



★ THE ★
JACQUELINE WILSON



Creative Writing

★ **RESOURCES** ★

JACQUELINE WILSON

Creative Writing Resources

DEAR TEACHERS AND LIBRARIANS...

This pack is designed for children aged 7 – 12. These resources will guide students through the different elements of story writing and give them the skills they will need to write a short story of their own. From character creation to sensory description, these activities will help students structure their writing and create thoughtful stories of depth. The lessons have been designed as sequential activities and can be taught as whole units or dipped in and out of.

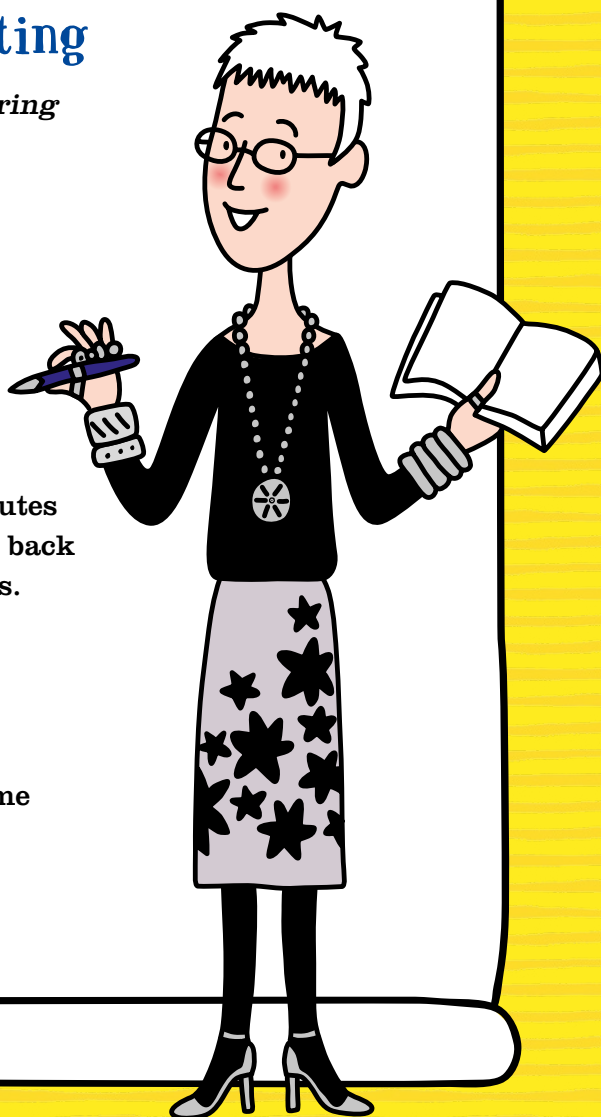
INTRODUCTORY TASK: Free Writing

This task is designed to help students start exploring ideas and writing in a free and unrestricted way.

Encourage students to take their shoes off to foster an atmosphere of freedom and creativity. This is a private writing task and it should be stressed that their work need never be read. Students should write 'I remember, I remember, I remember' until a thought comes to them. They then need to write down whatever thoughts come into their head and not stop until three minutes have passed. If they get writers block they can go back to writing 'I remember' until a new thought comes.

FEEDBACK QUESTIONS:

- * How did you find this experience?
- * Was anyone surprised by the thoughts that came to them as they were writing?
- * Would anyone like to share his or her work?



LESSON ONE

Sensory Description

LESSON OBJECTIVE: To understand sensory description.

LESSON OUTCOME: A descriptive paragraph.

ACTIVITY ONE

Jacqueline Wilson starts her new novel *Rent a Bridesmaid* with a detailed description of a beautiful new bridesmaid dress:



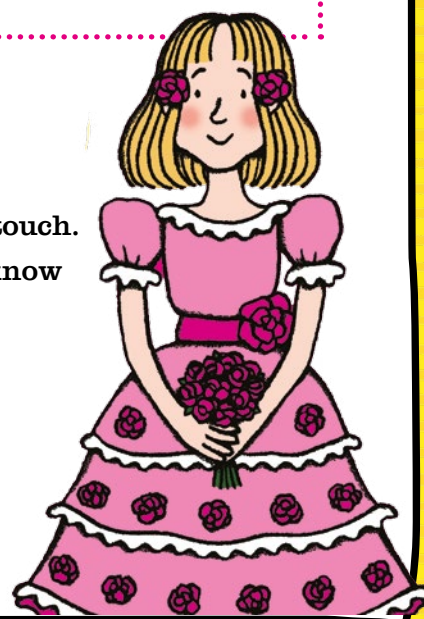
'This story starts with a dress. Not any old dress. Not a checked school dress or a pinafore dress or a party dress or a princess dress. This is a bridesmaid's dress. The most beautiful bridesmaid's dress in the world. It's pink. It's not a sickly bright stick-of-rock pink. It's a very soft and subtle pink. I don't think I've ever had raspberry icecream but it's that colour: vanilla icecream mixed with just a few red raspberries, all swirled together to make this beautiful shade of pink. It's made of silk, so smooth you want to keep stroking it. It has puff sleeves and a collar, both edged with a tiny piece of lace, a tight waist, and a very flared skirt with three ruffles. It has its own petticoat too, a slightly darkerpink, and the hem is trimmed with the same lace as the dress.' *Rent a Bridesmaid* p. 2)

Working in pairs students should read the opening to Jacqueline Wilson's *Rent a Bridesmaid* and:

1. Circle any descriptions of what the dress looks like.
2. Underline descriptions of what the object feels like to touch.
3. Highlight a sentence which makes you feel like you know what it would taste like.

DISCUSSION POINT:

Why do you think Jacqueline Wilson has used sensory description at the start of her novel? What is the effect of this on the reader?



LESSON ONE

Sensory Description

ACTIVITY TWO

Students should look at the treasure box below and choose one object that they want to use in their story. If teachers have the time and resources this activity can also be done using real objects brought in from home.



Working in pairs or small groups, students should write a description of their object. They must include at least **THREE** senses. They can use the following questions to help:

- * What does your object look like? (Think about colour, shape, texture, etc)
- * What does your object feel like to touch?
- * What would your object smell like?
- * What would your object sound like if it moved or was used?
- * What would your object taste like? Could you describe it as a food?

Students should read their paragraphs to the class. As they read, the rest of the class should write down all the senses they can hear being described in the paragraph and see if they can spot them all.

LESSON TWO

Creative Characters

LESSON OBJECTIVE: To understand how to create interesting and creative characters.

LESSON OUTCOME: A detailed character profile and drawing.

LEAD IN QUESTIONS:

- * Who is your absolute favourite character from a book or film?
- * What makes this character great?
- * Does an interesting character always have to be good and well behaved?

ACTIVITY ONE

One of Jacqueline Wilson's best-loved and most popular characters is Tracy Beaker. At the start of *The Story of Tracy Beaker* Tracy tells us all about herself. We learn interesting facts such as:

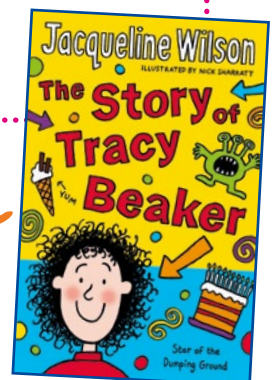
"I am cms tall. I don't know. I've tried measuring with a ruler but it keeps wobbling about and I can't reach properly. I don't want to get any of the other children to help me. This is my private book.

My hair is fair and very long and curly. I am telling fibs. It's dark and difficult and it sticks up in all the wrong places.

My skin is spotty when I eat a lot of sweets."

DISCUSSION POINTS:

- * What do we learn about Tracy in this extract?
- * Does she answer the questions in a straightforward way?
- * What kind of character does she have?
- * How does this extract help you to picture the character of Tracy?



LESSON TWO

Creative Characters

ACTIVITY TWO

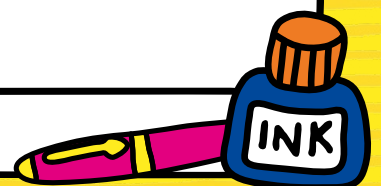
Students should create a detailed character profile for their own imagined characters. They can work in groups and share ideas but they need to decide on the **TYPE** of character they are creating and try to talk in their voice. They can use the questions that Tracy answers about herself at the start of the novel:

- * My name is
- * I amyears old andmonths old.
- * My birthday is
- * I was born at
- * I am cms tall.
- * I weigh kgs.
- * My eyes are
- * My hair is
- * My skin is
- * Things I like
- * My favourite colour is
- * My best friend is
- * I like eating
- * My favourite name is
- * I like drinking
- * My favourite game is
- * My favourite animals is
- * My favourite TV programme is
- * Bets of all I like
- * Things I don't like....



ACTIVITY THREE

Ask your students to use all the ideas they have come up with to draw a picture of their character. They can include props and objects in their picture to show a little bit more about their character. E.G Tracy Beaker might have book under her arm or Tilly might be wearing a beautiful pink dress.



LESSON THREE

Life Stories

LESSON OBJECTIVE: To explore characters in more depth.

LESSON OUTCOME: Hot seating.

ACTIVITY ONE

The Story of Tracy Beaker and *Rent a Bridesmaid* both have main characters that have unusual life stories. Students should read the two extracts below and discuss the similarities between these two characters.

THE STORY OF TRACY BEAKER EXTRACT

"The people in my own family are: My mum. I don't have a dad. I lived with my mum when I was little and we got on great but then she got this Monster Gorilla Boyfriend and I hated him and he hated me back and beat me up and so I had to be taken into care. No wonder my mum sent him packing. My own family live at: I'm not sure exactly where my mum lives now because she has to keep moving about because she gets fed up living in one place for long. The phone number is: Well, I don't know, do I? Funny though, I always used to bag this toy telephone in the playhouse at school and pretend I was phoning my mum. I used to have these long long conversations with her. They were just pretend of course, but I was only about five then and sometimes it got to be quite real. Things about my family that I like: I like my mum because she's pretty and good fun and she brings me lovely presents."

(p. 14 – 15)

RENT A BRIDESMAID EXTRACT

"We were always laughing in those days. We played dressing up, getting all Mum's clothes out of her wardrobe. She made me up to look like a fashion model and bought me a long blonde wig so I looked like a fairy princess. We painted together in Mum's room – she painted on canvas and she let me paint straight onto the wall.

When Mum left and Dad decided we had to move away and make a fresh start he had to paint those walls over and over in white paint to cover up all my silly scribbles.

It wasn't always like that though, painting and laughing and playing games. But I didn't want to think about those times. It was generally safer not to think about Mum at all."

(p. 55 – 56)



LESSON THREE

Life Stories

ACTIVITY TWO

Ask the students to work in pairs and create a dramatic freeze frame of one of these extracts. One person in the pair should be the director, and they need to put their partner into a position that represents either Tilly or Tracy. Students can show their freeze frames to the class and discuss what aspects of their character they have explored.

ACTIVITY THREE

Students should work in the same groups and take part in a hot seating activity. One member of the group needs to sit in the hot seat and they should speak, think and act as the character they created in lesson two. The other members of the group need to ask this person questions about their life. They should use Jacqueline Wilson's characters as inspiration – are they well behaved? Naughty? Do they laugh a lot? Have any interesting or dramatic events happened in their life?

Everything students hear will help them to develop their characters so they should remember to take notes!



LESSON FOUR

Show Not Tell

LESSON OBJECTIVE: To analyse different descriptive styles..

LESSON OUTCOME: Character thoughts vs. action worksheet.

INTRODUCTORY ACTIVITY

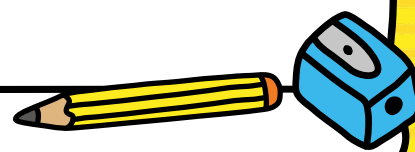
One way to bring characters to life is to **show** the reader what they are feeling rather than **telling** them. This lesson is designed to get students using their character's actions, rather than words, to reveal their thoughts and feelings. Students should read the two sentences below and have a discussion about what the two different descriptions reveal.

1. The girl skipped up the street, giggling and grinning from ear to ear.
2. The girl stomped up the street, trying to hold back tears.

ACTIVITY ONE

Jacqueline Wilson's is an expert at showing us how her characters feel. Students should read the description of Tilly below and make a mind map around the quotation, with all the different thoughts and feelings this character might be experiencing.

"I got up ten minutes early every day and put on the bridesmaid's dress. I practiced walking slowly and solemnly as if I were walking up the aisle. I held my head high and clasped my hands as if I were holding a posy." **Rent a Bridesmaid p. 64.**



LESSON FOUR

Show Not Tell

ACTIVITY TWO - over to you!

The following worksheet is designed to help students map out **their** character's thoughts and actions. Tilly has been used as an example but students need to think about the different emotions they want their character to have throughout their story, and to consider how they can show this through action.

Character's thought/feeling	Character's actions
E.G excited that will be a bridesmaid	Pretends to be a bridesmaid in bedroom / can't sleep / practicing over and over.

LESSON FIVE

Tension

LESSON OBJECTIVE: To understand plot development.

LESSON OUTCOME: A tension graph and timeline of events

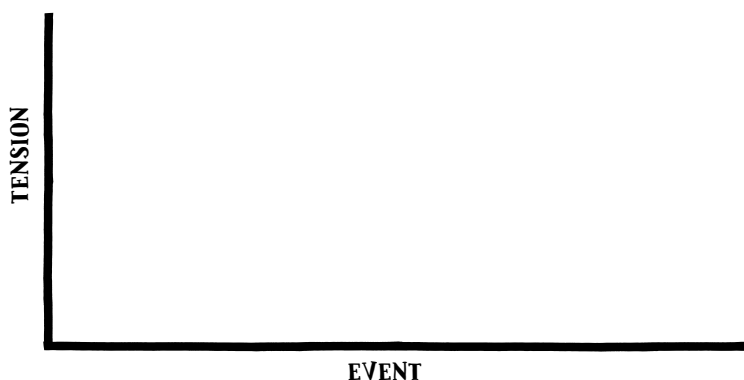


LEAD IN QUESTIONS:

- * Look at the picture above – what do you think tension might mean?
- * Can you think of book you have read that has lots of tension within it?
What were the moments with the most tension?

ACTIVITY ONE:

Students should use the events listed below to plot the tension graph. Once they decide how high up the level of tension is they need to decide how far along in the story it comes.



- * Tilly's mum comes back
- * Tilly is a bridesmaid for the first time
- * Tilly and Matty have a big fight
- * Tilly becomes best friends with Matty
- * Tilly's dad and Miss Hope dance together at a wedding
- * Tilly puts her advert in the local shop to be a 'rent a bridesmaid'

LESSON FIVE

Tension

DISCUSSION POINTS:

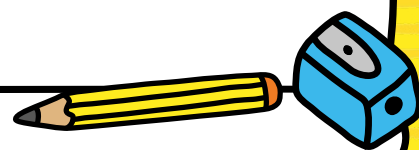
1. Do you notice anything interesting about the way tension develops throughout the story?
2. Do the points of highest tension come nearer the beginning or the end?
3. Do you think it is important to have one event with more tension than all the others in the story? Why?

ACTIVITY TWO:

Using all the ideas they have collected so far, students should make their own tension graphs for their stories, plotting the events they want to happen. They can use their notes about character and their feelings vs. actions table to get them started.

TENSION

EVENT



LESSON SIX

The Ending

LESSON OBJECTIVE: To understand how to resolve your ending.

LESSON OUTCOME: A draft paragraph of an ending.

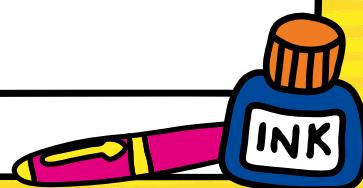
LEAD IN QUESTIONS:

- * What is your favourite way for a book to end?
- * Do you prefer happy endings or sad endings?
- * Do you like to know exactly what happens to the characters?
- * Do you like to be kept guessing?

ACTIVITY ONE:

Students should use the events listed below to plot the tension graph. Once they decide how high up the level of tension is they need to decide how far along in the story it comes.

Jacqueline Wilson says of endings: 'you've written and written, and now you've nearly finished the story. You can't wait to write THE END after the last line. It's a terrible temptation to hurry things along, because if you're anything like me you just want to be finished with the whole thing... Now I try to give the last chapter even more time and attention than the first. I try to round everything off in a satisfying way. That doesn't mean I always spell everything out. Sometimes I deliberately leave my readers to work out what's going to happen next, though I always give a heavy hint.'



LESSON SIX

The Ending

ACTIVITY TWO:

Students should be given some quiet creative writing time in class to write their endings. Whether it is music in the background, sitting on the floor, shoes off or top buttons undone – this should be a chance for students to reflect and get their creative juices flowing.

WRITERS AT THE READY!

The following ideas are designed for after your class has written out their stories, reworked them and got them exactly as they want them to be.

- 1. Book Slam!** Students can take turns reading their story to an audience. This might be another class or a group of teachers. They can work on their reading style and creating drama in their voice. Prizes can be given out for the most exciting stories.
- 2. Class magazine!** Start a creative writing magazine with your class. Students can submit their stories and include book reviews of their favourite writers. Circulate the paper amongst the school and get creative with the design!
- 3. Film club!** Work with the drama department to turn one student's story into a play or film. You can have great fun turning a story into a script and holding auditions for the different roles.

