



UNIT 1

Creative writing



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Goals of the Unit

- Introduction to Creative Writing
- What is creative writing
- Basic and common elements of a story
- The arc of a story
- Writing a story



How to write creatively?

How to be creative in writing?

Introduction

It is advisable to start lessons with a warm-up game. The game can be incorporated either at the very beginning or just before the creative process itself. If you choose a suitable game, it can help you on many levels. Here are two examples:

- Suppose you are about to write a story with your students as part of a three-week project. In that case, you can play "Yes, And" with them at the beginning, creating one story. As the students learn about the elements and arc of a story, you can gradually add them to the "Yes, And" game, demonstrating the usefulness of the building blocks of a story.
- Suppose you are about to write a commercial. In that case, you can use a game called "Creative Shopping List" (my invention) to show your students the importance of language, including adjectives and the richness of the language, when writing the text of a commercial.



What is creativity?

Challenge

Who can come up with their own definition of **creativity**?

Add the definition of creativity: Creativity is the use of imagination or original ideas to create something - it is inventiveness. You may also give your own definition if you wish.

Underline the words relating to creative writing from the first warm-up exercise to illustrate the connection between creativity and writing.

5 way to develop creativity in students

- <https://varthana.com/school/5-ways-to-develop-creativity-in-students/>

Definiton

- <https://www.britannica.com/topic/creativity>

Plan your Sub-Points

The next step is breaking down your thesis statement into three smaller ideas that you can work to prove through each body paragraph. Your sub-points will become the topic sentences for your three body paragraphs.

Each sub-point should include the key words from the question to anchor your response as well as specific textual features you will discuss in order to support your analysis.

You can start to consider the bigger features of the text (if it's a novel this might include narrative conventions) or the smaller features (if it's a novel, this might include language and stylistic devices).

It might not be necessary to have all your direct quotes and examples ready yet, but you should have a general idea of what textual features you are going to discuss.

An example has been done for you on the next slide.



2. What is creative writing?

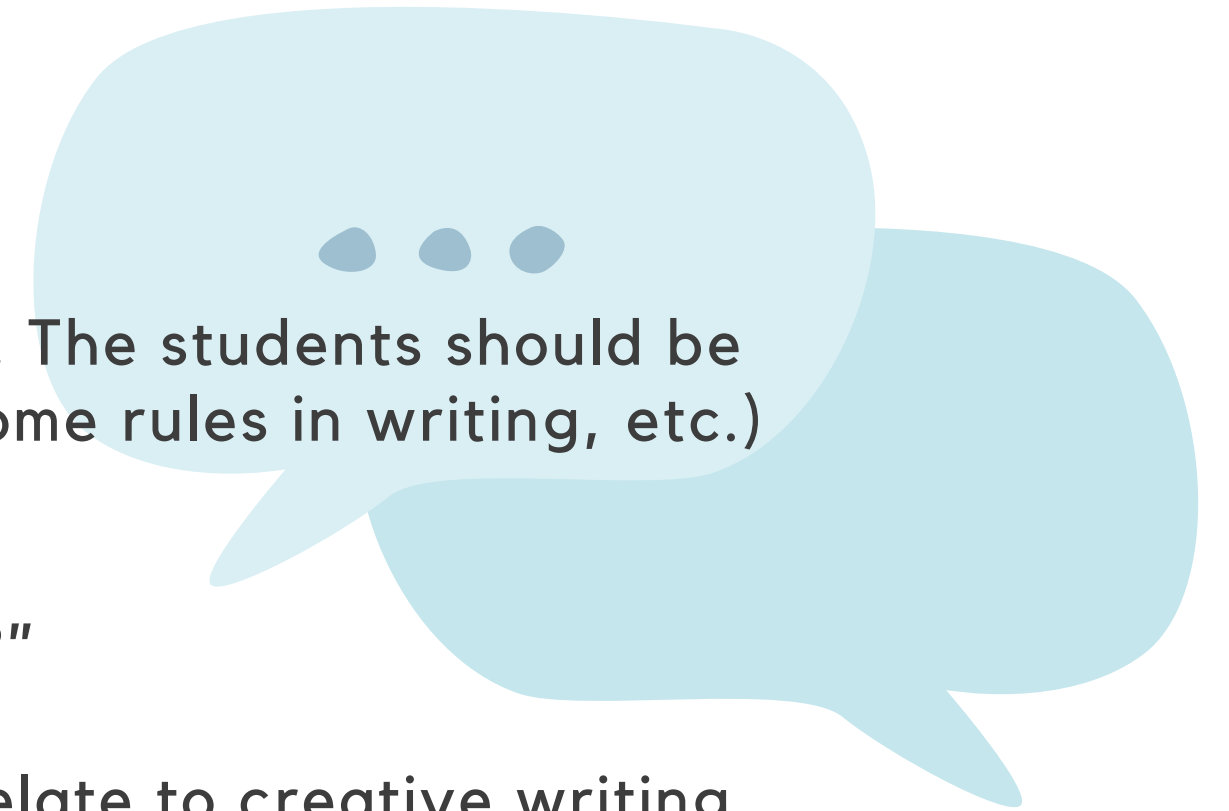
Creative writing, as a form of artistic expression, draws on the imagination to convey meaning using imagery, narrative, and drama. This contrasts with analytic or pragmatic forms of writing. This genre includes poetry, fiction (novels, short stories), scripts, screenplays, and creative non-fiction.

Discussion

Ask the students how they understand the term "creative writing". The students should be able to see that creativity (inventiveness, imagination, breaking some rules in writing, etc.) is the key concept in creative writing.

"What kind, type, or example of creative writing can you think of?"

Write down a list of terms. Feel free to include ideas that do not relate to creative writing. You will use this list later to illustrate the differences between creative writing and technical or academic writing.



What is the difference between creative writing and other forms of writing?

While creative writing draws on **the imagination** to convey meaning and can include genres such as poetry, fiction, scripts, and creative non-fiction, other forms of writing - such as academic or technical writing - prioritise **clear communication of information** or ideas. In creative writing, the emphasis is on **literary and artistic techniques**, while other forms of writing prioritise **accuracy, precision, and objectivity**. Additionally, creative writing often allows for **more freedom in terms of structure, tone, and language use**, while other forms of writing tend to follow more rigid conventions.
(With the help of AI).



Discussion with the students

Provide the students with a definition of creative writing. You may choose to give your own definition.

Creative Writing (CW): involves imagination, literary and artistic techniques, and allows for freedom in terms of structure, tone, and language use.

Non-Creative Writing (Non-CW): prioritises clear communication of information, accuracy, precision, objectivity, and follows more rigid conventions.

CW:	Blurry landscape	NON CW:
Story	Commercial	Shopping list
Horror	Essay	Guide booklet
Poem	Copy	Scientific article
Rap song	Biography	Formal letter
Comics	Text message	Formal email
Fable	FB entry	
Fairy tale		
Lyrics		

Explain that the line between *CW* and *Non-CW* is rather dynamic. It is also important to note that the distinction between the two types of writing is not always clear-cut and can vary depending on the context and the writer's intentions

1

Request AI - to produce the narrative of Little Red Riding Hood in a non-creative manner. Use terms such as "prioritises clear communication of information", "accuracy", "precision", "objectivity" and "follows more rigid conventions" when asking AI to do so.

You can read it aloud – to show that the way we write matters!

2

Game - Instruct the students to write a shopping list in a highly imaginative and creative way. Give them a few items to include on the list, if you deem it helpful.

Emphasise the importance of creative writing rather than the visual aspect of it.

Improve Encyclopaedia

<http://improvcyclopedia.org/categories/index.html>

Creative writing for language learners (and teachers)

<https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners/articles/creative-writing-language>

Promoting Creative Writing

<https://orelt.col.org/module/unit/5-promoting-creative-writing>





3. Using AI when teaching CW in English

Activity

Instruct AI to write a shopping list in a highly imaginative and creative way.

"The more precise the assignment, the more precise the result" – that's what AI says :)

Here's what came up:


AI Sure, here's an example of a creative shopping list:

- A dash of sunshine (for those cloudy days)
- A sprinkle of fairy dust (to bring a little magic into your life)
- A pinch of adventure (for the thrill-seekers out there)
- A dollop of kindness (to spread love and positivity)
- A scoop of inspiration (to get those creative juices flowing)
- A handful of laughter (because who doesn't need a good laugh?)
- A bucket of serenity (for those moments of peace and tranquillity)
- A bushel of gratitude (to remind us of all the good in our lives)
- A carton of passion (to fuel our dreams and goals)
- A jar of memories (to hold onto those precious moments forever)

And, after the task was more precise:

AI Sure, here's an updated shopping list with real foods, written creatively:

- A loaf of crusty artisan bread, warm and fragrant, with a chewy, crispy crust and soft, pillowy interior.
- A wedge of creamy brie cheese, oozing with richness and tangy flavour, perfect for spreading on crackers or melting over roasted vegetables.
- A bunch of bright, juicy red grapes, bursting with sweet, juicy flavour and a refreshing crunch.
- A pint of ripe, succulent strawberries, bursting with the essence of summer and the promise of sweet indulgence.
- A bag of earthy, nutty quinoa, perfect for tossing into salads or simmering into a hearty, satisfying grain bowl.
- A bunch of fragrant basil leaves, perfect for adding a touch of fresh, bright flavour to any dish.
- A bottle of rich, velvety olive oil, perfect for drizzling over roasted vegetables, dipping bread, or sautéing with garlic and herbs.
- A jar of tangy, piquant pickles, perfect for adding a zesty kick to sandwiches, burgers, or potato salad.
- A pound of spicy, smoky chorizo sausage, perfect for grilling, roasting, or tossing into a hearty stew.
- A bag of rich, dark chocolate chips, perfect for satisfying a sweet tooth or melting into a decadent ganache!



Discussion

Discuss the pros and cons of AI in learning CW
Discuss the need of a good precise instructions

4. Incorporating AI into the lesson




Warning! The views on the usefulness of AI when teaching creative writing vary greatly. You can discuss the matter with the students. As with all the technology - it can be a good helper when used correctly.

Here are some ways you could incorporate AI into your lessons:

Generating prompts: AI-powered writing prompts can provide students with endless ideas for their creative writing projects. There are various websites and apps available that use **AI algorithms** to generate unique prompts based on different genres, themes, and writing styles.

Providing feedback: AI can analyse students' writing and provide instant feedback on things like grammar, spelling, and sentence structure. This can be especially helpful for students who may struggle with these aspects of writing in **English**.



Discussion

TUR: One of Wittgenstein's famous quotes on language is: "The limits of my language mean the limits of my world."

Inspiration for language use: AI can be used to generate vocabulary and help students explore the nuances of **English**. For example, you could use a language model like GPT-3 to generate sentences and ask students to identify common collocations or idiomatic expressions.

Collaborative writing: AI can facilitate collaborative writing exercises, where students work together to create a single piece of writing. There are various tools available that use **AI algorithms** to suggest additions, edits, and revisions to students' writing, allowing for a more collaborative and interactive writing experience.

Reading and analysing literature: AI can be used to analyse and provide insights into different types of literature, such as poetry or fiction. There are various platforms that use **AI algorithms** to identify and analyse different elements of literature, such as tone, style, and theme.

Overall, AI can be a valuable tool for teaching creative writing in English as a foreign language, helping students to develop their writing skills and explore the nuances of the language in a fun and interactive way.



5. Benefits of CW

Communication skills: Creative writing can improve a student's ability to express themselves clearly and effectively, both in writing and in speech.

Critical thinking: Writing creatively involves thinking deeply about a topic or story, analysing different perspectives and ideas, and evaluating their effectiveness. These skills can be applied to many other areas of life.

Imagination and creativity: Writing creatively allows students to develop their imagination and creativity, which can help them come up with innovative solutions to problems in different areas of their lives.

Empathy: When students write creatively, they often have to put themselves in someone else's shoes, imagining how that person might feel and think. This can develop empathy and understanding of other people's perspectives.

Confidence: Creative writing can boost a student's confidence in their writing abilities, which can translate to other areas of their lives as well.

Self-reflection: Writing creatively can help students to reflect on their own thoughts and feelings, which can be a valuable tool for self-discovery and personal growth.

Overall, creative writing can be a valuable tool for improving a wide range of skills that are important for success in both academic and personal life.

Writing a story

Warm-up

Impro game – Only Questions / Yes, and... / Three words given

Verbal Wit games

http://improvencyclopedia.org/categories//Verbal_wit.html

Activity

Ask students what types of stories they know.
Discuss what is different and what they share.

The 10 types of stories

Adventure - a story in which the protagonist experiences exciting or dangerous events.

Romance - a story about love and relationships.

Mystery - a story that revolves around a puzzle or a crime to be solved.

Science Fiction - a story that deals with advanced science and technology.

Fantasy - a story that involves magical or supernatural elements.

Horror - a story that intends to scare and create fear in the reader or audience.

Comedy - a story that aims to make the reader or audience laugh.

Drama - a story that focuses on conflicts and emotions.

Historical - a story set in a specific historical period.

Mythology - a story that explains the origins of a culture or religion.

1. The 10 types of stories – an alternative

ADVENTURE

ACTION

HORROR

THRILLER

MYSTERY

ROMANCE / LOVE

PERFORMANCE / SPORTS

COMING OF AGE

TEMPTATION / MORALITY

COMBINATIONS

The 10 Types of Stories

<https://thewritepractice.com/types-of-stories/>

Activity

Ask students what their favourite stories are. Ask them into what category the story belongs.

Fairy tales

"Cinderella"
"Beauty and the Beast"
"Sleeping Beauty"

Fables

"The Tortoise and the Hare"
"The Ant and the Grasshopper"

Legends

"King Arthur"
"Robin Hood"
"Beowulf"

Myths

"Zeus and Hera"
"Odin and Thor"
"Perseus and Medusa"

Epics

"The Odyssey"
"The Iliad"
"The Aeneid"

Science fiction

"1984" by George Orwell
"Brave New World" by Aldous Huxley

Fantasy

"The Lord of the Rings" by J.R.R. Tolkien
"The Chronicles of Narnia" by C.S. Lewis
"Harry Potter" series by J.K. Rowling

.. continuing

Ask students what their favourite stories are. Ask them into what category the story belongs.

Romance

"Pride and Prejudice" by Jane Austen
"Romeo and Juliet" by William Shakespeare

Horror

"Dracula" by Bram Stoker
"Frankenstein" by Mary Shelley

Mystery

"Sherlock Holmes" series by Arthur Conan Doyle
"The Da Vinci Code" by Dan Brown
"Gone Girl" by Gillian Flynn

Play

"Hamlet" by William Shakespeare
"Death of a Salesman" by Arthur Miller
"A Streetcar Named Desire" by Tennessee Williams

Note, an alternative classification:

Adventure: "The Hobbit" by J.R.R. Tolkien, "Treasure Island" by Robert Louis Stevenson, "The Hunger Games" by Suzanne Collins

Romance: "Pride and Prejudice" by Jane Austen, "Romeo and Juliet" by William Shakespeare, "The Notebook" by Nicholas Sparks

Mystery: "The Da Vinci Code" by Dan Brown, "Murder on the Orient Express" by Agatha Christie, "The Girl with the Dragon Tattoo" by Stieg Larsson

Horror: "Dracula" by Bram Stoker, "Frankenstein" by Mary Shelley, "The Shining" by Stephen King

Fantasy: "Harry Potter" series by J.K. Rowling, "The Lord of the Rings" trilogy by J.R.R. Tolkien, "The Chronicles of Narnia" by C.S. Lewis

Science Fiction: "1984" by George Orwell, "The War of the Worlds" by H.G. Wells, "The Hitchhiker's Guide to the Galaxy" by Douglas Adams

Historical Fiction: "The Help" by Kathryn Stockett, "The Book Thief" by Markus Zusak, "Gone with the Wind" by Margaret Mitchell

Note, an alternative classification:

Realistic Fiction: "To Kill a Mockingbird" by Harper Lee, "The Catcher in the Rye" by J.D. Salinger, "The Great Gatsby" by F. Scott Fitzgerald

Comedy: "The Importance of Being Earnest" by Oscar Wilde, "The Hitchhiker's Guide to the Galaxy" by Douglas Adams, "Bridget Jones's Diary" by Helen Fielding

Tragedy: "Romeo and Juliet" by William Shakespeare, "Hamlet" by William Shakespeare, "The Great Gatsby" by F. Scott Fitzgerald

Epic: "The Iliad" by Homer, "Beowulf" by Anonymous, "The Odyssey" by Homer

Fairy Tale: "Cinderella," "Little Red Riding Hood," "The Three Little Pigs"

Myth: "The Odyssey" by Homer, "The Iliad" by Homer, "The Epic of Gilgamesh" by Anonymous

Tall Tale: "Paul Bunyan," "Pecos Bill," "John Henry"

Examples

Fairy tales

"Cinderella"

Fables

"The Tortoise and the Hare"

Legends

"King Arthur"

Myths

"Odin and Thor"

Epics

"The Odyssey"

Science fiction

"1984" by George Orwell

Fantasy

"The Lord of the Rings" by J.R.R. Tolkien

Romance

:"Romeo and Juliet" by William Shakespeare

Horror

"Dracula" by Bram Stoker

Mystery

"Sherlock Holmes" series by Arthur Conan Doyle

Play

"Hamlet" by William Shakespeare

2. Common elements

Discussion

What are the common elements of the stories?

Despite their different genres and styles, stories have some common elements. These include **a plot** or **narrative arc** that typically follows a **beginning, middle, and end**; **characters** who drive the **action** and undergo some form of **change or transformation**; a **setting** that provides a backdrop for the story and can affect the characters and plot; and **themes or messages that the story conveys** to the reader.

Additionally, stories often use literary devices such as foreshadowing, symbolism, and metaphor to enhance the storytelling and engage the reader.

Activity (in groups)

Create a short story by following one simple rule: Beginning, middle, and end. Include one main character and a few side characters. (Alternatively, give them 5 words – nouns – that must be incorporated into the game) Quality over quantity.

You have 10 minutes for this activity. Let's begin.



Reading the stories. Give feedback. You can use their stories later when explaining the importance of the basic elements, planning, the story arc, etc.

3. Basic elements of a story

The structure of a story typically consists of the following basic elements:

Introduction/Exposition: This is the beginning of the story where the setting, characters, and the main conflict are introduced.

Rising Action: This is the part of the story where the plot starts to develop, and events occur that create tension, build suspense, and move the story forward.

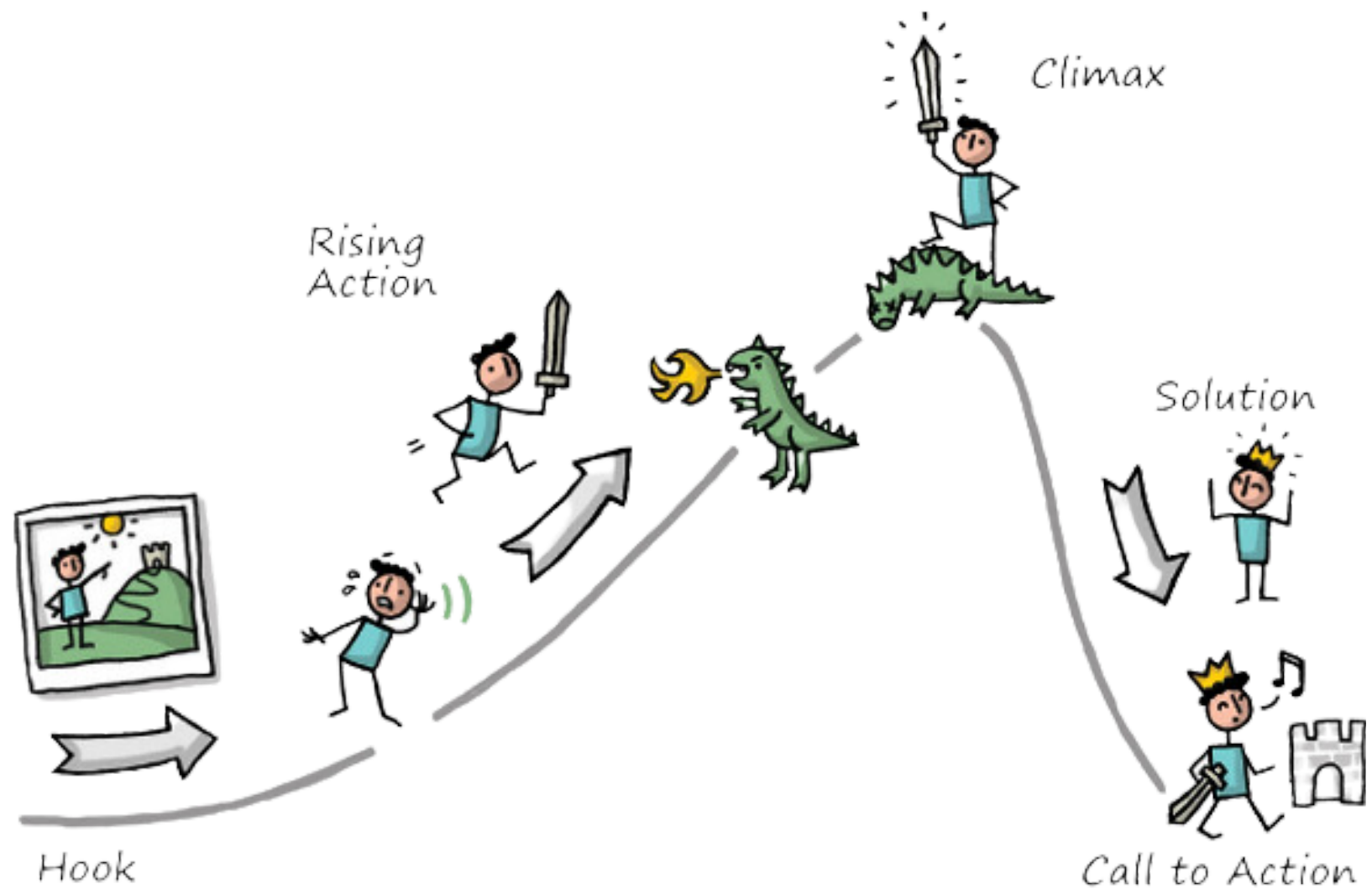
Climax: This is the turning point of the story where the conflict reaches its peak, and the main character faces a crucial decision or action that determines the outcome of the story.

Falling Action: This is the aftermath of the climax where the tension and conflict begin to resolve, and the consequences of the character's actions are shown.

Resolution/Conclusion: This is the end of the story where the conflict is resolved, and the loose ends of the plot are tied up. The resolution may be happy, sad, or ambiguous, depending on the type of story.

These elements may be presented in different ways depending on the story's genre, style, and structure. Additionally, some stories may include additional elements such as subplots, flashbacks, or foreshadowing to enhance the plot and character development.

4. The arc of a story



"There are as many ways of writing a story as there are types of stories. The arc of a story may vary depending on its genre, style, and structure."

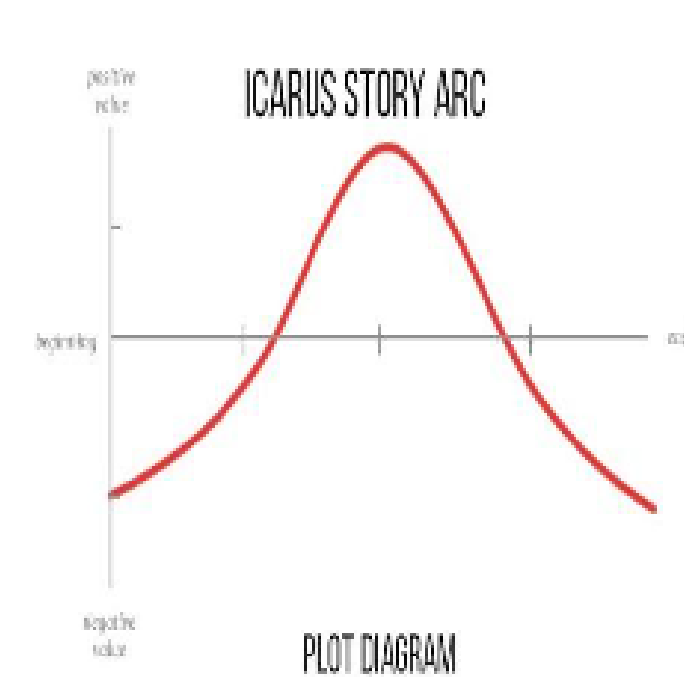
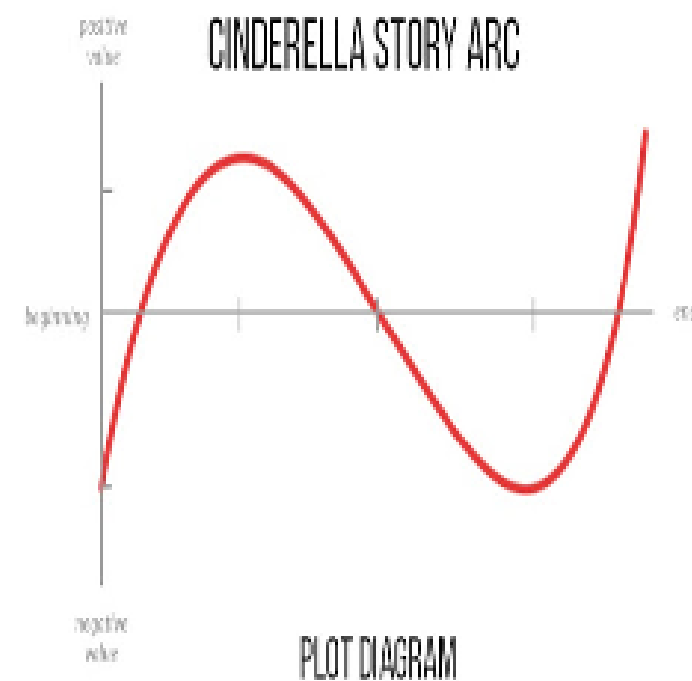
Three best story arcs

<https://www.youtube.com/watch?v=f4RZ8-adZbw&t=379s>

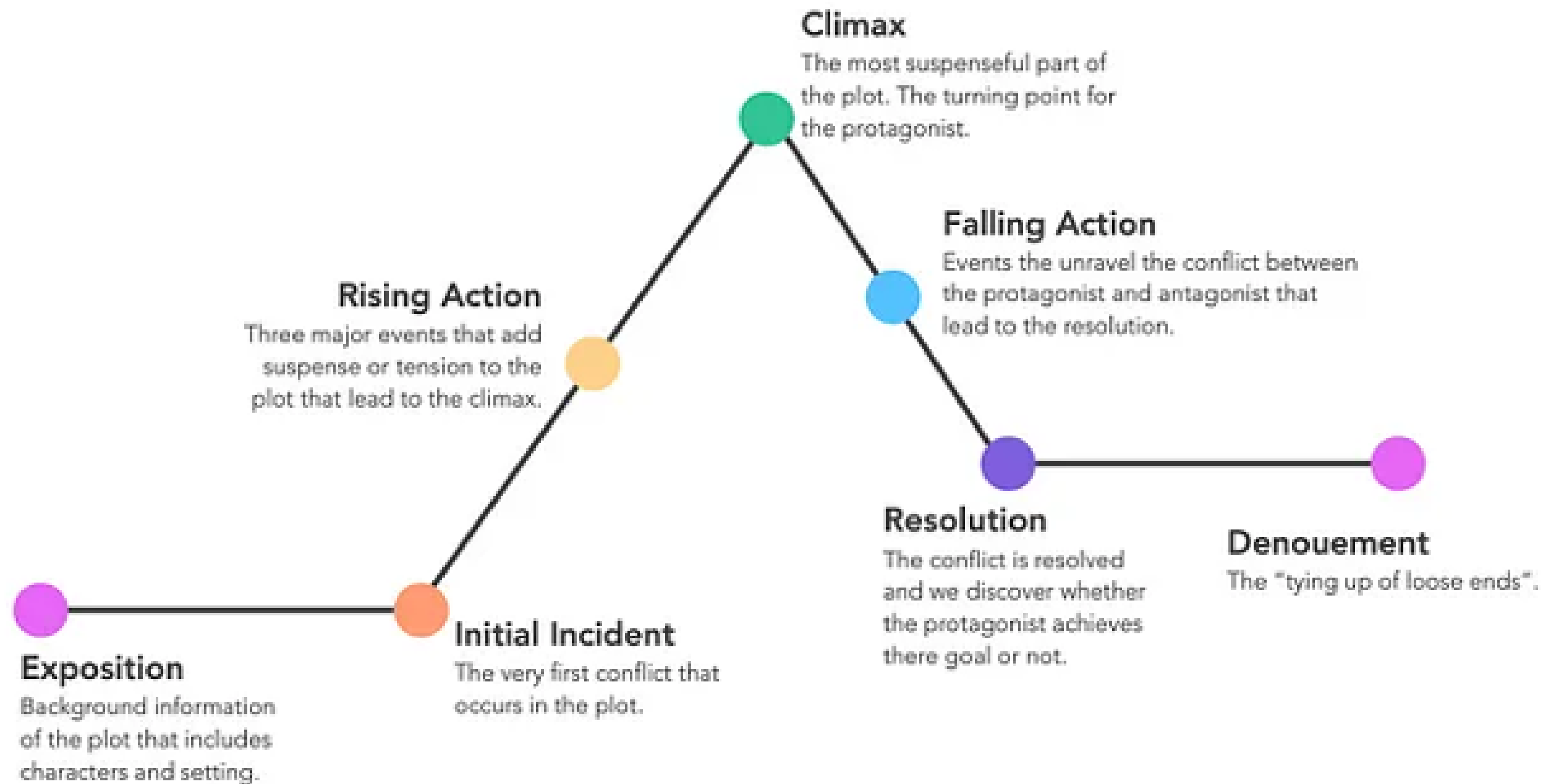


Discuss with students

The different types of stories. And how the stories evolve.



5. Writing a story



Activity (in groups or individually)

CHOOSE A TOPIC OR IDEA: Before you start writing, think about the topic or idea you want to explore. What interests you? What do you want to communicate to your audience?

Make notes throughout the project otherwise you WILL forget.

"Write what you know. Write what you see. Write what you feel. Write what you imagine. Write what you remember. Write what you forget. **Just write.**"

Mark Twain

Activity

TYPE OF THE STORY?

You can go back to the type of stories list.

BRAINSTORM AND PLAN: Once you have a topic, brainstorm ideas for your story. Write down anything that comes to mind, even if it seems silly or unrelated. Then, organize your ideas into a plan or outline. This can help you stay focused and ensure that your story has a clear beginning, middle, and end.

CREATE MEMORABLE CHARACTERS: Characters are the heart of any story. Take the time to develop interesting, multidimensional characters that readers will care about. Give them unique personalities, backgrounds, and motivations.

THE USE OF LANGUAGE: Use vivid language to bring your story to life. Describe the setting, the characters' emotions, and the events in detail.



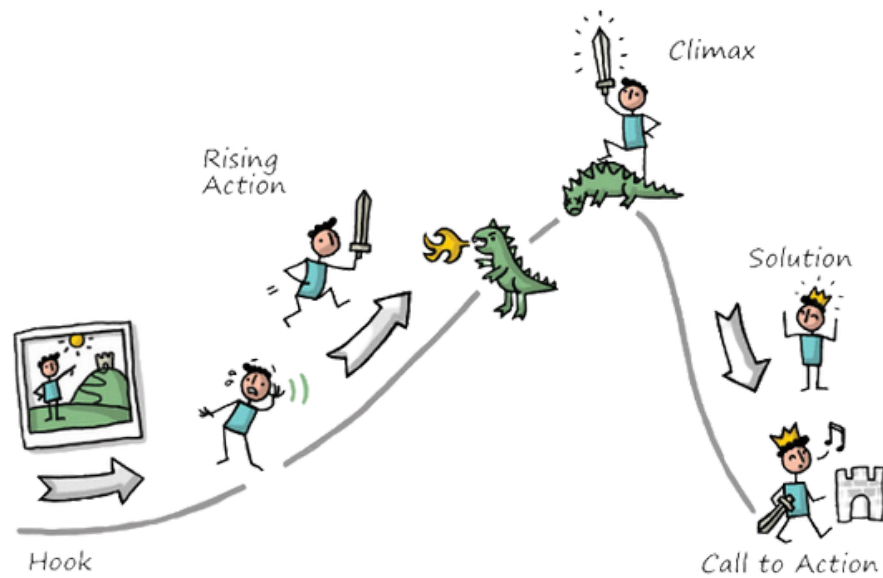


You can use the creative shopping list AI made – show all the adjectives, descriptions, etc. to show how to enrich the story.

DEVELOP THE PLOT: Your plot should have a clear beginning, middle, and end. Create tension and conflict to keep readers engaged. Consider using plot twists or surprises to keep readers on their toes.

EDIT AND REVISE: Once you've finished your first draft, go back, and edit and revise your work. Check for spelling and grammar errors, and make sure your story flows smoothly.

SHARE YOUR WORK: Finally, share your story with others. Get feedback from friends, family, or teachers, and use it to make your story even better.



Remember, writing a story can be a creative and enjoyable process. Have fun with it and don't be afraid to take risks!

How to write a fairy tale

Translation of: <https://www.renenekuda.cz/jak-napsat-pohadku-podrobny-navod/>

Below is a detailed guide on how to write a fairy tale. The preparatory phase will take you about 15 minutes and is divided into seven simple steps:

Time required: 15 minutes.

How to write a fairy tale

MORAL

What lesson will the story teach? Many fairy tales are about the triumph of good over evil, but yours can be about something completely different. For example, that we should regularly brush our teeth. This first step is extremely important, so please open your workbook to the appropriate page and fill it out. If you're watching a video, feel free to pause it until you're finished...

CHARACTERS

At the beginning, we mentioned that characters are very important building blocks for all types of stories, including fairy tales. First and foremost, you'll need a hero. This is someone who will experience the entire story firsthand. It should be someone who readers will like and sympathize with. In fairy tales, it's usually someone good, such as Snow White or Cinderella. It can also be a talking chair, elf, or cat. In your workbook, you have multiple character columns. Try to come up with more. And don't forget that not all characters should be good—at least one of them should be bad, such as a witch, evil dragon, or werewolf.

How to write a fairy tale

SETTING

When and where will your story take place? In a dark forest, a witch village, or a secluded cave? Try to describe the places your main hero will visit. Remember, fairy tales commonly feature magical objects, spells, and strange creatures that you can spice up your fairy tale world with. I'll also give you one good piece of advice—try to describe this fairy tale world with all five human senses, i.e., not only sight, but also smell, taste, sound, and touch.

PROBLEM

Do you remember the three main blocks that the story contains? You already have the characters and setting figured out, so now it's time to focus on the events. The following three steps of this guide on how to write a fairy tale will deal with them. We'll start with the most important: the problem. Your hero should have a goal in the fairy tale, such as rescuing a princess, finding a lost amulet, or breaking a curse. It's also important to note what or who will prevent the hero from achieving this goal. This can be another character—a dragon or a malicious sprite—or it can be an illness, for example. Together, we'll call it a "problem." Please write it down in your workbook, you have two pre-prepared columns...

How to write a fairy tale

DRAMATIC EVENTS

It's time for the actual plot. Take your characters, setting, and problem and start coming up with dramatic events that will occur in your fairy tale. The hero's journey should be full of **surprises and twists**, but everything should lead to the final resolution. What obstacles will the hero encounter on their way? How will they overcome them? **Write** down everything that comes to mind, you can refine it later.

RESOLUTION

Last but not least, every fairy tale needs a resolution. How will the hero **solve the problem?** What lesson will the story teach? Make sure the resolution is satisfactory and consistent with the rest of the story. It's also essential that everything is wrapped up neatly.

REVISION

Congratulations, you've finished writing a fairy tale! But before you consider it final, make sure to review and refine your work. Check for spelling and grammar errors, and make sure everything makes sense. You can also ask someone else to read it and give you feedback. After you make the necessary changes, **your fairy tale is ready** to share with the world!

Theatre

Lesson objectives:

- Students will creatively rewrite a classic theatre play.
- Students will recognize the basic theatrical genres (tragedy, comedy, drama).
- Students will describe the main elements of theatre.

Areas of Learning:

- Language and Communication: pupils recognise the language used in plays, working with verbal and non-verbal communication designed for the stage.
- People and society: pupils create theatrical characters in different social roles.
- Art and culture: pupils identify different theatrical genres, describe the main elements of theatre, learn about classical theatre.

Scope:

10 - 15 lessons (depending on the type and length of the play)

Aids:

Dictionaries, play scripts, videos (professional and artistic)

Theatre

Introductory questions:

- Have you ever been to the **theatre**?
- What plays are you familiar with?
- Do you know what theatre genres exist?
- Do you know any terms related to **theatre**? (If not, ask them about specific terms - scene, monologue, dialogue, scenery, etc.)

All questions are followed by a group discussion with solutions.

Working with examples:

- Based on the answers to the previous questions, students match the excerpts to each theatre genre. **Brainstorm** - how does a theatrical text differ visually from a prose text?
- Use different colors to mark theatrical elements (characters, stage notes, scene changes, etc.)

Choosing a play:

- Choosing a genre to adapt and selecting a **specific play**. (Using Romeo and Juliet as an example)

Theatre

Homework:

- Become familiar with the selected play.

Preparing a transcript:

- Choosing the theme (time and place) of the adaptation. Identification of key scenes of the play and character traits. **The original play** and main characters should be recognizable in the adaptation.

Transcription of the play:

- Individuals or groups rewrite individual scenes of the **original** script according to agreed criteria. (Possibly using online tools and shared documents.)

Possible transcription options:

- Change of historical period: each period has its own specificities (**language, behaviour, customs, political and cultural situation, technology, ...**) Care must be taken to incorporate these into the plot.

For example, when setting Romeo and Juliet in the period of World War II, Romeo is a Nazi and Juliet is a Jew.

Theatre

Alternative ending:

- When the ending is changed, the whole feel of the story changes. The advantage is a shorter time span.

E.g. alternative ending for Romeo and Juliet: only one of them dies, neither of them dies - how could the story go on? **Dropping, swapping or adding a character**: changing a character or multiple characters can change the plot of the game dramatically.

For example, how would the plot of Romeo and Juliet develop if: the character of the Nurse were removed? If the nanny was replaced by the gardener? On Juliet's side was not only the nurse but also the gardener?

Finish the story:

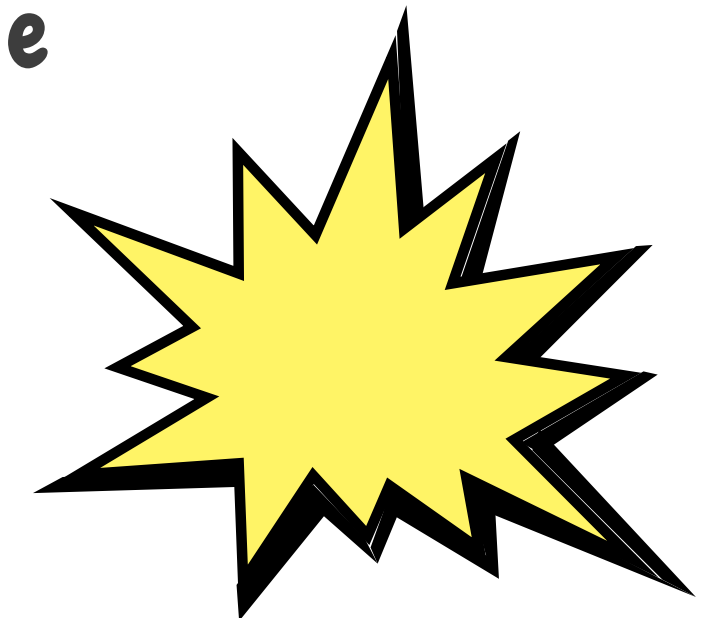
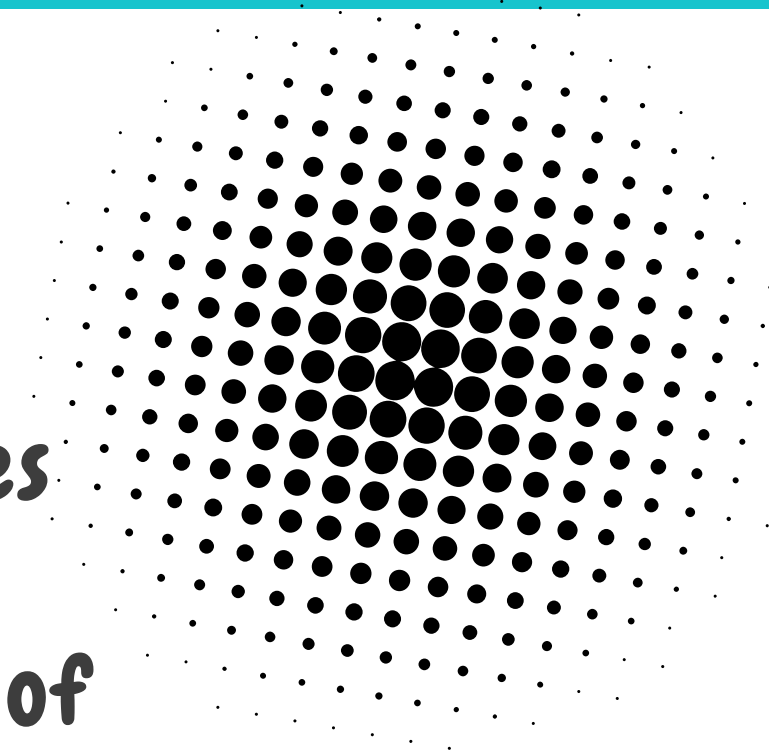
- The story has a logical plot and sequence.
- The characters act with some motivation and have a development.
- **Correction of errors.**

The
End

RECOMMENDATIONS FOR CREATING A COMIC



Comic writing is a fun and creative process that combines both verbal storytelling and visual art. It involves chronologically (in chronological order) arranged panels of images. A comic book can be a didactic tool that can make, for example, the material being discussed more accessible to pupils and easier to understand.



Advantages

1

Helps to facilitate understanding of the material

2

Relieves tension and anxiety during teaching

3

Pupils engage their own experience, knowledge and understanding of the material

4

Develops critical thinking, imagination and imaginative, expressive skills

5

When creating online, the possibility of sound accompaniment to enhance the intensity of the experience

6

Previewing the curriculum from multiple perspectives

Disadvantages

1

Requires
artistic skill

2

Graphic
programs
required for
online
creation

3

Some devices
(e.g. readers)
do not
support
animations,
etc.

4

Teacher's
failure to
meet
objectives

5

Unthoughtful
creation

6

Emphasizing
only one
component
(there should
be a balance
between
professional
and
humorous
components)

RECOMMENDATIONS FOR CREATING A COMIC

Here are some tips that can help make an interesting story:

IDEA, THINKING THROUGH THE PLOT

- It is important to choose a topic that interests you and decide whether it is a story full of adventure or a story with a deeper idea
- Create your characters, each of whom should have **a name, a look, a character** and a trait that distinguishes them from the others, or something that connects them to the others
- Consider the number of windows (panels)

STORY OUTLINE

- Set the story in the setting, **think about the main moments** to be included and consider the direction it will take

DIVIDE IT INTO STAGES

- Divide the story into panels (parts of the comic) in which the **action** takes place, with each panel containing a particular piece of information or event
- Write a script for each window (panel) of the comic - it is important to express the ideas in a concise and engaging way
- Dialogue, monologue, scene description, action can be used....

RECOMMENDATIONS FOR CREATING A COMIC

Here are some tips that can help make an interesting story:

STORYBOARD

- This is a set of illustrations that give a visualisation of the story
- It is an aid to planning individual scenes and the overall layout of the story
- Pencil, paper, crayons or even online graphic tools can be used
- Can include drawings, text, captions that inform the dialogue or action in each panel
- Focus on background, **characters, expression, character, shape and size of characters, drawing style, placement of text bubbles with expressions...**

ADDITIONAL ELEMENTS

- These are details **such as emoticons** of sounds and effects, emotive expressions, different font types, colour shades (these can add to the drawing e.g. to create the illusion of three-dimensional space), expressive poses of characters (creating mood, emotion...)

VISUALISATION OF INDIVIDUAL WINDOWS

- We work gradually, following the plot and the basic composition we have planned
- We define **enough space** for text bubbles

RECOMMENDATIONS FOR CREATING A COMIC

Here are some tips that can help make an interesting story:

TEXT BUBBLES

- The choice of text bubble style depends on several circumstances
- They affect the **readability** and aesthetic impression of the whole piece

Important factors:

Size and placement: appropriate panel size and placement of characters (larger can signal importance and significance, and smaller characters are usually appropriate for casual speech)

Shapes: e.g. circular text bubbles are usually used for **speech**, rectangular bubbles (puffs) are appropriate for the characters' thoughts or inner dialogue

Colour: coloured text bubbles can distinguish **speech** or thoughts of **characters** (e.g. red can express anger, blue can signal sadness, nostalgia...)

Text style: the font **can influence** the overall tone of the comic. It can convey tension, drama, subtlety, lightness...

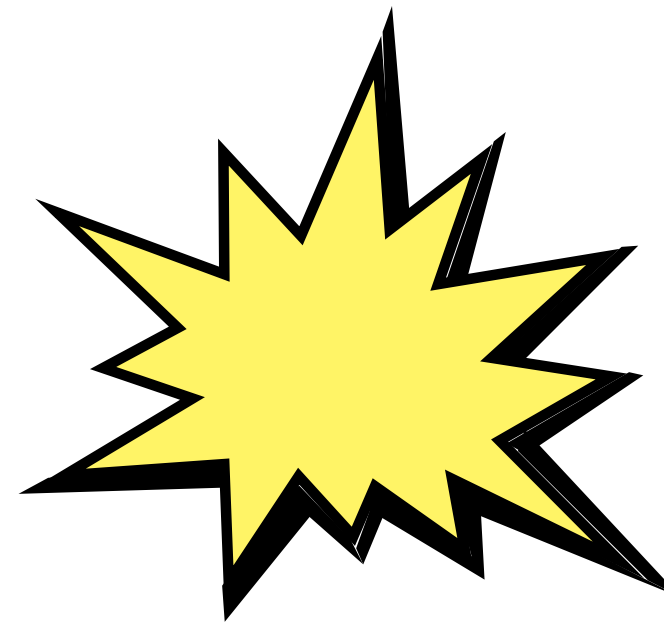
RECOMMENDATIONS FOR CREATING A COMIC

Here are some tips that can help make an interesting story:

The arrangement of text bubbles: it is very **important** and can affect the way the reader perceives the dialogue. For example, bubbles placed next to each other signal dialogue between two characters, and bubbles placed on top of each other can give the impression of one character's thoughts

STORY REVISION AND COMPLETION

- Make sure the story has a logical plot and sequence
- Characters and settings should look natural
- **Correct errors**
- Add **colour**, shades etc. to the whole story.



Advertisements, advertising

Aims of the lesson

Students

- can explain the main functions of advertising
- describe the main types of advertisements
- can give examples of different types of advertisements
- can create their own advertisements
- revise the superlative forms of adjectives

Areas of education:

- Language – students can recognise manipulative communication in advertising and can have a critical attitude to it
- Society – students can express their opinions about how advertising influences human behaviour
- Duration: 3 - 4 lessons
- Teaching aids: worksheets (or cards), video examples, photographs of billboards and advertisements, iPads or smart phones, whiteboards



Advertisements, advertising

Introduction



Ask students the following questions:

- What advertisements can you remember?
- What advertisements do you like most? Why do you like them?
- Has any advertisement ever forced you to buy a product? If so, what product did you buy based on advertising?

What is advertising?

Show your students three examples of billboards or three video examples (one commercial, one political and one social) and let them discuss what the aim of each advertisement was, give reasons...

Types of advertisements

Prepare worksheets (or cards) with different types of advertisements, students work with them in groups and each group compares the types according to their persuasiveness (from the most persuasive to the least). They should explain their decisions and give advantages and disadvantages of each type.

Advertisements, advertising

Worksheets (cards) with the following types:

TV spots

Internet banners

City lights (on bus stops,
train stations...)

Radio spots

Social media advertising

Promotional items

Billboards

Spam

Leaflets

Magazine ads

Cinema ads

Newspaper ads

Ads on public transport



Advertisements, advertising

Students should find out what means of persuasiveness are used in different types of advertisements (you can ask them in advance to bring some newspaper or magazine ads, too).

EXAMPLES

	repetition	recommendation	offer a promotion or deal
	sense of humour	shared values	positive images and associations
be creative and memorable	comparison	imitation and identification	advertising slogans
call to action	tradition	trending topics	storytelling
visual and sound effects	statistics	appeal to emotions	tailored messaging (for whom the advert is)

Advertisements, advertising

Request AI + discussion

Request **AI** to produce ideas on how to **create an effective video advertisement** and ask students to discuss if they agree or disagree.

Creating students' own video or audio advertisements or posters (group work)

Divide the students in groups, instruct them to **create their own advertisements**, ask them to use at least five superlative forms of adjectives (such as the most interesting or the lightest), to fulfil the criteria of a good advertisement and point out to keep all the ethical rules and not to use false or immoral information.

- Choose a **topic**
- Choose the type of advertising
- What is the main target group of your ad?
- Prepare your own advertisement using technologies...
- Share your work, prepare presentations....
- Evaluate yourself and your classmates



Homework - Notice how many advertisements you can find during one day and where they are situated.

Advertisements, advertising - examples



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