

WRITERS' AWARDS 2020

HIDDEN TALENTS

Writing competition for children aged 4-14
Judged by Greg James



LEARNING RESOURCE PACK

HIDDEN TALENTS

Calling all young writers.

2020 has been the year of self-discovery – **have you unearthed a hidden talent?**

We've all been through a lot this year, but we've also all had an opportunity to spend more time together and find out more about ourselves as people. About what makes us magical.

Whether it's intrinsic or still yet to be discovered, Explore Learning has encouraged belief in the power of possibility for children Nationwide for the past eighteen years; to discover their creative writing talents and more of what makes them great.

Everyone has a talent, and anyone can be a writer.

Enter your 500-word story online by the 28th of October for a **chance to win incredible prizes!**



What's in the pack?

We have created this learning resource pack for teachers to go alongside our downloadable Explore Learning Writers' Awards workshop that you'll find on our website.

The lesson will cover some fun warm up activities before we focus more on one of our judging criteria, **'Characterisation'**.

Print out the activity sheets from pages 3-6 for your students to work on alongside the lesson video.

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through dialogue

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What are we looking for?

Whilst spelling, punctuation and grammar are of course important; Explore Learning Writers' Awards were invented to encourage children from across the UK to be creative.

We want children to hang up those bugbears that come with trying to perfect a piece of writing, and instead let their imagination run wild. We're not looking for the best spelling bee, or the most efficient proof-reader. We're looking for story telling talent, a narrative that grips us and for an incredible hidden talent to be discovered by your character!

Elements of the story that we focus on:



Characterisation



Originality



Theme



Language



Plot



Enjoyment factor



OUR CLASS' TALENT'S

Activity 1:

Some of our favourite story characters have hidden talents: Matilda has the power to move objects with her eyes; Harry Potter is a wizard; and Mumble from Happy Feet can dance!

List some of the talent's that have been shared by your class below.

_____	_____
_____	_____
_____	_____
_____	_____

Activity 2:

GUESS THE TALENT!

Let's explore the hidden talents of some well-known people. **Your challenge is to match the talent to the correct person.**

Justin Bieber

Barrack Obama

The Queen

Greg James

Bobby Seagull

Played cricket for Hertfordshire under 18s.

Is a trained mechanic.

Is a rapper.

Is a master of the Rubik's cube.

Is a talented singer.

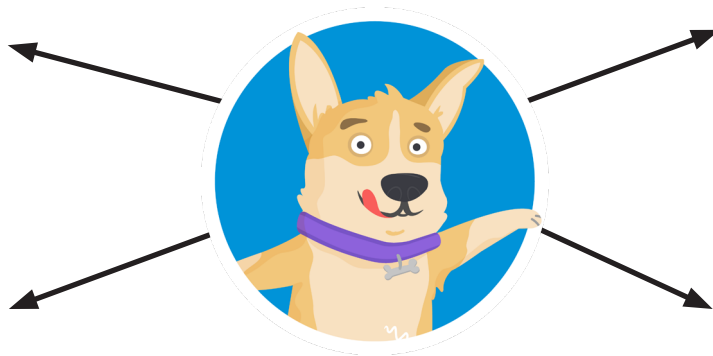


CHARACTERISATION

Activity 3:

Meet our friend Buddy. To build his character, he is going to have a hidden talent. **From just looking at his picture, can you tell what his hidden talent is?**

Write down some suggestions from your class below.



Characterisation using dialogue

How does speech help you to get to know these characters? Take a look at the words used to describe how they are talking; this should give you an extra clue. **Write down some words you might use to describe these characters.**

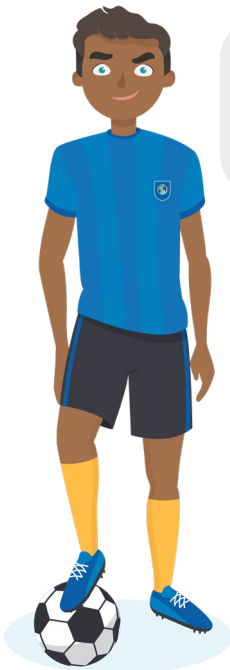


"I'm not sure how much longer I can do this for. Work is driving me around the bend. The clattering, the pans and the noise of the busy kitchen puts me on edge. The last straw was that yesterday I found a mouse in my kitchen, so I was straight up on the worktop, my knees knocking!" trembled Kai.



CHARACTERISATION

Characterisation using dialogue



Elijah

"Every night after practice I stay behind to practise my striking. I aim to get 40 goals in from the penalty spot before I go home," mentioned Elijah.

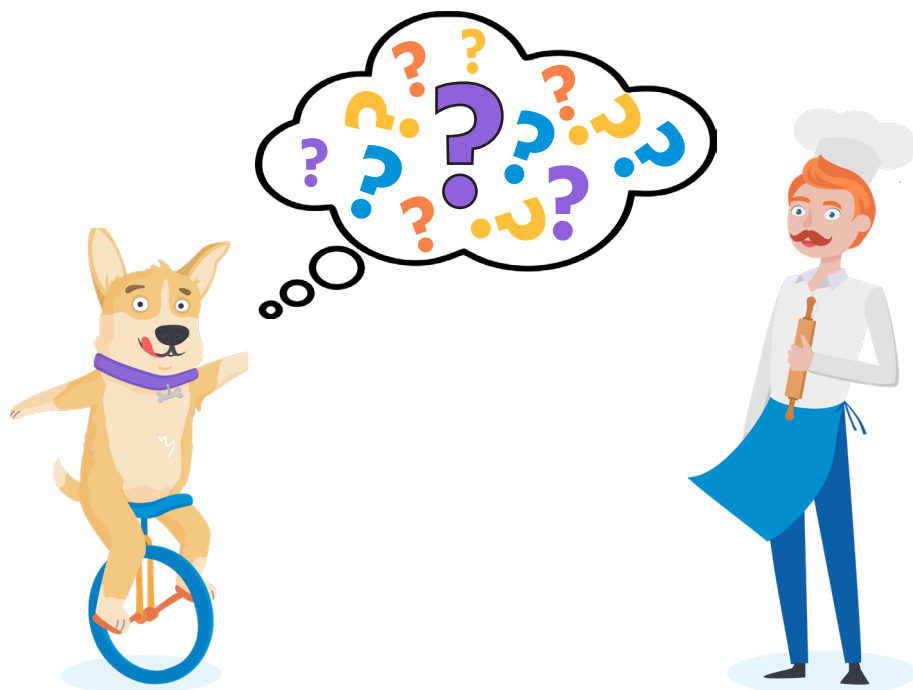
"Let me sum it up for you, if you're about to make a deal with me, you need to understand that there are risks involved. Nobody can know about what's about to go down!" whispered Dotty, under her breath.



Dotty



NOW IT'S YOUR TURN



Activity 4:

Now it's time to have a go at writing your own speech for Buddy below.





WRITERS' AWARDS 2020

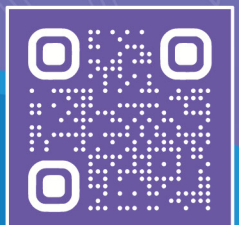
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Awaken your inner author

Enter online



Scan to find out more



PRIZES

A chance to win some amazing prizes.

With the help of our guest judge **Greg James**, we will be selecting 1 winner from each Key Stage - KS1, KS2 and KS3. From these 3, we will select the overall winner of the Explore Learning Writers' Awards.

Each Key Stage winner will receive:



An iPad, apple pencil and smart keyboard



PLUS £250 towards their very own experience day

The overall competition winner of the Explore Learning Writers' Awards will receive



£1000 towards an experience day of your choosing



A Macbook Pro



A surprise school visit from a very special guest



PLUS £500 towards books for your school!



All entries will also get a certificate to congratulate them on their participation, signed by **Greg James** himself!





CREATING CHARACTERS



Character profile



Name Dotty

What do I look like? Grey hair

Lives Cluesville

Likes Clues, apples

Dislikes Villains, broccoli

Hobbies Reading, gardening

Personality Adventurous, curious

What is my hidden talent? I am a grandmother by day, detective by night

ACTIVITY

Complete your own character then think about how you can weave these ideas into your final story.

Name

What do I look like?

Lives

Likes

Dislikes

Hobbies

Personality

What is my hidden talent?

WORD BANK

sleepy

youthful

anxious

rugged

creative

funny

aged

jolly

fearless

little

cunning

wrinkly

hungry

strong

intelligent

crumpled

petite

thirsty

wise

bored

giant

sporty



CREATING SETTINGS



A setting is the place or places where your story happens. If your reader can imagine they are there then you will hook them into your story. If we were to set our story in this scene and we just described it as a stadium, our reader may need some more description to imagine what it was like.

e.g. The enormous stadium was full of roaring fans

Here's an example:



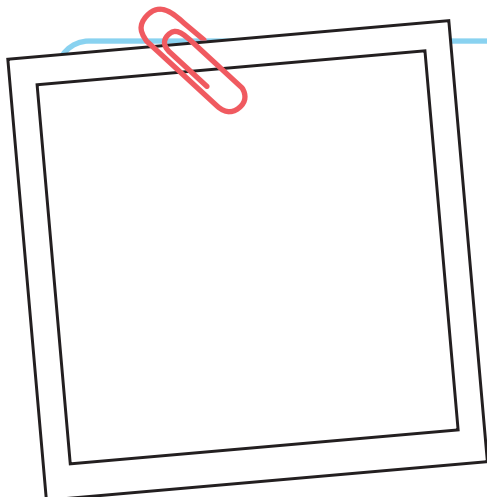
The soaring tent towers above me like a cliff face. The excited screams of people
.....
on the roller coaster is almost deafening, and my nose struggles to separate all of the distinct smells
.....
coming from the nearby food stalls.



Create a description of this setting so the reader can visualise what you are describing.



.....
.....
.....



Now it's time to plan your own setting.

Where do you want your story to be set? Find a picture in a magazine, take a picture or draw one from your imagination.

Now describe your setting. What can you see, hear, taste, touch and smell in your picture? Use these to set the scene.

.....
.....
.....
.....
.....

TOP TIP!

Can you use adjectives, similes or alliteration to improve your descriptions?



CREATING DILEMMAS



ACTIVITY

Stories often have a problem or dilemma that needs solving. In your story something needs to happen to reveal a hidden talent.

Here are some pictures to show the start and the end of a story. What could have happened to make this change? Use the word bank at the bottom to help if you need it.

Here's an example:

MISSING



The ink droplets splattered onto the pavement from the damp poster that she held in her
gloved hands. She dusted her magnifying glass off from the inside of her rain mac as a
smirk started to play on her lips. Dotty knew exactly what she had to do.



WORD BANK

suddenly

helpfully

fortuitously

regularly

quickly

slowly

miraculously

gradually

gently

thankfully

thoughtfully

sporadically

everyone

nobody

not a soul

the whole world

my next-door
neighbour

myself

assisted

acted

From all of us here at Explore Learning, wishing you and your students the very best of luck with their entires. We cannot wait to read them!

**Everyone has a talent,
anyone can be a writer.**

