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CREATIVE WRITING - ADVENTURES ON THE SEASHORE

Aim / Description:

The students can use creative thought and develop a story about adventures on the seashore.

The students should demonstrate what they have learned about the animals and habitats on the seashore through creative writing concentrating on the use of language, punctuation and grammar.

Background:

Structure of a Short Story:

Begin by reading a short story to demonstrate the structure of creative writing.

There are four key parts to short story writing. At the end of each part of the story there is a point of inflection to develop continuity in the story:

- Part 1. Introduction
- Part 2. Complication
- Part 3 and 4. Climax and Twist



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Major Components of Stories:

1. **Plot** is the organization of events that will take place in the story.
2. **Characters** are the people or animals that will be in the story.
3. **Setting** is the physical time and place in which the story takes place.
4. **Dialogue** is the spoken words of the characters in the story.
5. **Theme** is the main idea or meaning behind a story.
6. **Style** is the writer's use of the language.

Writing a “Super” Story:

Split the class into small groups where each group is to complete a different part of the story to create a “Super Story”.

Provide the class with the first paragraph at the beginning of the story establishing the characters and setting.

Each group are then given a paragraph at the beginning and at the end of their part (see worksheet sample). The paragraphs provide the students with prompts and information about the components of the story including plot, character/s, setting and direction of where their part is to end. These prompts also serve as the points of inflection that ties the full story together at the end.

Each group are to write their part of the story without letting the other groups know what has happened. Their writing should include dialogue, theme and style.

When the parts are finished, the full story is to be collated and read out a load by a member from each group. The result is often fun and full of surprises with variations of the dialogue, theme, style and plot revealed.

Depending on the size of the class, several stories could be written by a number of teams with a variation of themes. Alternatively, students writing their own story from beginning to the end can complete this exercise.

Subject of the Story:

The lessons about the creatures and landscape of the seashore can be used to provide inspiration for a story. The following examples could be used to help students describe what they have seen.

The landscape of the beach:

- Rock formations on a beach look like the grand canyon or planet mars...
- Long stretches of sand look like the desert...

The Plants:

- Seaweed could be described as a dark forbidden forest...

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The Animals:

- Sand hoppers are like a mass army.... thousands of them come out at night to feed on washed up seaweed...
- The Lugworm is the only sign of life on the sandy beach. It moves under the sand and hears every footstep...
- The Limpet is the 'one eyed monster' that moves very slowly grazing like a cow...
- Dog Whelk is like Hannibal Lector of Snails – often found in large packs
- Sea Anemone is like a wheely bin with poisonous tentacles
- Common Starfish has tube feet and suckers that can crush shellfish to suck out its food

Materials:

- Sheets with the Beginning and end paragraphs (written by the teacher) for the “Super Story”. See sample worksheet, which can be adapted accordingly.
- Paper and Pens for writing.

Activity: Writing a “Super Story”

Step 1. Begin by reading a short story to demonstrate the structure of creative writing. Explain the four key parts to writing a short story. Review some of the seashore animals and its environment to generate creative thought within the class.

Step 2. Explain the activity where the students are going to write a “super story” and split the class into teams accordingly. (e.g. each team should have three groups of two or three students).

Remind the students that they need to think about the characters, relationships, and setting. They should try to show rather than tell and reveal the characters adventures through dialogue and action.

The group that is faced with “complications” (e.g. bringing in a character that upsets the balance of the others, introducing a dramatic turn of events, confronting the main character with a problem and seeing how they sort it out, altering the main character in some way) should be developed without worrying too much about where the story is going.

The students who are finishing off the story should bear in mind the idea of building to a climax and adding something at the end that makes the reader curious, surprised or shocked.

Step 3. Each group should present their section of the story to the class.

Step 4. Develop pictures and illustrations to go with the story. Copy and bind the story for the students to take home to their family.

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Step 5. Consider developing the story into a play and present it to the rest of the school. Students could also develop music, make props and costumes using recycled materials from the seashore, paper maché etc for their performance.

Outcome:

Students will have developed skills:

- understanding of seashore animals, their habitats and environment.
- using imagination and creative thought.
- working together as a team listening, communicating and generating ideas.
- using language, punctuation and grammar.