

TEACHER SLIDES

Using prompts for creative writing



This image of a young man, and the set of questions to follow, can be used for a writing class. They provide an example of how to interrogate a prompt or image to generate narrative threads.

Like stream of consciousness, students should be encouraged to write without thinking too much.

Pace is vital, as is the notion of being playful and having fun.

TEACHER SLIDES

Ideally, you will also write as students do, and allow time to compare and contrast responses and ideas at the end.



This can provide support and confidence for those students who find it hard to begin, or those who need to find a focus.

TEACHER SLIDES

It's vital to give students time to compare their responses, as talk can generate new ideas or listening to someone else can fire imagination. Even if someone copies their partner's idea, they will at least be writing.



A prompt can provide support and confidence for those students who find it hard to begin, or those who need to find a focus. However, students should be free to write without using the prompt.

TEACHER SLIDES

As a follow-up to this exercise, students could find an alternative image, of a person or place, and design ten questions that might fuel their own or someone else's imagination.



This capacity to design questions stretches creativity, places the student in control, and can be a model to use when confronted with an unseen prompt for creative writing in exams and tests.

TEACHER SLIDES

I have students count up how many words they have written and divide by the number of minutes spent writing - giving them words per minute so that they can track their writing progress.



It's not that writing is about quantity, but without some quantity, there will be no growth.

TEACHER SLIDES

After LSW is the best time to teach writing, using student writing as the basis for this instruction. For example, you may need to teach or remind students about sentence boundaries or cohesive devices etc, etc.



While students do not transfer much they learn from separate grammar or language lessons, they transfer much more when they learn about language in the context of their own writing, reading and speaking.

TEACHER SLIDES



The remaining slides can be used, at your pace, for a creative writing class. Of course, this is just the beginning and there are other elements to consider such as narrative structure, dialogue, language use, imagery....

TEACHER SLIDES

If there is time across the weeks or term, students could begin three or four classes with alternative images that you might build upon to generate more diverse narratives.



At the end of the student slides, you will find an example of an image and set of questions that are setting-based, rather than character-based like this one.



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

1.

What is this young man's name?

- First name
- Second name
- Nickname?

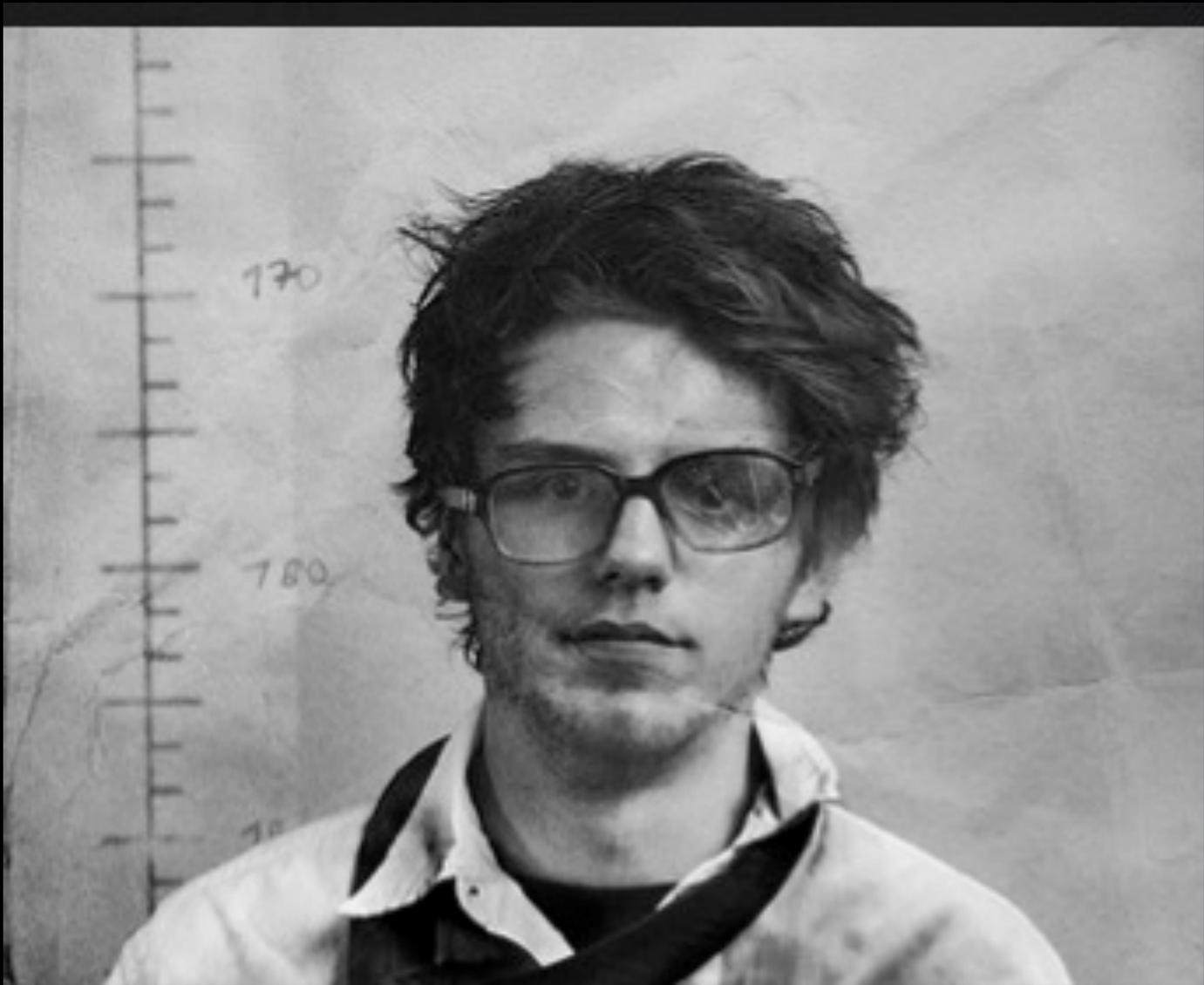


Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

2.

The young man has three items
in his back pocket. What are
they?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

3.

Where is he at this moment?

Why is he there?

When is this happening?

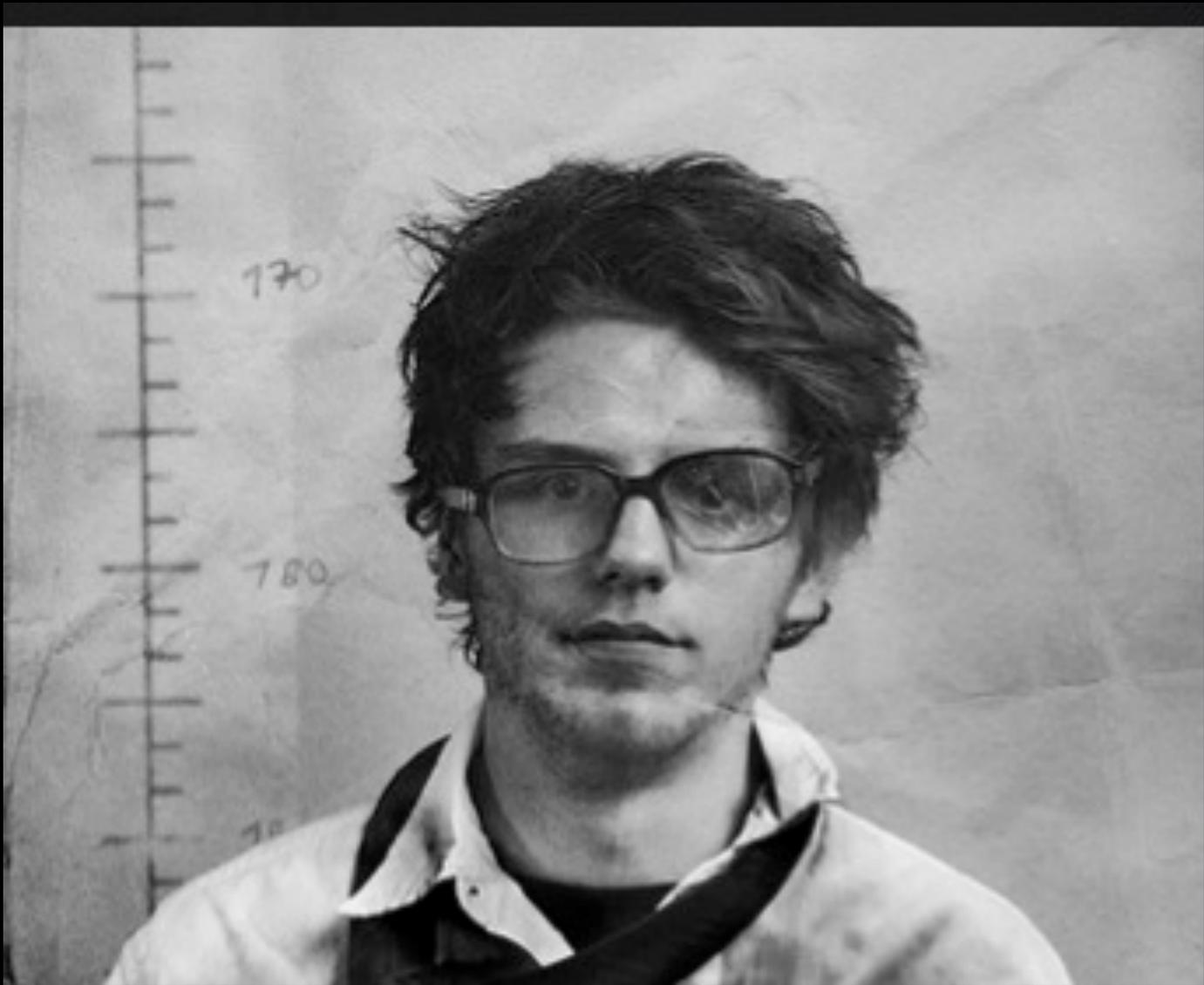


Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

4.

What is his most prized
possession?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

5.

What job do you think his parents
want for him?

What job does he want for himself?

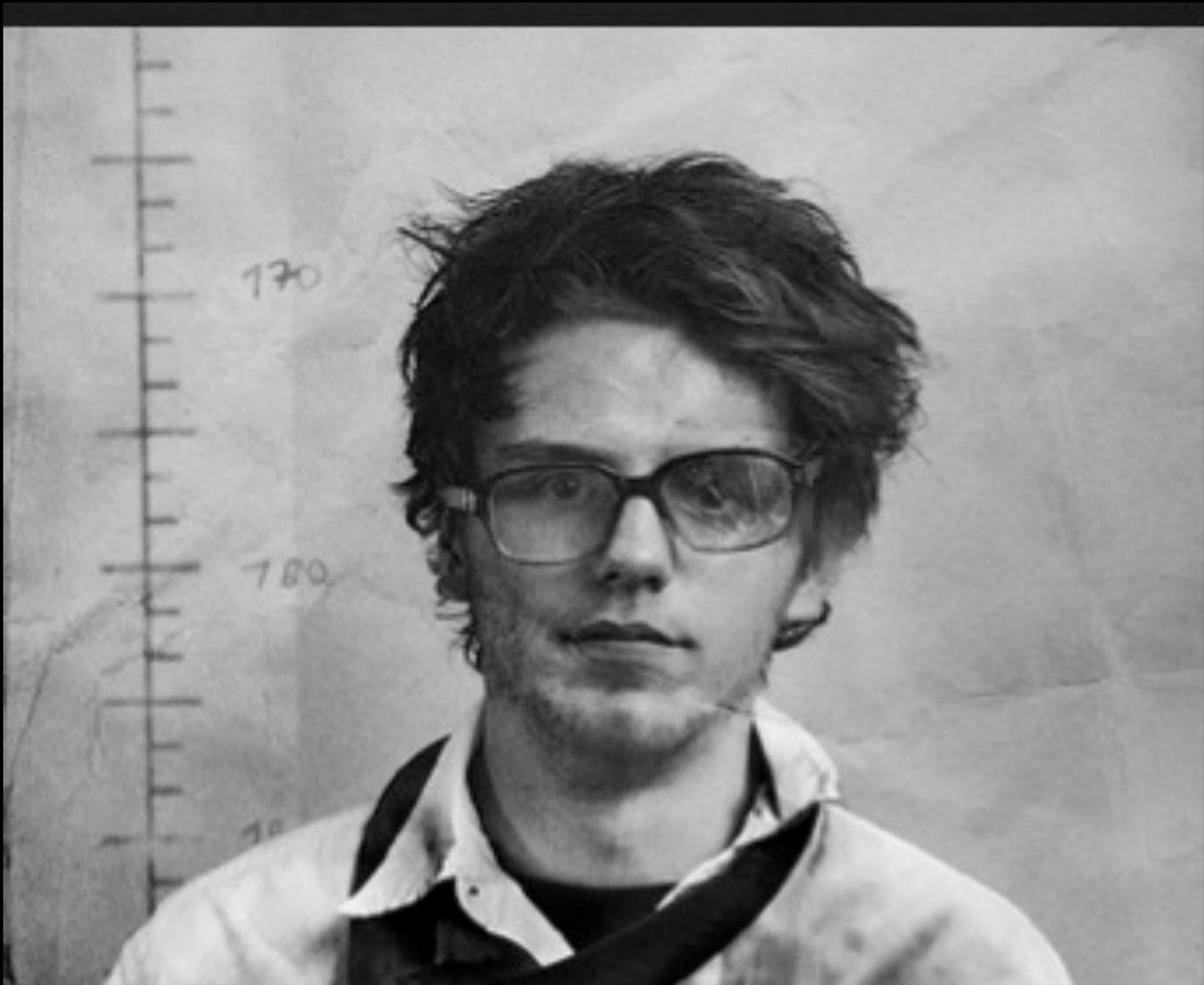


Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

6.
What is his favourite
childhood memory?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

7.

What is his greatest fear and
how did that develop?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

8.

What are two of his greatest personal attributes?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

9.

A few days ago, he became determined to achieve something that might not seem much to others, but is a really significant goal for him. What is that?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

10.

Who (or what) is going to make it hard for him to achieve his goal? Try to think of three things that will make it hard to him.



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

11.

Will he achieve his dream?
Yes or no?



Image from, under Creative Commons licence: <https://www.flickr.com/photos/daunphilipp/3174507477/in/photostream>

Rosie Kerin - www.writeme.net.au - 2014

TEACHER SLIDES

Using prompts for creative writing



It's fun to compare ideas and get inspired by others.

This seed of a narrative will work for some, but not hold enough promise for everyone.

Try 3 or 4 different images and questions so that students have something solid to develop and polish.

TEACHER SLIDES

A setting-inspired narrative for another time



Photo by Rosie Kerin

TEACHER SLIDES

1. A car is about to come over that rise. What kind of car?
2. Where is this place?
3. What is playing on the car radio?
4. There are three people in the car. What are their ages and gender?
5. What are their names?
6. They are racing to get somewhere. Where and why?
7. There are two vital objects in the car. What?
8. An argument starts in the car. Who is arguing, and about what?
9. They get delayed. By what?
10. Describe what happens if they do get to their destination on time OR what happens if they don't.



Photo by Rosie Kerin