

BIG IDEA:

Write On unleashes the creative potential of young writers. They are immersed in techniques of literary expression including plot and character development, description, dialogue, voice, style and point of view.

The mystery sub-genre provides focus and inspiration for the students as they craft their own mystery and carefully consider the needs of their audience. Importantly, students also offer and receive meaningful, informed feedback.

SELECTION CRITERIA:

- ✓ Selection criteria for the UNIFY Series is largely subjective.
- ✓ Many schools use *Write On* and other UNIFY Series projects as an enrichment opportunity for mid-to-high achieving students.
- ✓ Teacher judgement and student interest in creative writing should assist selection.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links, NAPLAN online, and assessment/reporting details.

THE COURSE:

LESSON OVERVIEWS		
NO.	TITLE	CONTENT
1	Welcome to <i>Write On</i>	<ul style="list-style-type: none"> ▪ Introduction to web conferencing tools and project ▪ Mystery teaser
2	Investigating mysteries	<ul style="list-style-type: none"> ▪ Introduction to eLearn ▪ Investigating mysteries for teens
3	Pre-assessment	<ul style="list-style-type: none"> ▪ Planning a mystery story ▪ Opening paragraphs
4	Mystery Elements	<ul style="list-style-type: none"> ▪ Introduction to mystery elements ▪ Mystery vocabulary ▪ Refine plans
5	The Crime	<ul style="list-style-type: none"> ▪ Selecting and expanding setting ▪ Describing the scene of the crime ▪ Dialogue
6	The Sleuth	<ul style="list-style-type: none"> ▪ The sleuth, the suspects, the witnesses, and the culprit ▪ Motivation and growth of characters
7	The Mystery Solved. Or is it?	<ul style="list-style-type: none"> ▪ Red herrings ▪ How the truth will be revealed
8	The Suspects	<ul style="list-style-type: none"> ▪ Which suspects will be let off the hook?
9	The Suspense	<ul style="list-style-type: none"> ▪ How to use 'show – don't tell' to develop suspense.
10	The Story Map	<ul style="list-style-type: none"> ▪ Refine and extend plans ▪ Review of course material
11	Post-assessment	<ul style="list-style-type: none"> ▪ A mystery story plan on demand ▪ Final paragraphs
12	Story Reflections	<ul style="list-style-type: none"> ▪ Reflecting on stories ▪ Collaborative activities



Years 7-9

UNIFY Series Rounds 2-3

'I had to drag some of the older boys into doing this course and they have loved it! If only we had the time and facilities for all our students to indulge in these courses each week. Some students have said that they will miss the course and others have been surprised with how much they have enjoyed it.'

Supervisor

'I used to stick to the basics of story writing and didn't know what to do next. I now know how to improve my writing with increased story mapping, vocab, setting descriptions and characters.'

'Since starting Write On, I have drastically improved my creative writing skills, both at home and in school.'

Students

[How it Works](#)

[Participation Costs](#)

[Secondary Main Page](#)

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Australian Curriculum

English Learning Area

Literature Strand

Creating Literature

Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun. ([ACELT1638](#))

Creating Literature

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ([ACELT1618](#))

Responding to Literature

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ([ACELT1615](#))

Literacy Strand

Creating Texts

Create imaginative texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features. ([ACELY1746](#))

Creating Texts

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, and vocabulary. ([ACELY1747](#))

General Capabilities

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Pose questions
- Identify and clarify information and ideas
- Organise and process information.

Generating ideas, possibilities and actions

- Imagine possibilities and connect ideas
- Consider alternatives

Reflecting on thinking and processes

- Reflect on processes

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning

Literacy

Composing texts through speaking, writing and creating

- Use language to interact with others
- Compose texts

Text knowledge

- Use knowledge of text structures
- Use knowledge of text cohesion

Personal and Social Capability

Self-management

- Work independently and show initiative

Social management

- Communicate effectively
- Work collaboratively

Self-awareness

- Develop reflective practice

ICT Capability

Investigating with ICT

- Locate, generate and access data and information

Creating with ICT

- Generate ideas, plans and processes

Communicating with ICT

- Understand computer mediated communications
- Collaborate, share and exchange

NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

1. Locate and select an answer from a list – YES
2. Type an answer – YES
3. Read the screen and navigate web pages – YES
4. Manipulate objects on screen – YES

5. Read and comprehend digital texts – YES
6. Plan and compose text using word processing – YES
7. Listen using a headset – YES

NB: See [DET's NAPLAN Online ICT Skills Guide](#) for details.

Assessment

Pre-Test: Students plan and write an introduction to a short mystery piece.

Post-Test: Students plan and write a climax or conclusion to a short mystery narrative.

Three criteria are used for assessing students' writing –Ideas, Audience, Characters and Setting.

Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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