

10

RADICAL IDEAS

FOR RELUCTANT WRITERS

1 Make a video photo story



2 Create a poetry map



3 Write digital poetry



4 Use the cut-up technique



5 Fun with Twitter



6 Write with Google teleporter



7 Origami Mountain



8 Write an interactive story




9 Write a meme



10 Write an internet list



10 radical ideas for reluctant writers

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Acknowledgements: Jan Hagston wrote *Descriptive writing techniques* in Activity 4. Jan also acted as a critical reader throughout the development of this resource.
ISBN: 978-0-9873284-1-0

Published by: Multifangled P/L

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ABOUT THIS RESOURCE

WHO?

10 radical ideas for reluctant writers is aimed at secondary students and adults who may be reluctant to express themselves in writing.

WHAT?

This resource consists of notes for teachers that explain the features of different text types, where to find examples, and ideas for classroom activities.

There is also an online component aimed at students. It consists of infographics, videos, links, maps and game source files that students can use to gain a deeper understanding of each text. This material can be accessed via multifangled.com.au (navigate to the *10 radical ideas for reluctant writers* section). The webpages can also be accessed by scanning the QR codes that are placed with each activity.

WHEN?

The activities could be used at the start of a class as a warm up, as a break from more traditional text types, as an extension activity, or whenever students need something a bit different.

WHERE?

All the activities are designed to be used in a classroom, however, the poetry map would work best if students are able to visit a site outside the school.

WHY?

10 radical ideas for reluctant writers aims to get young (and not so young) people writing. It focuses on forms of writing that are immediate, accessible and that provide

instant inspiration for students that may not always feel comfortable getting their ideas out there. There is a strong emphasis on new forms of writing that have developed with the internet. Lots of young people are using these types of writing every day in new and interesting ways on social media, instant messaging apps and blogs. This resource provides activities that help teachers recognise and tap into this creativity and use it as a launching point for further exploration into the world of words and writing.

WHAT'S THE IDEA BEHIND THE RESOURCE?

10 radical ideas for reluctant writers employs a hands-on approach to writing that encourages students to dive straight into the construction of a text without fear of failure. The activities in this book establish situations where students are set up to be successful. The aim is to develop students' confidence and encourage them to build on these experiences to continue exploring new ideas and writing creatively.

This resource provides model texts for each of the activities. Some are online and others are included in this book. These are designed to be used by teachers to initiate classroom discussions around the structure of the texts and the strategies that have been used to construct them. By breaking down these texts, students will be able to borrow some of the techniques that have been used to create their own work. The idea is to demystify the writing process and give students concrete skills that will result in a successful, positive experience.

In its essence, this book encourages students to enjoy experimenting with words. It is built around the idea that writing can be a fun and exciting way of expressing yourself.

ACTIVITY SNAPSHOT

1. PHOTO VIDEO STORIES

Create a video photo story using Flipagram or other app/software.

Use it to write about a hobby or something unique about yourself.

3. DIGITAL POETRY

Go to www.botpoet.com

Read the poem and decide whether it is made by a computer or a human.

How did you decide?

Use an online poetry generator to make a poem.

Manipulate the poem to suit how you're feeling or what you're thinking at the moment.

5. FUN WITH TWITTER

Decide on a hashtag that changes a book or movie title by adding, replacing or subtracting words or letters E.g. #moviesminusoneletter

Write a description of the new version of the movie in a tweet. E.g.

- Jurassic Par. A group of plucky young t-rexes try to break the long-armed dinos' monopoly on golfing. Hilarity ensues.
- Tar Wars - epic battle between two suburban councils to deliver the best local roads upgrade and maintenance program.

7. ORIGAMI MOUNTAIN

Construct an origami mountain.

Write your greatest accomplishment inside.

Stick the mountains on top of each other to create a larger mountain.

9. MEMES

Look at different types of memes.

Categorise them into different styles.

What makes a successful meme?

Choose a picture and write your own meme.

2. STORY/POETRY MAP

Create a class map using Google's custom maps.

Write a poem or story about a particular place.

Place a marker on the map to show the exact place that your poem/story is about.

Paste in your poem and add a photo or video.

Read other people's poems.

4. THE CUT UP TECHNIQUE

Try the cut up technique made famous by William Burroughs.

Cut up words or phrases from a piece of paper. Rearrange them to make a new text.

6. GOOGLE TELEPORTER

Use a Google teleporter

e.g. www.globegenie.com

Go to a random place in the world.

Describe what you see.

8. INTERACTIVE STORY/GAME WRITING

Experience some interactive stories and games made with Twine at twinehub.weebly.com

Create your own interactive story using Twine.






10. LISTS ON THE WEB

Look at the features of articles on the web that use lists.

Write your own list article.

SUPPORT MATERIALS FOR STUDENTS

These are available at www.multifangled.com.au and, where possible, are also printed in this book. To access the online support materials go to www.multifangled.com.au and navigate to the *10 radical ideas for reluctant writers* section or follow the links below.

ACTIVITY	SUPPORT MATERIALS	ONLINE	PRINT	WEBSITE
1. Photo video stories for personal writing	Flipagram examples			multifangled.com.au/wp/?page_id=704
	Sample texts			
	Writing about your video story			
2. Story/Poetry map	Poetry map of Footscray			multifangled.com.au/wp/?page_id=719
3. Digital poetry	Video of a digital poem being created			multifangled.com.au/wp/?page_id=724
4. The cut up technique	Video of making a poem using the cut up technique			multifangled.com.au/wp/?page_id=726
5. Fun with Twitter	Collection of example tweets			multifangled.com.au/wp/?page_id=729

6. Google Teleporter Writing about place	Sample descriptive writing piece using a location from Google teleporter			multifangled.com.au/wp/?page_id=735
	Descriptive writing techniques (details various strategies that can be used in descriptive writing)			
7. Origami mountain	Links to origami tutorials			multifangled.com.au/wp/?page_id=742
8. Interactive story/ game writing	Example story created using Twine. The source file is also available for students to download and use			multifangled.com.au/wp/?page_id=745
	Tips for writing an interactive story/ game			
9. Memes	Infographic exploring the nature of memes and where they come from			multifangled.com.au/wp/?page_id=749
10. Lists on the web	5 tips for writing internet lists that people want to read			multifangled.com.au/wp/?page_id=753

CURRICULUM LINKS

The activities in this resource support the following curriculum frameworks.

AUSVELS

Level	Strand	Domain	Dimension
7 -10	Discipline Based Learning	English	Reading and viewing Writing

VCAL

Level	Unit	Learning outcome
Foundation, Intermediate & Senior	Reading and Writing	Writing for self expression

CGEA

Certificate	Unit
II	VU21355 Engage with a range of complex texts for personal purposes
II	VU21359 Create a range of complex texts for personal purposes
III	VU21376 Engage with a range of highly complex texts for personal purposes
III	VU21380 Create a range of highly complex texts for personal purposes

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PHOTO VIDEO STORIES FOR PERSONAL WRITING

A photo video story uses photos and music to express an interest, passion, hobby, event, or something unique about a person. They can be created easily using an app such as Flipagram or software such as Microsoft Photostory or iPhoto. Students then use the video story as inspiration for personal writing.



WHY USE A VIDEO PHOTO STORY FOR WRITING?

Provides a stimulus for students to write about a topic they are interested in.

Engages visuals and sound to encourage students to use their senses when writing.

WHERE CAN I FIND THEM?

[instagram.com/flipagram](https://www.instagram.com/flipagram)

www.facebook.com/Flipagram

or search for photo video story on YouTube.

SAMPLES

Three videos made using Flipagram (*I heart bikes*, *Clouds R us* and *Never follow*) are available at multifangled.com.au/wp/?page_id=704

You can also navigate there by scanning the QR code for this activity.

There are sample pieces of writing about each video at the end of this activity. They are also available on the website.

WHAT DO I NEED?

Flipagram, Microsoft Photostory, iPhoto, or other tool for creating photo video stories.

IN THE CLASSROOM

MAKING THE PHOTO VIDEO STORY

Show students some examples of video stories. Three examples are provided. You could also go to [instagram.com/flipagram](https://www.instagram.com/flipagram) or search for photo story on YouTube.

Ask students to choose some photos they have taken and arrange them to create a photo video story. They should also choose some music to go with the story. This should take around 15-20 minutes.

You might like to provide students with some criteria for making their video. E.g:

- Use at least 10 photos.
- Make the video no longer than 1 minute.
- Base the video around a passion or interest, or something unique about yourself.
- Use photos you have taken.
- Think about the order you place the photos in so they tell the story in the most interesting way.

WRITING THE VIDEO PHOTO STORY

Ask students to read the three examples of writing that go with each of the Flipagram videos (provided at the end of this activity or available at www.multifangled.com.au). Ask students to think about these questions:

- What did we find out about the person's personality/interest/passion/hobby?
- Do you share the same interest/personality trait?
- What else would you like to know about the person or their interest/passion/hobby?

Ask students to write about their video story. Students might like to use the questions and sentence starters in the document *Writing about your video story* (provided at the end of this activity or available at www.multifangled.com.au).

SHARING ON SOCIAL MEDIA

When students have completed their video story, ask them to share via social media. One way to do this is to establish a hashtag on Twitter or Instagram e.g. #yourschoolvideostories2014 and ask

students to share their video stories.

If students are unable to access social media, they could save their videos and upload them to a folder on the school server.

FURTHER EXPLORATION

How to create a photo story in Photostory for Windows

windows.microsoft.com/en-us/windows-xp/help/digitalphotography/create-first-photo-story






Flipagram FAQ

flipagram.com/faq

How to create a slideshow in iPhoto

support.apple.com/kb/PH15197

SUPPORT MATERIALS

	Online	Print
Flipagram examples		
Sample texts		
Writing about your video story		

Online materials can be found at

multifangled.com.au/wp/?page_id=704

IDEAS FOR VIDEO PHOTO STORIES

- a place you love to go (e.g. a lake, park, street or building)
- a sport you are involved with (e.g. surfing, mountain biking, netball, hockey)
- something you love doing (drawing, playing an instrument, dancing, writing)
- an event (concert, sporting match, festival)
- a style of music you love (e.g. metal, r&b, hip hop, punk).

PHOTO VIDEO STORY SAMPLE TEXTS

You can find videos that go with these texts at multifangled.com.au/wp/?page_id=704

I HEART BIKES



Bike riding is pure freedom. There's no waiting around for the bus to arrive, no need to hassle your parents to take you to where you want to go, no getting stuck in traffic. Just jump on your two wheeler and off you go.

Vintage bikes are cool. I'm fixing up a cool old Malvern Star that I picked up for next to nothing from the trash and treasure. I'm converting it into a fixie just to cruise around town. Where I live is pretty flat so I don't really need gears anyway. Also, I have my mountain bike if I want to do some more serious riding.

My favourite picture in this video is of the old abandoned bridge. It's on the rail trail between Bairnsdale and Orbost. You are riding through the forest and this giant, decaying bridge just appears out of nowhere.

CLOUDS R US



I'm always off in my own little world. My friends call me the space cadet. That's why I chose the shots of the clouds and sky, and the trippy music. I like to think and daydream about things and I reckon that is a good quality to have. My parents and teachers don't always think so though.

I can switch on when I want to but I think people are too fixed up with achieving things and they don't take the time to chill out, let their mind wander and use their imagination.

When you are so focussed on your career or getting good marks or whatever, you also miss out on appreciating cool things around you like clouds. How awesome are clouds?

NEVER FOLLOW



I'm a bit of a wall explorer. I like to check out alleyways, abandoned buildings and overpasses – pretty much anywhere where people make street art. I like the idea that anyone can make street art. You don't have to buy a canvas or get a gallery to show your work.

Everywhere you go, you are bombarded with advertising billboards. Why shouldn't everyone get to express their ideas not just big corporations that can afford the advertising space? Most street

art is way more interesting than an underfed model trying to sell you jeans or sneakers or perfume or whatever.

WRITING ABOUT YOUR PHOTO VIDEO STORY

QUESTIONS TO GIVE YOU SOME IDEAS:

Why do you love this activity/sport/interest so much?

What kind of feelings do you get when you do it?

What was your most interesting/exciting experience doing this activity/sport/interest?

Who do you usually do this activity/sport/interest with?

Why is this topic important to you?

What does your video say about your personality?

Are there any particular photos that you would like to explain?

Why did you choose that particular song for your video?

SENTENCES TO GET YOU GOING:

I really enjoy _____ because...

When I do this I feel....

An exciting thing that happened was when...

I usually do this with...

_____ is important to me because...

This video shows that I am...

One of the photos in the video shows...

I chose the song _____ by _____ because...