

THE Elsie Locke Writing Prize 2018



for narrative writing by students in years 7 and 8

Since 2009, thousands of students have participated in the Elsie Locke Writing Prize. Support your students to take part, too. The prize commemorates Elsie Locke's life, both as a writer and as a person who was concerned about peace, the environment, and community. The winner receives \$250 together with a certificate, and their story is published in the *School Journal*.

TOPIC FOR 2018: Life in a changed environment

What might it be like to live in New Zealand a hundred years from now? Think about what the changes could be and use this as a setting for your story. Consider climate, population, food sources, agriculture, rising sea levels, and our forests and native species.

This topic links to the following level 4 achievement objectives.

English: Select, develop, and communicate ideas on a range of topics; Use a range of language features appropriately, showing an increasing understanding of their effects. **Social Sciences:** Understand that events have causes and effects; Understand how people participate individually and collectively in response to community challenges.

Relevant *School Journal* content: "Hushed" and "The Trial" (L4 May 2017); "Wind Chimes" (L4 Nov 2017); "Spirit of the Bird" (L3 Aug 2015); "Ancient History" (L3 June 2012); "Return of the Moa" (L4 Oct 2015); "Thirst" (L3 Aug 2015); "Water Worries" (L3 April 2012); "Kahawai" (L3 Oct 2013); "Frogs" (L4 May 2012); "Low Tide", "Te Tiriti o Waitangi", and "The Possum Problem" (L3 Aug 2017); "Seed Savers" (L3 May 2016); "Designed for Good" (L3 May 2017); "Close to the Edge" and "Keeping Promises: The Treaty Settlement Process" (L4 Nov 2017). See also *Connected*: "Rising Seas", "Global Action", "Lighting the Way", "Kauri Dieback", and "Building the Future".

From term 2, week 4, you'll also find a PDF of "Climate Change: Our Biggest Challenge" on <http://http://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-June-2018/Climate-Change-Our-Biggest-Challenge> (this article will be in L4 June 2018).

JUDGING

The judges will look for the following:

- an original and thoughtful response to the topic
- a sense of time, place, and character
- an understanding of the event described and its importance to the main character
- the ability to engage the reader
- clarity, coherence, and an effective use of language.

To read the winning stories from previous years, see "War Games" (4.3.09), "The Half-crown" (4.3.10), "Too Close to the Wind" (L4 October 2011), "Past, Present, and Future" (L4 October 2012), "Close to the Edge" (L4 November 2014), "Mr Archibald" (L4 October 2015), "Mirror Image" (L4 November 2016), and "The Moa" (L4 November 2017). These stories can also be read on the Elsie Locke website: elsielocketrust.org.nz

COMPETITION RULES

The competition is open to students in years 7 and 8. Entries should be around 500–600 words (maximum). They may be handwritten. All work must be the writer's own, and the winner must be willing for their story to become Crown copyright. Entries need to arrive by Friday 13 July 2018 and should be sent to:

Susan Paris
Lift Education
PO Box 19088
Wellington 6149

The winner will be announced on 9 August on the Elsie Locke website (see address above) and Lift Education's website: www.lifteducation.com/elsie-locke-writing-prize-2018/ Schools will also be notified if a student was shortlisted to the top ten.

Please photocopy this form below and **staple it to each entry.**

Name: _____

School: _____

Year level: _____

I certify that the work is my own and I give my permission for it to be published in the *School Journal* under Crown copyright.

Signed: _____

Teaching Suggestions

READING

Build understanding of the context and themes

Use related Journal and Connected content to generate a discussion about New Zealand in a hundred years from now and how it might have changed. Some of the Journal stories explore the effects of climate change on society and people's behaviour; others explore imaginary futuristic societies, changed by technology. These texts could be used to activate students' imaginations. The various suggested articles provide factual information about the predicted impact of climate change. Online content and newspaper articles could also be useful.

Provide guiding questions to draw out students' understanding of our changing environment, especially the likely impact of climate change (rising sea levels; warmer oceans; a hotter climate; an increase in heatwaves, droughts, and severe storms; climate-change refugees; food supply issues). Help them to make connections with what this might mean for future generations.

- What do you know about the predicted effects of climate change for New Zealand? How might this change our environment? (see "Climate Change: Our Biggest Challenge", "Low Tide", "Thirst", "Rising Seas", "Water Worries", "Global Action")
- How might climate change affect where we live, the way we live, the food we eat, our access to natural resources, our use of technology, energy sources, the number of refugees? (see "Climate Change: Our Biggest Challenge", "Lighting the Way", "Building the Future", "Ancient History", "Seed Savers")
- How might people's behaviour change in response to challenges of the future? What impact might this have on our communities and society as a whole? (see "Thirst", "Hushed", "No Sun", "Kahawai", "Close to the Edge", "Frogs", "The Trial", "Wind Chimes")
- What might New Zealand's natural environment look like a hundred years from now? Will it be predator free, or will our native species have been wiped out? Will we have new kinds of pest problems? Will people enjoy the same kinds of outdoor experiences that they have now? (see "Kauri Dieback", "The Possum Problem", "Designed for Good", "Return of the Moa")
- Will Te Tiriti o Waitangi remain our most important founding document? Will its principles still inform the way important decisions are made? Will Māori be kaitiaki of our environment? Will the Treaty settlement

process have changed anything long-term for Māori? (see "Te Tiriti o Waitangi", "Keeping Promises: The Treaty Settlement Process", "The Bittern", "Spirit of the Bird")

WRITING

Developing ideas

- Develop a group or class brainstorm of possible scenarios and settings that students could include in their stories. Encourage students to choose one particular focus rather than attempting to cover all the possibilities.
- Explore the ways writers in the Journal have created fictional stories around the problems people and society face because of changes to the environment. The writing section in the TSM (teacher support material) will provide you with hints and suggestions.
- With the students, analyse different writers use of plot, setting, and characterisation, noting how they:
 - hook the reader in
 - convey a sense of time and place
 - convey characters' thoughts and feelings
 - use language, including figurative language, for clarity, coherence, and building rich descriptions.

Creating text

When students have chosen a scenario and setting, have them think about the problems their main character/s will face and how they will deal with them.

- Model a character description as part of the planning process.
- Emphasise the qualities of the character/s as they deal with the challenges of a different world.
- Provide time for students to think about their story's "hook", how they might portray their characters, and how the conflict or tension in the story will be resolved.
- Have the students develop an outline of their plot. They could share it with a peer and take in feedback before drafting their story.

Support students throughout the writing process and provide ample time for reflection, peer feedback, reviewing, and re-writing.