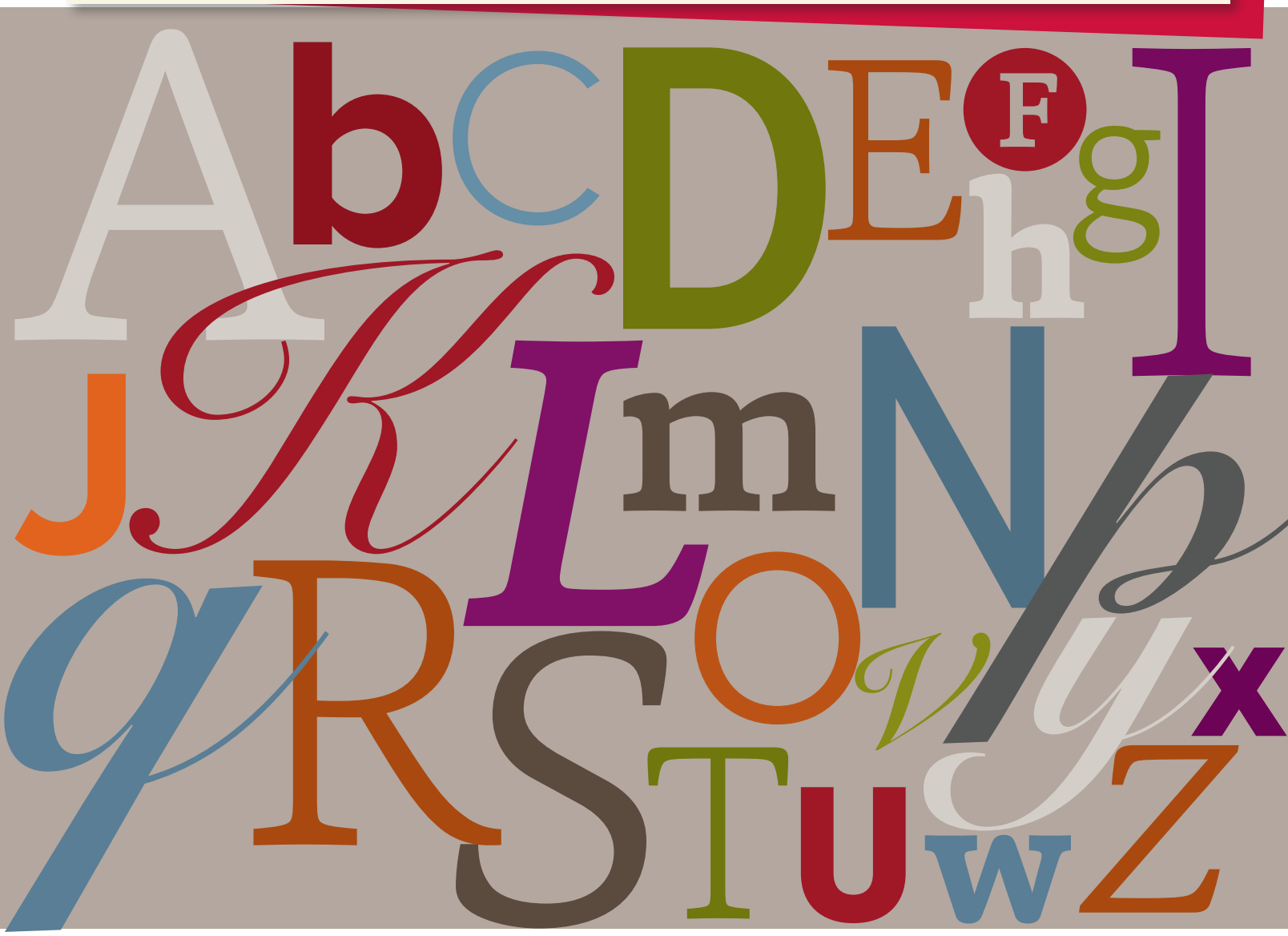
4-H 588

The Writer in You



Name _____

Age *(As of January 1 of the current year)* _____

Club name _____

Club advisor _____

County _____

THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

Authors

Brittany Mendez, Extension Educator, 4-H Youth Development, Ohio State University Extension

Christy Millhouse, Extension Educator, 4-H Youth Development, Ohio State University Extension

Reviewers

Abigail DeWitt, Member, Ohio 4-H Teen Advisory Council and Youth Curriculum Committee, 4-H Youth Development, Ohio State University Extension

Natalie Richards, Author and Ohio 4-H Volunteer

Janine Sandman-Stover, Member, Silver Spoons 4-H Club, 4-H Youth Development, Ohio State University Extension

Production Team

Kerri McTigue, Designer, The Ohio State University

Maggie Takacs, Program Assistant, 4-H Youth Development, Ohio State University Extension

Jane Wright, Curriculum Manager, 4-H Youth Development, Ohio State University Extension

Susie Young, Technical Editor, 4-H Youth Development, Ohio State University Extension

Special thanks to Liz Cutler, Howard Frisbee, and Marsha Hall, the authors of *Creative Writing for Teens*, the original version of this book and a source for some of the content.

Unless otherwise noted, photos used in this book are from Thinkstockpohotos.com.

Copyright © 2016, The Ohio State University

Ohio State University Extension embraces human diversity and is committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. This statement is in accordance with United States Civil Rights Laws and the USDA.

Greg Davis, Ph.D., Interim Director, Ohio State University Extension

For Deaf and Hard of Hearing, please contact Ohio State University Extension using your preferred communication (e-mail, relay services, or video relay services). Phone 1-800-750-0750 between 8 a.m. and 5 p.m. EST Monday through Friday. Inform the operator to dial 614-292-6181.

11/15—2M—XXXXXX

Contents

Note to the Project Helper 2
Member Project Guide 3
PROJECT AREA: Writing for Self-Expression
Activity 1: Literature Buffet 8
Activity 2: Finding Inspiration—Where to Find Ideas 10
Activity 3: Developing Your Ideas 12
Talking It Over 14
PROJECT AREA: Elements of Creative Writing
Activity 4: What's It All About 15
Activity 5: That's What I Call a Story 19
Activity 6: Who's Telling the Story? 21
Activity 7: Such Interesting People 24
Talking It Over 28
PROJECT AREA: Language
Activity 8: The Power of Words 29
Activity 9: The Poet in You 32
Activity 10: Dialogue Dinner 37
Talking It Over 39
PROJECT AREA: Sharing
Activity 11: Your Writing Portfolio 40
Glossary 42
Sources 44
Summary of Learning Outcomes 45

Notes to the Project Helper

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of creative writing.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Key Elements, please refer to the Advisor Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will . . .

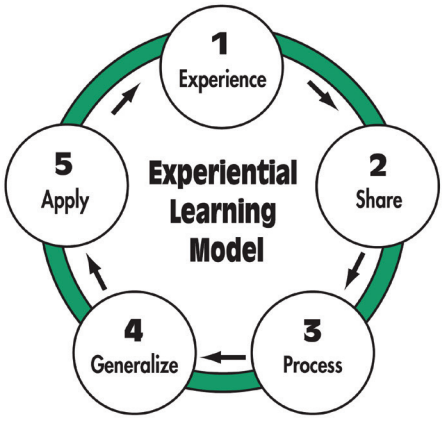
- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about creative writing.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are recorded on the accompanying pages. The member then (2) **shares** what he or she did with the project helper and (3) **processes** the experience through a series of questions that allow him or her to (4) **generalize** and (5) **apply** the new knowledge and skill.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.



Pfeiffer, J.W., & J.E. Jones, *Reference Guide to Handbooks and Annuals*
©1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

Member Project Guide

Thank you for taking the creative writing project! Writers learn to write in all kinds of ways. This project can give you the motivation and practice you need to jump start your efforts.

Activities cover where to get ideas, theme, plot, point of view, character, word choice, imagery, and dialogue. Many of this project's topics apply to many kinds of writing, but this project is about creative writing, which typically includes poetry, fiction, and plays.

The Writer in You is designed for 4-H members of all ages with some previous experience in creative writing. Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

This is my _____ (first, second, third, etc.) time taking this project.

PROJECT GUIDELINES

STEP 1: Complete **all eleven** activities and all of the Talking It Over questions. In Activity 11 you will be asked to create a writing portfolio.

STEP 2: Take part in **at least two** learning experiences.

STEP 3: Become involved in **at least two** leadership/citizenship activities.

STEP 4: Complete a project review.

1 Literature Buffet

Words in **bold** throughout this book are defined in the glossary.

Reading is a way to feed your creativity and inspire you to write. Luckily, by going online or to the library, you are treated to a buffet of all kinds of reading materials! Just like with food, everyone has different tastes. What literary **genre** do you prefer? It could be a certain kind of fiction—like historical, fantasy, or mystery—or it could be poetry or memoirs. Even screenplays make good reading for some.

WHAT TO DO

List three novels, short stories, poems, or plays that you read and enjoyed *in the last year*. Identify one feature about each that you liked—a line, a **character**, something about the writing style, whatever it is that makes the piece stand out for you—and explain why you like it.

ITEM 1	ITEM 2	ITEM 3
Title:	Title:	Title:
Genre:	Genre:	Genre:
Feature I Like:	Feature I Like:	Feature I Like:
Why I Like It:	Why I Like It:	Why I Like It:

BACKGROUND

Imagine a cold and dreary day. You have no outside commitments, and all you want to do is curl up under the covers and read one of your favorite books. What book would you choose? Is it the same book you would pick if you were going to the beach for the day? Or on a road trip? Your mood and environment often determine the book you want to read. Just like food, literature offers plenty of variety and flavors, and we can like many different kinds of books.

Think about your likes and dislikes as you do these activities and try to figure out why you read what you do. Can what you read be inspiration for what you write?

More Challenges

Use what you have learned about your reading preferences to find five more books that are interesting to you. Now read them! Document and share your list.

RESOURCE

Want some help finding the kinds of books you like to read? The website **goodreads.com/list** has lots to offer, including ratings by readers like you.

Did you know?

According to an article from the New Jersey Department of Education, exposure to different authors and genres gives "insight into other cultures, worldwide locations, and new vocabulary."

From www.state.nj.us/education/parents/articles/life/books.htm.

LEARNING OUTCOMES

Project skill: Responding to written works

Life skill: Communicating

Educational standard: CCELA-RL, 6-5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Success indicator: Selects three pieces of writing and explains the personal significance of each

2

Finding Inspiration—Where to Find Ideas

The seed of any **creative writing** piece is the idea. It is the place from where the work grows. Where do writers get these ideas? Anywhere!

WHAT TO DO

Many writers create idea files as places to collect and organize story ideas. They learn to watch for ideas in newspapers, magazines, and books. They pay attention to the world around them—the sights, sounds, and people. An old song, a new movie, or a trip to the art museum might pique their interest. Opportunities for inspiration are never-ending. Even YouTube videos, online blogs, and social media posts offer possibilities.

What inspires you? What are five ways *in the last year* you have been inspired?

1.

2.

3.

4.

5.

Now begin your own idea file.

- ☐ Choose a way to keep your ideas organized. Suggestions include a three-ring binder with sheet protectors to slip clippings into, an accordion file labeled with general topic areas, or a small pocket-sized notebook that's easy to keep handy. Rather keep your ideas on an electronic device? Check out the many apps available and try some out. This is about personal preference; select a method that is right for you.

More Challenges

Take the next step and establish a habit of writing every day in a journal, even if it is for just a short period of time. Before you know it, five minutes grow into ten minutes that grow into thirty. Don't know what to write? Use your idea file or writing prompts.

- ☐ Collect ideas. Cut out magazine and newspaper articles or pictures (with permission, of course). Add notebook paper to record words or events you might want to use later. Jot down memories of activities and events you might want to write about. Identify a way to remember online sources that interest you. Continue to contribute to your idea file throughout this project.
- ☐ Select one item from your idea file and use it as inspiration for a story outline, a scene, a character sketch, or a poem. Attach the item to your writing.

Save what you write for your portfolio!

BACKGROUND

Tim Wynne-Jones is an English-Canadian author who writes children's literature. In an article about where ideas come from, he says, "As a writer, you have to be something of a Sherlock Holmes. You have to be on the lookout for clues all the time. You have to have your eyes and ears peeled. It's not an enemy you're looking for; it's a story. And anything—anything you trip over accidentally—might be useful towards making that story work." In other words, ideas for writing are all around us. We just need to look for them.

We use our five natural senses every day—sight, sound, taste, smell, and touch. These senses can help us find ideas too. Think about the velvety softness of a rose petal or the almost sweet taste of a garden fresh tomato. What sounds do you hear on a snowy evening? Let these things spur your imagination. How about what people say around you? Story ideas might be hidden in bits of conversation. Maybe you are eating in a restaurant and see an old man eating alone. Your story could be about the wife he lost or the love he never found. You are surrounded by inspiration all the time.

? Did you know?

Poet William Wordsworth said about writing, "Fill your paper with the breathings of your heart."

RESOURCES

For information about many writing topics: **scholastic.com**

For some great suggestions for generating ideas, go to **writingcenter.tamu.edu/Students/Handouts-Guides/** and click on Brainstorming.

LEARNING OUTCOMES

Project skill: Keeping track of writing ideas

Life skill: Keeping records

Educational standard: CCELA-W 6-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Success indicator: Starts and adds to an idea file

Summary of Learning Outcomes

ACTIVITY	PROJECT SKILL	LIFE SKILL	EDUCATIONAL STANDARD*	SUCCESS INDICATOR
PROJECT AREA: WRITING WITH A PURPOSE				
1. Literature Buffet	Responding to written works	Communicating	CCELA-RL, 6-5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Selects three pieces of writing and explains the significance of each
2. Finding Inspiration—Where to Find Ideas	Keeping track of writing ideas	Keeping records	CCELA-W 6-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Starts and adds to an idea file
3. Developing Your Ideas	Writing in response to a timed prompt	Practicing creativity	CCELA-W 6-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writes for 15 minutes in response to a prompt
PROJECT AREA: ELEMENTS OF CREATIVE WRITING				
4. What's It All About	Identifying theme in a written piece	Thinking critically	CCELA-RL, 6-2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Identifies theme
5. That's What I Call a Story	Identifying literary plot	Thinking critically	CCELA-RL, 6-3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Identifies the plot of a simple fairy tale
6. Who's Telling the Story?	Writing from various points of view	Practicing creativity	CCELA-W, 6-3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Writes in first, second, and third person
7. Such Interesting People	Developing literary characters	Practicing creativity	CCELA-W, 6-3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Develops a literary character
PROJECT AREA: LANGUAGE				
8. The Power of Words	Writing description	Practicing creativity	CCELA-L, 6-5: Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.	Writes descriptive narrative
9. The Poet in You	Writing poetry	Practicing creativity	CCELA-W 6-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writes a poem
10. Dialogue Dinner	Writing dialogue	Practicing creativity	CCELA-W, 6-3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Writes the dialogue for a dinner scene
PROJECT AREA: SHARING				
11. Your Writing Portfolio	Making a professional presentation of creative writing pieces	Completing a project or task	CCELA-W 6-4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Assembles a creative writing portfolio

** The educational standards cited here are from the Common Core State Standards Initiative, English Language Arts. They are available in their entirety at* **corestandards.org/ELA-Literacy**.