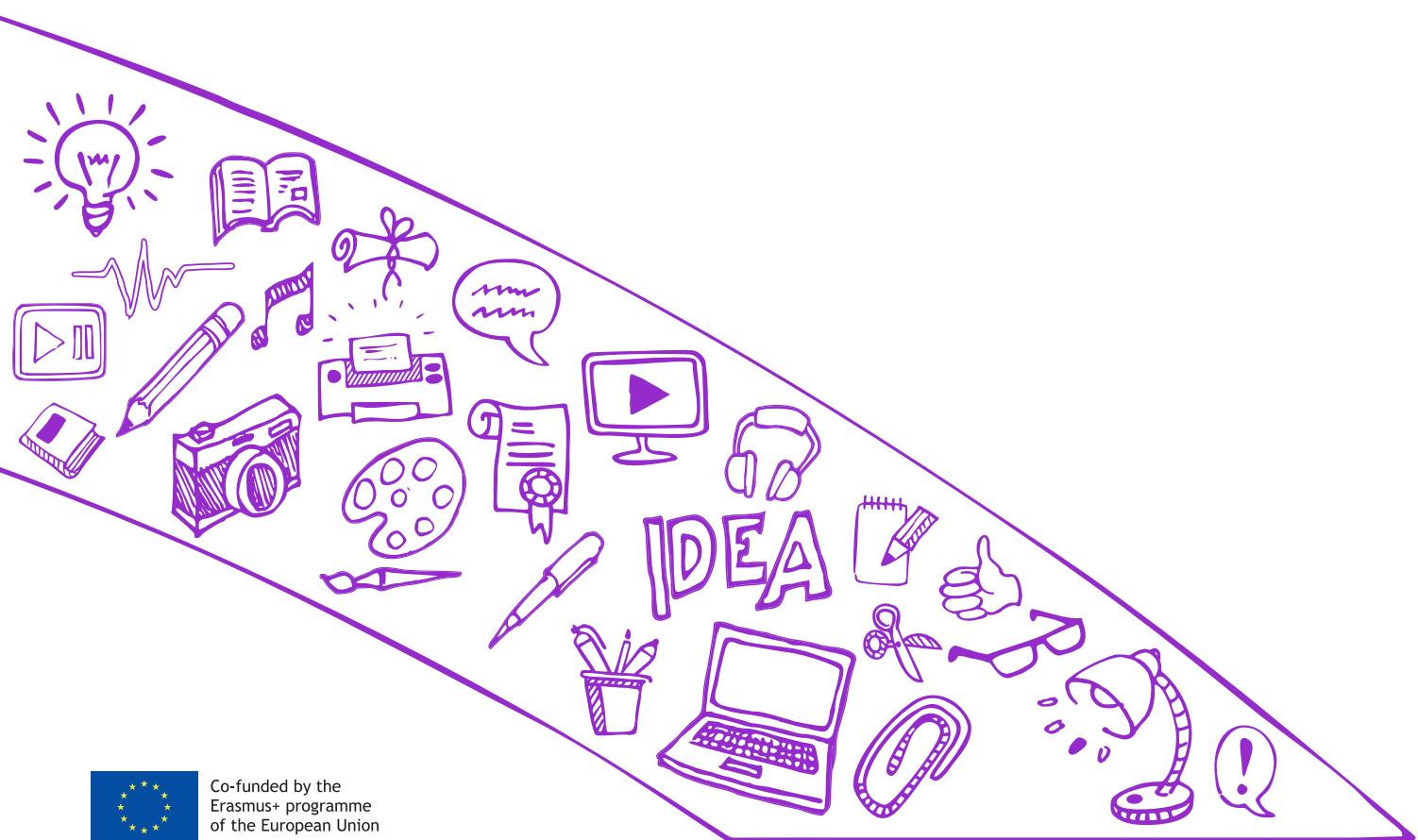


## Youth Creativity Training Course

# Module 2

# Exploring ways of developing your creative practice: Creative writing



## Introduction Theory



10 minutes

The objective of this module on **creative writing** is to provide a concrete training structure with accompanying training materials and concrete exercises for people to boost their creative writing skills. Creating compelling stories that inform, touch and inspire audiences is one of the most sought-out skills in the history of humankind.

Creative writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing, and more. Given the fact that creative writing is often of an experimental and innovative nature, it is no surprise that it takes a number of different forms such as: **poetry, short fiction, novels, plays and screenplays, comics, graphic novels, and graphic narratives, personal essays, humor writing**, etc.

In this module, you will enhance your creative writing skills by following and implementing short yet powerful exercises. At the end of the course please refer to the course bibliography and further readings and explore the links to creative content and videos.

## Introduction Exploring phase



20 minutes



**Inspirational articles:** Articles on Writers and Writing  
<https://thecreativemind.net/writers-and-writing-articles/>

Read 3-4 articles on writers and writing of your own choosing and inspiration.



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Exercise 1 

## Exercise 1

### Writing warm-ups



15 minutes

#### What is it?



Write a short story **describing an object in the room** in detail, without saying what it is. A more difficult version is to write about something not in the room. The goal here is to practice describing specific details of an object.



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Exercise 2 

## Exercise 2

### Writing props



20 minutes

When we want to get something unique and different from young people, we can resort to exercises that are also used in creative writing.

One idea is to **place a picture** in front of the participants and ask them to think about it for two minutes and then write a story, which they shall then share with others.



Another way to achieve this is to simply **give them the theme** of the story.

A third way is to **give them the first sentence** upon which they need to build a story.

You will not believe how many different stories one can get from just one picture, using different methods or approaches.



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Exercise 3

### Exercise 3

## Stream of consciousness writing



25 minutes

Another example of an activity that yields very similar results is **stream of consciousness writing**. Some writers use this process which they call “**morning pages**”.

Every morning, when they get up, they **write down 3-4 pages of everything and anything** that comes to their mind (instead of 3-4 pages, it is also possible to write for 20 minutes).

In doing so, they write sentences that come to mind at a given moment as quickly as possible - without stopping and without the intention of creating meaningful text. Only when they are finished (after 20 minutes or when they finished the third page) can they read what they have written.



The same principle can be used as an activity in the process of storytelling. **Participants describe their stream of consciousness for about twenty minutes**, without stopping. When they are finished, they each read their own writings by themselves.

From that writing, they **select a topic or sentence** upon which they begin a story.



10 minute break

## Theory of strong verbs: How to edit your writing to get rid of weak verbs



15 minutes



Review of the video:

<https://www.youtube.com/watch?v=AkaDkGgmeS8&t=6s>



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Exercise 4 

## Exercise 4

### Ordinary into extraordinary



15 minutes



Write a **two-page story** about something really mundane and unremarkable and make it dramatic, suspenseful or intriguing (i.e. what you had for breakfast, your journey to class, putting something in your bag). Prompts can either be given or generated by the speaker and should be true (even if there is some exaggeration).

**Practice making something special and interesting**, even when it does not seem like it.

## How to go from mind map to outline



20 minutes



Review of the videos:

<https://www.youtube.com/watch?v=AkaDkGgmeS8&t=6s>

<https://www.youtube.com/watch?v=CbY-ljaID1Y>

## Exercise 5

### Create your own story outline



40 minutes

Based on the video you have just watched, sit in a quite yet inspirational place, and **start working on the outline of your story** based on the steps and elements in the video.



10 minute break



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Exercise 6 

## Exercise 6

### Describe your day with creative writing



20 minutes



All you have to do is sit down and **describe your day** – starting with waking up – as if you were writing it about another person.

Use your creative writing skills to bring life to even the dullest moments, like showering or brushing your teeth.

## Exercise 7

### Single senses



20 minutes



For this creative writing exercise **imagine your character only has one sense**.

Then describe the same scene over again swapping out which sense they have.

For example, your character has only the ability of hearing and nothing else.  
Pick a scene to describe and then do it all over again using only sight.

## Learning outcomes

- Enhance creative writing abilities
- Practice developing storytelling abilities
- Practice describing specific details
- Practice stream of consciousness writing

## Learning materials

To be additionally developed self-evaluation guiding questions for the learning outcomes.

## Course delivery

The course is designed to be delivered online with very active teamwork in between the different modules.

The initial idea is to use The Mighty Creatives platform for launching the course, but since there is a large amount of synchronous learning planned and work in virtual rooms, this should be combined with the utilization of online platform such as Zoom.

This course is designed for individual learning.

## Learning outcomes assessment

As the course is designed for individual learning the learning outcomes assessment is foreseen as Self-evaluation of the learner through guiding questions for self-evaluation, available as an online document.

## Type of certification

In the pilot edition of the course, all participants will receive certificate of completion, issued by the partnership of DiARC project.

## Enrolment process

The course is open to learners from the indicated age group (16-21), who demonstrate motivation in the field of creativity. The application process will involve online submission of a short motivation letter.



## Course contact points

### United Kingdom

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## Annex 1 - Course bibliography

Storytelling for Youth Work: A Tool for Connection and Understanding in Changing Times.

Multimedia Guide, 2021

<https://storytelling-youth.eu/#/en/outputs>

On the Origin of Stories: Evolution, Cognition, and Fiction by Brian Boyd, Belknap Press, 2009

The Storytelling Animal: How Stories Make Us Human by Jonathan Gottschall, Mariner Books, 2013

The Storyteller's Secret by Carmine Gallo, Pan Books, 2016

Why Inspiring Stories Make Us React, The Neuroscience of Narrative by Paul J. Zak

Cerebrum: The Dana Forum on Brain Science, 2015

Creative Writing: How to Unlock your Imagination and Develop your Writing Skills by A. Ramet, 2011

## Videos

[https://www.ted.com/playlists/756/why\\_do\\_we\\_tell\\_stories](https://www.ted.com/playlists/756/why_do_we_tell_stories)

