could appear in a book if the movie was book-based?

d| presentations

time: approx. 45 min.

Representatives of the groups present the works prepared by the teams. They start with playing the fragment of the movie on a computer, project/interactive board, and then read the written text related to the movie scene.

After the presentations, the teacher asks summary question:

*| *what do you think is easier – to create a movie based on a book, or vice versa?*

*| *what was the most difficult part of this exercise?*

*| *do you see yourselves as movie producers or directors in the future? etc.*

7. WRITING IS AN ART

time: approx. 1,5 h. + work outside school:

The teacher asks the students to form the same groups as during the previous task.

The class is then introduced into the world of drama by the teacher:

During the previous class, you prepared texts based on movie scenes. There's more fun to come! Your task now is to edit your texts and transform them into a mini theater play!

a| transforming texts into mini theater plays

time: approx. 45 – 90 min.

The task of the students is to transform the texts they have written into mini theater scripts, and then to act them out! The scripts do not have to be based solely on the movie scene – the students can enter the world of imagination and add their own stories to the existing text. Together they revise the principles of writing theater play scenarios and what elements they should include. The script shouldn't be lengthy – every group should present their mini play within 15 minutes. The teacher gives the students approximately 45-90 minutes to transform the texts into mini scripts. After the work is completed, the teacher decides on the date of the presentations with the students.

2

PROJECT REALIZATION

b) work on props, costumes and decorations

homework

time: approx. 2 h. – work outside school

Homework:

Outside the classroom, the students prepare costumes, decorations and props which they will need during the presentation. They can also improve and work more on their scripts.

3

PROJECT PRESENTATION

8. MINI THEATER PLAY PRESENTATIONS

time: approx. 1,5 h.

The teacher presents the plan of presenting the plays to the students. Together they prepare for dress rehearsals. They also decide if the presentations will be for the class only, or for a bigger audience. They can also prepare posters and tickets for the show.

a) dress rehearsals

time: approx. 45 min

The day before the presentations, the teacher dedicates one lesson hour to dress rehearsals. On this day, the students know their short roles and bring their ready props which are put in one place after the rehearsals.

b) mini play presentations

time: 90 min.

The presentations take place in the classroom, or in another place chosen by the teacher. Every group acts out their scene based on the script written by them. After the presentations, the teacher congratulates the students for their creativity and bravery.

The teacher also asks a few summary questions, e.g.:

*| *was it difficult to transform their earlier written texts into a theater script?*

*| *what artistic means did you use? did you include stage directions?*

*| *how would you judge yourself as scenographers? directors? etc.*

4

PROJECT EVALUATION

9. PROJECT SUMMARY AND INFORMATION CONSOLIDATION

time: approx. 50 min.

The teacher and the students sum up the project. Together they discuss the genres and types of texts they have learned about and about the completed exercises which functioned as perfect literary workshops for the students.

a| text genre mind maps

time: 30 min.

The teacher divides the class into 2 groups – the first group is assigned the topic of INFORMATION TEXTS, the second group, PUBLICISTIC TEXTS. The task of the students is to create mind maps in order to organize and consolidate the knowledge they have acquired during the project (Appendix 5 – how to make mind maps?).

b| time for questions

time: 20 min.

At the end, the teacher asks general questions, e.g.:

- *| *what did you enjoy most in the project?*
- *| *what did you learn?*
- *| *what most the most difficult part of the project?*
- *| *how would you evaluate the results you have achieved?*

LIST OF PROJECT APPENDIXES

APPENDIX NR 1

TEXT GENRES AND TYPES

APPENDIX NR 2

TIPS CONCERNED WITH WRITING TEXTS

APPENDIX NR 3

TEXTS FOR GROUP 1 AND GROUP 2

APPENDIX NR 4

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HOW TO MAKE MIND MAPS?

APPENDIX NR 1

TEXT GENRES AND TYPES

INFORMATION
GENRES

The **primary function of information genres is to inform**. They allow texts to provide information in a concise and informative way, as truthfully with regard to various facts, events and phenomenon as possible. They enable readers to broaden their knowledge of the world. Information genres include:

- *| **announcement** – the smallest information genre. It notifies about a single fact, or event;
- *| **press note** – it's a form of an announcement, enriched by additional detailed facts.
A statistical listing of events is a distinctive feature of press notes;
- *| **proceedings/records** – a presentation of events that have already taken place and have ended. The facts are presented in a dynamic manner, in a chronological order;
- *| **live report/live coverage** – a simultaneous presentation of events taking place.
A colorful, detailed and emotional broadcast;
- *| **biography** – a chronological representation of the events in the life of a given character.
It is limited to important dates and facts;
- *| **description** – a way of presenting people via describing their character, looks, lifestyle, preferences, etc.;
- *| **calendar** – chronically ordered announcements or press notes providing information about events which took place at a specific time (week, month, year, etc.);
- *| **press review** – a sequence of quotations taken from the most interesting materials from other media sources,
- *| **report/coverage** – a journalistic report of authentic events, enriched by a detailed description of the surroundings, character description and the opinion/impression of the reporter;
- *| **interview** – a conversation between a journalist and a person who arouses interest.
It consists of purposefully formulated questions and answers.

PUBLICISTIC
GENRES

Publicistic genres play an interpretational and persuasive role. They aim to explain reality. They enable readers to broaden their already acquired knowledge and invoke intellectual and emotional reactions to the presented facts:

- *| **comment** – a publicistic form as up to date as possible, with the author's explicit opinions/outlooks/inclinations;
- *| **article** – a publicistic form concerned with a topic popular at the moment of writing.
This form is dedicated to clearly formulated theses;
- *| **essay** – a detailed and lengthy piece of writing, freely developing and interpreting a given phenomenon, or an important problem. It is characterized by inconsistent erudition, poetic associations, surprising formulations, paradoxes, lyrical-reflective narrations, and lack of linearity;
- *| **review** – a discussion, or evaluation of some cultural fact/event (the publishing of a book, an exhibition, a concert, a spectacle, a movie). It should contain a brief presentation of the content of the discussed work;
- *| **feuilleton** – a short publicistic form with a familiar and amusing tone, touching upon current affairs, as well as difficult and controversial issues. It is a cyclical form and has its permanent place in magazines and electronic media;
- *| **discussion (debate)** – it's a form of an interview, in which a greater number of people take place, all of whom represent difficult outlooks on a given subject. A crucial role here is played by the host.

APPENDIX NR 2

TIPS CONCERNED WITH WRITING TEXTS

A FEW TIPS BEFORE YOU START WRITING

- *| **Most importantly: First plan what you want to write!**
- *| **Create a good title.** The title is the most important thing because it is read with the most care should include key words and inform what the text is about.
- *| **Write briefly and concisely.**
- *| **Focus on one problem in the text, and on one topic in a given paragraph.**
- *| **Give precise solutions.**
- *| **Less questions, more information.** It is definitely better to give answers, than to ask constantly because constant questioning will corner and discourage the reader.
- *| **Be on a first name basis.** It is better to address your reader directly – you will shorten the social distance and create a closer bond.
- *| **Use verbs and the present tense.**
- *| **Don't be afraid to express yourself.** The pace of reading will also be more pleasant.
- *| **Remember about the aesthetics of the text.** Format the text!
- *| **Dedicate some time to check your spelling and orthography.**
- *| Check what are the rules for creating text on a particular literary genre.

APPENDIX NR 3

TEXTS FOR GROUP 1 AND GROUP 2

TEKST FOR GROUP 1

The Art of Writing Short Stories author: *Kotobee*

Source:

<https://www.kotobee.com/blog/writing-short-stories/>

Where to start?

Don't make the mistake of starting too far back in time. This may work fine for a novel, but short stories need to get to the point quickly. And this means starting it pretty much in the thick of the action. It's about making the reader hit the ground running in the heat of the action!

Because of the length of short stories, you shouldn't have to spend a good chunk at the beginning introducing it. Instead, this means creating a well developed plot that stands up on its own without too much introduction.

This means also creating well developed characters, and subtly introducing any background story into the plot if needed. Starting in the heat of the action keeps the plot moving and allows you to conclude the story sooner.

While there are several examples from books, we really like how Robert De Niro's "Raging Bull" pulls us in. It starts after his boxing career is over, and then we get to see how that unfolded scene-by-scene.

Condensed detail

It goes without saying that writing short stories isn't the same as writing novels. Most short stories are around 5,000 words at a maximum, meaning you have less space than in a novel to develop the storyline.

You have to make sure you get straight to the point, writing in condensed sentences, and choosing your words very carefully. As a by-product, this also means you'll have to develop your self-editing skills, as it means you'll be cutting out all unnecessary words and details.

This is where the scene list comes in handy, as it helps you to plan your story very well – and stick to the major points. There is little room to spare to wander off on extra details, especially if they are irrelevant to the story.

Take inspiration from real people

Having a difficult time coming up with believable characters? Then there's no better place to look for inspiration than the people around you, or the people you meet.

It's the perfect opportunity to people watch, studying their mannerisms, patterns of speaking, as well as the way in which they interact with others. Don't forget, the small things, like little movements of the hand, manners of walking, or manners of speaking and pronunciation, that produce the most believable characters.

It's also important to know way more about your characters than the readers do, even if you don't place too many details in the story itself. The most important character elements you need to give readers are: at least some of the character's appearance; illustrating your character's personality by showing how they act (using adjectives alone isn't enough); and get your character to speak – which gives you a window into the character's mind.

Point of view

Also known as the POV, this perspective is important to how the story gets told. As a writer, you need to decide who is going to tell the story and how much information the narrator can reveal.

APPENDIX NR 3

TEXTS FOR GROUP 1 AND GROUP 2

TEKST FOR GROUP 1

The Art of Writing
Short Storiesauthor: *Kotobee*

Source:

<https://www.kotobee.com/blog/writing-short-stories/>

It can create subtle characterizations within the narrative, and affect how we perceive the characters. The first person narrative allows readers to enter the protagonist's mind. Using the first person can be limiting in that the story will only be told from the one perspective.

Less commonly used, the second person narrative treats the reader as a character in the novel. The third person narrative allows the narrative to be told either from many perspectives, or through the perspective of one character (and allows greater intimacy with the narrator).

Create tension

The story really begins when conflict and tension are created. It's a great way of adding dramatic interest to the plot, and gives reader's an insight into the inner workings and interactions of characters. This conflict can be created either between characters, or between a character and internal or external conditions. Using conflict is also a great aid to keeping the plotline's pace moving. As in longer novels, such as Aldous Huxley's "Brave New World", tension could be created between humans and technology. The ways in which tension can be created are numerous.

Minor plotlines

Having a subplot that runs parallel with the main story can sometimes add meat to the bones of the story – but only if it's relevant to the plot itself. Adding one that doesn't add anything to the storyline just wastes space and deflects attention from the main events.

For instance, if you're writing a story about a dragon slayer, it doesn't make sense to describe the protagonist's fear of kittens. It would make better sense to describe the protagonist's fear of heights, which may be described by a twist at the end; or maybe describing their family's death at the hands of a dragon that explains their current profession.

Conclusion

With those points in mind, a short story or novella can be a great starting point, especially if you're looking to start out in writing. Short stories can help define your style of writing and favorite genre – and it can act as the springboard to bigger works. And as with all the great writers, don't be afraid to break the rules to write that best selling work!



TEKSTY FOR GROUP 2

How to really
write a bookauthor: *Jeff Goins*

Source/fragments from:

<https://goinswriter.com/tips-writing-book/>

Let's look at the big picture. What does it take to write a book? It happens in three phases:

Beginning

You have to start writing. This sounds obvious, but it may be the most overlooked step in the process. You write a book by deciding first what you're going to write and how you're going to write it.

Staying motivated

Once you start writing, you will face self-doubt and overwhelm and a hundred other adversaries. Planning ahead for those obstacles ensures you won't quit when they come.

Finishing

Nobody cares about the book that you almost wrote. We want to read the one you actually finished, which means no matter what, the thing that makes you a writer is your ability not to start a project, but to complete one carefully. As a by-product, this also means you'll have to develop your self-editing.

APPENDIX NR 4

EXEMPLARY BOOK TITLES

BOOK EXAMPLES

Title 1: *SECRET BOOK*

Summary:

The story is about Olga – a teenager who finds a book about magic in the street. Seems ordinary enough... but it's not. The character looks for the owner of the book, but to no avail. It turns out that... it's the book itself! How? In the book, there are hidden spells created by a powerful mage, who is hiding in the pages of the book.

Title 2: *BOB THE CAT AND I*

Summary:

The book is about a man who is lost in life. After his parents' divorce, he fell into addiction and would lose his life more and more. His fate was changed by a ginger cat, Bob, who unexpectedly showed up at his house. The book is based on an authentic story.

Title 3: *FEUILLETON – HALF SERIOUSLY – ABOUT CHANGES IN THE POLISH SOCIETY*

Summary:

This is a short text humorously illustrating changes in the Polish society throughout time, among others, the rudeness of nobility and the changes their status had undergone.

Title 4: *ESSAY – HOLLYWOOD STARS OF THE 1950S AND 60S*

Summary:

Hollywood has been the fulfillment of the most deepest dreams of actors, actresses, as well as movie producers from 1914. Until 1960, almost 400 movies were made annually, thanks to which many artists such as Audrey Hepburn, Elizabeth Taylor, or Gregory Peck, have become famous. And this is precisely what this essay is about – which movies have become famous in Hollywood and which stars have overrun the „dream factory“ – this is where you will find out all of it.

Title 5 : *DIARY LIFE*

Summary:

This is a biography story about Ana – a sick girl, but at the same time a girl in love... What impact will love have on her future life? Find out reading this book.

APPENDIX NR 5

HOW TO MAKE MIND MAPS?

MIND MAP
WHAT'S THAT?

A mind map is one of the activation methods, also known as a mental map or a brain map. Its objective is to graphically present associations and thoughts concerned with a certain lesson topic. Drawings, photographs, cut outs from press articles, etc., can be used for such presentations.

PRINCIPLES
OF MAKING MIND MAPS

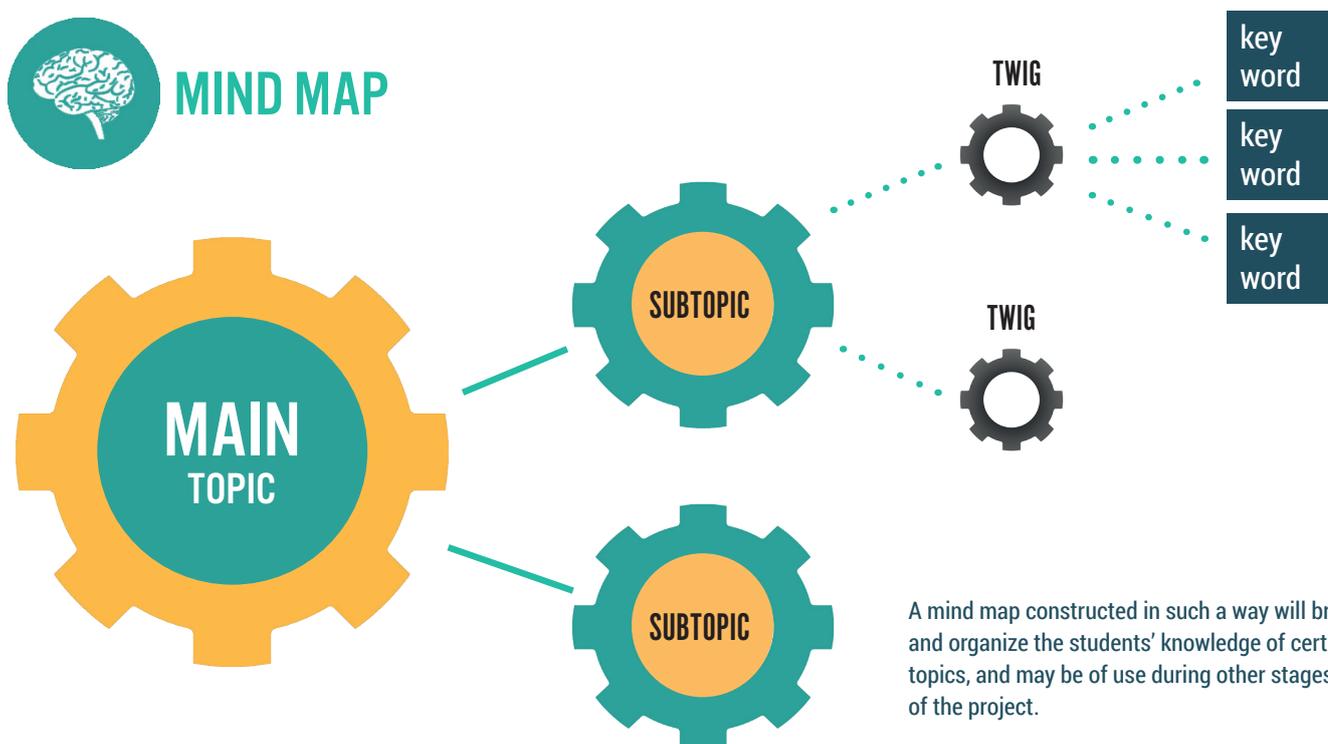
*| An A4, or larger, sized piece of paper, or bristol is needed.

*| In the middle, the main idea or topic of the mind map should be written down.
Methodologists suggest:

- writing it in graphic form,
- using at least 3 colors,
- using 3D images which stimulate student's imagination.

*| The branches connected with the main topic of the mind map should be greater. These branches, the further away they are from the focus of the mind map, should be thinner and thinner. A mind map can be compared to a tree: the bough constitutes the base, the main topic of the work; there are sub-topics on the branches; twigs constitute associations with more and more information, and the leaves, which are at the end of the diagram, are key words with detailed data.

*| It is advisable to write the words in capitals, which enables everybody to read them. It is good to use colors, e.g., different colors for separate topics.



A mind map constructed in such a way will broaden and organize the students' knowledge of certain topics, and may be of use during other stages of the project.

APPENDIX NR 5

HOW TO MAKE MIND MAPS?

HANDMADE OR COMPUTER MADE MIND MAPS?

Mind maps can be made by hand, via drawing on paper, or other surfaces, e.g., covering a wall with colored sheets of paper and connecting them to one another with the use of string or threads. Such maps stimulate creativity and help memorize information.

A lot of computer mind map making software has been developed for those who like to have all of their materials in one place and appreciate the possibility of quick and efficient material sharing with others.

Here are a few programs which can be used to make mind maps:

- *| **Freemind** – <https://www.dobreprogramy.pl/FreeMind,Program,Windows,20787.html>
- *| **Mindomo** – <https://www.mindomo.com>
- *| **iMindMap** – <https://imindmap.com/>
- *| **Tony Buzan** – <http://www.tonybuzan.com/>
- *| **Xmind** – <http://www.xmind.net/>

All mind map making programs are similar in use. They create mind maps with branches focused around the center. Only a mind map made in iMindMap looks a bit different. Here you can shape the layout of the branches as you wish.