Workshop #1: Narratives

Narrative Overview

**Journal Prompt:** In your journal, draw a simple diagram of a body, and on that body, mark places where you have a scar. Scars can be physical, emotional, etc. Then, write about the scar or how you got the scar. (Create an example diagram on the whiteboard or using PowerPoint.)

**Step 1:** Share a PowerPoint about Narrative (Topics: defining characteristics, including fiction vs. nonfiction, plot, characters; variety of lengths, including 6-word memoir, flash fiction, short story, novella and novel.)

**Step 2:** Have students view various lengths of narrative, especially short and long books, as well as books from different reading levels.

**Materials Needed:** PowerPoint presentation, stories with a variety of lengths and difficulties for student viewing (e.g. books, short stories, compilations, etc.)


Breakout #1: Novel Planning

**Step 1:** Introduce NaNoWriMo, pass out student letter/NaNoWriMo bookmarks ([https://ywp.nanowrimo.org/pages/educator-resources](https://ywp.nanowrimo.org/pages/educator-resources))

**Step 2:** Pass out the novel outline template and fill in: title, elevator pitch, book jacket summary, characters, and table of contents

**Materials Needed:** Copies of the NaNoWriMo student letter and bookmarks and copies of the “Novel Outline Template.”

**More Information:** [https://nanowrimo.org](https://nanowrimo.org), [https://ywp.nanowrimo.org](https://ywp.nanowrimo.org)

Breakout #2: StoryBox

**Step 1:** Arrange a set of 15 pictures and place them inside a box. Students will, at random, pick two pictures from the StoryBox.

**Step 2:** After picking two pictures, the students will make a narrative based on the two pictures they drew from the box. They get 10 minutes to write.

**Step 3:** After the 10 minutes is up, they will share the stories with their peers.

**Materials Needed:** A small gift box from an art store or substitute a hat or bag. 15 cut-out pictures of objects and scenery to put in the box and pens and paper for the students.
Breakout #3: Spooky Stories

**Step 1:** Show students the three envelopes: spooky character, spooky object, and spooky book. Have students tear three strips of paper and write an example of a spooky character (e.g., a ghost) on the first slip. Repeat for the other categories. Students put their strips of paper into these envelopes.

**Step 2:** Ask students to pull a slip of paper from each envelope. They will write a story that incorporates the spooky character, object, and book they draw from the envelopes.

**Materials Needed:** 3 labeled envelopes

Breakout #4: Six Word Memoir

**Step 1:** Introduce examples of the six word memoir, such as Ernest Hemingway’s, “For sale: Baby shoes never worn.”

**Step 2:** Write your own six word memoir.

**Step 3:** Offer several options to the young authors. (1. Draw an image that matches with the six-word memoir. 2. Write a sequel of one of the six word memoirs. 3. Exchange memoirs and respond to them with another six word memoir)

**Materials Needed:** Examples of six word memoirs.
Workshop #2: Poetry and Music

Poetry and Music Overview

Journal Prompt: Write a poem about the object in the center of your table

Step 1: Brainstorm as a class: “What are the elements of poetry?”

Step 2: Show examples of poems and discuss: “Is this a poem?”

“Cat in the Hat,” Doctor Seuss
“Eye of the Tiger” lyrics, Survivor (https://www.azlyrics.com/lyrics/survivor/eyeofthetiger.html)
Murakami Kijo’s haiku (http://www.poemofquotes.com/famoushaiku/murakami.php)
“The Sky Was,” E. E. Cummings (https://hellopoetry.com/poem/1646/the-sky-was/)
Blackout Poetry Examples (https://www.smore.com/d6ezr-blackout-poetry-challenge)
“i” poem, jwcurry (https://goo.gl/images/AdzBby)


If time: Watch Dr. Seuss video (https://youtu.be/uaQs1-bUG1U), Write acrostic poems


Breakout #1: Haiku

Step 1: Introduce the background, history, and form of haiku (Japanese, traditionally about nature, three lines with syllable count 5/7/5) and share haiku examples.

Step 2: Have students create a haiku (multiple haikus make a larger poem and each student writes a haiku to put into the larger poem) OR group haiku (one haiku created by the group, one student starts with the first word, then the next student continues the line, etc.).

Step 3: Write your own haiku – have students try to do one about nature, and then they can do one about something else.

Step 4: Have students share their haikus.

Materials Needed: Cardstock/construction/other colored paper for haiku, pencils, pens, markers and haiku examples.

Breakout #2: Songs

**Step 1:** Brief discussion with the student about their favorite songs and lyrics as an ice breaker.

**Step 2:** Students will then pick one of their favorite songs and rewrite the lyrics to the beat. They have the opportunity to listen to their own music during this session.

**Step 3:** After 15 minutes, allow the students to share their lyrics with their peers. If no one wants to share, encourage them to continue working on their projects.

**Materials Needed:** Headphones for the students to listen to music on their phones. Bring extra electronics if there’s accessibility.

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Breakout #3: Blackout Poetry

**Step 1:** Show students examples of Blackout poetry: Image

**Step 2:** Ask students to create their own Blackout poems by selecting words and phrases to cover up from the page of a book. The remaining words form a poem.

**Materials Needed:** Xeroxed copies of pages from books and markers.

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Breakout #4: Spoken Word Poetry & Storytelling Performance

**Step 1:** Icebreaker: Everyone takes turn saying their favorite color and three adjectives that describe the reason it’s their favorite. OR have students list three of their personal “truths.” (All of these ideas can be the topic of the student’s spoken word poems.)

**Step 2:** Students write their own spoken word poem. (Disregard any “rules” of poetry that might hinder the process of telling each story.)

**Step 3:** Encourage the students to share their work in front of their peers.

**Materials Needed:** Set up media and arrange the space for virtual examples of spoken word poetry performances on YouTube. ( Sitting in a circle is effective for the breakout)

**Sources:** [https://www.youtube.com/watch?v=0snNB1yS3IE](https://www.youtube.com/watch?v=0snNB1yS3IE) (Sarah Kay’s performance)
Workshop #3: Art and Writing

Art and Writing Overview

**Journal Prompt:** Journal about an artistic masterpiece for 15 minutes.

**Step 1:** Watch a video about how colors and art affect our life in a positive way and how each color has a specific meaning. YouTube link: [https://www.youtube.com/watch?v=DtOHRlWPKQk](https://www.youtube.com/watch?v=DtOHRlWPKQk)

**Materials Needed:** Pencils and colored paper.

**More Information:** [https://www.youtube.com/watch?v=DtOHRlWPKQk](https://www.youtube.com/watch?v=DtOHRlWPKQk)

Breakout #1: Words and Art (Concrete Poetry/Prose)

**Step 1:** Present concrete poetry examples. Ask students what they notice is different from other poems and prose (i.e., shapes convey meaning not just the words, negative images with words, etc.).

Alice's Adventures in Wonderland Mouse Tale Example, Rainbow Example, Various Examples, Snowman and Cupcake Examples, Panda Example

**Step 2:** Have students write a poem or story about an object or concept.

**Step 3:** Have students draw the outline of the item their poem or story is about, or something related to it. Then put the poem or story into the shape of that item.

**Step 4:** Share poems and prose pieces.

**Materials Needed:** Examples of concrete poetry, real objects or pictures that they can sketch the shapes of and/or be inspired by, cardstock, and fine-tip colored markers/colored pens/colored pencils.


Breakout #2: Comics and Graphic Novels

**Step 1:** Show comic and graphic novel examples: *Any’s Ghost*, Vera Brosgol; *American Born Chinese*, Gene Luen Yang; *The Invention of Hugo Cabret*, Brian Selznik; *Amulet: The Stonekeeper*, Kazu Kibushi; *Smile*, Raina Telgemeier; *Superman: American Alien*, Max Landis; Reprints of the first several issues of *The Amazing Spiderman*, Stan Lee/Steve Ditko

**Step 2:** Give the students three options:

1. Fill in speech bubbles using Comic Strip Template


3. Have students draw their own panels and scenes on blank pieces of paper.

**Materials Needed:** Copies of a comic strip template, blank sheets of paper, markers, colored pencils, and rulers.
Workshop #4: Drama and Writing

Drama and Writing Overview

**Journal Prompt:** Set up writing stations by putting two or three large papers in different parts of the space. On each paper is written theme words that are relevant to the story that participants will soon hear. The participants mill around and write down any words or draw pictures that come to mind when they read the theme words.

**Step 1:** Participants sit in a circle and listen to a story told by the mentor.

**Step 2:** Participants engage in “in-role writing” activity. They will act as characters who provide their advice to another character in the story who is in danger, or is in need of help.

**Step 3:** Participants imagine what a character would have said and write one line of expression on a piece of paper. They place the folded papers in the middle, pick up someone else’s paper and read the line aloud.

**Step 4:** After storytelling is finished, participants review the story by creating tableau for each plot point. In tableau, participants create still images using their bodies.

**Materials Needed:** A pre-written letter from a character in the story. Small pieces of paper.

**More Information:** Drama and Education: Performance Methodologies for Teaching and Learning by Kristin Hunt, Manon van de Water, and Mary McAvoy; Into the Story: Language in Action Through Drama by Carol Miller, University of Victoria, Juliana M Saxton; https://www.aswangproject.com/bakunawa/

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Breakout #1: Pixar’s 6-Sentence Stories

**Step 1:** Share examples of 6-sentence stories and the formats six-sentence story use (found here).

**Step 2:** Have students write their own 6-sentence stories and share with their group.

**Step 3:** Create a group 6-sentence story (one person has the first sentence, the next has the second, etc.)

**Step 4:** Have students act out the group 6-sentence story and the individual 6-second stories (if there’s time).

**Materials Needed:** Examples of 6-sentence stories, write-out(s) of prompt to pass around

Breakout #2: Screenwriting

**Step 1:** Show examples of screenplays


*Pirates of the Caribbean: Dead Man’s Chest*, Terry Elliot and Terry Rossio ([http://www.screenplaydb.com/film/scripts/Pirates%20of%20the%20Caribbean%202.PDF](http://www.screenplaydb.com/film/scripts/Pirates%20of%20the%20Caribbean%202.PDF))


**Step 2:** Pass out a handout detailing the elements of a screenplay ([https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/](https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/)). Point out the simplified format, left-adjusted scene descriptions, and dialogue centered on the page.

**Step 3:** Have students write their screenplays.

**Materials Needed:** Copies of screenplay handouts.

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Breakout #3: Write a Scene (less than 5 students)

**Step 1:** Students receive different scenarios to write about. *Example:* “Lee builds a rocket in the family garage.” Students could develop scenes by asking questions like, “What happens when it is stolen?” or “Who stole it?”

**Step 3:** After 15 minutes, students are encouraged to share their stories. If students don’t want to share, they may either write about the second scenario they chose, or they can choose again until the breakout session is over.

**Materials Needed:** A printed list of scenarios, numbered and cut into pieces of paper to hand out to the students. Pens and paper.

**More Information:** Activity adapted from: [https://www.learningtogive.org/sites/default/files/06playwrightshandbook.pdf](https://www.learningtogive.org/sites/default/files/06playwrightshandbook.pdf)

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Breakout #4: Writing Dialogue

**Step 1:** Play a short clip from a movie and make it silent so the students imagine the dialogue and write it down on a paper.

**Materials Needed:** A laptop and student journals to write in.

**More Information:** [https://www.youtube.com/watch?v=OnrORwEG4lQ](https://www.youtube.com/watch?v=OnrORwEG4lQ), [https://www.youtube.com/watch?v=8xKaXfsfYg](https://www.youtube.com/watch?v=8xKaXfsfYg)
Workshop #5: Genres

Genres Overview
Step 1: “What is a genre?” Let the students answer before providing the definition.
Step 2: Description of the following genres: Realistic Fiction, Creative Non-Fiction, Action and Adventure, Historical Fiction, Sci-Fi and Fantasy.
Step 3: Have a brief discussion about which genres they like, what they learned in school, and what they are excited to learn about. Inquire about certain characteristics of the genres to verify student knowledge and understanding.

Journal Prompt: Genre Story Pitches—Write a brief story description. List the genre of the story, then describe the “Who, What, When, and Where” of the story the students want to write about. This should be done after the Overview so the students know have a better idea of different genres.

Materials Needed: Pen and paper.

Breakout #1: Historical Fiction and Letter to a Veteran
Step 1: Discuss what historical fiction is and various historical events students have lived through and/or learned about, that they may want to write about.
Step 2: Discuss Veteran’s Day, veterans students know, and why they are important.
Step 3: Give students an opportunity to choose an option: create historical fiction OR write a letter to a veteran OR both.
Step 4: Give the students time to write.
Step 5: Let students share their writing with each other.

Materials Needed: Documents about popular historical events (esp. World War I, World War II, 9/11, etc.), information about writing and sending a letter to a veteran via Operation Gratitude (found here), materials to write letters to veterans, such as lined paper, pens/pencils, colored markers/colored pencils/crayons to decorate with.


Breakout #2: Science Fiction/Fantasy: Building Characters with Dungeons and Dragons
Step 1: Pass out character sheets (http://dnd.wizards.com/articles/features/character_sheets - download Fifth Edition Character Sheets and print the first two pages of CharacterSheet_3Pgs_Complete).
Step 2: Have students fill out the following information: character name, class (job, archetype), background, player name (author), race, alignment (law vs. chaos, good vs. evil), personality traits, ideals (beliefs, morals), bonds (personal connections to people, places, etc.), flaws, attacks & spellcasting (weapons, powers, spells), languages, equipment, features & traits (talents, abilities, knowledge, etc.), age, height, weight, eyes, skin, hair, character appearance (can draw a picture), character backstory, and additional features & traits.
Step 3: (Optional) Distribute six-sided dice and let the students roll to determine ability scores (https://www.wikihow.com/Create-a-Dungeons-and-Dragons-Character - see part 2).

Materials Needed: The copies of character sheets and a six-sided dice (optional).
Breakout #3: Action/Adventure

**Step 1:** Play a short clip from the movie *Zathura* and pause the video each time it gets to a climax and let the students imagine and write down what will happen in the story.

**Materials Needed:** A laptop and student journals.

**Source:** [https://www.amazon.com/dp/B000GT6L9Y](https://www.amazon.com/dp/B000GT6L9Y)

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Breakout #4:  Realistic Fiction/Creative Non-Fiction

**Step 1:** Everyone selects an object from a bag.

**Step 2:** Using sight, taste, touch, sound, and smell, the students will describe the object.

**Step 3:** The students create a short story based on the observations they made about their objects.

**Materials Needed:** Miscellaneous objects that are fun to write about.