

The Golden Pen

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WRITING AWARD 2022

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Teacher Resources



The Golden Pen Writing Award

The Golden Pen Writing Award is back for 2022 and we want to hear from your class. This year's theme is *Everyday Magic* and we're asking students in years 4-12 to submit their creation of no more than 3000 words in any format they like, from poetry to prose to comics - entries close **17 July 2022**. To help your students on their creative journey we have created a bank of resources to use in the classroom. This resource pack is your go-to on how to access them.

For more information about the [2022 Golden Pen Writing Award](#) visit our website.

Scribblers Festival Writing Journals

The number one question we've heard young people ask our guest writers and illustrators is 'what does it take to become a successful author?' Overwhelmingly the answer is, 'to practise every day!' To help young writers achieve their writing goals, we created the [Scribblers Festival Writing Journal](#) for primary and secondary students.

Jam packed with writing tips, prompts and space to practise creative writing, these journals have been written in collaboration with the creative talents of author **Deb Fitzpatrick**, graphic novelist **Gavin Aung Than**, illustrator **Aška** and YA writer **A.J. Betts**.

These handy journals are a great way to encourage young people to practise their writing, particularly in the lead up to our 2022 Golden Pen Writing Award.

Within this resource, we have collated all of the supporting material to help you utilise these writing journals in the classroom and get your class ready to enter the 2022 Golden Pen Writing Award. We have included the resources for both the primary and secondary journals as depending on the stage of your students you will find lots of useful material in both. You will also find curriculum links for the two journals included in this pack.

The best way to sharpen your writing skills is to write every day, whether it's for five minutes or 50! So what are you waiting for!

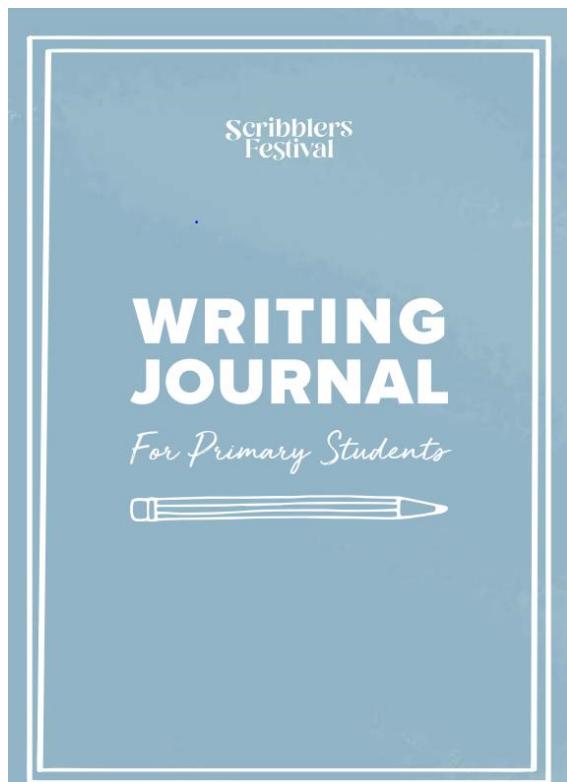
We can't wait to see your class entries responding to this year's theme *Everyday Magic*.

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Scribblers Festival Writing Journal – For Primary Students



Join creative superstars **Deb Fitzpatrick** and **Gavin Aung Than** as they share their tips and tricks to creating great stories.

Download your PDF copy of the journal by clicking on the above image or visit our [website](#) to request hard copies for your class (subject to availability).

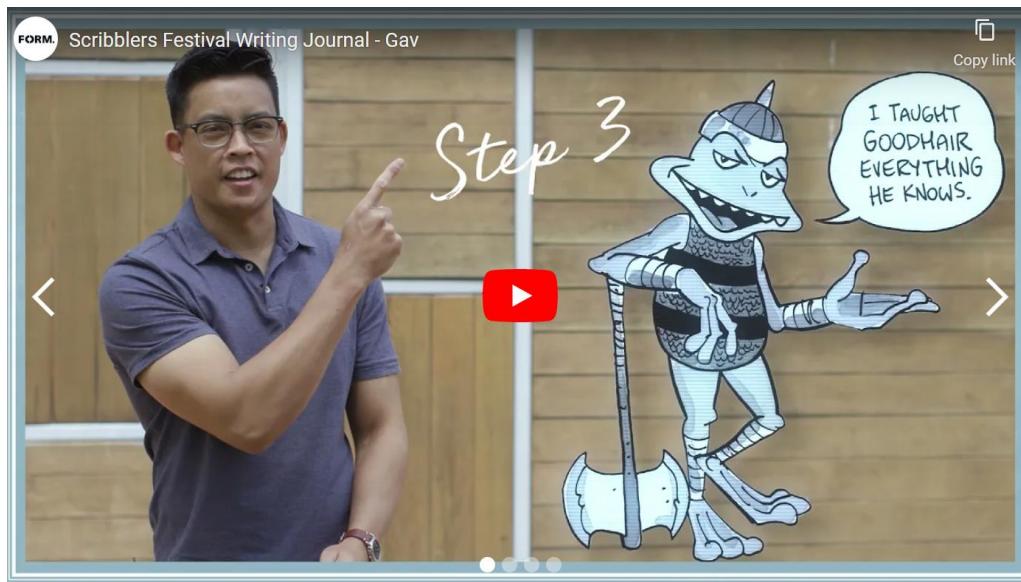
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Scribblers Festival Supporting Video Series

Before you put pen to paper, meet creative superstars Gavin and Deb as they introduce their top creative tips in these [short videos](#).



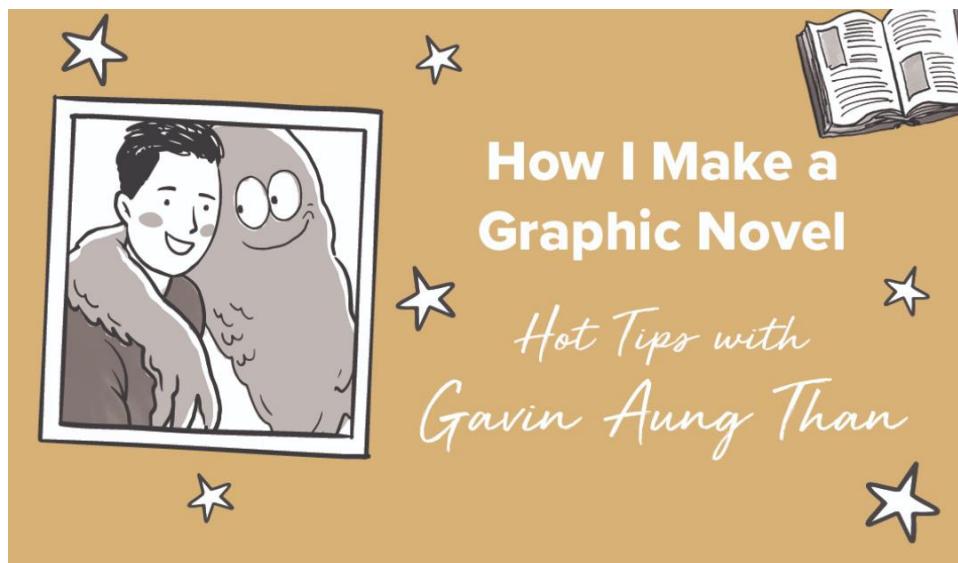
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Scribblers Festival Supporting Blog Series

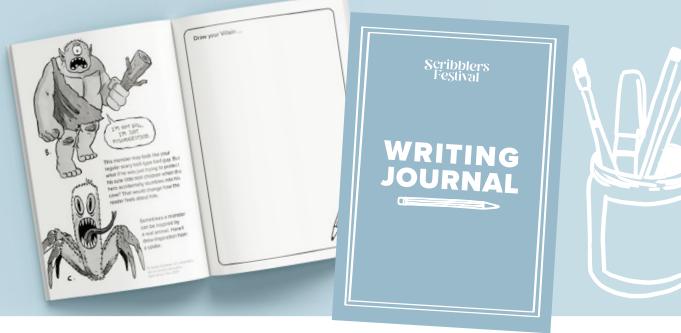
Gavin and Deb share more tricks to creating stories through our [blog](#) series.



Don't forget to check out our [blog](#) year round as we are always adding additional content!

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Scribblers Festival

WRITING JOURNAL

YEARS 3 – 6

Curriculum Links

Introduce your students to writer Deb Fitzpatrick and illustrator Gavin Aung Than as they bring one of their creative prompts to life in our special video series for young people. scribblersfestival.com.au/writing-journal.

The Scribblers Festival Writing Journal is a great warm up for our Golden Pen Writing Award. You can enter your whole class or individual students. Visit scribblersfestival.com.au for more information.

DEB'S PROMPTS

Prompt 1: Surprise

- English:** narrative writing, experimentation and adaptation when creating literary texts; applying language features including humour and surprise.
- Drama:** improvisation skills; working with complications to develop drama.
- Media Arts:** exploration of how narrative structures are used to tell a story or convey a message with a beginning, middle and end.
- Critical and Creative Thinking (General Capability):** consider alternatives; imagine possibilities.
- Personal and Social Capability (General Capability):** become confident, resilient and adaptable.

Prompt 2: Emotions

- English:** experimenting with narrative and persuasive conventions; logos, pathos and ethos.
- Health:** emotional responses; emotional wellbeing.
- HASS Skills:** make connections between old and new information; chronological understanding.
- History:** continuity and change; cause and effect; perspectives, empathy and significance.
- Personal and Social Capability (General Capability):** self-awareness; recognise emotions; develop reflective practice.



Deb Fitzpatrick

Prompt 3: Visual Language

- English:** visual language; creating texts; plan, draft and publish imaginative texts, choosing text structures, language features, images and sound appropriate to purpose and audience; use of language devices, e.g. imagery.
- Media Arts:** exploration of how narrative structures are used to communicate ideas to an audience for a purpose; visual storytelling, exploration with the codes and conventions of media; using narrative structures to communicate a point of view for an intended audience.
- Visual Arts:** experimentation with art forms.
- Critical and Creative Thinking (General Capability):** generating ideas; transfer knowledge to new contexts; consider alternatives; imagine possibilities.

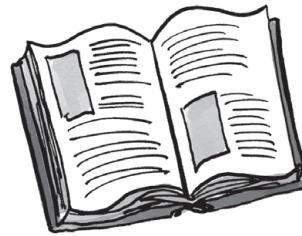
Prompt 4: Dialogue

- English:** creating literary texts; recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech; experimentation and adaptation with text structures and language features; exploring narrative conventions, including characterisation, dialogue, pace.
- Drama:** experimentation and refinement of elements of drama; role: taking on the point of view of a fictional character.
- Critical and Creative Thinking (General Capability):** imagine possibilities and connect ideas; seek solutions and put ideas into actions; evaluate procedures and outcomes.
- Personal and Social Capability (General Capability):** self-awareness; social awareness; understanding relationships; recognise emotions.

Prompt 5: Adventure

- English:** creating imaginative literary texts, using realistic and fantasy settings; adventure stories; identify the purpose and audience of imaginative texts.
- History:** questioning and research to explore historical objects; locating and collecting information from primary sources.
- Drama:** experimentation and refinement of elements of drama; dramatic action: the driving force and forward motion of drama to create dramatic meaning, driven by narrative structure and dramatic tension.
- Critical and Creative Thinking (General Capability):** seek solutions and put ideas into actions; apply logic and reasoning; imagine possibilities and connect ideas.





Gavin Aung Than

GAVIN'S PROMPTS

Prompt 1: Create Your Hero

- **English:** creating imaginative texts; identification and experimentation with features of literary texts; characterisation.
- **Visual Art:** development and application of artistic techniques and processes: shape, line, proportion, colour; sketching.
- **Drama:** experimentation and refinement of elements of drama; role: taking on the point of view of a fictional character.
- **History:** historical concepts: continuity and change, cause and effect, perspectives, empathy, significance.
- **Critical and Creative Thinking (General Capability):** generating ideas, possibilities and actions.
- **Personal and Social Capability (General Capability):** self-awareness; recognise emotions.

Prompt 2: Choose your Weapon

- **English:** reading literary texts; identifying concepts of print and screen; historical texts; exploring symbolism and representation in visual texts.
- **History:** questioning and research to explore historical objects; locating and collecting information from primary sources.
- **Media Arts:** exploration and experimentation with the codes and conventions of media; using symbolic features and props.
- **Critical and Creative Thinking (General Capability):** posing questions; inquiring; generating ideas.

Prompt 3: Every Hero Needs A Sidekick

- **English:** narrative writing, experimentation and adaptation when creating literary texts; applying language features including humour and surprise; characterisation and character development.
- **Health:** empathy and valuing differences in relationships.
- **Personal and Social Capability (General Capability):** understanding relationships; work collaboratively.
- **Critical and Creative Thinking (General Capability):** consider alternatives; imagine possibilities.

Prompt 4: Good vs. Evil

- **English:** creating imaginative texts; character development; show how ideas and points of view in texts are conveyed; recognise that ideas in literary texts can be conveyed from different viewpoints.
- **Health and Physical Education:** ethical behaviour in applying rules in game situations.
- **Visual Art:** experimentation with art forms; exploration of artworks inspired by observation or imagination.
- **Media Arts:** exploration of stories and ideas from different viewpoints.
- **Critical and Creative Thinking (General Capability):** consider alternatives; imagine possibilities.
- **Personal and Social Capability (General Capability):** appreciate diverse perspectives.
- **Ethical Understanding (General Capability):** understanding ethical concepts and perspectives; good versus evil.

Prompt 5: Let's Put It All Together

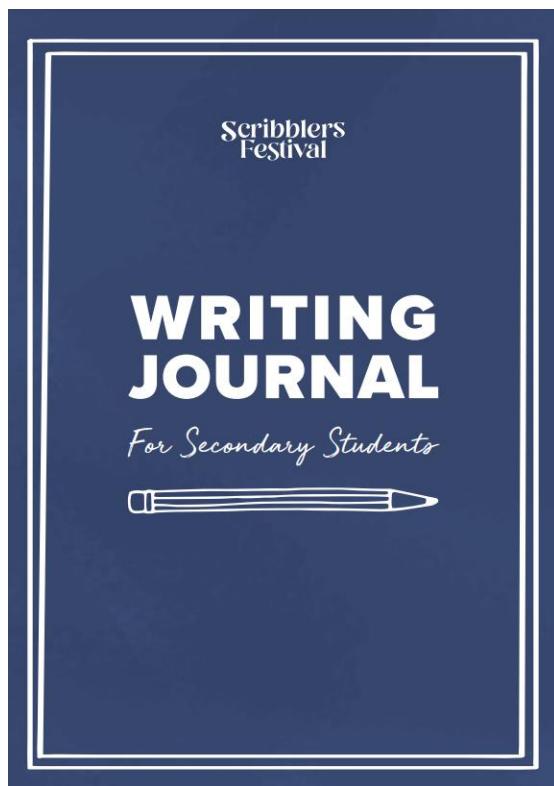
- **English:** plan, draft and publish imaginative texts; exploring genres including graphic novels and cartoons, experimentation with features of literary texts; use of conflict to drive the plot in narrative texts.
- **Visual Arts:** illustration; presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience.
- **Health:** strategies to cope with adverse situations and the demands of others.
- **Critical and Creative Thinking (General Capability):** generating ideas; consider alternatives; imagine possibilities.
- **Personal and Social Capability (General Capability):** social management; negotiate and resolve conflict; make decisions, develop reflective practices; become confident, resilient and adaptable.



Check out the Scribblers Festival **Teachers' Lounge** for more great resources!



Scribblers Festival Writing Journal – For Secondary Students



Join creative superstars **A.J. Betts** and **Aška** as they share their tips and tricks to creating great stories.

Download your PDF copy of the journal by clicking on the above image or visit our [website](#) to request hard copies for your class (subject to availability).

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building a state of creativity



Scribblers Festival Supporting Video Series

Before you put pen to paper, meet creative superstars **A.J. Betts** and **Aška** as they introduce their top creative tips in these [short videos](#).



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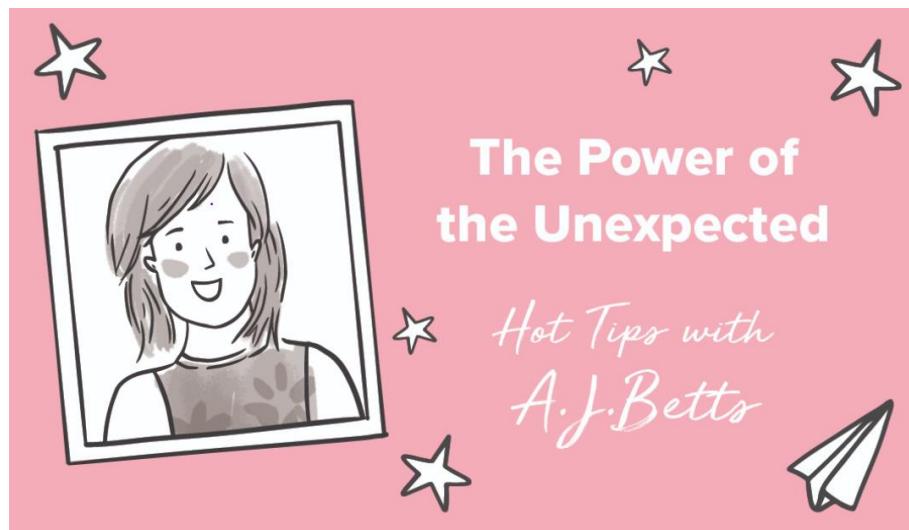
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Scribblers Festival Supporting Blog Series

A.J. and Aška share more tricks to creating stories through our [blog](#) series.



Don't forget to check out our [blog](#) year round as we are always adding additional content!

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WRITING JOURNAL

YEARS 7 – 10

Curriculum Links



Introduce your students to visual storyteller Aška and writer A.J. Betts as they bring one of their creative prompts to life in our special video series for young people. scribblersfestival.com.au/writing-journal

The Scribblers Festival Writing Journal is a great warm up for our Golden Pen Writing Award. You can enter your whole class or individual students. Visit scribblersfestival.com.au for more information.

AŠKA'S PROMPTS

Prompt 1: Random Ideas Generator

- **English:** experimentation and adaptation of literary devices, character development, creating literacy texts.
- **Media Arts:** experimenting with narrative conventions in different media types and genres.
- **Drama:** exploring drama elements: character and relationships; space, time and situation.
- **Critical and Creative Thinking (General Capability):** consider alternatives, imagine possibilities; generating ideas; connecting ideas and create possibilities.



Aška

Prompt 2: Show Rather Than Tell

- **English:** visual language: analyse how point of view is generated in visual texts by means of choices, experimentation and adaptation when creating literary texts; explore symbolism and representation in visual texts; visual storytelling.
- **Visual Arts:** ideas and design development for art-making; sketching; techniques and processes to support representation of ideas in art-making; purpose and meaning communicated in artwork.
- **HASS Skills:** identify points of view, perspectives, attitude and/or values; pose questions about the familiar and unfamiliar.
- **Health:** feelings and emotions.
- **Media Arts:** media production skills using appropriate technical skills.

Prompt 3: New Perspective

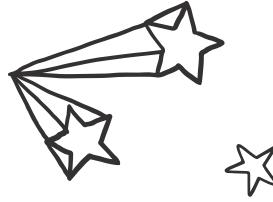
- **English:** experimentation and adaptation when creating literary texts; literary devices including metaphor and similes; poetry; analyse how point of view is generated in visual texts by means of choices; perspective.
- **Media Arts:** exploring points of view for different audiences; application of problem solving.
- **HASS Skills:** identify points of view, perspectives, attitude and/or values; pose questions about the familiar and unfamiliar.
- **Visual Arts:** observational drawing; techniques and processes to support representation of ideas in art-making; exploration of artworks inspired by observation or imagination.
- **Mathematics:** observation, data representation and interpretation.
- **Critical and Creative Thinking (General Capability):** consider alternatives, imagine possibilities; generating ideas.

Prompt 4: Understanding Your Setting

- **English:** exploring perspective; visual language in visual and multi-modal texts; features of visual texts, including composition, framing, lighting, mise-en-scene.
- **Visual Arts:** applying 2D techniques; compositional devices; sketching; perspectives, including isometric perspective; light; shadows; composition.
- **Media Arts:** media production skills; sketching scenes; storyboarding; codes and conventions of constructing meaning in media types and genres.
- **Geography:** mapping skills; bird's eye view.
- **Drama:** shaping elements of drama: role, character and relationships; time, space and situation; mood, atmosphere and dramatic tension.

Prompt 5: Making The Everyday Special

- **English:** visual storytelling devices; genre of comic and graphic novel; manipulation of visual and language features, e.g. repetition, onomatopoeia, zoom in, zoom out, wide shot, angles.
- **Visual Art:** ideas and design development for art-making, techniques and processes chosen to develop and refine artwork when representing ideas and subject matter.
- **Media Arts:** codes and conventions for constructing meaning in selected media genres; comics; visual storytelling devices.
- **Critical and Creative Thinking (General Capability):** reflect on processes; connecting ideas and create possibilities; evaluate procedures and outcomes.



A.J.'S PROMPTS

Prompt 1: How To Start With Setting

- **English:** creating literary texts; creating imaginative texts using deliberate textual choices; experimentation with features of narrative texts; exploring setting; understand that authors innovate with text structures and language for specific purposes and effects.
- **Drama:** creating believable characters; exploring drama elements: space time and situation, mood, atmosphere and dramatic tension.
- **Geography:** the perceptions people have of place and how this influences their connections to different places; the facts that influence decisions people make about where to live and their perceptions of livability of places.
- **Technologies:** technology in society; developing environments through creativity, innovation and enterprise of individuals and groups.
- **Critical and Creative Thinking (General Capability):** generating ideas, possibilities and actions; consider alternatives
- **Personal and Social Capability (General Capability):** work independently and show initiative; recognise emotions.

Prompt 2: The Unexpected

- **English:** creating literary texts, experimentation and adaptation, recognise features of narrative texts: plot, setting, character; refine vocabulary choices.
- **Health:** representation of diversity, norms and expectations; challenging assumptions, stereotypes and prejudices.
- **HASS Skills:** construct a range of questions, propositions and hypotheses.
- **Critical and Creative Thinking (General Capability):** consider alternatives; imagine possibilities.
- **Personal and Social Capability (General Capability):** become confident, resilient and adaptable.

Prompt 3: Wants

- **English:** character development, creating literary texts that reflect an emerging sense of personal style, narrative viewpoint; recognise and explain different viewpoints about the world represented in text.
- **Drama:** approaches to characterisation; creating believable characters; exploring drama elements: character and relationships.
- **HASS Skills:** exploring points of view.
- **Business and Economics:** wants and needs.
- **Critical and Creative Thinking (General Capability):** inquiring, develop questions; apply logic and reasoning.

Prompt 4: Character's Details

- **English:** character development, creating literacy texts; literature and context: identify and explore ideas and viewpoints about events, issues and characters; personal responses: reflect on ideas and opinions about characters, settings and events in literary texts; descriptive writing.
- **HASS Skills:** explore points of view.
- **Drama:** approaches to characterisation suited to the demands of the text; creating believable characters.
- **Health and Physical Education:** feelings and emotions; ethical behaviour and fair play.
- **Personal and Social Capability (General Capability):** recognise emotions; develop reflective practice; appreciate diverse perspectives.
- **Critical and Creative Thinking (General Capability):** generating ideas, possibilities and actions; consider alternatives; reflecting on thinking and processes.
- **Ethical Understanding (General Capability):** understanding ethical concepts and perspectives.

Prompt 5: Surprise!

- **English:** experimentation and adaptation of literary devices; conventions and subversions of genre, literature and context: identify and explore ideas and viewpoints about events, issues and characters; literary features: characterisation, plot, genre; characters drawn from different historical contexts.
- **HASS Skills:** identify points of view, perspectives, attitude and/or values.
- **Media Arts:** exploring points of view for different audiences.
- **Drama:** approaches to characterisation; adapting archetypes.
- **Critical and Creative Thinking (General Capability):** consider alternatives.



Check out the Scribblers Festival **Teachers' Lounge** for more great resources!



Additional Resources:

For more classroom inspiration make sure to access our free resources.

On Demand Podcasts

Each year Scribblers Festival recruits a team of young podcasters to ask our Festival guests the big (and small) questions. These short podcasts are a great resource for your students to learn more about different creative practices. Access our bank of podcasts [here](#) and unlock a wealth of information for your students.

Past Festival Sessions

Re-live or experience for the first time some of the Scribblers Festival magic with our [video series collection](#) capturing past sessions from different Festival Creatives. Bring **Alison Lester**, **Eddie Woo**, international stars **Renee Watson**, **Megan McDonald** and more into your classroom with this online teaching tool, reading available for you to access.

Fuelling Creativity

Our Fuelling Creativity Workbook released in 2019 is filled with inspiration and activities for your students. Learn how to create a character with **Mick Elliott**, start a story of extraordinary discovery with **Will Kostakis**, create a self-portrait with **Fiona Burrows**, craft your very own History Mystery with **Mark Greenwood**, create a humanimal character with **Kylie Howarth** and much more. You can access the full workbook [here](#).

The Golden Pen - Past Awards

Our 2021 Golden Pen Writing Award winning and shortlisted writers took part in the 2021 Scribblers Festival and attended a writing masterclass with highly acclaimed author and Golden Pen judge [Jane Godwin](#). You can find out more about these young writers [here](#) and how they found inspiration for their works. You can also read the winning and shortlisted entries for 2021 [here](#).

More From the Blog

[Start your Story](#) and [How to Open Strong](#) – revisit some of our blog articles from the 2021 Golden Pen Writing Award.

Media

[The West Australian Ed Feature](#): Get Scribbling! Scribblers Festival 2022's theme is *Everyday Magic*. Its time to start spinning your ideas into stories.

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Start Your Story: Tips from Will Kostakis



We chatted with 2020 Golden Pen judge [Will Kostakis](#), author of YA hits *The First Third*, *The Sidekicks*, and his new novel, *Monuments*, about what we think the hardest part of writing is - getting started!

As a high school student, Will won the Sydney Morning Herald Young Writer of the Year for his collection of short stories, and has brought home numerous awards since, so he knows a thing or two about how to get his creative wheels spinning. Check out his thoughtful tips on starting your story.

Will Kostakis' Top 3 Tips on How to Start a Story

1. Create a character who interests you.

Who are they? What are their faults? How will the story change them? Will they be a better person by the end?

2. Develop the story around a problem you can summarise in 10 words.

If you can't summarise the problem in 10 words, you don't understand it well enough yet.

3. Know the ending.

This is debatable, but I always need to know the ending. It gives me something to write towards. The thing is, if you need to discover your story as you're writing, then discard this. The wonderful (and frustrating) thing about creative writing advice is, what works for me might not work for you. But you can test it out and see.

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Start Your Story: Tips from Jacqueline Harvey



We spoke with Scribblers 2019 guest **Jacqueline Harvey**, author of series favourites *Kensy & Max*, *Alice-Miranda*, and *Clementine Rose*, about her top tips for starting a story. Watch the [video](#) or read through the tips below, and get writing!

1. **Ask yourself "what if?"** Talking about it helps to formulate your ideas.
2. **Plan your story.** How does it start, who's in it, what are the big problems, and how does it end?
3. **Enter competitions.** They'll help you to focus and give you a goal to work towards.
4. **Think out of the box.** Spark creativity for your story by taking photos or looking for interesting articles in the newspaper - the possibilities are endless!
5. **Get bored.** Boredom gives young minds time to daydream and let creativity run free.

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Ready to Enter?

By now your students should be well and truly inspired to enter their work into the 2022 Golden Pen Award. For more information and to submit your class entries using the classroom form visit the Golden Pen [webpage](#). Don't hesitate to contact us if you have any questions: goldenpen@scribblersfestival.com.au.



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TOP 10 TIPS FOR SCRIBBLERS

The Golden Pen Award is a creative writing competition open to West Australian children in grades 4 to 12.

1. HOOK & HOLD

Readers are curious but fickle creatures – grab them with a strong hook and they'll gobble up your words.

2. PAINT A PICTURE

Spark your reader's imagination by painting a world they can believe.

3. LESS IS MORE

Quality not quantity. Think of stories you love and remember – they are often simple, short tales that leave space for the readers' thoughts. Go easy on the vocabulary / timeframe / characters / endless gory details and never-ending sentences.

4. I REPEAT, DON'T REPEAT

Keep the story flowing by avoiding repetition of words and ideas. Say it once and say it well.

5. STAY ON TRACK

Plan your journey. You are your reader's guide. Make sure you know where you are leading them. Beware of the rambling path and stick to your map.

6. BE UNIQUE

Don't imitate others, trust your own voice and experience. Write what you know to be true.

7. A FRESH START

Sometimes it's better to just start again, even if you have poured your heart & soul and ten, full, exhausting minutes of work into a sentence!

8. ROAD BLOCK AHEAD!!!

Be kind to yourself, some writing days are better than others. The sun is probably shining so take a break and let inspiration find you, for a change. We're here to have fun!

9. MAGIC SPELLS

Don't distract your reader with poor spelling and grammar. They want to go on a journey, not question how many r's are in errrrror! Read your words aloud to hear how they sound.

10. LIKE, COMMENT, SHARE

Reach out to others and ask for feedback. Every writer secretly wants an audience and that tingly, happy feeling when someone is moved by their words. Don't be shy - Share the love!

Works of prose, poetry, creative non-fiction, comics & graphic novels are all welcome! Submissions must be the sole work of the named participant, original and not more than 3,000 words. Entry forms and further details are available online at scribblersfestival.com.au

SCRIBBLERS FESTIVAL
PRESENTS

The Golden Pen

Award Awaits!

We challenge you to take the theme '*Everyday Magic*' and spin it into a story, poem or even a comic. The choice is yours. Delve deep to draw, doodle, describe and dance your daydreams into words.

The Golden Pen Award has three categories for writers in grades 4-6, grades 7-8, grades 9-12.

Simply submit your story by Sunday 17 July 2022 to be in with a chance to win.

WIN
UP TO
\$500

You could win:

Fame and fortune

Get published on the Scribblers website

Boffins book vouchers

Masterclass with star authors

Grand prize of up to \$500

Shortlisted entrants will also meet renowned Australian authors at the Scribblers Festival in September 2022.

So start scribbling and amaze our panel of judges with your words and creativity!

For full details and entry form visit
scribblersfestival.com.au





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