

Spring Hill Young Writers 2015

An immersive and collaborative fantasy writing experience



**Brisbane
Grammar School**



**Terrace
(St Joseph's
College)**



**All Hallows
School**



**Brisbane Girls
Grammar School**

Introduction
Tuesday 31 March
3.30 – 5.30 pm
BGGGS

Workshop Day 1
Wednesday 1 April
9.00 am – 2.45 pm
Roma St Parklands

Workshop Day 2
Thursday 2 April
9.00 am – 2.45 pm
BGS

Editing Afternoon
Thursday 23 April
3.30 – 5.30 pm
BGS

Presentation Afternoon
Thursday 14 May
3.30 – 5.30 pm
BGGGS

INTRODUCTION

The aim of this workshop is to investigate whether simulating some aspects of a fantasy quest will improve student writing. Through augmented reality apps, game theory, sensory activities, various mobile technologies and collaborative team challenges, it is hoped to bring to life some aspects of a fantasy quest. It is hoped that this will be enhanced by active participation in such immersive activities in Roma Street Parklands..

In today's world it is expected that most professionals will engage in evidence based practice and this equally applies to the teaching of creative writing. Students who engage in this workshop will benefit from the research and inquiry carried out since 2013 on improving teaching of creative writing. Links to this research can be viewed at <https://readingpower.wordpress.com/2013/05/10/collaborative-writing-inquiry-2013/> This year it is proposed to further enhance the collaborative writing process that has been developed by adding further immersion through technology, especially related to augmented reality and gamification and also further exploration of team dynamics in story writing. New directions were inspired by activities provided by Lyndall Sellars from Malanda State School and the Tinaroo Dam Environmental Education Centre. See more at: <https://tinarooec.eq.edu.au/Programsandactivities/Ourprogramsandactivities/Pages/Year-8-Fantasy-Writers-Camp.aspx> A significant amount of research was undertaken into various role based games and online fantasy games, and the workshop was developed trying to maximize the benefits of these, within time, technology and cost constraints. Some of this inquiry can be seen at: <https://readingpower.wordpress.com/2014/12/15/draft-immersive-fantasy-writing-quest/>

The benefit of having 4 schools is that the preparation workload can be spread and expertise and ideas shared. It also means that students are able to interact with a variety of other students who share a passion for creative writing. This inquiry will be shared within schools and in professional arenas, so participation is on the basis that photos and video will be taken. Also student winners will be announced and some sections of excellent writing may be referred to. Students will also be surveyed to obtain feedback on the effectiveness of the workshop. Currently, discussions have been progressing with author, Kirilee Barker (*Book of Days*), to work with students. However, another author may be chosen should unexpected events prevent this from proceeding.

Feedback from students has been extremely positive and they have greatly enjoyed the past workshops. The teacher inquiries have revealed clear directions for improving student writing and these have been taken back to the individual schools for professional sharing.

DAY 1 – MEET THE AUTHOR AND LEARN ABOUT THE QUEST

Tues 31 March 3.30 - 5.30pm at BGGGS

- Author, Kirilee Barker, author of *The Book of Days*, will meet with the 8 students from each school (BGS, BGGGS, All Hallows, Terrace).
- The quest and workshop will be explained and journals given out. Students will have time to decorate these.
- Students will be divided into teams of four, with one from each school in each group.
- Students will be allocated a special power/characteristic that will help them to complete their quest.
- Kirilee will be the Supreme Sorceress – character strengths will be allocated from a Sorting Hat. Students will roll a dice to choose their physical strengths.
- Individual character and physical strengths will be written on a badge which students wear so that others in their group know their powers.
- For homework, students will develop their Character Profiles in their journals.

DAY 2 - FANTASY WRITING QUEST ACTIVITIES

Wednesday 1 April 9.00am -2.45pm in the Roma St Parklands

Activity stations – each group begins of 4 at a different station, then they rotate clockwise, using the map. A staff member will supervise each station.

- At each activity, students in a group of 4 scan a QR or Aurasma code to collect information or part of a riddle. There will be a staff member supervising each station
- Students will rotate around different physical activities and solve the puzzle/ riddles
- Students will be involved in teamwork activities (selected from school Physical Education programs) and problem solving with other characters on the quest
- At each activity, students will have time to write about the challenges, their teamwork and their emotions to assist writing a story in first person.
- Students will develop a rich list of adjectives, nouns, verbs, sentences, imagery and phrases.

LOCATION AT ROMA ST GARDENS	DESCRIPTION	JOURNAL ENTRY	STORY
1. Armoury (Gazebo)	Try on armour - chain-mail helmet, sword, fur cloak, velvet dress, leather boots, linen clothes. Choose the special weapon your character will use. Carry 20 kg backpack.	What it would be like to wear/carry this through forest or climb mountain? What preparations need to be made for a quest? How does it feel to be on this quest? What are your initial reactions to those accompanying you?	Characterisation
2. Field of Doom (St Andrews Corner)	Play Minefield game blindfolded on upper lawn. Setting looks beautiful, but is dangerous. Why? How would it feel at night on the quest or when entering areas where visibility is limited? http://www.wilderdom.com/games/descriptions/Minefield.html	Relationships/teamwork/trust/relying on others, danger, feelings?	Characterisation, setting
3. Stone Table (on walkway)	Smell different foods to detect which ones have been 'poisoned' – survival, significant place for council, sorceress, meeting, tribal gathering, eat different foods even if disgusting, dancing? campfire? Challenge - Solve a riddle to determine which foods are acceptable/correct – rest are poisonous. YouTube clip from Lord of the Rings – Gollum and Bilbo tell riddles to each other	What happens here? Comment on the tension and drama	Develop the plot
4. Epic Citadel (under walkway)	Sit beside beautiful stone wall /cobblestones under walkway to CC Place and explore Epic Citadel app	What is this place? Why are you here? Who lives here? What does it feel like/look like? Friendly or eerie?	Develop the setting
5. Cursed Quicksand (lake precinct)	Play Hot Chocolate River game on lake lawn. The team has to cross a swamp of quicksand on magic lilly pads - will only float if you're touching them, otherwise they will disappear. http://www.ultimatecampresource.com/site/camp-activity/hot-chocolate-river.html	Reflect on strategies being used to develop teamwork	Develop the plot
6. Fiendish Forest (fern gully)	Be ready to fight off monsters - listen blindfolded to sounds of dragons roaring, clash of weapons in battle, owls hooting, horses snuffling, boots squelching, wind whistling/sighing,	What does your story sound like? Describe what happens when the monsters attack. What emotions are depicted by the noises around you?	Develop descriptive writing

	wolf howling, woman screaming, rats scratching, heavy footsteps, heavy breathing http://myths.e2bn.org/create/tool267-sound-gallery.html Listen to excerpt from Matthew Reilly's book <i>The Great Zoo of China</i> where dragons are attacking the cable car.		
7. Eerie Escarpment (lookout)	Need to escape a dangerous situation e.g. attack or threat. Problem-solving using individual special powers. Only way to move ahead in the journey is to go down (YouTube- Cliffs of Insanity from <i>The Princess Bride</i>). Dragons adventure world explorer app/ How to train your dragon app/ School of dragons app/ Anomaly book app Fly a dragon http://video.sfgate.com/Dragon-Adventure-game-explores-augmented-reality-26413938 Train a dragon https://itunes.apple.com/au/app/school-dragons-how-to-train/id622944658?mt=8 and	How do your special powers and those of the group help you in this situation?	Develop plot and characterisation
8. Tunnel of Terror (spider webs)	Use the <i>Guinness Book of Records</i> app –spider coming from page. Imagine this as any type of monster. Something that creeps up on you unawares, could attack you at any moment	How will your team conquer the monster? What emotions do you feel?	Develop setting and characterisation
9. Blazing Battlefield (celebration lawn)	The entire group must band together to defeat a fearsome evil. Play poison ball/dodgeball game as an entire group http://www.teachingideas.co.uk/pe/dodgeball.htm	How did everyone work together? How did you feel trying to dodge the poison balls?	Develop characterization and plot

DAY 3 - FANTASY WRITING WORKSHOP

Thursday 2 April 9.00am - 2.45pm at Brisbane Grammar School

- Kirilee Barker will work all day with the students to take their notes and thoughts from the previous day's immersive challenges and construct them into a first person fantasy narrative. She will help them to develop their characters and add depth and flair to their storytelling.
- Students will transfer their notes and stories to the wiki so everyone has access to them. Peer feedback.
- Students will complete a survey about the experience and whether or not they think it has helped their creative writing process.

DAY 4 - FANTASY WRITING AFTERNOON

Thursday 23 April 3.30 – 5.30pm at BGS

- Students will meet again with their other team members to further refine the details of their quest and continue editing their stories.

DAY 5 – FINAL PRESENTATION AFTERNOON

Thursday 14 May 3.30 – 5.30pm at BGGS

- The author will present awards for the best individual and group stories, and students will give their reflections of the experience.