WORKSHOP overview
CREATIVE WRITING: DEVELOPING CHARACTERS & NARRATIVES IN SCIENCE FICTION

IRL HUB — INTERACTIVE REMOTE LEARNING. IN REAL LIFE.

This Workshop has been developed for creative writing in science fiction at the request of a particular school. If your school or class is studying creative writing through a different genre, this workshop will be easily adaptable to your needs.

Subject	English	Suitable for Years 9 & 10
IRL Hub Presenter	Rama Nicholas	
Topic/ Unit Summary	**English (Victorian Curriculum)** **Understanding how English works (Australian Curriculum)** Letting the imagination run wild is a great starting point for creating fun literature, especially in science fiction. Understanding genre tropes, narrative structures, and character development allows writers to give their stories meaning and depth, and is a salve to writers' block. Rama Nicholas is a multi-award-winning comedian, actor, improviser, writer and director. She teaches internationally in writing, directing and improvisation but is best known in her home city of Melbourne for her critically acclaimed, one woman, multi-character solo shows, which are a unique blend of intricate character comedy and incredible storytelling. In the first part of this workshop, Rama takes students through some of the unique features of science fiction, how narratives are structures and the importance of plot points, and how to create believable, relatable characters within a fantastical world. In the second part of the workshop, students will work together to create a character using the techniques discussed, and look at how that character can be placed in different contexts. An extended version of this exercise will be provided as an additional resource for teachers to use in more detail with their classes following the workshop.
Resources	**IRL Hub Workshop** • A pre-recorded video by the Presenter to introduce the concepts in the workshop • Summary notes from the presentation • Zoom Video Conferencing • Suggested extension activity for students

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Targeted Outcomes VIC & Australian Curriculum	**Victorian Curriculum (Level 9 English - Writing)** **Language** **Text structure and organisation** • Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445) **Expressing and developing ideas** • Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446) **Literature** **Creating literature** • Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447) • Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448) **Literacy** **Creating texts** • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449) • Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450) • Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451) **Victorian Curriculum (Level 10 English - Writing)** **Literature** **Creating literature** • Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) • Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477) • Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478) **Literacy** **Creating texts**

- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479)
- Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)

Australian Curriculum (Year 9 English – Understand How English Works)

Literature
Examining Literature

- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

Creating literature

- Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)
- 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 and the use of hyperlink (ACELT1638)

Literacy
Interpreting, analysing, evaluating

- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Creating texts

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

Australian Curriculum (Year 10 English – Understand How English Works)

Language
Text structure and organisation

- Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)

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Literature

Examining literature

- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)

Creating literature

- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

Literacy

Creating texts

- sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
- Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)