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## Creative Writing Workshop

### Welcome (10 minutes)

Reflect on issues of women's experiences over the last century.

Prompts:

- Injustice
- Opportunity
- Trapped in a role
- Finding a voice that is heard
- Forgotten legacy (tree)

### Lesson Plan for Creative writing

#### Part 1: Finding a story (15 mins)

Exercise One: Silent brainstorming on what has stuck with them over last two sessions. Might be an image; something from the suffragettes; something from the library customers. Remind children of themes of injustice, being an outsider, lack of opportunity, trapped in a role, finding a voice.

Ask them to jot down at least one idea

After 5 minutes, discuss these ideas.

Prompts if they are short on inspiration:

Cat and Mouse Act– Imagine you are a suffragette in hiding from the Cat and Mouse Act and you travel to your local town – who would you meet, what would you do?

Imagine women had never won the vote, write a story about what 2018 might look like.

Imagine women lost the vote now, what would 2028 look like?

Part 2: Writing the start. Explain an Inciting Incident. Ask them to think of an inciting incident and start their story (10 minutes writing time) (15 minutes)

Part 3: Characterisation (40 mins)

Explain PoV. How critical this is to people believing a work of fiction.

Exercise: Your local High Street

Ask students to imagine they are Sherlock Holmes walking down your High Street and write down everything they see. Give them 5 minutes.

After 5 minutes, compile a group list of what Sherlock sees/smells/hears

Then ask them to imagine they are Suffragette (use print outs of bios found on the website [here](#)) walking down Cromer High Street. Give them three minutes to write down what they can see/smell/hear.

Start by going through the Sherlock List – would the suffragette notice any of these things?

Add any suffragette specific viewpoints.

Explain this is point of view (PoV). Ask them to think about their character, what would they notice about the environment where the story unfolds?

10 minutes writing time to focus on character.

#### Part 4: Dialogue (15 minutes)

Interrupt writing to give each student a playing card.

Spade is a figure of authority, Lord/Judge/Mayor/Police officer – higher the card the more important the person

Club is someone who is sympathetic, friendly, wants to be liked, but a bit timid – higher the card the friendlier the person.

Diamond is someone wealthy and influential, Shopkeeper/Factory Owner/Captain of Industry – higher the card, the more wealthy and influential

Heart is someone passionate and committed – higher the card, the more passionate the person.

Or – give them a suffragette bio and ask them to introduce this character.

Explain how dialogue, opposing characters, drives a story.

Leave the children to write for 10 minutes

#### Part 5: The end (10 minutes)

Talk about the end of a story/an arc. Discuss with your group what their endings might be.