

Spring Hill Young Writers Group 2015



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last edited by Cathy Oxley 4 days ago

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- Group 2 - Excalibur
- Group 3 - Gandalf
- Group 4 - Aslan
- Group 5 - Atreyu

Pages Files options

SideBar

How many Fantasy Classics have you read from this GoodReads list?

[100 Fantasy Classics](#)

Welcome to the Spring Hill Young Writers Group 2015

32 Year 8 writers from Terrace, All Hallows', Brisbane Grammar, and Girls Grammar

AUSTRALIAN CURRICULUM: ENGLISH

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1#level8>

And General capabilities:

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language. In discussion students develop critical thinking as they state and justify a point of view and respond to the views of others. Through reading, viewing and listening students critically analyse the opinions, points of view and unstated assumptions embedded in texts.

The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

<http://www.australiancurriculum.edu.au/English/General-capabilities>

<https://readingpower.wordpress.com/2013/05/10/collaborative-writing-inquiry-2013/>

READINGPOWER
LEARNING BLOG BY ANNE WEAVER

HOME ABOUT BLOG TIPS LINKS MAKERSPACES PUBLICATIONS

← Daily 05/06/2013 Daily 05/10/2013 →

10 MAY

Collaborative Writing Inquiry 2013

AGQTP presentation ppt 2013 – with ibooks and some other student work removed

AGQTP Project >>>

Spring Hill Young Writers Group 2013

Reduced version for slideshare

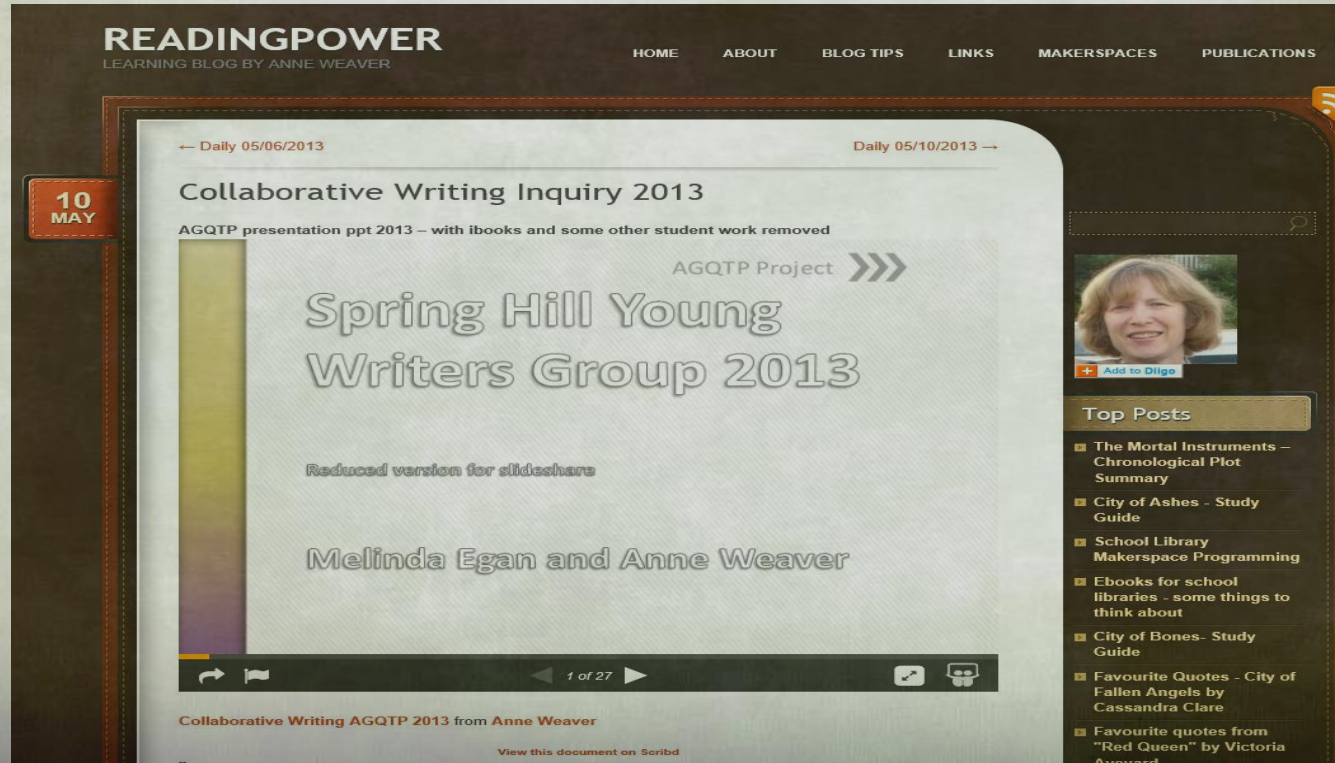
Melinda Egan and Anne Weaver

Collaborative Writing AGQTP 2013 from Anne Weaver

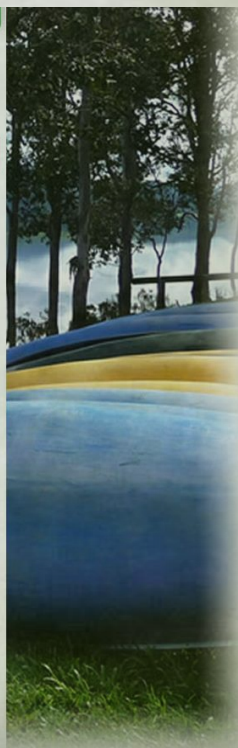

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Top Posts

- The Mortal Instruments – Chronological Plot Summary
- City of Ashes - Study Guide
- School Library Makerspace Programming
- Ebooks for school libraries - some things to think about
- City of Bones - Study Guide
- Favourite Quotes - City of Fallen Angels by Cassandra Clare
- Favourite quotes from "Red Queen" by Victoria Aveyard



<https://tinarooeec.eq.edu.au/Programsandactivities/Ourprogramsandactivities/Pages/Year-8-Fantasy-Writers-Camp.aspx>





Tinaroo Environmental Education Centre
Learning to enjoy and care for our beautiful environment

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Programs and activities

Year 8 Fantasy Writers Camp

- ▶ Our programs and activities
 - ▶ Earth Smart Science
 - ▶ Offsite activity information
 - ▶ Previsit and postvisit activities
 - ▶ VET Training
 - ▶ Year 6 Leadership Program
 - ▶ Year 8 Fantasy Writers Camp
 - ▶ Year 9 Maths Enrichment Camp
- ▶ Teaching and learning





The Year 8 Fantasy Adventure Writing Camp is a joint initiative of Malanda SHS and Tinaroo Environmental Education Centre. Our aim is to create a fantasy setting on the banks of the Lake of Mirrors and to stage a quest designed to inspire young creative writers.

The antagonist for the writing camp experience is an evil villain, Victor Voltarus, whose ruthless ambitions provide the fictitious scenario of an ambitious wizard aiming to gain ultimate power over the tribes of Celarus. Students are enlightened about the dire situation via video link with the magnanimous wizard, Zebediah Zolthouse, who explains that Victor had stolen 4 of 5 sacred magical totems which will enable him to rule the region. Zebediah requests that the representatives of the 3 tribes of Celarus accept their mission to retrieve the totems and restore peace. The goals of the quest become the basis of a range of physical and teamwork challenges that provided stimulus for the narrative writing process.

Integration of outdoor experiences and physical challenges (canoeing, hiking, raft building, high ropes) with iPad technology and explicit teaching of writing techniques result in an enriched learning experience to extend students with a passion for writing. The writing process is further enhanced by a creative writing workshop hosted by a guest fantasy author, (Karen Healey 2011 and Michael Pryor 2012, 2013 and 2014).

The culmination of the program is the student presentation of a piece of writing inspired by their experience.

In 2012, 2013 and 2014 the camp included students from Cairns SHS, Mareeba SHS, Atherton SHS and Malanda SHS supported by the expertise of the staff at Tinaroo EEC.

This program won a regional showcase award for innovation in 2012 and 2014.

<http://www.timrylands.com/2010/10/08/storytyne-gateshead/>

<http://mdavies24.com/2011/08/24/epic-citadel/>



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Storytyne : Gateshead

Sarah | October 8, 2010 | 10 Comments



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A wonderful day: Storytyne at The Open University in Gateshead.

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WELCOME TO THE SITE



Here, you can find out about some of the things we get up to, in our travels, working alongside schools, teachers, & children of all ages, from across the globe.





The Contemporary Learning Hub at Meridan State College invites Teacher Librarians to our

AUGMENTED LIBRARIES

TEACHER LIBRARIAN NETWORK DAY – FRIDAY 14th NOVEMBER, 2014
Contemporary Learning Hub – Meridan State College – Sunshine Coast

Come along to the hub this November for a day of networking and sharing with Teacher Librarians and school based library staff from throughout the state. We'll be exploring innovative and creative ideas for adding another layer of engagement and interactivity to your library space. Participants will also discover how to engage with online images and digital content via local libraries and will have the opportunity to participate in practical, hands-on workshops on everything from page turning apps to time saving cheats you can use in your library. **Flip to the next page to view the full program.**

Register via: <http://wired.ivvv.com/event/PG1N11/>

Cost: **\$140 ex GST** for the full program. This cost includes morning tea and lunch and access to all resources used on the day. Places are limited so book early to ensure you get a place in your chosen sessions.



CONTEMPORARY LEARNING HUB
MERIDAN STATE COLLEGE - www.contemporarylearninghub.com
214 Parklands Boulevard, Meridan Plains- Sunshine Coast
E: clh@meridansc.eq.edu.au P: (07) 5490 2666 T: @dmsrcidn



An immersive and collaborative fantasy writing experience for Year 8 students.







Sands of Remorse



JOURNAL



Tap to Breathe Fire!

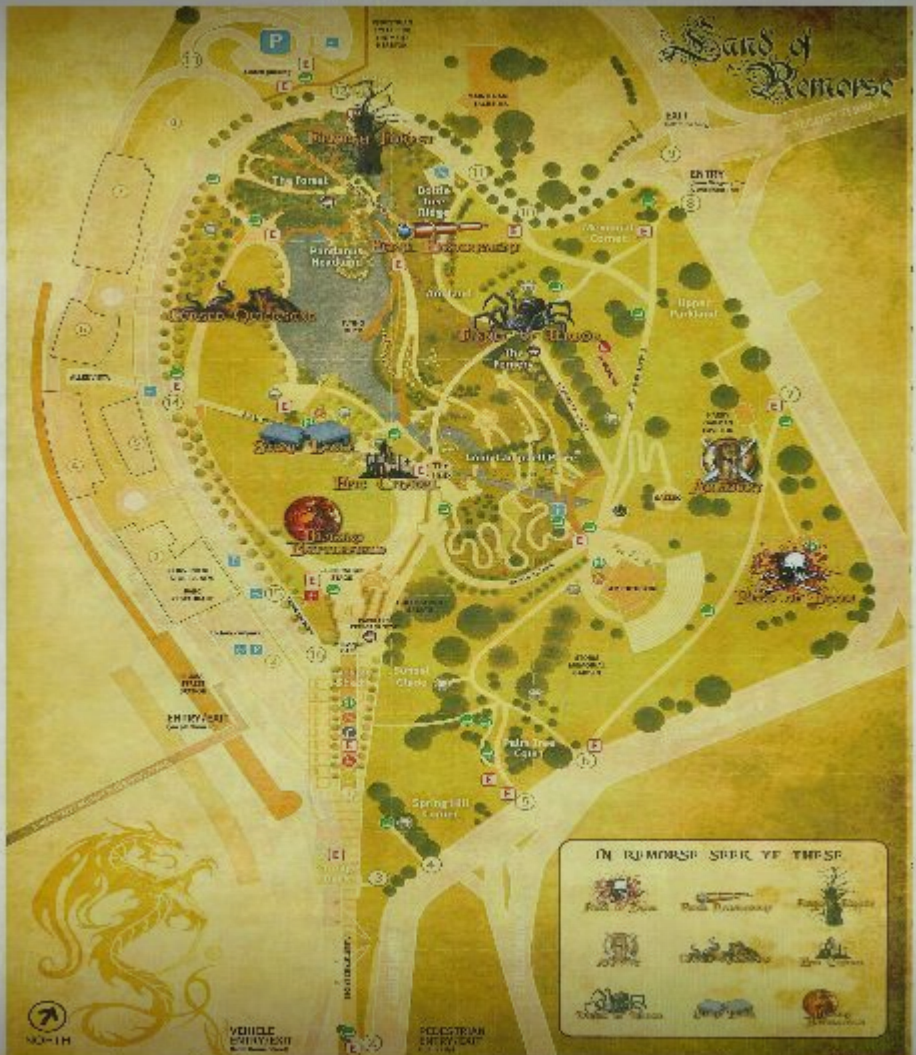
Tap to Breathe Fire!

Tap to Breathe Fire!

Handwritten notes in a notebook, including the words "Breathe", "Fire", and "Tap".



Sand of Remorse



- IN REMORSE SEEK YE THESE
- | | | |
|--|--|--|
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NO-14

VEHICLE ENTRANCE

SELECTION ENTRANCE



EPIC CITADEL







ARMOURY



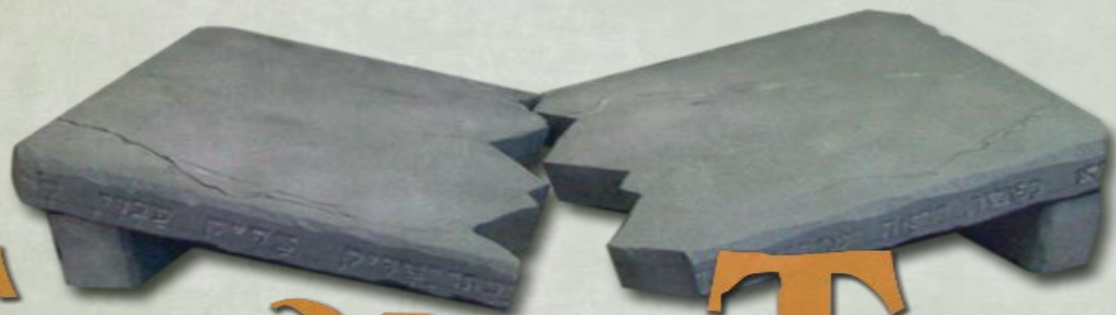






FIELD OF DOOM





STONE TABLE









EPIC CITADEL







CURSED QUICKSAND





FIENDISH FOREST





FERIE ESCARPMENT





TUNNEL OF TERROR

REAL
SCARY
AVENUE
SPIDERS

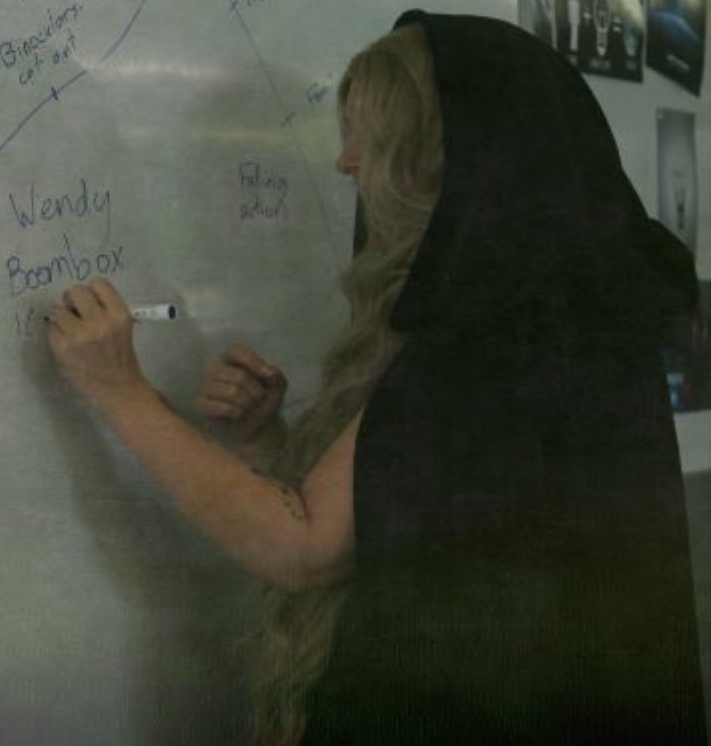
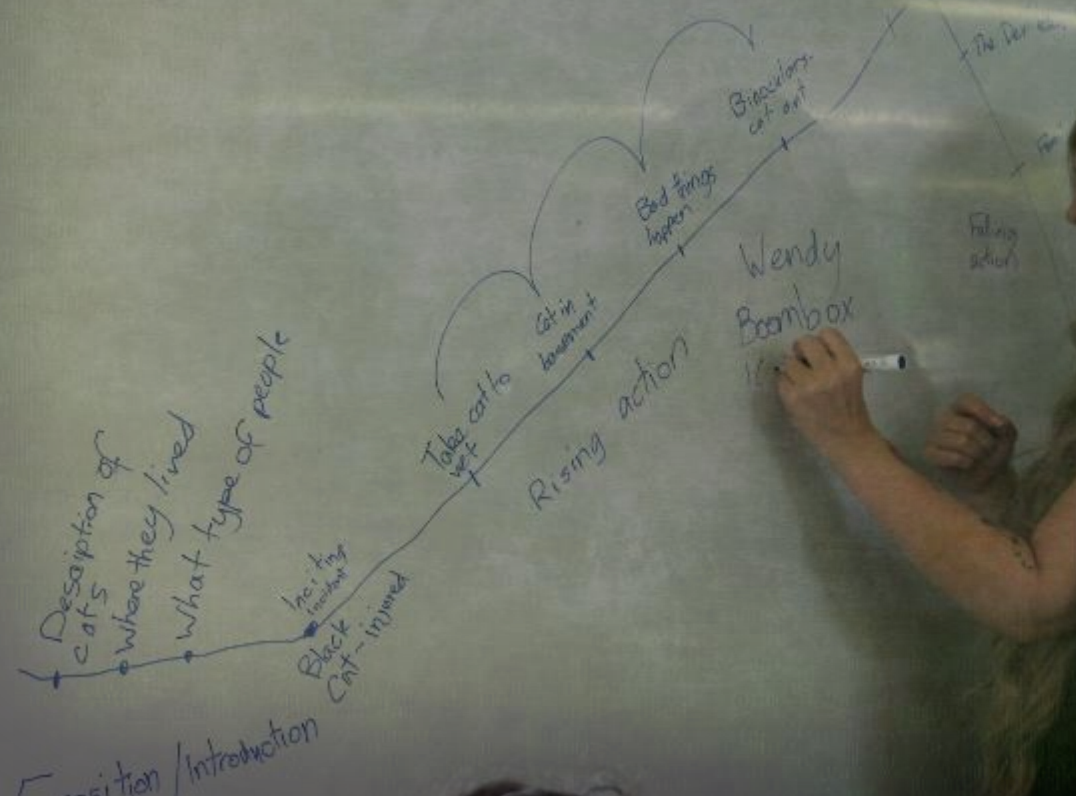




The king died and then the queen died of grief.

Climax
The cat and the Devil

James will
be back up 13



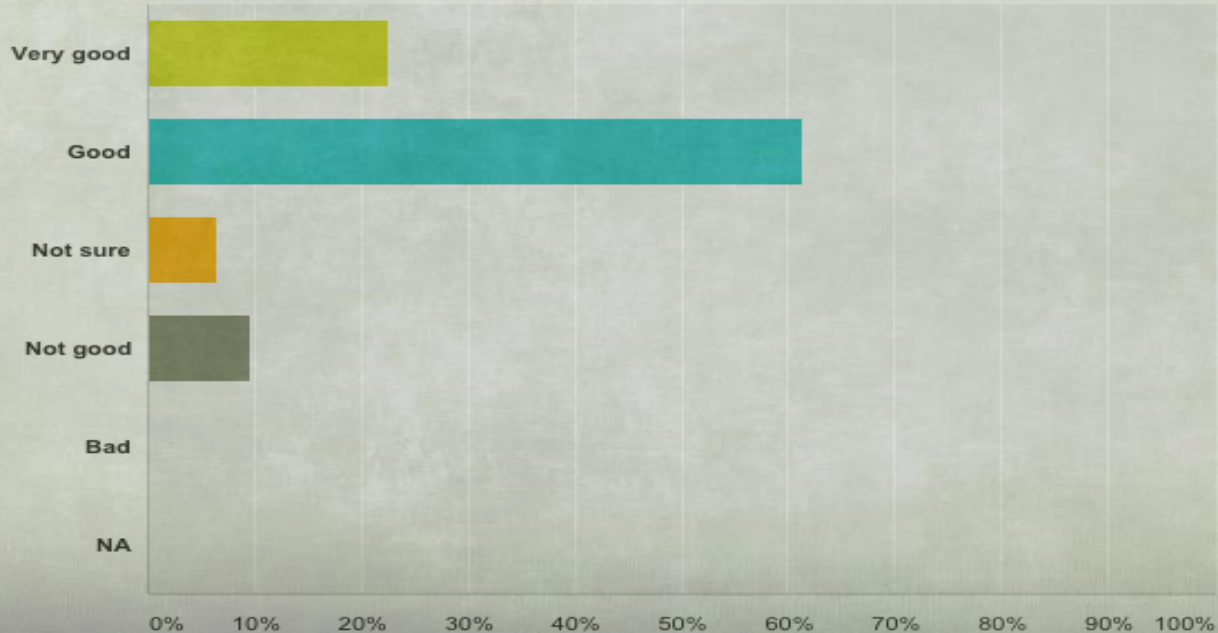
Analysis of Data

- Provided positive reinforcement of SHYWG
 - Collaborative writing – group work
 - Author workshops
 - Immersion in fantasy quest – improve authentic writing skills
 - Collaborative digital space – wiki
 - Provided students with writing stimulus in digital form

Collaborative Writing

How do you find group work in helping you learn?

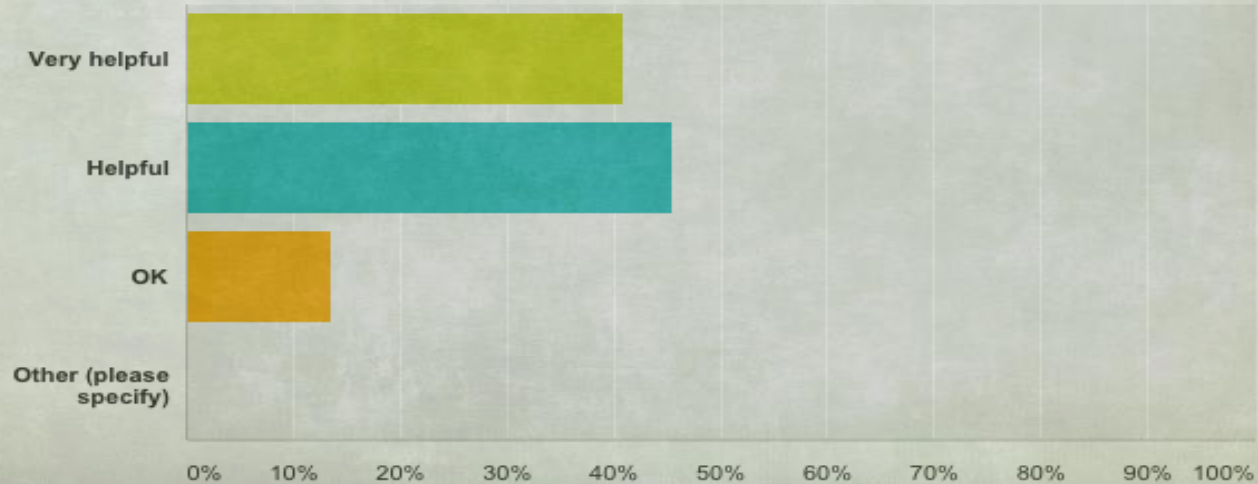
Answered: 31 Skipped: 0



Author Workshops

How do you feel the activities from the author helped you with improving your writing?

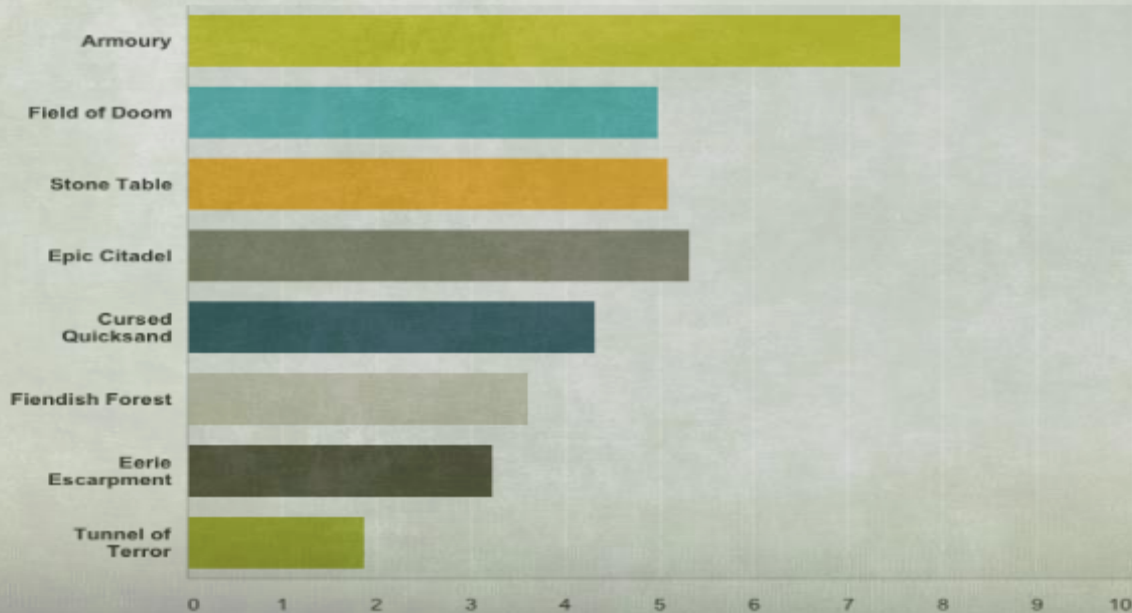
Answered: 22 Skipped: 0



Quest Stations

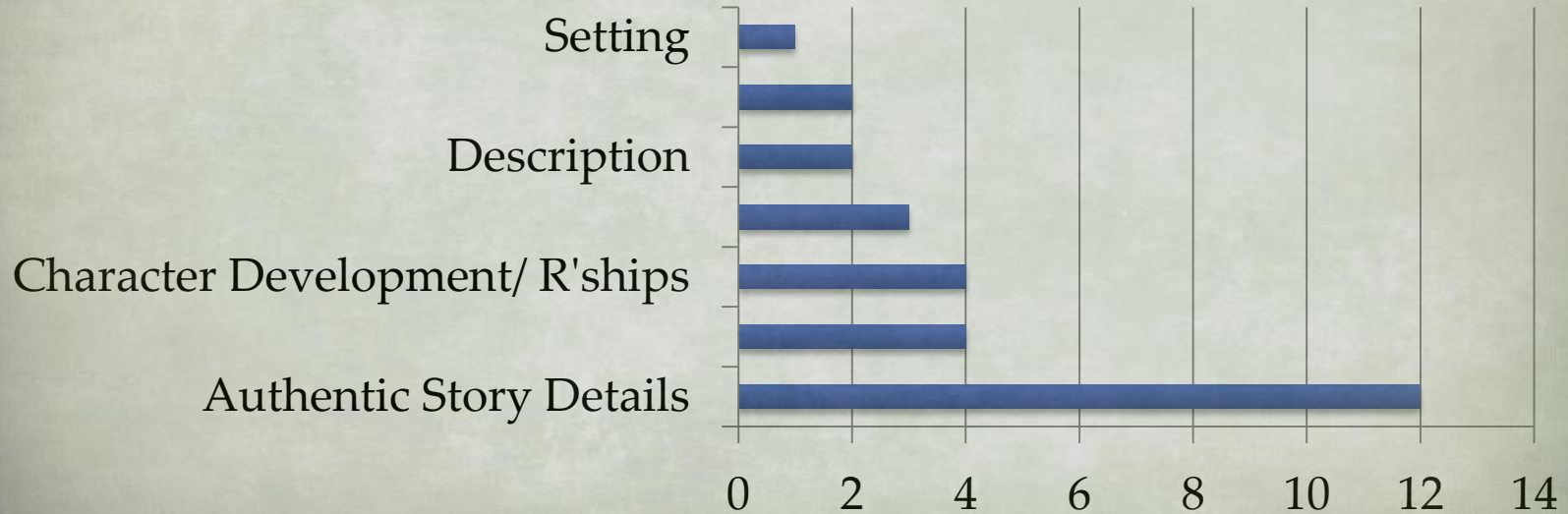
Rank the activities by how much you think they will help you with your writing (1 most, 8 least)

Answered: 31 Skipped: 1



Immersion in Fantasy Quest

How did the fantasy quest stations help with writing?



Immersion in Fantasy Quest

“I think the activities helped quite a bit as I learnt what the heroes grow through, the decisions they feel and the trouble they grow through. I feel like my writing improved from these experiences as I used these activities to help my events in the story.”

Fantasy Quest Inspiration

The Eerie Escarpment and Epic Citadel...

“As I rounded a bend in the road, the object of my adventure came into view, Greywood Keep. The Keep stood proudly atop the cliff; as if its front was a gargantuan stone tower with a gaping gateway in the front. The portcullis lay strewn across the path, teetering as if at any time the hulking structure could slide and find a watery grave 200 metres below.” James

Fantasy Quest Inspiration

The Stone Table...

“But eventually they found the table, and what a table it was. Carved out of the hill it rested on, it was a solid slab of stone connected to the hill itself. Set with everything he could have wanted.” Scott

Cursed Quicksand...

“Eldred stared at the parchment blankly and brought his gaze to the swamp. From the ten years he had lived in this treacherous place, not once did he even attempt to cross its bubbling acid surface which could kill one in an instant.” Oliver

Wiki

- Most respondents (73%) thought the wiki was highly effective in collaborative planning and communication
- “It was brilliant and worked really well as a communication method”.



[Infirix Clash \(Clancy Gundrum\)](#) said

at 12:19 pm on Apr 13, 2015

[Reply](#) [Delete](#)

Guys thats really good. Just one thing though. I am supposed to be slightly quieter, because I can be angry. I think Elinora should be the one getting straight into action because she is confident, and I will be the one going along with whatever has to be done. But I think its good that you made my character a little boastful, because fire is flashy. Also, I would like to remind you that while Air is one of the fastest elements; Lightning, Light and Neon are all faster (speed of light) whilst Air can run as fast as the wind.



at 3:54 pm on Apr 26, 2015

[Reply](#) [Delete](#)

James,

You have done an amazing job with this story. But...

There are still some conflicting details we need to reconcile like what happens in the resolution, where, in my story, you are K.Oed by Virgo's father., Taurus. I will change my account of The Quicksand to fit yours.

Adios,

Jude

Writing Stimulus – Digital Presence

- 91% respondents had not used augmented reality in connection to writing prior to SHYWG
- 34% respondents had used role-playing games for writing stimulus prior to SHYWG
- Prior to SHYWG most respondents used traditional stimulus for writing:
 - Books/reading
 - Movies/ TV/ visuals
 - Music
 - Teachers/ friends / parents
 - Life experience
 - Authors
 - Competitions

Augmented Reality

- “...the augmented reality apps helped me to authentically experience a hero’s situation. They also helped me to realise how dangerous and precarious real life heroes’ situations are.”
- “It made me be able to visualise what would be happening in the quest and made it easier to create real-sounding scenes.”
- **“My writing improved a lot because I could actually experience sensations that were totally new to me”.**
- “The activities helped me build my character’s personality and weaknesses and strengths. This also helped with thinking of the obstacles that our characters would face”.

Future Considerations

- Host quest in outdoors
- Integrate journal at each station further – to enhance storytelling and writing skills
- More collaborative time for planning
- More individual writing time
- Whilst quest authentic, fewer quest stations
- ‘Real time’ technology for communication eg Skype

Alternative Options

- 3 day writers camp
 - 82% of students highly interested in camp:
 - Immerse into physical and unique quest activities
 - Bond with group / team building
 - More time for group planning
 - Full effect of quest
 - Continuity in writing process
 - Time to write actual story

Conclusions

- Collaborative writing enhanced the writing process
- Skills learned can be transferred to the classroom
- An enhancement of team work skills
- An interesting and engaging experience
- Few students are currently using augmented reality as stimulus for writing
- Digital technology must be highly relevant and contextualised to maximise its impact on writing

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Student Opinion - SHYWG

“My writing skills have improved immensely throughout writing my story, and not only did the Spring Hill Young Writers Group provide this help entirely, but it also gave me and my group inspiration for other pieces of classwork.”

Overall Conclusions and Future Directions

...

“We created Disneyland – now we have to choose the best parts to keep...”

Workshop Future Directions

- Change next year to only Year 7 students – better age group, fits with BGS Fantasy writing unit in Term 2
- More time to write and more emphasis on writing in journals during the activities
- More emphasis on depth of emotions and incorporation of character strengths into the stories
- Deliberate focus on which activities suit which strengths
- More emphasis on the word walls in the journal to enrich writing
- Separate activity station for the author – maybe she focuses on their writing and talks in depth about the journal
- Plan B for rain!!

Classroom Ideas

- Teachers could take these ideas and incorporate them into an English unit or ongoing writers club.
- One class of 32 students could work through each of the activities in one day as a stimulus for creative writing
- OR one activity at a time could be used in the classroom to stimulate writing
- One iPad with AppleTV would mean the apps could be projected onto a large screen for the whole class to see.
- Word walls could be created on the classroom walls during the activities, rather than in journals.
- The author was great but not essential – costly. Could use a skilled and passionate English teacher instead.



Infirix Clash (Clancy Gundrum) said

at 7:56 pm on May 5, 2015

[Reply](#) [Delete](#)

Yeah, that would have either been Caitlin or Ruby or Morgan or Georgia.



Alexis Loh said

at 8:21 pm on May 5, 2015

[Reply](#) [Delete](#)

yep... how was clusters? ;)



Morgan Bloomfield said

at 6:41 pm on May 6, 2015

[Reply](#) [Delete](#)

Hey. It was all Ruby and Jorja



Alexis Loh said

at 7:59 pm on May 14, 2015

[Reply](#) [Delete](#)

sad face I had this in my bookmarks..... now its over..... bye ;(;(;(:(

Add a comment