

| TAKEOVER MELBOURNE



Takeover Melbourne Personal Narrative Writing Unit

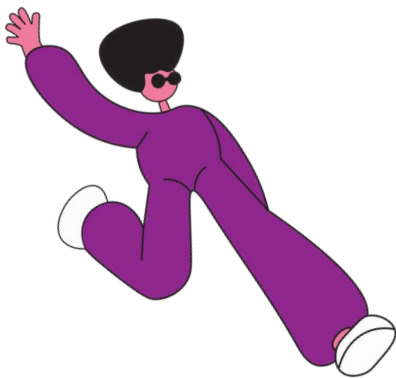
WHAT IS TAKEOVER MELBOURNE?

The ABC's Takeover Melbourne is a storytelling competition that puts young Melbournians at the centre of the conversations that shape your communities. It gives you a powerful platform to share your stories, experiences and passions with the nation.

You can take up this great opportunity, by entering a story in Takeover Melbourne, which is open to high school students living in greater Melbourne. We're calling on students to enter true stories about an aspect of your life in text, photo, video or audio format. Competition winners will work with ABC Producers to have their stories featured on the ABC.

Lessons 1 & 2 can be completed with your students prior to the workshop delivered by ABC Producers. Lessons 3 & 4 can be delivered by ABC Producers at a FREE in-person workshop.

If at any time you have any questions, please contact the ABC Takeover team at takeover@abc.net.au



LESSON 1: CONNECTING WITH STORIES

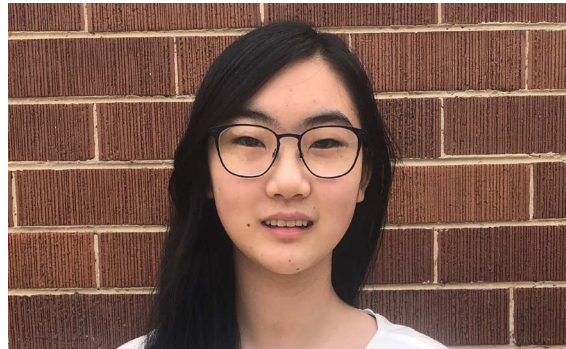
Activity:

- 1 Read or view the two ABC produced stories (below), written by young people, and then compare and contrast. The aim is not to judge one story as 'better' than another; remember that different texts can appeal to different people..
 - Which story appeals to you more and why?
 - Did you make any personal connections to these stories?
 - Explain and justify your preference, e.g. I connected to Wendy's story because I love dogs too!
- 2 Write a response to the following questions, using your own 'authentic' voice to do so.
 - What do you think these storytellers are trying to say?
 - Why is it important for them to tell this story?

Stories:



▶ Author: Wendy



▶ Author: Rianna

Note: Stories used throughout this teaching unit were written by the authors, with the video/audio content professionally produced by the ABC. For your submissions to the Takeover Melbourne competition, professional video/audio standards are not required.

Curriculum Content:

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)

LESSON 2: STORYTELLING: WHAT MAKES A GOOD STORY?

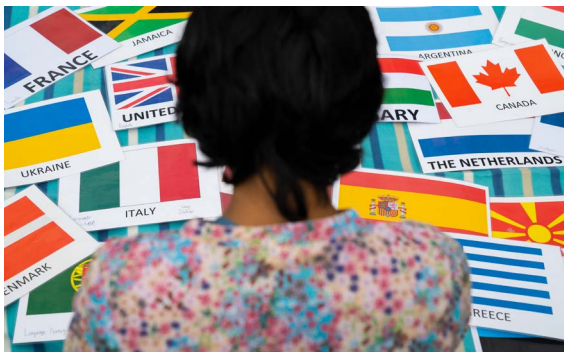
Warm-up:


- Brainstorm ideas about what makes a good story.
- You may want to put your ideas into a list or diagram.

Activity:


- 1 Recall a good story you have either heard or read and retell it to someone (you could do this in pairs). Explain why you remembered and enjoyed the story.
- 2 Watch or read one of the stories below (either Vignesh or Hung-Vy) and think about the structure, language features and audience. What do you think makes this a good story?
- 3 Create a mind map/graphic/poster to represent the characteristics of a good story.
- 4 Annotate a written copy of Vignesh or Hung-Vy's story to highlight language features and text structure. You can find these stories and an example of how to do that on pages 12-15.

Stories:



 Author: Vignesh, *Singing 38 national anthems*



 Author: Hung-Vy, *Fishing with Dad was never about catching fish*

Curriculum Content:

- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)

LESSON 3: FINDING YOUR STORY

ABC Producers can facilitate this content. For a FREE workshop, email takeover@abc.net.au

In this lesson, you will complete activities which will help you think of your life as a unique story. Sometimes we can have trouble seeing that we have a story to tell. This lesson challenges that mindset and encourages you to see your life events as significant stories worthy of telling.

Activity:

- 1 Take two-minutes to list as many things as you can think of in response to the following prompt question:

What brings you joy during the day?

This is a brainstorming activity where there are no wrong answers. You should focus on quantity over quality.

- 2 In a new list, take another two-minutes to write as many responses that you can think of to the following prompt question: *When was it hard to do something that normally brings you joy?*
- 3 Look at both of your lists and circle one response from either list that you would like to write a story about – something that you are passionate about or a challenge that you have overcome. You should have one response circled that you would like to develop into a story.

Curriculum Content:

- An opportunity for students to build personal and social capability, as they develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Students reflect on and evaluate their learning, identify personal characteristics that contribute to or limit their effectiveness and learn from successes or failures.

LESSON 4: TELLING YOUR STORY

ABC Producers can facilitate this content. For a FREE workshop, email takeover@abc.net.au

You can now begin to crystallise your ideas by focussing in on crucial moments in your story.

Activity:

In this activity, you will practice using words which invite the reader into your world.

- 1 Write down three moments that tell your story. E.g. if the story is based on a passion for AFL, the three moments may be the first game the person played, winning the grand final and meeting a great friend they made on the team.
- 2 Of the three moments listed, choose one moment to concentrate on. Focus on how you felt, what you saw and heard in that moment, and how to write about it. Imagine you are standing in that moment and to take your audience there – what is it like? You may like to start with these senses: I could see/It sounded like/I felt/ I could taste/ It smelt like etc.

Useful sentence starter examples:

- ‘I will never forget the moment I...’
 - ‘It all began when...’
 - ‘I will always remember how I felt when...’
- 3 From here, you can move on to include the other moments or key points in your story and prepare your notes to be ready for drafting.

Curriculum Content:

- Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)
- Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)

LESSON 5: YOUR STORY MATTERS

Warm-up:

Think about: What makes your story important? Why do you have to be the one to tell your story?

Activity:

For this activity, watch or read some stories from the links below, revising your understanding of and thinking about their narrative structures. Your annotated copies of Vignesha or Hung-Vy's stories could be useful.

- 1 Write some basic ideas for your story's beginning, middle and end using the linear organiser template (p. 11) and notes from previous sessions.
- 2 Once you have a basic structure, you can further develop your story structure and begin to expand on your linear organiser points.
- 3 If you are filming or recording your story, you should still construct a written version from which to work initially.
- 4 Using your notes and completed graphic organisers, write a draft story.

Stories:

 [Text/Audio stories](#)

Curriculum Content:

- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (*ACELT1814*)

LESSON 6: EDITING

Students pair with an editing buddy to review and edit their stories in this lesson. You can complete this task via phone, online chat forums and email.

Activity:

- 1 Begin by revising their understanding of evaluative language. Listen to / view Louis' story and think about how he creates a sense of place: what does he see, hear, feel? What words convey this?
- 2 Read your story aloud, while a partner listens for repetition, lack of fluency / cohesion and so on.
- 3 Email your story to your partner and using the Peer Editing Checklist (p. 13), have your partner review a written copy of your story and ask them to take notes and highlight any questions or suggestions as they go, e.g. I want to know more about this, I am confused by this part of the story.

Story:



 Author: Louis

Curriculum Content:

- Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (*ACELY1757*)
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (*ACELA1571*)

LESSON 7: FINAL DRAFTS AND SUBMISSION

Take ample time to review and edit your work as necessary.

If submitting a video story, you will need adequate time to film and upload this.

You may submit entries as:

- 400 words
- 2-4 minutes video
- 2-4 minutes audio
- 10 photos

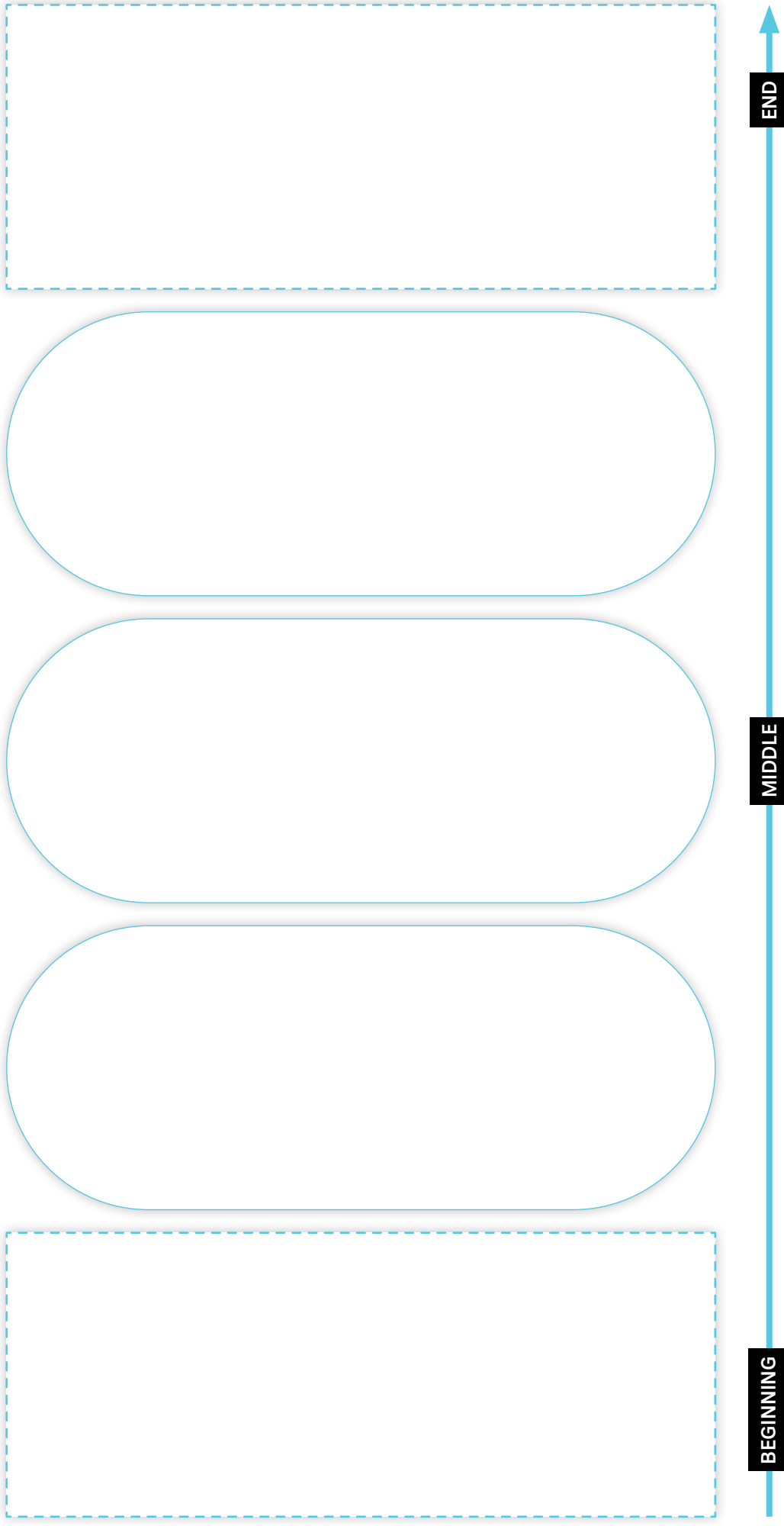
Once stories are completed, they can be submitted to the Takeover website abc.net.au/takeover

If you have any questions, please contact the ABC team at takeover@abc.net.au

All submitted stories are read and reviewed by ABC staff.



LINEAR ORGANISER TEMPLATE



PEER EDITING CHECKLIST

- Read your story out loud. Does it make sense? Have words been left out?
- Use sensory words that help the reader see, hear, smell, taste and touch. Add more that appeal to the reader's senses.
- Place a triangle around the beginning word in each sentence. If they sound alike, change the beginning and length to add variety.
- Highlight in yellow any dialogue in your narrative. Add additional purposeful dialogues if you can. *(Optional)*
- Add descriptive adjectives that will help the reader remember your main character (you).
- Place a line through the "to be" verbs (am, is, are, was, were, being, been) and replace them with action verbs. For example, change was running to raced.
- Stories need both short and long sentences. Read your narrative aloud and ask yourself if more short sentences are needed, or if two short sentences may be combined to make a longer one.
- Find any word repeated more than once and replace it with a synonym.
- Reread the ending. Will the reader remember the ending? Does it reconnect with the beginning of your story?
- Proofread for spelling, punctuation and grammar by reading your story aloud. You may need to draft, revise, and edit several times.

For use in Activity 2

*Orientation -
Strong sense of place*

As a teenager, I lived in a tough neighbourhood in the northern suburbs of Perth.

I saw fights, drugs, and gangs fill the streets.

I got caught up in it, and was addicted to the danger.

I thought living like this made me tough.

But my life turned on Good Friday 2012. *Turning point*

I was 19 and down the park with my mates.

I decided it would be a good idea to do chin-ups on a soccer crossbar.

It wasn't bolted in properly.

Complication

The goal post crushed my head, and instantly put me into a coma.

My skull fractured in several places and I lost sight in one eye.

Evaluative language

And when I woke up, the accident had brought on a shopping list of mental illnesses - epilepsy, ADHD, PTSD, anxiety disorder and major depressive disorder.

I started to self harm and needed medication and regular admissions to mental hospitals to keep me sane.

I couldn't work, so chose to move to Broome to live with my mum.

It took months but the relaxed lifestyle of the Kimberley started to help me recover.

I got well enough to get work.

I loved my new job and my new community, but depression still made the smallest issue feel like the end of the world.

And I would sink back into depressive habits.

I needed help, not just medication. *Tension builds*

I needed to talk to someone.

I decided to visit a Headspace youth health centre, even though I was pretty sure they wouldn't be able to understand.

After all, even I couldn't find the words to explain what was going on in my head.

But as I talked I found myself saying things I had never even considered before.

It was like my brain was saying things that I had no control over.

I started attending a church, and was able to slowly ease off my medications.

The best part was knowing that I was actually healing.

Resolution

It's now coming up to three years since the accident and I've become a youth mental health advocate here in Broome.

I guess I have also learned a lot about what it really means to be tough.

It isn't about how many dangerous situations you put yourself in.

It's about fighting through the trials life throws at you.

Message / Learning

It's not about acting like you're invincible; it's about being brave enough to ask for help when you need it.



**Trent
Caldwell**
Broome,
WA

For use in Activity 2

Did you know that the Dutch anthem pledges loyalty to the King of Spain, and that the Japanese anthem is the shortest to sing with only 15 words?

Learning national anthems has been a hobby of mine since I was 8 years old.

It's a hobby that's played an important role in my life.

I vividly remember an evening in my cousin's house in India. We held a 3-person singing competition, but the song we had to sing was our country's national anthem. I remember proudly singing the words to 'Advance Australia Fair' - the song of my home.

Then my eldest cousin sang 'Ishy Bilady' - the national anthem of the UAE. As she sang, I felt nostalgic.

After leaving the UAE when I was 4, I still carried vivid memories. The yellow blue bus of my school, the overwhelming smell of perfume in every shopping mall, and my best friend at the time. As my cousin sang, I longed to learn it.

A few weeks later, I taught myself the lyrics and as I sang, I felt a special warmth in my heart. If I could successfully teach myself an anthem in a foreign language, I could attempt to learn other ones too.

This kickstarted a journey which has allowed me to learn 37 national anthems so far.

The Russian anthem is my go-to whenever I'm down. Its lilting melodies give me goosebumps even after the... let's see... 100th hearing.

And when I sing the Hatikvah (Israeli anthem), It serves as a reminder of the country's struggle for survival. I feel an urge to learn more about the history of Israel.

In the future, I look forward to continuing this journey and I hope my story can help others see that anthems are much more than Monday school assemblies.



AUTHOR:
Vigneshya
Wantirna South,
Victoria

For use in Activity 2

My dad loves to fish. He always has.

I remember being at the pier with my family in the early mornings. The amount of coats mum wrapped around me had me struggling to breathe.

Dad would help me hold the rod as we pulled in a fish, as my mum and sisters watched cheerfully. In the icy grasp of the wind, I remember feeling warm.

But as my sisters and I grew up, we went fishing less as a family.

Dad and I would still go down by the river or the beach or the lake. I always wondered why he would let me be the one to pull the fish in every time. After all, that was really the only fun part of fishing.

But he always seemed to enjoy peacefully waiting around just as much as pulling in a fish.

Eventually I stopped going with him so much; it was a bore and frankly, the very thought of putting a worm on a hook made me squirm, it still does.

When my mum and dad fought, even over the sounds of the yelling and arguing, my house felt empty. Eventually, they agreed it was best for them to separate.

When dad visits, he shows me pictures of his latest catch. He tells me he'd love to take me again. I tell him I'd love to go too.

I used to think fishing was a big part of what brought my dad and I closer together.

The times when he went fishing without me, I worried that I should've been there to pull in those fish.

But I've come to realise I'm his son for so much more than just fishing. He's always just wanted to see me happy.



STORY LINKS

Wendy's story

<https://www.abc.net.au/takeover/programs/takeover-melbourne/wendyferntreegully-takeover-melbourne-winner/101557532>

Rianna's story

<https://www.abc.net.au/takeover/programs/takeover-melbourne/riannabentleigheast-takeover-melbourne-winner/101569908>

Vignesha's story

<https://www.youtube.com/watch?v=dIxYXPkRZOg>

Hung-Vy's story

<https://www.youtube.com/watch?v=ww7OYItRN14>

Louis' story

<https://www.abc.net.au/takeover/programs/takeover-melbourne/winner-louiswandong/13615252>