

TOOL KIT



CREATIVE WRITING

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PURPOSE

GOAL

The purpose is to express, whether it be thoughts, experiences or emotions. Rather than simply giving information or inciting the reader to make an action beneficial to the writer, creative writing is written

- to entertain or educate someone
- to spread awareness about something or someone,
- to simply express one's ideas and opinions.

DESCRIPTION

INSTRUCTION

Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative non-fiction writing and more. It is any writing that falls outside of technical, journalistic, or academic writing.

Creative writing is also a great learning tool, a means to explore the world around us and challenge assumptions. Creative writing exercises and workshops offer much more than just the training of writing skills. In professional life, creative writing might help you find new ways of

presenting knowledge and experience to various target groups, and to improve your skills of persuasion. For educators, creative writing provides a great way to broaden the curriculum and give students new, different challenges. Creative writing enhances our imagination and understanding of strategies that help us to create original ideas and new solutions to challenges we face.

Thinking about personal growth, creative writing also provides us with a means to become more comfortable with sharing our own thoughts, to get to know oneself better, to explore our own strengths (and areas we may need to improve), how to get in touch with feelings, as well as to improve self-confidence and self-esteem. Writing can help us to find self-forgiveness and healing.

EXAMPLE



1. Free writing

Freewriting is a technique based on continuously writing for a set period of time, without paying too much attention to things like spelling, grammar rules or technique.

Aim : The main purpose of freewriting is not to produce a perfect Text, but to break the blocks It's also an exercise to develop the learners' mother or foreign language abilities, as well as creativity Instruction : It is an excellent writing exercise to unearth new memories. It is also the simplest. Find yourself a comfortable seat. And then begin to write about something, and do not cease before the time runs out. Thou must not only check your thoughts or even cancel words. On the contrary, attempts to write faster than you think.

If you come to a halt, write down your thoughts you have then, and then follow them wherever they may lead you too.



Time : Between 7 and 10 minutes

Variant 1 : Add a few images as you write to stimulate the story or change the direction of the writing

Variant 2: Put some music, let you touch something with eyes closed to stimulate the story

Variant 3: Fill your body with words by creating a choreographer and then start writing

Variant 4: Start your writing with the phrase : I walk inside of me...

Example of the spontaneous writing

December is an aged nostalgic song,

with ancient accents in delicate monotone,

A glow and behold weary souls with happy tears,

And each note leads to cadence of mystical visions.

Can you feel the beauty of heaven's stars shine upon,

with millions of velvet dreams flowing within you? Tips :

Don't judge yourself, let you go. Write without worrying about what other people might think. Tell your truth on paper, even if you choose not to share it with others in the group. Don't cross out or revise as you go, just keep writing.

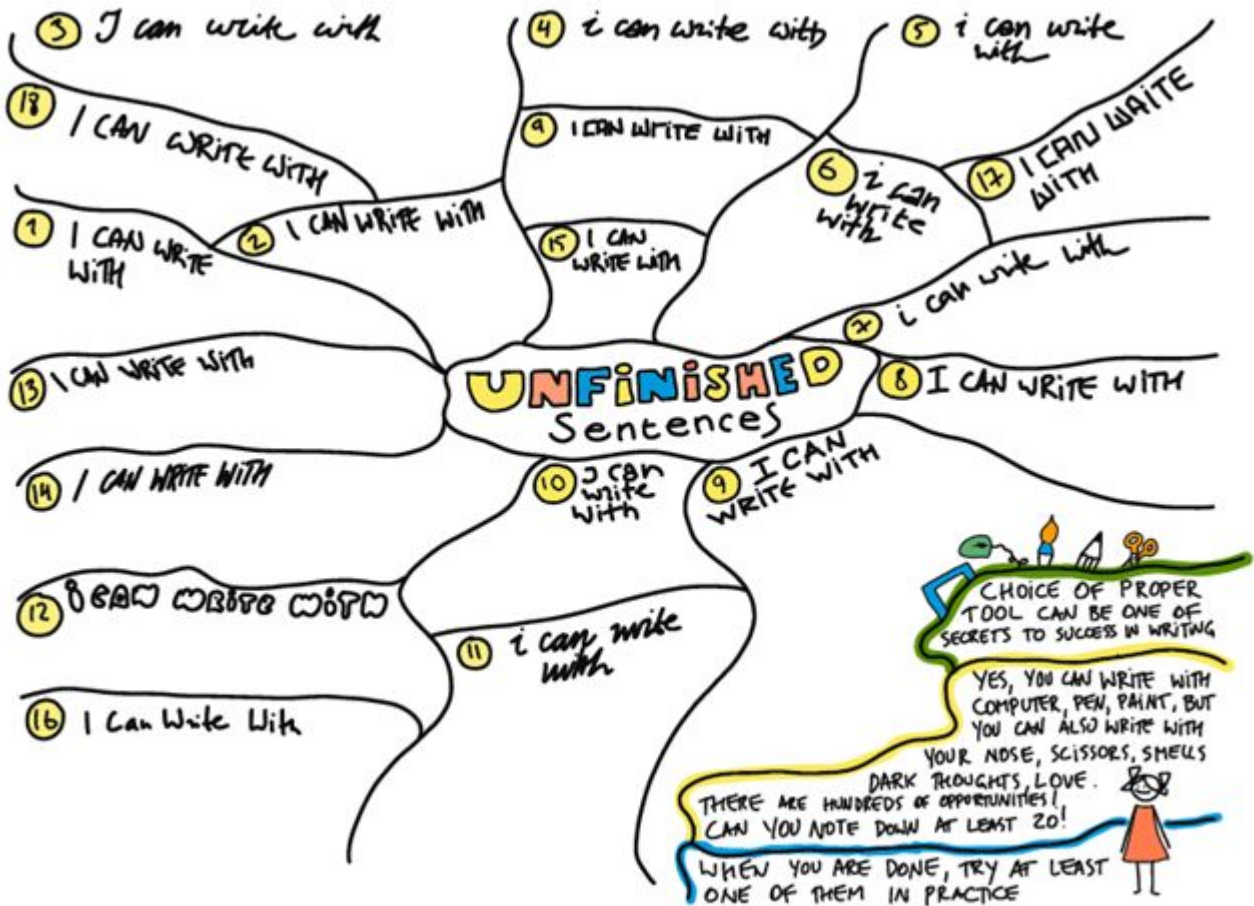


2. Use creative writing prompts.

The hard part of writing is starting, and creative writing prompts do that for you. A creative writing prompt is a simple technique or a few words or phrases you can use as a starting point for your creative writing. Once you've begun to write, and used the prompt for inspiration, you're off on your own. These short writing exercises can be sufficient for learning activities that aim to develop the learners' mother or foreign language abilities, as well as creativity.



Time : The maximum time for each of the prompts is 5 minutes.



IF COLORS WERE HUMANS...

IMAGINE IF ALL COLORS TURNED INTO HUMANS. WHOM WOULD THEY BECOME? CHOOSE ONE COLOR FROM THIS PALETTE AND DESCRIBE ITS PERSONALITY!

FANTASY TRIP

IMAGINE A TRIP THAT YOU WOULD LIKE TO MAKE, ANY KIND OF TRIP THAT NO HUMAN DID BEFORE!

NOTE DOWN 5 LANDMARKS YOU WOULD LIKE TO VISIT DURING THIS TRIP!



3. Looking for Metaphors

Aim

To develop learners' abilities to notice and force connections, and use metaphoric expression. The exercise can also be used to explore and gain new insights into a chosen topic.

Preparation and materials

You will need paper cards in two different colours to create two sets of words. One set of words (different objects) should be written on one set of cards and the other set of words (various activities or concepts) should be written on cards of a different colour. Prepare at least 10 cards in each colour. You can choose random objects and activities or direct participants' focus towards a certain topic. These will be the words participants will combine during the task.

Time : 20 minutes including time for sharing metaphors.



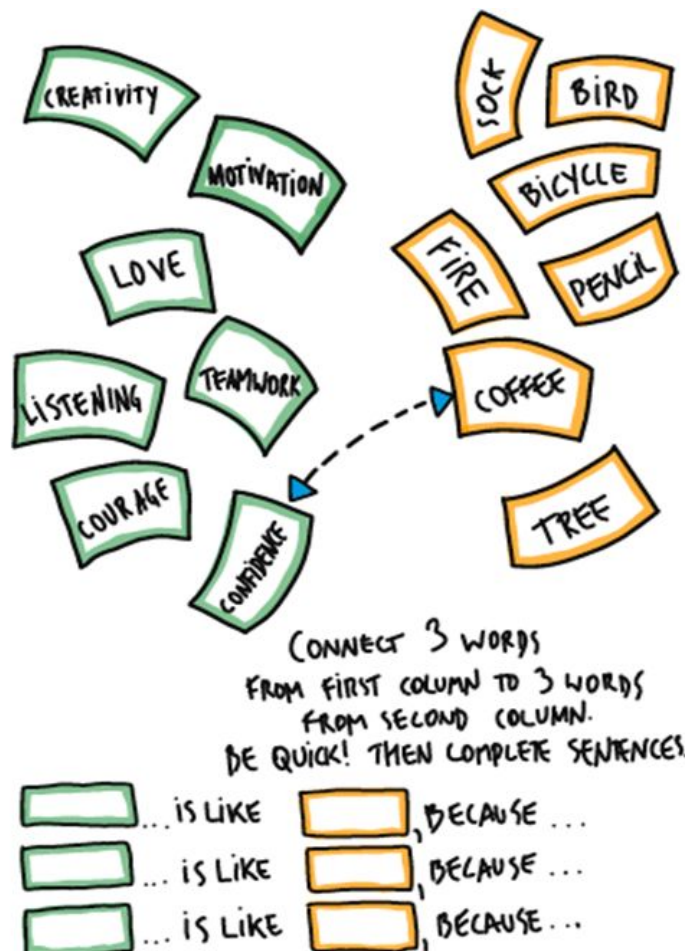
Instruction

Ask one volunteer from the group to pick two cards—one from each set—without looking at the words. Ask the whole group to find a connection between these two words and write down new metaphors by using the following construction:

“[ACTION] is like [NOUN] because...”,

for example: “WRITING is like SKY because it hides much more than we can ever imagine.”

Tips : Allow participants the freedom to modify the selected concepts.





4. Word Puzzle

Aim

To increase participants' writing skills in a foreign language and broaden their vocabularies. Tasks like this also help to practice making connections, which is one of the main creative thinking strategies.

Preparation and materials

Before the session, prepare a list of words (templates) that the participants will need to use in their writing. Each participant should receive one list of words. Select words in line with the level of knowledge of the participants. If the participants are studying some particular subject, the words can reflect the area of their studies. Also, the number of the words can be adjusted.

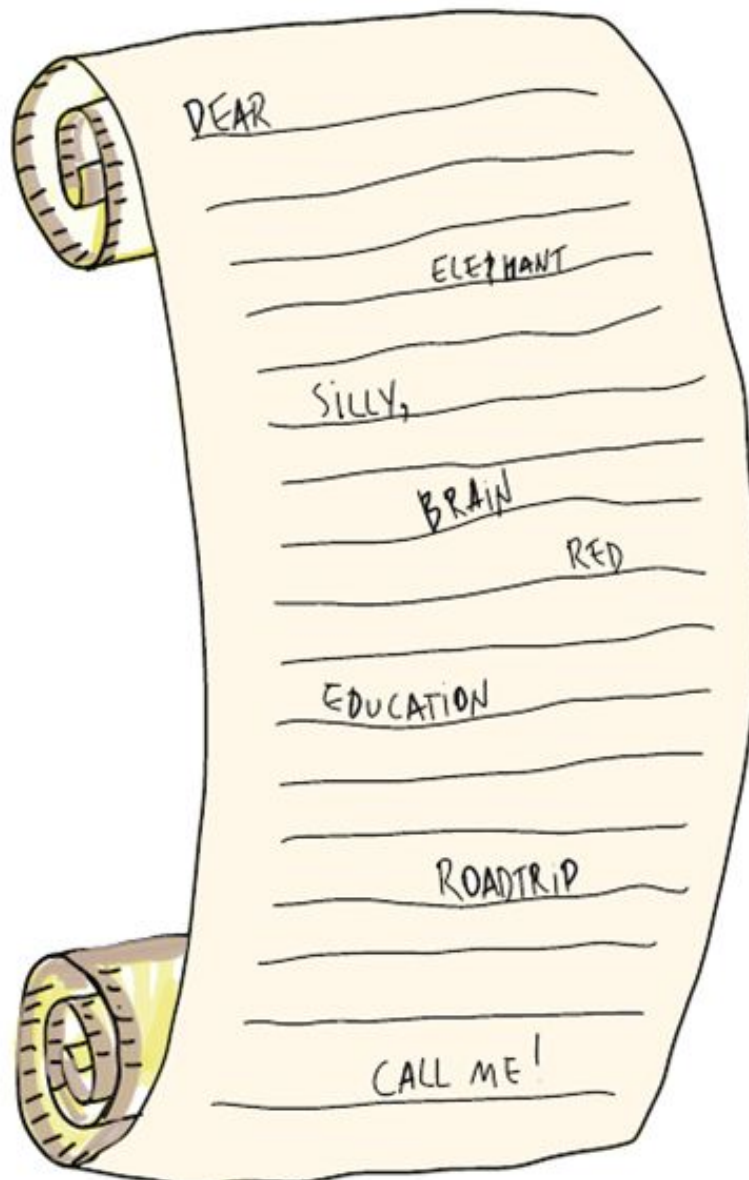
Time

Time can be adjusted. The activity can have a short time limit and serve as a warm-up for other exercises, or participants can get more time to write their stories.



Instruction

Spread copies of the templates. Ask participants to write a text and include all the given words without changing their place on the sheet. After writing, participants might share their stories to reflect how the same inputs can lead to different results.





5. Letter to My Child

Aim

To practice reflection and to learn to learn

Preparation and materials

Craft paper for writing letters, pens, envelopes. Depending on the experience of the group, you might need to explain the term “reflection”.

Time : 30 minutes.

Instruction

No doubt, most of the young people receive a lot of instruction and advice at school, at home and from media. What if we challenged them and put them in a role of an advisor? Use this exercise at end of some important learning experience, such as international exchange or training course. Ask each participant to write a letter to their child – the one they might have in the future. Ask them to think of some important lessons in life they’ve experienced and refer to those lessons in the letter. Letters can remain anonymous and be exchanged among the group members, so they can take a look, but ensure that all the letters travel back home with their authors. If you have a chance, you might collect them and send them to the participants several years later.



6. Heroes and Anti-heroes

Aim

To learn to learn and to know better yourself. To provide the participants with a creative framework for self-reflection and identifying their strengths, abilities, skills and talents. This exercise can also serve as a needs analysis that can be used as a basis for setting further learning objectives and developing a personal learning plan.

Preparation and materials

It can be helpful if, before this writing exercise, participants do a personal SWOT analysis. You will need pen and paper for each person. In a variation of this exercise, you also need a tripod, a camera and someone who'd assist participants with taking photos.

Time : 60 minutes.



Instruction

Explain to participants that the purpose of this exercise is to increase their self-awareness. Participants should work alone and their task is to create a new superhero, describe them and write a story about some event in which the superhero demonstrates their powers. The essential element of the activity is that the superhero should be the participants themselves and the powers of the superhero should be based on participants' actual skills and talents. Invite participants to imagine that there's an article published in the newspaper about the abovementioned event. Suggest a title for their article, such as "The world is looking for a mysterious hero".

After writing their superhero stories, divide the participants into groups of 2–3 people and ask them to share their stories within these small groups. If the participants know each other well, they can also give each other feedback on the listed skills, strengths and abilities to support the personal development of each other.

To conclude this activity, you can ask participants to brainstorm ideas and create a learning plan that aims to develop their strengths and eliminate their weaknesses.



7. Alphapoems

Aim

The exercise fosters creative thinking and the abilities to draw connections between different concepts and actions, but if used as described here, the main aim of the task would be to improve cooperation amongst people within a group or team. Take it as an example of how creative writing exercises might be adapted to the needs of team-building.

Preparation and materials

Prepare two flip-chart sheets with all the letters of alphabet written on it, one under another. You might need only two of them, but it's also possible that a group will require more. You will also need a few markers.

Time 60 minutes.



Instruction

The idea of an alphapoem is simple. The group has to write a poem together, each line starting with another letter of the alphabet, from A to Z. Give participants a challenging time limit, for instance, a group of 20 people might get 3 minutes to create a poem. Provide time up to 10 minutes for the group to agree upon a strategy of how they will solve this challenge. Then go for it! If the group is successful, invite them to read the poem. If participants don't succeed invite them to revise their cooperation and try again. If the second attempt fails, and if the group wants to revise their approach and cooperation to try once again, then do so! Don't fear failure, if the group so decides.

ALPHA POEM

A...	I N...
B...	I O...
C...	I P...
D...	I Q...
E...	I R...
F...	I S...
G...	I T...
H...	I U...
I...	I V...
J...	I W...
K...	I X...
L...	I Y...
M...	I Z...



8. We're All Made of Stories

Aim

To stimulate social and civil competence? To improve participants' self-awareness and empower them through writing stories about themselves.

Preparation and materials

There has to be a lot of personal support and openness within a group to offer participants this powerful exercise. Be sure that there is a safe environment, enough support and also the right mood for deep self-reflection and analysis in the group. This exercise is also rather complex and requires good self-reflection and observation skills, thus it is more suitable for experienced learners.

Time: 90 minutes.



Instruction

We're all made of stories, some of which serve our development while others hinder us. The destiny and future of our world depends on the stories we believe in. Ask your participants to recall the main story they tell about themselves (to themselves or to other people) and put it on paper. Tell them that there will be no obligation to share before they start to write. Allow around 30 minutes for the self-reflection and writing. Then give another 30 minutes to write answers to the following questions:

- Are you a hero, a villain or a victim in this story?
- Describe how this story you tell about yourself influences you – does it inspire and strengthen you, or restrict, make feel bad and loose belief in yourself?
- Are there some stories you believe in that are holding you back?
- How could you rewrite those stories that are holding you back as more encouraging ones?

Think. What have you learnt from your failures and mistakes? Have

criticism and negative attitudes from others helped you to improve? Have bad events made you stronger? How can your painful experiences help empower and inspire others to get better?



9. 100 + 1 Characteristics of Entrepreneur

Aim

Creating characters is an important element of creative writing. In this exercise, common character building questions are used to facilitate reflection about what qualities one needs to become a successful entrepreneur.

Preparation and materials

Flip-chart paper and markers, paper and pens. Draw on the

flip-chart your version of the character building template or

demonstrate it on the screen.

Building a Character from Scratch

Decide if you want your entrepreneur to be female or male and how old they are.

Truths and lies Write ten 'factual' statements about your character – whatever comes to mind first, for instance, they work hard, they are kind, and so on. Write ten 'lies' – statements that you think can't be true, for example, they hate to be with other people.



Back-story

Name:

Children:

Age:

Political views:

Appearance and style:

Hobbies:

Health:

Temper:

Attitude to religion:
him or her:

How other people see

Education:

Opinion of themselves:

Special abilities:

Important traits:

Marital status:

Relationship

In which ways would your character behave differently when interacting with:

parents

enemies

men

lover

women

his or her team

friends

competitors



Additional Questions

- What habits help them to be successful?
- How do they define success?
- If you asked about their greatest dream, what would your character say?
- What's a secret dream that they wouldn't tell you about?
- How do they deal with failure?
- What makes people follow and support them?
- How did they behave at school?

Time: 90 minutes

Instruction Participants work in small groups. The aim of the exercise is to understand what habits and qualities should we try to develop in ourselves in order to become successful entrepreneurs. Ask them to create a profile of a good entrepreneur using the provided template. Once the general profile is completed, invite learners to invent different quotes about and around entrepreneurship that this successful entrepreneur might have told the mass media, his team, a group of young people, a child and a dog. Invite participants to share the quotes they liked the most.

Option : possibility to question the person who is a model for them.



10. Cultural Proverbs

Aim

To stimulate Cultural Awareness and Expression . To reflect on various elements of cultures and to better understand differences and similarities between the cultural heritage of different countries. This exercise is more suitable for intercultural groups.

Preparation and materials

Prepare several cultural proverbs as an example and write them down on a flip-chart. Examples

Take only what you need and leave the land as you found it :

Native American proverb reflecting the importance of the land

Hope dies last of all

Mornings are wiser than evenings

Time: At least 45 minutes.



Instruction

In the opening of the exercise, introduce several cultural proverbs and ask participants to share examples from their own countries. While sharing, the participants can also say if the same (or an equivalent of) the example proverbs can be found also in their own languages. Then ask each person to choose one of these proverbs and allow 20 minutes to write a story about the selected proverb. Participants might write about the situations in which these proverb are used, their personal experiences when this proverb turned out to

be true or not, or they can also write a story that would explain the role of the proverb in their country, or imagine origin of this proverb. When stories are completed invite the participants to share their textes

PROS



Creative writing helps

- to sharpen your skills as a writer.
- to breaking Writer's Block
- to improve the communication in mother Tongue
- to develop the foreign language abilities,
- to Improve your creativity and spontaneity
- learning to learn and to develop the sense of initiative
- to stimulate social and civil competence
- to stimulate cultural awareness and expression . .
- knowing better yourself
- writing for reflection and creative evaluation of learning activities

CONS



- It doesn't make you a writer
- Can create false hope. Anyone can think of being a writer without having setbacks towards their writing
- It doesn't mean you'll be published
- you don't learn how to write the specific form of literature or journalistic text, the rule of academic writing
- if you don't pay attention of your writing process, you risk not to progress in writing

TIPS



Some usefull advices :

- Keep a daily journal to record and play with your ideas as they come;
- Set aside a specific chunk of time every day (even 5 minutes) just for writing;
- Use a timer to help you stick to your daily writing habit;
- You can also set word count goals, if you find that more motivating than time limits;
- Read as much as you can of the kind of content you want to write;
- Publish your work (on a blog), and get feedback from others.

TIPS



Some tips for facilitating creative writing sessions

- **Focus on creating a safe learning environment** and establish clear rules that protect it. Make sure that the atmosphere or the group development stage is suitable for the activity.
- **Make sure that the place where you work is comfortable.** That has enough light and participants can feel comfortable there while writing.
- **Tailor your method to the needs of your participants,** being sensitive to how differences in age, experience, ability and cultural background among people in the group affect the way they engage with the exercises.
- **Be clear about the aim of the activities.** Not all the writing exercises have important aims. Some of them are there to promote fun, playfulness and break creative thinking blocks, to explore ideas or characters.

TIPS



- **Dare to be authentic and vulnerable.** Sharing your personal stories, including those which people often choose to keep with themselves will also encourage people around you to share more of their emotions and experiences.
- **Encourage the sharing of written texts.** It is a great opportunity to learn from the work of others.
- **Focus on the process and not result.**
- **Make it playful.** One of the key characteristic of creative writing is the willingness to play with language. Fun and playfulness help creative ideas to sparkle. Include energisers and games to build an informal, relaxed atmosphere.
- **Be flexible.** Creative writing should be a fluid exercise. It's important to be flexible with requirements and expectations.

SOURCE

RESOURCE

- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1429/CW-cookbook-web.pdf
- <https://www.tckpublishing.com/what-is-creative-writing/>
-
- https://en.wikipedia.org/wiki/Creative_writing
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- <https://authority.pub/creative-writing-examples/>
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SOURCE

RESOURCE



Books

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- Morley, D. (2007), **The Cambridge Introduction to Creative Writing**. New York: Cambridge University Press.
- Stockton, H. (2014), **Teaching Creative Writing : Ideas, Exercises, Resources and Lesson Plans for Teachers of Creative-writing Classes**. London: Little, Brown Book Group.

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