

Team Writing for individual writers.

Lesson Plan suitable for middle school, high school, college or professional writers.

No experience necessary. All writing abilities can participate equally in this program. We work with each person individually but through a structured format, we promote interaction and collaborative team-writing.

We will use three (3) contrasting writing prompts, each with increasing levels of engagement. Source material is used to prime the creative pump, then each writer is allowed to take specific aspects of their assigned scene into new territory.

All work applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Tim Habeger has written for film, television, and the stage in the US and abroad. Each story finds it's form through a process of trial and error during which the walls come down that block creativity. We pay particular attention to each writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. (TAHSTL.CR.1)

Example Day: (can be shortened or lengthened to suit)

09:30 Introductions and creative warm-up game.

10:00 **FIRST TEXT/Dramatic realism.** (*Depending on the size of the group, there may be several cuttings used*). We discuss the story world and overall arc. Then read two short example scenes introducing several characters in the story.

10:20 Each writer selects a character to develop further and is given a one-page scene to cover.

11:00 Reading of the first scenes anonymously.

This section will convey a real experience. a. Each writer will write narratives to develop a real experience or event using effective technique, well-chosen details, and well-structured event sequences. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a protagonist and other characters; create a smooth progression of experiences or events. c. Establish and maintain an appropriate style and objective tone. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (TAHSTL.CR.1)

11:15 Short break.

11:30. **SECOND TEXT/Stylized text.** Using a scene from a fantasy series, each writer pushes a little further and imagines possible adventures on which one of the characters could embark.

Working with small teams, they present a variety of possibilities and are issued short challenges to complete the adventure.

12:00 The larger group assembles in order to lay out a plan for the afternoon's team writing work.

In this section, the writing is geared to film, television, or theatre in a way that conveys an imagined experience. a. Write narratives to develop imagined experiences or events building on the skills introduced in the earlier, realism section. (TAHSTL.CR.1)

12:30 Lunch break.

01:00 **FINAL WRITING ASSIGNMENT/individual choice in the common agenda.** Each individual writer will choose a specific two-person scene to develop between their character and another writer's character.

1:45 Scenes are swapped with the writer of the other character and new scenes are written making use of both writers' first scene.

2:15. Both writers work together to create a 2-5 page scene.

2:45 Reading of the short scenes with feedback and discussion.

In this section, each writer will a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process. b. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (TAHSTL.CR.2)

3:30 Close.

The goal of the day is to get out of the isolation syndrome and freely discuss work flow, blockage and ways to find inspiration. It's a fun and productive day for writers of all levels. The process that is being introduced can then be used for further writing work and is compatible with several follow up programs, writers software and more.