NOTE TO TEACHER/WORKSHOP FACILITATOR:

This activity was originally used for developing one-act plays in high school drama classes. The activity and resources can be adapted for any creative writing activity for grades 6 to 12 (ages 12 to 18).

The Ontario Curriculum - The Arts (2010) are curriculum documents for this activity. More information about the Ontario Curriculum can be found here: http://bit.ly/OntarioArtsCur

Growing Success (2010) is the base assessment and evaluation document for this activity. More information about Growing Success can be found here: http://bit.ly/GrowingSusOntario

Find more activities, and tips on using drama and creativity in the classroom environment, at http://cathyclarketheatre.com under resources.

This document was last updated July 2017.

WHAT'S IN THIS DOCUMENT?

- Suggestions for setting a workshop environment for readings and feedback
- Organizer for students to track their work while listening to their peer's creative writing piece
- Assessment as/for learning tool

EXTENSIONS/ADAPTATIONS:

- Digitalize organizer using Google Solutions for students to record and share their answers
- Work in reflection question about this process in assessment of learning documents
- Adjust organizer questions to be more specific (i.e. language around objectives/tactics/language) or more general

CLASS TIME:

- 40 minutes to a week…depending on how you apply these ideas…

Cathy Clarke
Nourishing Creativity

SUGGESTIONS WORKSHOP ENVIRONMENT:

Throughout the creative writing process, it is important to share one's work to see if:

- the characters's individual voices are developing as real, living beings
- the plot of balanced
- the student is showing what is happening in the story through language and action (and not describing or overusing flashbacks to create character)
- the work has forward momentum and the story makes sense within the world the student has created

How often should you do this process? Depends on the length of the project. I usually try to have two different workshop opportunities so the students can see the work developing. It will all depend on time, planning, and your learning goals for this project. If you are short on time, you can limit the number of pages to be workshopped, ask the student to provide a trouble area, or split the class into groups after modelling how to behave in a workshop.

How to Set-Up the Workshop

- have photocopies/digitally share workshop material before class
- sit in a circle with all readers facing on another
- invite the writer(s) to cast the roles to the readers
- invite the readers to fully commit to their roles
- reinforce that writer(s) are to listen and refrain from writing/providing suggestions
- stage directions need to read with emphasis
- encourage students to be fully present for the reading, give time to collect thoughts after the reading, then start the feedback session

Helpful Reminders:

- invite writer(s) to speak about the process/struggles if comfortable
- stress the importance of balanced, feed-forward, non-evaluative feedback
- if using assessment tool, co-construct success criteria for approaching, demonstrating and excelling
- encourage the writer to make critical choices about the feedback

Cathy Clarke
Nourishing Creativity

ORGANIZE YOUR THOUGHTS:

Use point form notes to write down your initial reaction to what you just heard in the workshop.

YOUR NAME	
Writer's Name	
Did You Read In This Workshop? If "YES" which part?	
The Moment that Stands Out To You Is…	
Who Is Your Favourite Character and Why?	
What Doesn't Make Sense To You?	
What Is The Main Conflict/Obstacle?	
What Is The Main Message?	
Three Strongest Elements Of The Script Are…	
What Are Two Things That Could Be Improved Upon?	
On A Scale Of 1 To 10, 1 Being "Not At All" and 10 Being "I Can See This As The Best Show on Netflix, How Believable Is The Dialogue?	
On A Scale Of 1 To 10, 1 Being "Not At All" and 10 Being "I Can See This As The Best Show Netflix, How Believable Are the Characters' Motivations?	
On A Scale Of 1 To 10, 1 Being "Not At All" and 10 Being "I Can See This As The Best Show Netflix, How Believable Are the Characters' Relationships?	
If You Were The Writer, What Would Your Next Step Be?	
Anything Else?	

Cathy Clarke
Nourishing Creativity

ASSESSMENT AS/FOR LEARNING STUDENT HANDOUT

Three Things That Worked:

_____

_____

_____

Two Questions You Have After The Workshop About the Script?

_____

_____

Next Steps for the Writer?

_____

	Approaching	Demonstrating	Excelling	Notes
Character has distinct traits.	☐	☐	☐	
Character relationships are clear.	☐	☐	☐	
Character has a clear objective and uses clear tactics in the scene.	☐	☐	☐	
There is a clear message in the piece.	☐	☐	☐	
There is a sense of consistency with the characters.	☐	☐	☐	
Actions, reactions and language are believable within the world of the play.	☐	☐	☐	
Overall you believe in the world created by the play.	☐	☐	☐	