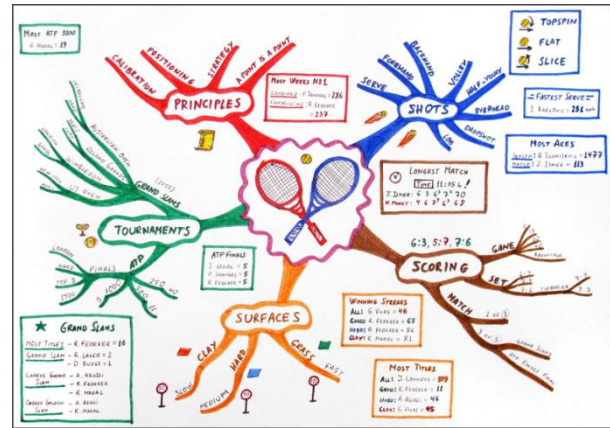


Telling Stories // Year 10+

Writing frames, Mind Maps, and Other Diagrams

Lots of students struggle when presented with a blank page but can record their ideas if they are prompted with a writing frame. Divide the page into sections for each paragraph e.g. arguments for, arguments against, my view. Give sentence starters and keywords for students who need more support.

Use mind maps to help students brainstorm all the information they want to include and decide on the order they present it in for a talk or essay.



Other diagrams such as flowcharts, story boards, task plans, and word webs will also be helpful.

Group story

One student starts a story or recount of an event. At the end of their sentence they use a connective e.g. *and*, *because*, *so*. The next student must continue the story with a sentence that follows on from the connective and so on.

e.g. *“Last Christmas, I really wanted a BMX bike but....”*
 “...my Dad couldn’t afford one so....”

Guess the film/TV programme

Talking about the plots of films, TV programmes and books gives an opportunity to practise ‘story telling’ in a social way. The student could describe the plot of a favourite film to the group. You can also play a guessing game describing plots – first find out a list of films/TV programmes that all members of the group have seen. Take turns to pick one, then describe the basic plot without mentioning character names – see if they can describe it accurately enough for other students in the group to guess the film.