

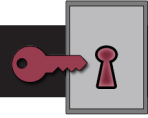
## BONUS ACTIVITY (ONLINE ONLY)



### Four Writers, Four Characters, One Story

**Learning skills:** *creativity, visualizing and writing with detail*

## WHY



In many situations, especially in the workplace, collaboration with others is required and one person must individually add to the work that someone else has started. While effective teams draw upon the resources and initiative of individual members, it is important that each individual keep sight of the overall team goals and objectives. Your performance as one of the members of a team, in school and elsewhere, is enhanced by the team's ability to create a sense of belonging (among team members), share a common vision and plan, and monitor performance against that plan.

## LEARNING OBJECTIVES



1. Demonstrate and practice creative writing.
2. Reinforce the importance and value of each team member to the quality of the team's final work product.

## PERFORMANCE CRITERIA



*CRITERION #1:* the story your team writes

Attributes:

determined by the class as part of the activity

*CRITERION #2:* the discoveries and insights your team shares with the class

Attributes:

- a. are beyond the level of fact or information and demonstrate an application of what was learned
- b. are unique from those made by other teams

## PLAN



### Scenario

Jason, Isabel, Kamila, and Ray are four characters in a story your team will create. For purposes of the story, all four are members of a class at your school who have arranged to have dinner together. The story begins as the four students are on their way to eat dinner.

1. After reading all steps of the plan, as a class, determine the criteria and measures that will be used to assess the quality of the stories written by each team.
2. Create teams of four.
3. As a team, produce a creative story where every member contributes to the final written product. Each team member should choose one of the four different characters mentioned in the scenario and write from the perspective of that fictional person throughout the story. The objective is to create a story which best meets the criteria selected in the first step of the Plan.
4. Using a word processor, the person who is writing from Isabel's perspective begins the story (determine an order for the remaining writers). This person writes for two minutes describing actions, thoughts, speech, and other details without any discussion with the rest of the team. The rest of the team should look on at what is being written, but not communicate orally with the writer.
5. After the first writer's time has ended, the next writer has two minutes to continue the story from the perspective of his or her character. Other team members should read and follow what is being written but there should be no discussion with the person writing, or with the team members waiting to write.
6. Continue this process until every team member has written and contributed to the story two times.
7. Designate one person to take four minutes to make any grammatical and spelling edits to the story.
8. Exchange stories with another team. Read and assess the quality of the stories based on the criteria and measures determined by the class (in step one of the Plan). Return the stories with the assessments back to the original teams.
9. Answer the Discussion Questions.
10. Write down three important discoveries and/or insights your team learned from the activity.

*Optional:* The Spokesperson for each team presents his or her team's story to the rest of the class.

## **CRITICAL THINKING QUESTIONS**



1. What was the effect of being unable to communicate orally with others as you developed the story?
  
  
  
  
  
  
  
  
  
  
2. How did the criteria for assessment affect the writing of the story?

