



PROUDLY PRESENTED BY



Writing Self-Care *with Evelyn Araluen*

Workshop Activities

Publication and feedback opportunities for students

Stella has a section of its website dedicated to publishing student work produced in response to workshops in the Write Up digital workshop series. Responses to any of the exercises may be submitted, and can be submitted in the form of text or photographs/images. Work to be considered for publication and editorial comment from the workshop presenter must be submitted by teachers to the Schools Manager: schools@thestellaprize.com.au

Activity Framework

The activity below is framed around whole or small group discussion (or a combination of both) followed by a writing exercise selected from a range of options. Teachers should allow between 15-20 minutes for students to complete the writing task. Teachers may wish to encourage students to 'prepare their space,' beforehand by tidying their desk, making a cup of tea, putting on some soothing music or perhaps even lighting a candle, etc. If the workshop is being delivered in a classroom, the teacher might wish to enact some of these preparations themselves.

Class Discussion

Activity

Use the following as the basis for whole and/or small group discussions:

- What is self-care? What are some examples of self-care activities? Why is self-care important? What are some benefits of self-care? How might self-care link to creativity? What kind of mindsets might be most conducive to creative work?
- What is a 'guilty pleasure'? Why do we attach certain stigmas to some kinds of entertainment (fan-fiction, thrillers) compared to others? What would you like to write if you were given the option to create without restriction? What are the advantages of sometimes not sharing our work with others? Are there kinds of writing meant only for the self? Why? What is the difference between structured and unstructured writing time? What are the advantages of each?
- What is meant by the following terms: witnessing, documenting, testifying confessing? (Teacher may want to link these modes to different creative mediums). What might be the value of a person's own observations of the experiences they have and the times they are living in?
- What are some different tools we can use to 'collect' our ideas and observations? (you might like to invite students to share song lyrics or quotes, or to begin work on an 'inspiration board' on an app like Pinterest)

Writing from a Prompt

Activity

- Write an answer to the question: how are you?
- Write a letter to someone you're worried about.
- What's your favourite song lyric or quote? Pretending it's yours for a moment, create a short piece of writing with that line.
- Using the prompt "Let me explain", write a monologue. Imagine it's addressed to someone in the future.
- Write something kind to someone.

Some frameworks or point of views for students to consider for their writing exercises:

- Write in third person if you feel like you need to distance yourself or detach from a topic.
- Try writing to or of the future, especially to give yourself hope or an opportunity for positivity in your writing.
- If feeling powerless, or limited, why not try writing to someone who has power? Why not try writing to a version of yourself with the things you want?

Questions

- How can you use your writing as self-care?
- Under what conditions would you share such writing? Would it require you to transform it in any way? How?