

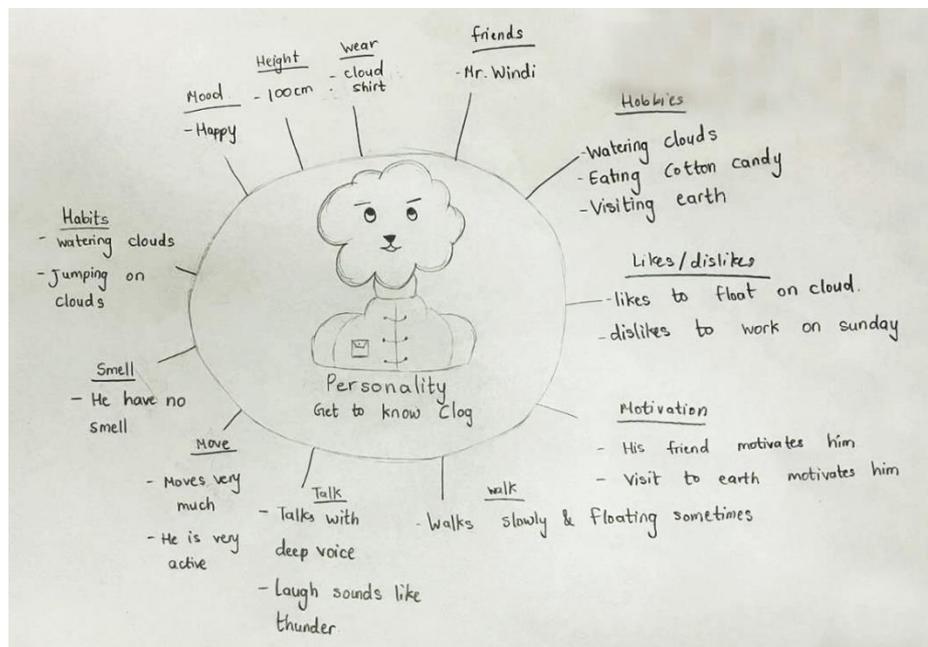
LESSON PLAN

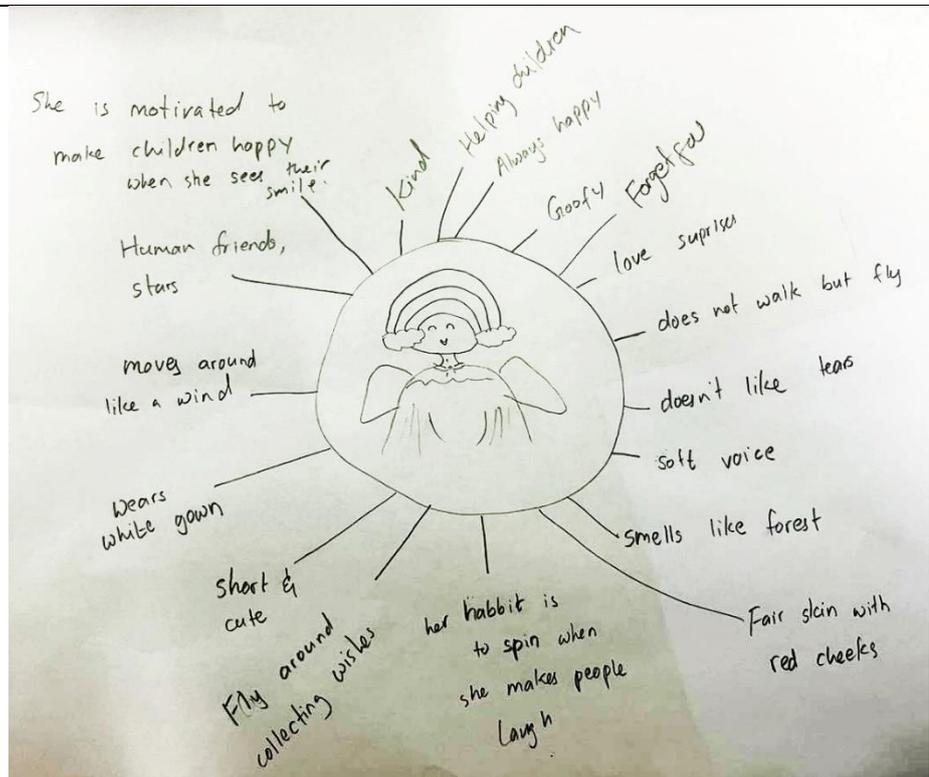
Artists Name	Trish Donald
Activity Name	Lesson 3 - Exploring Genre and Story Development
Collaborating Teacher	Sangay Biddha Asst. Professor – Children’s Literature
Resources Required List all resources required to undertake this activity. Be mindful of the availability/accessibility of resources.	A4 Paper Pens and or pencils
Timeframe Is this one activity or a sequence/multi-staged activity? Indicate the activities duration i.e. one hour, two hours, a day, across a week, months etc.	2 hours This is lesson 3 in the following sequence: <ul style="list-style-type: none"> • Lesson 1 – Understanding the Role of Illustrators • Lesson 2 - Creating Characters • Lesson 3 - Exploring Genre and Story Development • Lesson 4 - Creating a Picture Book • Lesson 5 - Mask Making and Performance • Lesson 6 - Expanding Stories and Learning Through Games
Activity Outline/ Description Include a brief overview of the activity.	Students use the character they created in Lesson 2 to explore genre and audiences. They then pick one genre to develop a story aimed at one of the audience age groups. In this way, the students build unique and believable characters, environments and worlds.
Activity Instructions Provide details and step by step instructions which will enable other educators to follow this activity with their students.	Step 1: Developing the characters personality In lesson one students developed a character, they will use this character now. <ul style="list-style-type: none"> • Students draw their character in the middle of a piece of paper and write the word Personality under it. Next, students write down all of the words shown on the following image: Habits, mood, height, wear, friends, hobbies, likes and dislikes, motivation, walk, talk, move, smell. Feel free to add any other words you would like to include.



I have drawn a little dog here, but your students draw their own character, or, if they don't want to draw, then they can write the characters name instead.

- Students go to each word brainstorming ideas many ideas as they can think of and imagine on this sheet of paper. The more they can write, the more they will understand their character and this will be helpful when developing their story.





Examples of students work showing how they have captured everything they can about their characters personality. This is a brainstorming activity, so keep it messy and fun.

Step 2: Exploring genre

The worksheet with information about genre's is a resource that will help everyone get started. It is called *Resource: Genre Categories* (this resource is available on the Artist in Residence Education Program Website).

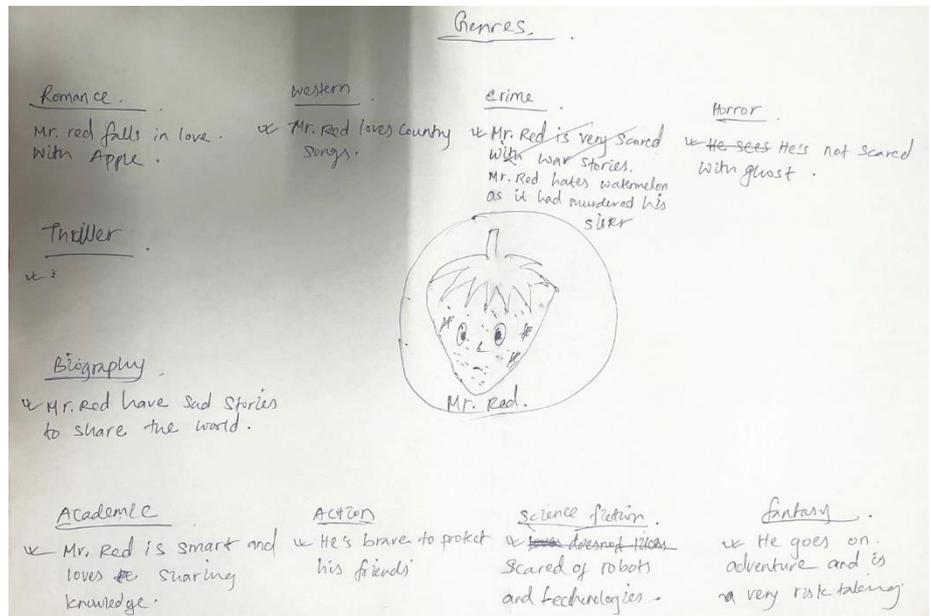
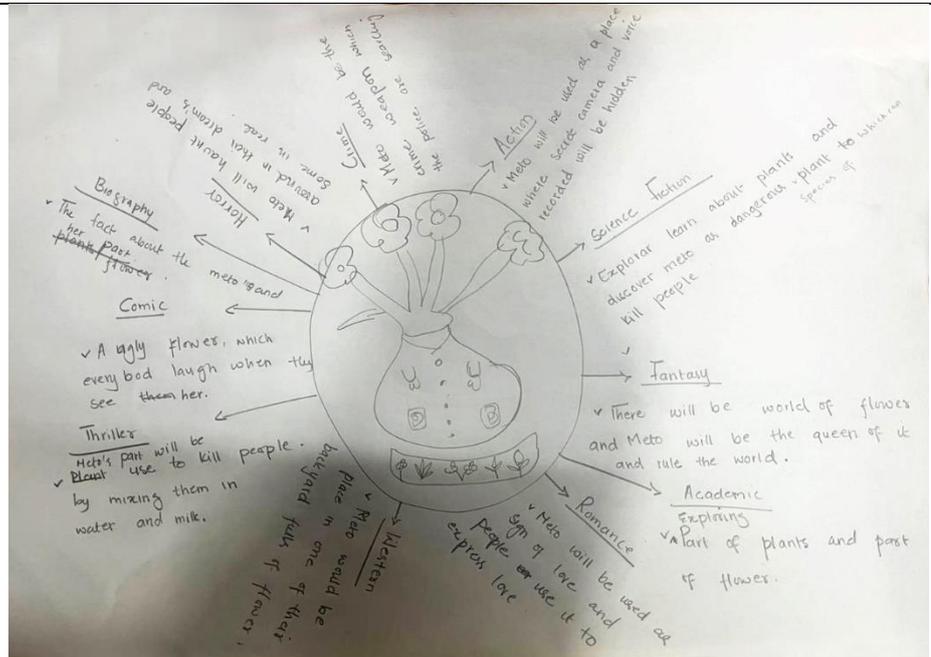
Go through different genres with the class and ask them to identify what makes each genre distinct exploring archetypes such as elements, motifs, images and the behaviour that distinguish each genre. Write these on the board or have the students take notes so they can refer to them as they work through this activity.

To get you started, here are a few examples of features that distinguish the following genres:

- Western: cowboys, horses, blacksmiths, a sheriff and sheriff badge are associated with Westerns.
 - Fantasy: witches, wizards, talking animals.
 - Horror: feelings of fear, suspense, panic.
 - Romance: feelings of joy, heartache, love.
- On a new piece of paper, students draw their character again (or write the character's name), in the middle of the page. Have them write the word **Genre** under the character, then, around the outside write down the different genres as shown in the following image. Students use dot points to capture as many ideas as possible.



- Students go through each genre, brainstorming and writing down ideas (they can be a bullet point list), about the character and how their character is different in each genre. In the example above, I have used the dog to provide some examples to get you started:
 - Crime: the dog might be a police dog, or, it might have witnessed a crime and it can't tell the owner because it can't talk, or, it might be the victim of a crime (maybe a cat stole its food).
 - Romance: the dog might be in love with another dog, or a bird, or its owner might become friends with someone else who has a pet dog, and the two dog owners fall in love.
 - Biography: the story could be about a real-life working dog such as a rescue dog rescuing people from avalanches, or, a guide dog, or even a dog like Laika, the Soviet space dog who was the first animals who went to space and the first to orbit the earth in 1957. Or, it could be an ordinary dog that lives near them and be about that dog's life.
 - Academic: this could include facts about dogs, such as the evolution of dogs, or a breed of dog, or the role of dogs in human's lives throughout history.
 - Science Fiction: the dog might be a robot dog, or, it might drive a rocket ship, or, the story could be set in the future where there are aliens, parallel universes, or new technology that the dog use to rule the world.
 - Fantasy: the dog can talk, fly, or be a shape shifter, or change its size, it might be friends with a dragon or wizard.



Examples of students work showing how they have captured different ideas about how their character changes depending on the genre.

Step 3: Sharing genre ideas

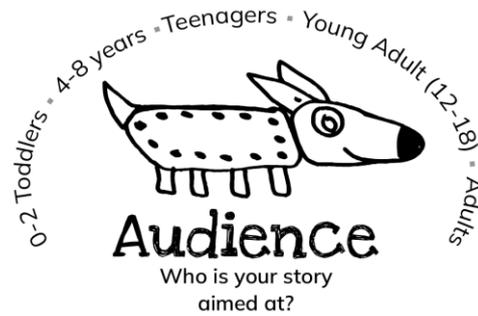
- In groups or pairs ask the students to share their character with one another and how the character changes depending upon the genre.
- Ask students to contribute ideas to one another.

Step 4: Exploring different audiences

Leave this step out for Primary school students as they will only be writing for their age group or younger. High school students will be able to explore audiences of young adult and younger while university students will be able to explore all audience age groups including adult audiences.

Refer to the worksheet called *Resource_Understanding Audience_Trish Donald* (this resource is available on the Artist in Residence Education Program Website).

- Give students a fresh piece of paper and ask them to draw their character, (or write the character's name), in the middle of the page with the word **Audience** under the character. Then, around the outside write down the different audiences and age groups as shown in the following image.



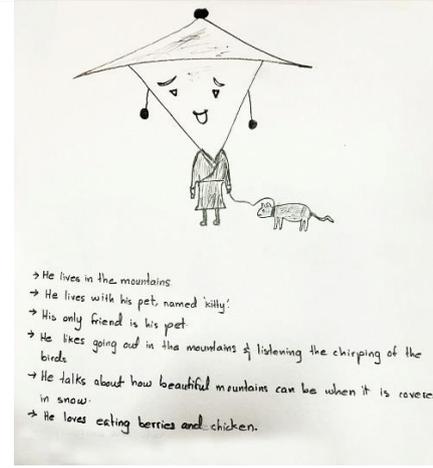
- Students brainstorm ideas and capture as many ideas as possible. In the example above, the dog as the main character and I have used it to provide some examples here:
 - Toddlers: these are simple stories such as counting or colour such as: one dog, two dogs, three dogs, or, brown dog, pink dog, rainbow dog etc.
 - The 4-8 year old age group could be stories about a child and their pet dog, or a dog and its friends going on an adventure. The language is simple.
 - Books for teenagers are chapter books and might include stories about a pack of dogs exploring space, or being detectives, or going on holiday in the mountains on an adventure.
 - Think about vocabulary, sentence structure and themes used for each age group.

Step 5: Share and discuss

- In pairs or groups students share how their character changes depending on the audience and share their ideas with one another.

Step 6: Develop a story

- Students choose one genre and the audience and start writing a story about the character through the lens of that genre and the audience.





Once upon a time, in a galaxy far, far away, there lived a little alien named Samu. Now, Samu was no ordinary alien. He had big shiny eyes that sparkled like stars, and he had two very distinct personalities.

"Ama, can we visit the Earth someday?" Samu questioned hopefully.

"My darling, Earth is for humans. Clouds belong here in the sky. You must understand that some were created to live their life, whilst others were designed to watch over them."

Samu never accepted this notion. How could he be destined for the role of a passive bystander, observing the experiences, emotions and existence of those on Earth?



Samu, Samu the Space Explorer
 Genre: Adventure
 Duration - 10-15

One upon a time, in a galaxy far, far away, there lived a little alien named Samu. Now, Samu was no ordinary alien. He had big shiny eyes that sparkled like stars, and he had two very distinct personalities.

Samu was on a mission to explore the universe, but one day, while flying his spaceship, he took a wrong turn and ended up crash-landing on Earth. As he stumbled out of his spacecraft, he felt around in confusion. Everything was so different from his home planet.

With his inquisitive demeanor, he wandered through the forest, marveling at all the strange creatures and plants he encountered. He had never seen anything like this before! But as he explored deeper into the woods, he stumbled upon a group of squirrels playing in the trees.

With a mischievous glint in his eyes, Samu couldn't resist joining in on the fun. He swung from branch to branch, laughing and chattering along with the squirrels. His wild side took over as he chased after them, his laughter echoing through the forest.

But suddenly, he heard a strange noise behind him. He turned around to see a group of humans staring at him in amazement. Samu froze, his innocent side taking over as he realized he had been caught red-handed.

These are examples of student's stories. Remember, these are university students, the age group of your students will impact their stories.

- Some students may need longer to write their story than others. You may decide to give them more time to write their story.

Next Step

The characters in the story now become the starting point for Lesson 4 - Creating a Picture Book.