
COMMUNICATION

ELEMENTARY LEVEL

Writing

This activity is part of the **Junior World Changers kit**, created to give teachers of Grades 4, 5 and 6 a fun and practical resource to introduce younger students to social justice issues and to inspire them to stay involved in their local and global communities throughout their lives. To request your copy of the Junior World Changers kit, email youth@freethechildren.com.

Purpose: The purpose of this section is to develop students writing skills and encourage them to see the power of writing in their role as a world-changer.

Materials:

- Lined paper
- Writing utensils

Activity:

Step 1: Timed Writing

Purpose: The purpose of this step is to encourage students to become comfortable with the writing process.

- Ask students to list when and how they use writing in their life. Write suggestions on the board.
- Following this discussion, ask students to explain why they think writing is an important skill for a world-changer. Discuss this as a class, emphasizing the different ways world-changers can communicate through writing (e.g. letters to members of parliament, social media, poster, articles for newspapers etc.).
- Viewing this list, ask students to discuss the challenges they face during writing tasks. Reflect on each of these challenges as a class.
- Explain to students that today they are going to do a series of writing tasks in order to improve their skills and help them become comfortable with the writing process.
- Ask each student to collect a blank piece of paper and writing utensil.
- Explain that you will read out a series of words. After you read each word, students will have two minutes to create a sentence or two around the word.
- Here is a list of suggested words to use:
 - Respect
 - Cooperation
 - Poverty
 - Empathy
 - Knowledgeable
- After each word, ask volunteers to share their sentences.

Step 2: Creative Scenarios

Purpose: The purpose of this step is for students to learn how to use creativity and imagination during writing tasks.

- Following this activity, photocopy and cut out BLM 1. Randomly distribute one character, setting and problem to each student.
- Once students have been given their prompts, ask them to write a creative story about what their character would do in the scenario they have been given. Encourage students to use their imagination and create a story that stretches the truth.
- Allow students 10-15 minutes to complete their creative story.
- When stories are complete ask students to swap stories with the person next to them for peer editing. Encourage editors to circle spelling mistakes and underline any confusing points in the plot. When pairs have completed edits, ask them to verbally provide feedback to their partner.
- When peer editing is complete, ask students to create a good copy of their work.
- Completed stories can be handed in for grading.

Step 3: Writing With Purpose

Purpose: The purpose of this activity is for students to write a letter to a famous world-changer, exercising both writing and citizenship skills.

- Now that students are loosened up, explain that they will now be writing a letter to an influential world changer (e.g. one of the individuals from Shameless Idealists – see Citizenship activities). In this letter, students must explain what a world-changer is, why their chosen person has inspired them, and the ways they are going to strive to become a world changer themselves.
- After hearing about the purpose of the letter, host a brainstorm using the following suggested questions:
 - What inspirational world-changer would you like to write too?
 - How have they inspired you?
 - What would you like to tell them?
 - What type of world-changer would you like to be?
 - What steps are you going to take to become a world-changer?
- Once students have a clear vision of the purpose and direction of their letter, explain that their letter must take on the following structure:
 - Greeting (e.g. Dear Mr. or Mrs.)
 - Opening paragraph: this paragraph should address why you are writing.
 - First paragraph: explanation of a world-changer.
 - Second paragraph: the ways their chosen person has inspired them.
 - Third: the ways they are going to strive to be a world-changer themselves.
 - Closing paragraph: thank their reader.
 - Sign off (e.g. Sincerely, [name])
- Encourage students to begin by creating a rough draft.
- When this rough draft is complete, ask students to exchange their letter with that of the person next to them for edits.
- When edits are complete, ask students to complete a good copy of their letter.
- All finished products can be handed in for grading.