**WRITING PORTFOLIO 2.4 TASK 1 :TIME CAPSULE YEAR 12**

**Achievement Standard English 91101: 2.4**

**Produce a selection of crafted and controlled writing**

**TEACHER INSTRUCTIONS**

**Conditions:**

This activity is done over two days in class at the beginning of the year.

**Day 1**

Give students a copy of the questions. (see below)

Discuss, as a class, any ideas thrown up by the questions and do a large board brainstorm that will trigger ideas for the students.

* Avoid giving your own ideas.
* Do not discuss any one aspect exhaustively.
* Use questioning skills to draw out a range of ideas and reactions.

If the discussion peters out it might be advisable to start the actual writing to ensure they complete the essay on Day 2.

**Day 2**

Students will write an essay using the questions as a springboard.

They may choose to answer all the questions in a series of short paragraphs or may write on only some aspects.

Some structure is advisable but the essay is responsive and spontaneous discussion of the students feelings and ideas at this point in time. Essentially this is a draft.

Place the completed essay in a sealed envelope in a folder which the teacher will keep.

Term 3

Essays are returned to the student.

They will then read through what they said about themselves on Day 1 of the year and usually things will be very different after this time.

The completion of the task is to re-visit the questions

and write a reflection on who they are now, what may have changed in their attitudes and what their ideas are on key topics they feel are important.

Feedback can be given in the usual way on language errors when you return the initial essay but there is no point discussing structure or ideas as they should really come up with a different piece of writing.

Teachers must ensure the final piece of writing is completed in class and monitor the drafting process to ensure individual student work is authentically theirs.

**Task outline for students:**

**Introduction**

One of the fundamental things that defines us as individuals is what we think and what we believe. These thoughts, beliefs and values develop and change. This writing activity is an opportunity for you to reflect on what is important to you at this point in your life. This activity asks you to write about an aspect of what makes you the unique individual that you are – your beliefs and values. You will complete the first part of this writing task at the start of the year and give it to your teacher for safe keeping until late in the year when you will receive this work back from your teacher and you will be asked to reflect on the changes as well as what is unchanging. The more time and thought you put in to the first part of this activity, the easier and more rewarding the second part will be for you later in the year.

#### Task 1: Expressive Writing

1. Your first task is to write a statement on what is **important to you**.

You can record your ideas in any form you like.

Your audience for this part of the activity is only you.

The following **questions/starters** may be helpful:

|  |  |
| --- | --- |
| * What’s important to me: | family, friendships, education, health, money, good looks, clothes, popularity, attractiveness, a job? |
| * My views on: | drugs, race relations, abortion, sex, sport, school, crime, punishment, music, violence, pollution, the world, environment, the opposite sex, judgements? |
| * Memories: | special events, people, places, childhood, school, family? |
| * What makes me: | angry, sad, laugh, cry, bored, excited, guilty, determined, restless, worry, panic, swear? |
| * Definitions: | what is beautiful, ugly, silly, important, entertaining, exciting, dangerous? |
| * Who do I: | admire, respect, trust, love, dislike, look up to, care about, laugh at, worry about? |
|  |  |
| * My best friend would say I was… * My mother, father would say I was... | trustworthy, loyal, caring, reliable, responsible, sensible, mean, kind, proud, competitive, loving, obedient, tolerant, practical, determined, easily led, easy going, tough, strong, prejudiced, patient, dominating, intelligent, lazy, industrious. |

And lastly, some random questions:

* How have I changed in the last five years?
* What do I want from life?
* What makes me change?
* Do I like myself? Love myself?
* Do I understand myself, the things I do and think?
* Have I read or viewed anything that is memorable or has made an impact on me?
* Are other people’s judgements of me valid, fair ones? Do they matter – their judgements?
* How am I different from other people?

1. The following extract is from a student’s draft notes for the first part of this activity. You will see how these have been used in the student’s final piece of work later in this task on page 8. You may not use these notes in your own work.

*…. How others see me? - aloof, a bit cold, not taking much interest in the usual social things that I see others obsessing about. I’m not looking to be popular but I wish I was more so. My friends count for a lot. I’ve got a lot of reading lined up for this year, a couple of books recommended by Ben. I’m sure I’ll find more in them than what we might get to read in English. How am I feeling? Pretty confused, unsure. I got really good NCEA results but they haven’t given me any more confidence in myself…..*

1. **Draft your statement** using the starters and questions from task 1(a). Hand your statement to your teacher in a named, sealed envelope. It will be given back to you late in the year – a time capsule of you, for you. You will use this statement as the basis of the second part of this activity.

**Task 2: Re-evaluation**

1. After reading your first statement later in the year, consider the ways **things may have changed**. Some possibilities could include:

Goals

Friendships and relationships

Personal work habits

Appearance

* Fashion
* Self regard

Values

Areas of Change

Priorities – what’s important now and the order of importance

A connection you have made with your own reading or a text study

Attitudes to

* School
* Work
* Personal life
* Peers/friends

1. The final version of your writing will emphasise how you think you have grown this year and should be at least 500 words in length.

Include ideas and thoughts which you feel comfortable sharing with your English teacher.

Using ideas from tasks 1(c) and 2(a), develop a plan for your writing. Consider the specific details that you might use to expand and explain your key points.

1. Read the exemplars given to you by your teacher.Talk about the strengths and areas they could be improved. You may not use any part of this work in your own writing.
2. Draft your final statement, paying attention to:

* developing, explaining and supporting your comments
* using an appropriate style
* organising your ideas with an introduction and conclusion
* using accurate spelling, punctuation, grammar and paragraphing.

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