

Creative Advantage:

Teaching artist name: BFI Staff and Volunteers (approx. 5-10 total per session)

Course title: Geoduck Publishing House

Course type: Cultural arts

Grade level: 1-3

Number of sessions: 1-2

Length of sessions: 2 hours

Total hours: 2-3 hours

Course description:

In our most popular field trip, students are charged with the task of writing a story as a group that will dazzle the (fictional) Pacific Northwest publisher, Mr. Geoduck. Mr. Geoduck is never seen but is heard from behind a curtain where he's on a quest for exciting writing, active verbs, and interesting characters. Through facilitated group storytelling the class devises characters, settings and conflicts and arrives at a cliffhanger. Once the group reaches the cliffhanger or climax, each student is invited to write and illustrate their own unique ending with the help of adult writing mentors. Finally, Mr. Geoduck gives affirmative feedback on each individual ending and each student takes home a bound book to share with their peers and families (with illustrations by professional illustrator and graphic novelist, David Lasky). This field trip works to build and reinforce skills in collaboration, revision, the book making process, and elements of successful storytelling. Moreover, in this field trip, students practice a 'fearless' or growth mindset in relation to writing, and experience the power, possibilities and joy of their individual and collective narrative voice.

Materials and Space:

Space — Geoduck Publishing House utilizes our classroom/workshop spaces in the Greenwood and Yesler Terrace locations (the field trip might take place at either location based on where the class is coming from). These spaces include:

Space:

- A stage area
- Easels and whiteboards for facilitating storytelling and for the illustrator to draw story elements
- Projector
- Computers with Adobe Creative Suite
- A curtain
- Tables for small group work

- Printer
- carpet
- Book binding machines

Materials:

- Bristol paper and sharpies for illustrator
- Bookbinding supplies (binding strips primarily)
- Pens, pencils, crayons, colored pencils, sticky notes
- Printer paper with designed templates to scaffold writing process
- Ipad to take students’ “author photos”
- Pencil sharpener
- Colorful cardstock paper for book covers

Big Idea:

This field trip works to build and reinforce skills in collaboration, revision, the book making process, and elements of successful storytelling. Moreover, in this field trip, students practice a ‘fearless’ or growth mindset in relation to writing, and experience the power, possibilities and joy of their individual and collective narrative voice. Through our myriad partnerships with classrooms all over the greater Seattle area, BFI helps to grow our broader community in a way that is informed by inclusive, intergenerational collaboration and in which youth voice is centered and celebrated.

Learning Objectives (what I want my students to know and be able to do):	Assessment Criteria:
<p>Collaboration: Students listen closely and add to each other’s ideas to create a group narrative. Students learn that being fearless at the Bureau of Fearless Ideas often means being open to be inspired by others, even when their ideas challenge our thinking.</p>	<p>Students practice — in pairs during turn & talks as well as in large group story circle — saying “yes, and I wonder/I’d like to add...” (as in: “yes, Peter is a penguin who is also a publisher, and I’d like to add that he wears a top hat covered in moons and stars [real example]). Students are able to reflect on something they heard or saw during their creative process from another student or a volunteer writing/illustration mentor that inspired their thinking and creativity. They can also identify their individual contribution to the larger narrative and end product.</p>
<p>Creative and Critical Thinking: Each student contributes ideas, word and sentence choices, and adds details to original narratives. Students then participate in illustrating and binding those</p>	<p>Through both pair-sharing and group oral storytelling and revision as well as individual writing and/or graphic storytelling, each student contributes to the collective bookmaking process, resulting in each student making and receiving a printed and bound</p>

narratives into new picture books to take back to school and share with their peers and family.	book.
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Vocabulary:

Community Pledge: Use as both community agreements and as touchstones for talking about and practicing social and emotional skills through storytelling throughout field trip. For example, when we discuss fearlessness we discuss how to collaborate in the storytelling process and how to embrace the writing challenge as an opportunity to learn and grow together.

Be ***Creative***

Be ***Kind***

Be ***Fearless***

Writing Vocab:

Character

Setting

Plot

Problem - Solution

Title

Dialogue

Detail/description

Opener:

When students get to BFI, they enter through our Space Travel Supply Company, beyond the threshold of our teleporter door and into our workshop space where a planetary mural lines the back wall and dragon and butterfly kites fly above. Clearly, they've arrived in a uniquely magical and imaginative space.

They've come to the Bureau of Fearless Ideas (BFI) wherein they cease to be merely 3rd graders, but in fact they are 3rd grade AUTHORS. The scene is set for them as they are introduced to Mr. Geoduck and he challenges them to write original stories.

Activities:

Step 1: A brain-break or mindful moment after the opening theatrics. Discuss the importance of giving ourselves breaks during the creative process.

Step 2: Clarify goals — stories have a beginning, middle and end. To finish 24 books in two hours, we'll have to work together to write the beginning and middle, then each student will have an opportunity to write and illustrate their own individual ending.

Step 3: BFI "Oath of Official Agency"

Here's where we set community agreements. At BFI, we pledge to Be Creative. Be Kind. Be Fearless. Go over our expectations for each (that we'll try to create original stories (let's challenge ourselves to think of never-before-heard-of stories instead of Harry Potter or Spongebob), we'll all take risks by adding to each other's ideas, we'll listen to and treat each other respectfully while also being mindful of safety, and we'll challenge ourselves to say "yes and..." Invite students to add to

these agreements with their own understanding of creativity, kindness and fearlessness (often students have wonderful contributions to these agreements).

Step 4: Discussion — what’s in a story?

Access prior knowledge by inviting students to share elements of stories they already know.

Welcome them to think about other stories that are important to them as models.

Be sure to include:

- Character(s) — model TADA (Thoughts, Appearance, Dialogue, Action) with a volunteer
- Setting — where and when
- Plot — story spine (Once.... And every day.... Until one day.... Because of that.... Until finally.... And ever since.... They learned....
- Problem and solution

Step 5 — Collaborative storytelling

Field trip leader facilitates a group story by using turn and talks to generate character, setting and problem. Once the group has a starter idea for a character, other students add details using “yes... and...” while the facilitator asks open ended questions and reframes the story within the story spine structure. Meanwhile, the typist (a volunteer) types the story into a template that is projected on the wall for students to view their progress and re-read for revision and inspiration. A professional illustrator live-illustrates the story as it is written.

Step 6: Individual writing

The group concludes their collaborative writing on a cliffhanger, after which they go in small groups to tables around the room. There, a volunteer writing mentor greets students, reviews the events of the group story and hands out blank illustration and lined paper on which students can write and illustrate their own individual ending. Volunteer writing mentors help students by asking open-ended questions, inviting visual creators to start by illustrating and leading the small group in brain breaks.

Once students finish their ending, the volunteers write post-its with affirmations to recommend the book to Mr. Geoduck for publication. They hand their work to the field trip leader to be bound.

While that’s happening, students can write their author bio.

Step 7: Binding

All books are bound with whole group story printed, students individual, hand-written pages and front and back covers with illustrations using BFI binding machines.

Closer:

Step 8: Reflect and Publish!

Students return to the carpet. While they wait for Mr. Geoduck to receive all books, they reflect with the field trip leader on examples of creativity, kindness and fearlessness they experienced during the trip.

Mr. Geoduck then returns. He reads affirmative feedback on each students’ work as his co-worker, Harriet, passes their bound books back through the curtain.