

**Australia - Secondary School Lesson Plan**

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| ***Classes 9 & 10 – Imaginative Writing*** |
| **Overview:**The survivors of Nepal’s earthquakes are all superheros. They survived not only 1 but 2 major earthquakes and over 400 aftershocks. Imagine how that would feel.  |
| **Objectives:*** To consider the purpose of a reflection and what it reveals about someone’s experience.
* To explore language and its role in creative writing and communication.
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| **Australian Curriculum links**EN5 – 1A – Responding to and composing increasingly sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasureEN5 – 3B – Selecting and using language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.  |
| **Prerequisites:*** What is a reflection?
* Basic creative writing skills
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| **Hook:** Show the students a slideshow of some of the photos from the Heartquake website. Ask them to imagine what it would be like to be there.  |
| **Activities:** *Comprehension and reflection*Give each student a reflection from immediately after the earthquakes from the Heartquake website. Ask them to read it and reflect on:1. Who wrote the reflection? What class are they in?
2. What were they doing before the earthquake? What did they do when the earthquake came?
3. How did the writer feel?

*Class discussion*Get some students to read the reflection they studied to the class. Discuss the role of language – these students are ESL learners. How does that influence their writing? *Rewriting*Ask the students to rewrite the reflection they read in their own words – not correcting the English but exploring how they might express it differently as native speakers. Ask them to consider how our language affects our ability to communicate our experiences and feelings. *Telling stories*In pairs, have the students tell each other a story of a time when they were in a scary situation. It can be real or imagined (eg meeting a dragon!). Each person has 2 minutes to tell their story to their partner and then they switch. They then have 2 minutes each to ask questions of their partner about the story. After both partners have told their stories and asked questions, each partner writes down the other person’s story, filling in any details they don’t have (such as where it happened, why it happened, how it happened, the colours, smells, sounds etc). They can read it to their partner and enjoy seeing how a story develops with creative thinking.  |
| **Resources:**Heartquake website |
| **Assessment/home work:**The students’ completed stories |

**Teacher Notes**

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| **Duration of the Lesson:**2 x 60 minute lessons |
| **Topic:** Heartquake | **Lesson Heading:**Imagine if . . .  |
| **Background of the importance of the topic:**This lesson provides a stepping stone to creative thinking, asking the students to put themselves in someone else’s shoes to explore how they communicate their story and thoughts.  |
| **Things to think about when preparing your lesson:**Some students find it easier to make up stories than others. If they get stuck, ask them to close their eyes and remember a time when they were scared. How did it feel? (But don’t let them get too upset by the memory).  |
| **Challenges which may be faced and coping strategies:** |
| Potential Challenges:When reading the reflections, some of the students might laugh at the level of English of the students.  | Coping Strategies:You can remind them that English is their second language and ask them whether they could write a reflection in another language. I always tell my students, “Never laugh at someone’s English when they are an ESL speaker. It means they can speak more than one language!” |