

# WRITING PROCESS

**TIME:** Approximately 25 minutes, depending on the size of the group

**OBJECTIVES:** Everyone reviews and understands steps in the writing process

**MATERIALS:** *Celebrate Success RFP Project Style Guide*, one for each or for sharing

## INTRODUCTION

Adults and young people often have a hard time with writing tasks. Thinking about your own writing can help you see where anyone can stumble. Seeing writing as a series of steps helps you help the students with the project—and to become better writers.

## WRITING AND ME AND YOU

5 MINUTES

- Begin with a 'free-write.' In a free write you simply brainstorm and list all the words that come to mind. Give people 30 seconds to list words that come to mind when they hear, 'You have to write a term paper.'
- Then give another 30 seconds to list words they think of when you say, 'Write a note to a friend' or 'Write an e-mail.'
- Compare lists. What kinds of words came up on each list? Were any feelings expressed? Was there a difference between lists? If so, what, and why?



## DISCUSSION

5 MINUTES

- What emotions can get in the way of young people's writing? (For example, fear of making mistakes, fear of having ideas ridiculed.)
- What feelings can motivate writing? (For example, personal interests, exciting topics, strong desire to communicate.)

## 'FACILITATING WRITING' AND 'STEPS IN THE WRITING PROCESS'

10 MINUTES

- Are these familiar?
- Did you ever find your own mistakes by reading aloud?
- Do you go over and correct or edit your own writing?
- Can you help students see writing as a process, with steps, and recognize that they're not expected to produce a finished piece from the start? How?

## ACTIVE AND SUPPORTIVE HELPING

5 MINUTES

- Which of the steps in the writing process do you feel most comfortable helping students with?
- Which may be difficult for you?
- Who can you ask for help?
- Which can students help each other with? What can you do to help students give peer-to-peer help?



# WRITING PROCESS

1. Are these familiar?
2. Did you ever find your own mistakes by reading aloud?
3. Do you go over and correct or edit your own writing?
4. Can you help students see writing as a process with steps and that they're not expected to produce a finished piece from the start? How?

