



***This answer book will only be marked and certificated if this is completed by the learner AND prison staff***

#### Learner Statement of Authenticity

By returning this answer book you are confirming that the work contained is entirely your work and does not include any work completed by anyone other than yourself. You also confirm that you have completed the assignment/portfolio in accordance with the instructions given by your establishment.

**Learner Prison No. in CAPITAL LETTERS**

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**Prison:**

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**Learner's Initials:**

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**Date:**

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#### Establishment Confirmation of Authenticity

I confirm that the above-mentioned learner, to the best of my knowledge, is the sole author of this completed answer book.

**Staff Name:**

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**Signed:**

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**Date:**

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#### STAFF USE ONLY

Date Issued	Date Marked	Assessor Initials	Result	
			<input type="checkbox"/>	<input type="checkbox"/>
			PASS	REFER

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## How it works

### Welcome to your Way2Learn course.

This course is designed to enable access to education for all – whether in-cell or in your establishment's education facility.



To complete this course, you will need to watch all of the episodes. Times for each episode are provided on the next page.



You can request a copy of the episode transcript from your Distance Learning Coordinator or Learning and Skills Manager if you need to revisit any of the information.



If you have any difficulties in completing this course, please speak to a suitable peer mentor or member of staff for some help.



Once completed, return your answer book to the appropriate member of staff. After it has been received, it can take up to 3 weeks to be assessed and issued a certificate.



You can ask a member of staff for a copy of our policies and practices for further details.

## Episode Guide

# Creative Writing



**Tuesday/Thursday/Saturday**

Content Guide	Tuesday/ Thursday	Saturday
<b>Ep 1: Sources of Inspiration</b> The first episode explores some of the requirements to becoming a writer, and looks at potential sources of inspiration.	<b>2:15pm</b>  <b>8:15pm</b>	<b>12:35pm</b>  <b>6:35pm</b>
<b>Ep 2: Creating Characters</b> In episode two we take a look at creating characters and settings.	<b>2:26pm</b>  <b>8:15pm</b>	<b>12:47pm</b>  <b>6:47pm</b>
<b>Ep 3: Creating Plots and Dialogue</b> In our final episode in the creative writing series you will discover how to create effective plots and dialogue.	<b>2:43m</b>  <b>8:43pm</b>	<b>1:05pm</b>  <b>7:05pm</b>

## Learning Outcomes



1. Effectively describe your surroundings, find inspiration, and write using a real-world event.
2. Know how to create and describe different settings.
3. Understand how to use a character template to create a fictional character.
4. Be able to use plotting techniques to structure a story.
5. Know how to create real-world dialogue.
6. Be able to create a short piece of creative writing that demonstrates a range of skills and techniques.

## Starting Out

Consider the learning outcomes above.

On a scale of 1 -10, how would you rate your knowledge of **'Creative Writing'** before starting this course?

*(Please tick the appropriate box)*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Low

High

At the end of this course, you will have the opportunity to rate your knowledge once more.

## Knowledge Check



To pass this course you will need to complete **every exercise**.

You will also need to demonstrate that you have a good understanding of each exercise.

**All writing within this course must be fictional and appropriate for general audiences to read. It must not reference violent, abusive, or sexual acts.**

### Episode 1

#### Exercise 1

Close your eyes for a few moments and think of the room or place around you. Think of the details that you would include in any description and make a mental note of them.

Now look at your surroundings and write a paragraph (no more than 50 words) describing them, picking out something that you have not noticed recently – something you didn't think of when you closed your eyes.

**Write a brief description of your surroundings.**


*(50 words or less)*

## Exercise 2

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Write down 5 different situations or locations where you could find inspiration for a piece of creative writing.

**List 5 places where writers can find inspiration.**

1
2
3
4
5

### Exercise 3

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In the video you watched earlier, when Phil Earl is talking about how he finds inspiration, we see two men carrying a piece of furniture behind him.

**Describe in 50 words or less what these men are doing and a possible back story around the scene. Try to be as creative as possible with your description.**


*(50 words or less)*

## Episode 2

### Exercise 1

The setting is the backdrop against which the characters act out the story's events. A story with a poorly portrayed setting is like a play on a bare stage. That's why the aim is to get to know it like you know your own hometown.

In this exercise you are going to describe your hometown or a fictional hometown of your creation.

How does it make you feel, what are the sights, sounds, smells and general feel?

Do this in 100 words or less.



*(100 words or less)*

## Exercise 2

For this exercise, you have been given several settings to write short, opening descriptions that tell the reader when and where the action is taking place.

Keep it simple, a couple of sentences or a short paragraph for each description is fine.

Example: 'The brightly lit classroom was warm and comfortable compared to the winter weather outside. The large clock's tick could be heard with a low hum of the computer next to the teacher's desk'.

**Write brief descriptions of different types of settings.**

### 1: A ghost town in the Wild West


**2: Aboard a vessel, such as a spaceship, in the far-off future**

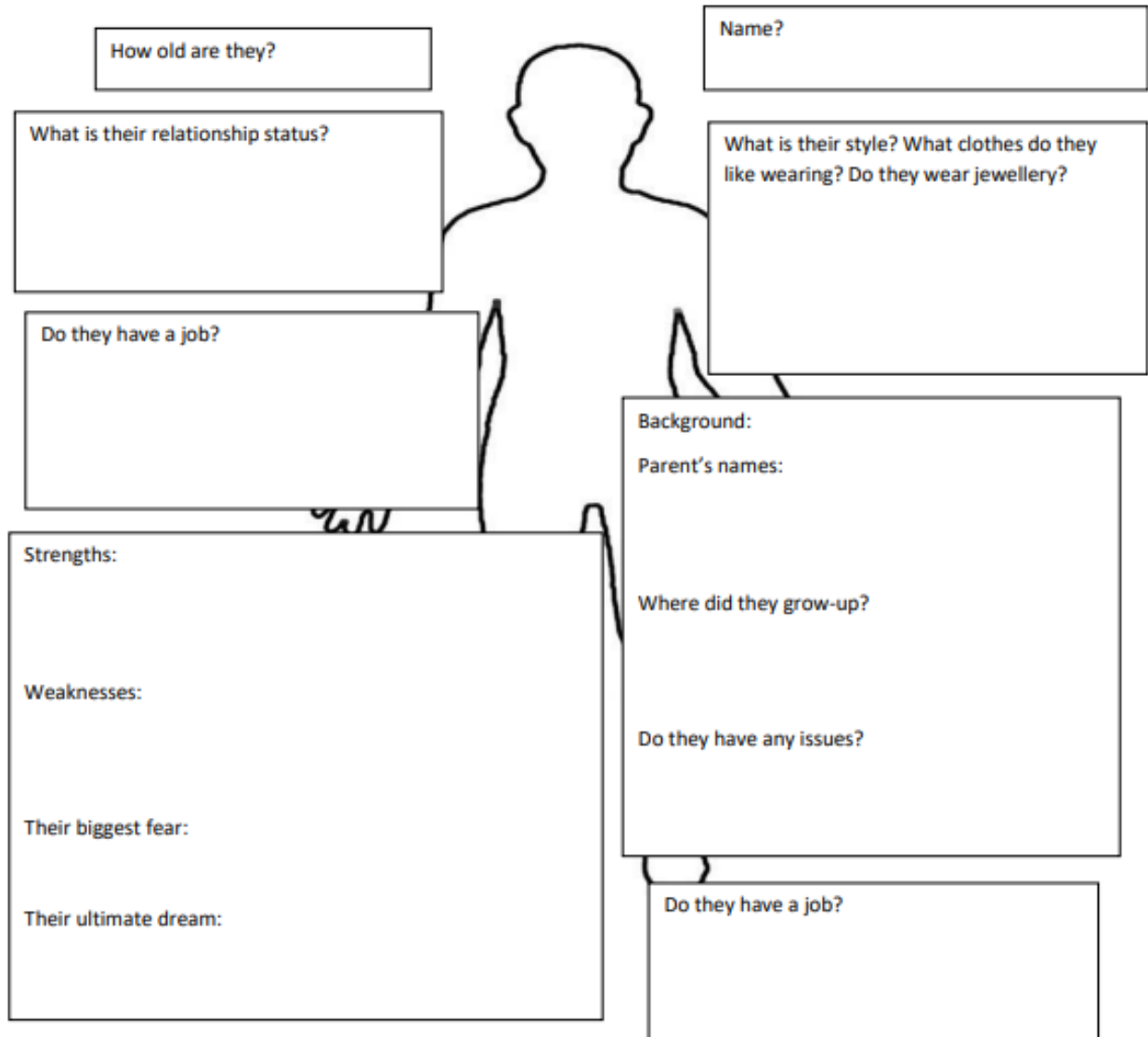

**3: A magical fantasy land**


### Exercise 3

In the section about characters, Phil Earle talks about hot seating. This is a good technique which helps build up a character's back story and personality.

For this exercise, we are going to use a similar method to build a new character. Using the worksheet below, fill in each box to create the main character in your story.

**Complete each box for a fictional character.**



The worksheet features a central silhouette of a person. Surrounding the silhouette are several rectangular boxes for character details:

- Top Left:** How old are they?
- Top Right:** Name?
- Middle Left:** What is their relationship status?
- Middle Right:** What is their style? What clothes do they like wearing? Do they wear jewellery?
- Bottom Left (Large Box):**
  - Strengths:
  - Weaknesses:
  - Their biggest fear:
  - Their ultimate dream:
- Bottom Right (Large Box):**
  - Background:
  - Parent's names:
  - Where did they grow-up?
  - Do they have any issues?
- Bottom Far Right:** Do they have a job?

### Exercise 3

There are three questions listed below which you are going to ask your character. Ask your character the three questions below. Answer each in a couple of sentences, writing as your character.

**Example:** What was your earliest childhood memory? “The earliest thing I can remember is being in a park, in a play park and I’m on a swing. There are other kids on the swings around me. I’m being pushed and I’m enjoying the sensation”.

**Continue developing your fictional character by answering these questions.**

**Question 1: What was your character’s earliest childhood memory?**


**Question 2: What are your characters hopes and aspirations?**


**Question 3: What are your character's weaknesses and/or flaws?**


## Episode 3

### Exercise 1

In Episode 3, Phil Earle explains that every story follows a pattern: beginning, middle, and end, each serving a purpose.

For this exercise, choose a title for your story, then outline what happens in the beginning, middle, and end.

**Plan the structure of your story.**

<b>Title:</b>
<b>Beginning (set the scene, where does your story begin?)</b>
<b>Middle (key events)</b>
<b>Ending (how does the story conclude?)</b>

## Exercise 2

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In this exercise, we are going to focus on how to write believable dialogue. Phil Earle says that listening to conversations or watching TV and film is a good way of getting inspiration for effective dialogue.

For this exercise, you need to write down the dialogue you have heard between two people. This could be on the television or a film or between a member of staff and a resident. Try and write down at least 15 seconds of dialogue in the box below. This will give you a good idea of how realistic dialogue looks when written on a page.

**Write a realistic dialogue.**


### Exercise 3

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It's now time to put everything you have learned together and write your own piece of creative writing. Make sure you use your plans from the previous units and try to be as imaginative as you can.

This should be a piece of short fiction, suitable for a broad audience, and not reference inappropriate subject matter such as violence, abuse or sexual acts.

**Write a piece of creative writing which uses all the skills gained during the course.**


(500 words or less)



## Workplace Scenarios

### Question 1 (Episode 3 & 5)

**Scenario:** A publisher has shown interest in your short stories and has asked for a **brief summary** of one of your ideas. They want to know the general structure you used and a short explanation of how you created your main character, including the techniques you used.

**Write a pitch summarising your story's structure. Explain how you developed your character to make them believable and engaging.**

**Word Count:** 50-100 words, (2 marks available)

## Question 2 (Episode 1 & 4)

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**Scenario:** You have started a new job in marketing, where one of your tasks is to write short articles and social media posts for a company's website. Your latest assignment is to write a short feature about an upcoming event, using storytelling techniques to make it engaging.

**Using what you've learned about writing compelling openings and structuring a narrative, how would you plan and structure this article? Explain how you would capture the reader's attention and keep them engaged throughout?**

**Word Count:** 50-100 words, (2 marks available)


## Learning Evaluation

You must comment on the three most important things you have learnt and complete distance travelled.

1.....  
.....  
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2.....  
.....  
.....

3.....  
.....  
.....

## Distance Travelled

Now that you have completed this course, on a scale of 1 -10, how would you rate your knowledge of Creative Writing?

*(Please tick the appropriate box)*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Low

High

## End of Knowledge Check

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## Course Feedback – Creative Writing

**TO QUALIFY FOR A MUG OR WATER BOTTLE YOU MUST COMPLETE IN FULL, THE LEARNING EVALUATION. THIS IS A VOLUNTARY SUBMISSION. IF YOU DO NOT COMPLETE THIS YOUR WORKBOOK WILL STILL BE MARKED AND CERTIFICATED, BUT YOU WILL NOT BE ELIGIBLE FOR ANY OF OUR INCENTIVISED GIFTS.**

Please clearly write your full name here:

We value your feedback. Please rate each aspect on the scale below:

### 1. The quality, style and tone of the videos.

1	2	3	4	5	6	7	8	9	10
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Low					High				

### 2. The clarity of the answer book.

1	2	3	4	5	6	7	8	9	10
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Low					High				

### 3. Your enjoyment of this course.

1	2	3	4	5	6	7	8	9	10
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Low					High				

Please tell us what you enjoyed most about this course

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Please give us one suggestion to improve this course

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