**COLLABORATIVE WRITING WORKSHOP**

**6 –working hours + 2 hours making exhibition**

. The students researched their national history before the mobility and decided on pesons to be presented during the workshop. it is supposed to be one important women in the field of art, music, literature, politics, science who experienced the gender inequality during the their lifetime

DAY 1

**TASK 1 – 15 min**

**The students are placed in their national groups.There are 8 groups of 4 students.**

**They are given different coloured worksheets They have to answer the questions, each student takes one worksheet. The questions refere to the person they want to present, they can consult each other while answering the questions.**

**Before doing the task, the students are listening to music Sheherezade by R. Korsakov (3,5min) to evoce some of their feelings. Some students will probably recognize the theme and associate the Biblical character with the topic of the project – everlasting problem of gender inequality**

|  |  |
| --- | --- |
| * **WRITE THE NAME OF THE PERSON YOU CHOSE ON THE TOP OF EACH WORKSHIT** | |
|  | * Where is the prson ? (indoors/outdoors/town/countryside) * How old is the person? * What does the person look like? |
|  | * What is the wather like? * What season is it and part of the day? * What historical period does the scene take place? (approximately) |
|  | * What is the person **doing**? * How does the person feel? * What can The person hear and see? |
|  | * Who are the persons are the people around? * Where do they come from? (geografically, some segment of society, * What is the relationship between the person you chose and(some of) the people around?( personal , subordinate, superior, official, etc) |

**DIVISION OF TASKS WITHIN THE NATIONAL GROUPS**

|  |  |  |  |
| --- | --- | --- | --- |
| **FRANCE** | **POLAND** | **SPAIN** | **ITALY** |
| **1** | **1** | **1** | **1** |
| **2** | **2** | **2** | **2** |
| **3** | **3** | **3** | **3** |
| **4** | **4** | **4** | **4** |

|  |  |  |  |
| --- | --- | --- | --- |
| **CROATIA1** | **CROATIA2** | **CROATTIA3** | **CROATIA4** |
| **1** | **1** | **1** | **1** |
| **2** | **2** | **2** | **2** |
| **3** | **3** | **3** | **3** |
| **4** | **4** | **4** | **4** |

TASK 2 – 90 min

**MIXED GROUP FORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **CROATIA1** | **FRANCE** | **CROATIA3** | **POLAND** |
| **FRANCE** | **CROATIA1** | **POLAND** | **CROATIA2** |
| **POLAND** | **ITALY** | **CROATIA2** | **CROATIA4** |
| **CROATIA2** | **CROATIA3** | **ITALY** | **SPAIN** |

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | **6** | **7** | **8** |
| **CROATIA2** | **ITALY** | **SPAIN** | **CROATIA4** |
| **CROATIA3** | **CROATIA4** | **ITALY** | **SPAIN** |
| **SPAIN** | **FRANCE** | **CROATIA3** | **CROATIA3** |
| **FRANCE** | **CROATIA1** | **CROATIA4** | **POLAND** |

**The students continue working in new groups which are formed according to colours of the workshits. All students having the same colour of worksheet go together . There are 8 groups of 4 students again. Each group consists of 2 guests different nationality and 2 Croatian students. They got a new task**

|  |  |
| --- | --- |
| **WRITE A STORY FOLLOWING THE NEXT STRUCTURE**  **You can use hints from the worksheet you brought into the group** | |
|  | |
|  | Set the time and place of the story, make it appealing to the reader   * any part of the world * another world (Sfstory) * any time in history, present, future * use five senses while describing (what the characters see, hear, smell, taste, touch, feel on the skin – cold, hot, warm) * descriribe some details |
|  | Set some kind of the background of the story (historical, social, political) |
|  | Introduce the main characters – who are they, their feelings,   * what do they look like * what are they doing * actions * feelings * the way they talk, gesticulate, voice |
|  | Who are the side characters (they can be male characters) |
|  | Decide on the person who is going to be narrrator   * male * female, * a person from 21st century, * a teenager) * impersonal 3rd person * narator (naration by observant, passer-by) * First person naration (I…one of the characters) * memories of old person |
|  | On what occasion did the characters meet |
|  | Let them talk – decide on topic of their conversation, write the conversation |
|  | Decide on form you are going to use   * story, * poem, * letters, * diary, * telephone conversation, * play, * cartoon) |

|  |  |
| --- | --- |
| **DECIDE ABOUT THE WAY OF OPENING AND CLOSING THE STORY TO ATTRACT THE READERS** | |
|  | |
|  | Chronological order of events |
|  | Not chronological order of events   * speech starting in the middle of the scene * setting the scene * a proverb or a saying * starting with the end of the story and working backwards * ending at the beginning * s |

DAY 2

**TASK 3 – 90 min**

**The studentscontinue their work from the previous day. Eight Croatian students enter the room and each joins one of the group. They play the roles of world famous women who experienced gender inequality. They are Sheherezade, Desdemona, Ana Karenjina, Eliza Doolittle, Elizabeth Bennet, Penelope, Helen of Troy, Nora. The group tells them their story and the new character introduce themselves**

**They are provoke the turning point of the story and they together finish it**

|  |  |
| --- | --- |
| **DECIDE ON TURNING POINT IN THE STORY** | |
|  | |
|  | Surprise the reader with something unexpected or unpredictable |
|  | Introduce the new character as the turning point of the story |
|  | Let her tell the group her story |
|  | Let the characters encourage each other to to change their doom |
|  | Let someone decide to fight for their rights/position |
|  | Finish the story in optimistic way |
|  | Decide about the title of the story |

|  |  |
| --- | --- |
| **DEVELOP SYMBOLISM THROUGH PAYING ATTENTION TO DETAILS IN DESCRIPTION** | |
|  | |
|  | a rose fading – love dies |
|  | a spider catching a fly – someone is trapped |
|  | sun setting – something ends/death |
|  | a crossword being completed – successful accomplishment/conclusion |
|  | a traffic light turning gree –positive solution |
|  | polluted setting – story corrupted |
|  | dawning – the new beginning |
|  | storm – hard times in life |
|  | suden light – pleasant surprise |

DAY 3

**TASK 4 – 30 min**

After finishing the stories, the students swop them clockwise. They read other group's work and do the evaluation sheet which will serve the authors to make corrections and improve their work. The students are asked to be serious and objective

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LAYOUT OF THE STORY** | | | | |
|  |  | good | sufficient | to be corrected |
|  | Title of the story |  |  |  |
|  | Elements of the story |  |  |  |
|  | Description of the characters |  |  |  |
|  | Natural flow of ideas |  |  |  |
|  | Function of cohesive devices |  |  |  |
|  | Understanding |  |  |  |
| **DIALOGUE** | | | | |
|  | Clear |  |  |  |
|  | Interesting |  |  |  |
|  | Fits the topic |  |  |  |
|  | Helps the reader to understand the story |  |  |  |
|  | Helps the reader to immagine the characters and environment |  |  |  |
| **LANGUAGE AND STYLE** | | | | |
|  | Natural flow of speaking |  |  |  |
|  | Word order |  |  |  |
|  | Sentence formation |  |  |  |
|  | Language structure (grammar) |  |  |  |
|  | Vocabulary range |  |  |  |
|  | Spelling |  |  |  |

**TSK 60 – 90**

Print and displaying the stories to other of the groups, exchanging ideas, talking to rest of the students in the school

Write your impressions of the work, print photos of the meeting, make exhibition in the school hall

DAY FOUR

**FEEDBACK AND CORRECTIONS**

**TASK 5 – 60 MIN**

After analysing the feedbackfrom their peers, the goups decides what to change or correct in their stories, decide about illustrations, photographs to be added , layout of the front page, printing the stories

|  |  |
| --- | --- |
| **WRITE THE NAME OF THE PERSON YOU CHOSE ON THE TOP OF EACH WORKSHIT** | |
|  | * Where is the prson ? (indoors/outdoors/town/countryside)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * How old is the person?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * What does the person look like?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **WRITE THE NAME OF THE PERSON YOU CHOSE ON THE TOP OF EACH WORKSHIT** | |
|  | * What is the wather like?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * What season is it and part of the day?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * What historical period does the scene take place? (approximately)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **WRITE THE NAME OF THE PERSON YOU CHOSE ON THE TOP OF EACH WORKSHIT** | |
|  | * What is the person **doing**?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * How does the person feel?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * What can The person hear and see?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **WRITE THE NAME OF THE PERSON YOU CHOSE ON THE TOP OF EACH WORKSHIT** | |
|  | * Who are the persons are the people around?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Where do they come from? (geografically, some segment of society,   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * What is the relationship between the person you chose and(some of) the people around?( personal , subordinate, superior, official, etc)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **WRITE A STORY FOLLOWING THE NEXT STRUCTURE**  **You can use hints from the worksheet you brought into the group** | |
|  | |
|  | Set the time and place of the story |
|  | Set some kind of the background of the story (historical, social, political) |
|  | Introduce the main characters – who are they, their feelings, what do they look like |
|  | Who are the side characters (they can be male characters) |
|  | Decide on the person who is going to be narrrator (male or a female, a person from 21st century, a teenager) |
|  | On what occasion did the characters meet |
|  | Let them talk – decide on topic of their conversation, write the conversation |
|  | Decide on form you are going to use (story, poem, letters, play, cartoon) |

|  |  |
| --- | --- |
| **INVOLVE THE MEMBER OF THE TEAM AND USE THE DETAILS ABOUT NEW CHARACTER AS THE TURNING POINT** | |
|  | Introduce the new character as the turning point of the story |
|  | Tell her thestory you have written so far |
|  | Let her tell the group her story |
|  | Let the characters encourage each other to to change their doom |
|  | Let someone decide to fight for their rights/position |
|  | Finish the story in optimistic way |
|  | Decide about the title of the story |

|  |  |
| --- | --- |
| **DECIDE ON TURNING POINT IN THE STORY** | |
|  | |
|  | Surprise the reader with something unexpected or unpredictable |
|  | Introduce the new character as the turning point of the story |
|  | Let her tell the group her story |
|  | Let the characters encourage each other to to change their doom |
|  | Let someone decide to fight for their rights/position |
|  | Finish the story in optimistic way |
|  | Decide about the title of the story |

|  |  |
| --- | --- |
| **DEVELOP SYMBOLISM THROUGH PAYING ATTENTION TO DETAILS IN DESCRIPTION** | |
|  | |
|  | a rose fading – love dies |
|  | a spider catching a fly – someone is trapped |
|  | sun setting – something ends/death |
|  | a crossword being completed – successful accomplishment/conclusion |
|  | a traffic light turning gree –positive solution |
|  | polluted setting – story corrupted |
|  | dawning – the new beginning |
|  | storm – hard times in life |
|  | suden light – pleasant surprise |

EVALUATION SHEET

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LAYOUT OF THE STORY** | | | | |
|  |  | good | sufficient | to be corrected |
|  | Title of the story |  |  |  |
|  | Elements of the story |  |  |  |
|  | Description of the characters |  |  |  |
|  | Natural flow of ideas |  |  |  |
|  | Function of cohesive devices |  |  |  |
|  | Understanding |  |  |  |
| **DIALOGUE** | | | | |
|  | Clear |  |  |  |
|  | Interesting |  |  |  |
|  | Fits the topic |  |  |  |
|  | Helps the reader to understand the story |  |  |  |
|  | Helps the reader to immagine the characters and environment |  |  |  |
| **LANGUAGE AND STYLE** | | | | |
|  | Natural flow of speaking |  |  |  |
|  | Word order |  |  |  |
|  | Sentence formation |  |  |  |
|  | Language structure (grammar) |  |  |  |
|  | Vocabulary range |  |  |  |
|  | Spelling |  |  |  |