**The Visitors’ Centre Storyline – Checklist of Writing Opportunities**

As the topic is developed there should be many opportunities for talking and listening, the compilation of word-banks as a result of brainstorming, group discussion, and the practical work involving making models, plans, and creating visuals of the different characters. It is important to allow the pupils to make and do as a preparation for the different kinds of writing that will follow. Also to keep the topic moving along - so try to avoid OVERLOAD – Be SELECTIVE!!

**Part 1 - The Visitors’ Centre** – word lists based on brainstorm of ideas about the place and the people. This feeds in to making models and plans and visuals of characters.

**Places of Interest** – List of possible questions for a survey built into a questionnaire – record of responses – report to others in class. Maybe invite pupils to write a short description of the local attraction of their choice. In a later episode this may support the design of a brochure of local attractions to be displayed in the Visitors’ Centre.

**Models, Plans and Pictures** – as a follow up to the practical activities pupils could be invited to write a short report – ‘what I made and how I made it” or an instruction ‘how to make a ……………..’ or perhaps a report of the group activity - ‘how WE made our model’. ````if there is to be a written submission then a written description or explanation of the model layout or plan may be required – captions could also be included in the display. If there is to be a ‘live’ presentation speeches might be scripted and of course there is a place for writing invitations to the chosen guests.

**PART 2**

**CHARACTERS – Staff required –** A list of jobs should be the result of a brainstorm or group discussion and each job could be expanded into a job description listing tasks and responsibilities. This is turn could be used to create advertisements for staff members. The logical outcome is to have pupils apply for the job of their choice – design and completion of an application form or writing a letter – compilation of interview questions could be followed by role play. (This may take too long!)

**Uniform Design –** including centre logo – visuals (crayon, cut paper or paint) should be accompanied by a written description including details of colour, style, fabric etc.

**Staff characters –** If only a few large scale/life size figures are being created there can be group agreement on what should go in to their biographies – these figures/characters become the property of the whole class and will play important parts in the stories of incidents (to follow!)

Additionally each pupil could make a visitor – maybe working with others to create a family! Biographical details will be required for developing incidents. (See other handout with headings for a biography!) Sometimes it is interesting to have the pupils write the biography in the qst person as if their character was speaking.

Staff characters might keep a diary – about their working days – also time off – good days and bad days – This can be a group task or done by a pair of pupils or as individuals – better done after exploring some of the incidents suggested in a brainstorm.

**Advertising the Centre –** an opportunity to design posters, radio commercials and jingles that will **persuade** visitors to come to the centre!

**INCIDENTS -**This episode provides the chapters of the story and gives many opportunities for narrative writing in the role of characters (1st person – present tense?) or as an observer (3rd person past tense?). Different viewpoints may be explored.

More formal reports might be needed for some of the incidents if the police or air sea rescue are involved. Newspaper TV or radio reports as well as diary entries in the role of characters – or visitors might send a postcard home.

In the modern classroom there are many opportunities to use technology to refine presentation of the story material.

Discussion of the incidents might lead to pupils being asked to compile a set of rules for visitors – maybe there should be rules for staff? Will visitor and staff rules be the same?

**CULMINATING EVENT –** many opportunities to write invitations, programmes, speeches of welcome and explanations of the work done.

**REVIEW –** may be handled in a variety of ways depending on age and ability of pupils taking part but this gives an opportunity for pupils to undertake a piece of personal writing giving their opinions and reactions to the many parts of the Storyline project.

**PROJECT BOOKS and or FOLDERS –** Some Storyline teachers like to give their pupils a folder (or get their pupils to make themselves a folder!) to keep their Storyline writing, drawings and other related items together. Towards the end of the project pupils may select work to create a book of the topic. This may contain writing, illustrations, photographs and should reflect the progress of the story as well as including pupils’ reactions and their final review.

**ASSESSMENT –** will any pieces of writing be the subject of a formal assessment. Success criteria should be identified BEFORE pupils write! The many writing activities should provide challenge and may become part of a portfolio assessment. It is important for each pupil to select what they consider to be their best writing and to discuss with the teacher how they have progressed – also where they can make further improvements. It goes without saying that time needs to be available to prepare for each writing task and to discuss pupils’ efforts – and to celebrate their successes!

Sallie Harkness, September 2018.