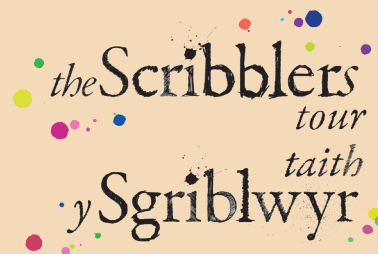


HAY FESTIVAL Scribblers Tour

CSI Write-up: Lesson Plan



TOPIC: Crime Scene Investigation Write-up

GROUP:

ABILITY:



DIFFERENTIATION: Worksheet is self-differentiated using Chilli Rating.

TA RESPONSIBILITIES FOR LESSON:

LEARNING OBJECTIVES: To consolidate previous work on crime; to apply writing techniques to a new piece of imaginative (or transactional) writing.

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imagine the world

LESSON PLAN:

This lesson aims to build upon the university trip during which students worked on the subject of crime and planned their own crime to narrate or report. This lesson uses a differentiated worksheet to allow students to produce the final product.

Starter – Students should aim to improve or complete their Who/What/When/Where/Why/How sheets by working with a partner and improving their ideas (this will give the chance for the sheets of any absentees or any incomplete sheets to gain at least a general outline of the crime; the less time and perfectionism they give this, the better).

Preparation – Students will now need to choose between the following:

- 1) The omniscient narrator (sees everything and can dip into the thoughts of any character)
- 2) The first-person narrative (told by any singular involved party: a witness, the criminal, etc.)
- 3) The police file (a selection of transactional writing pieces that can tell the whole crime, including, for example: statements/interview transcripts; biographies of involved parties; crime scene reports; newspaper clipping [useful to tie together as an overview]; etc.)

Main – Students should use the worksheet to produce a piece of writing on their chosen crime. It is divided into sections that follow their planning sheet, which they should be referring to throughout. Each section is self-differentiated using a Chilli Rating, so students can decide how to challenge themselves. Teachers may wish to stipulate the 'heat' required of each student or class.

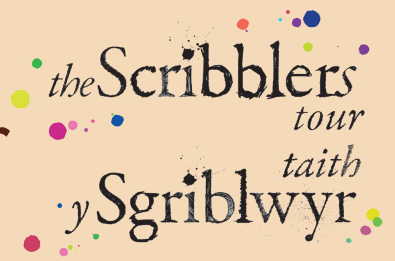
Plenary – Now is a nice opportunity for students to share and/or peer-/self-assess their work. To give focus to sharing tasks, ask those listening to be ready to give a WWW (What Went Well) and an EBI (Even Better If) for each student who shares.

Follow-up – Teachers may then ask students to provide a typed and/or illustrated version of their work for homework – perhaps for display.

GWYL Y GELLI Taith y Sgriblwyr

Ysgrifennu Ymchwiliad i Safle Trosedd:

Cynllun Gwers



PWNC: Ysgrifennu Ymchwiliad i Safle Trosedd

GRWP:

GALLU:

GWAHANIAETHU: Mae'r daflen waith yn hunanwahaniaethu gan ddefnyddio lefelau'r Tsili.

CYFRIFOLDEBAU CYNORTHWYWYR ADDYSGU AR GYFER Y WERS:

AMCANION DYSGU: Cyfnerthu gwaith blaenorol ar droseddau; cymhwysu technegau ysgrifennu i ddarn newydd o ysgrifennu dychmygus (neu drafodaethol).

HAY FESTIVAL

imagine the world

CYNLLUN GWERS:

Nod y wers hon yw adeiladu ar y daith i'r brifysgol, pan fu'r myfyrwyr yn gweithio ar bwnc trosedd ac yn cynllunio'u trosedd eu hunain er mwyn traethu amdano neu adrodd arno. Mae'r wers hon yn defnyddio taflen waith wedi'i gwahaniaethu er mwyn galluogi myfyrwyr i lunio'r cynnyrch terfynol.

Dechrau – Dylai myfyrwyr anelu at wella neu gwblhau eu taflenni Pwy/Beth/Pryd/Ble/Pam/Sut trwy weithio gyda phartner a gwella'u syniadau (bydd hyn yn rhoi'r cyfle i daflenni unrhyw fyfyrwr absennol neu unrhyw daflenni anghyflawn o leiaf gael amlinelliad cyffredinol o'r drosedd; y lleiaf o amser a pherffeithio sy'n cael ei roi i hyn, gorau oll).

Paratoi – Nawr, bydd angen i fyfyrwyr ddewis rhwng y canlynol:

- 1) Y traethwr hollwybodol (mae'n gweld popeth ac yn gallu treiddio i feddyliau unrhyw gymeriad)
- 2) Yr hanes o safbwynt y person cyntaf (wedi'i adrodd gan unrhyw barti unigol sy'n gysylltiedig: tyst, y troseddwr, ac ati)
- 3) Ffeil yr heddlu (detholiad o ddarnau ysgrifennu trafodaethol sy'n gallu adrodd hanes cyfan y drosedd, gan gynnwys, er enghraifft: datganiadau/trawsgriadau o gyfweiliadau; bywgraffiadau'r partion cyswllt; adroddiadau ar safle trosedd; darnau papurau newydd [yn ddefnyddiol i'w dwyn ynghyd fel trosolwg]; ac ati.)

Y Brif Ran – Dylai'r myfyrwyr ddefnyddio'r daflen waith i lunio darn ysgrifenedig ar y drosedd o'u dewis. Mae'r daflen wedi'i rhannu'n adrannau sy'n dilyn eu taflen gynllunio, y dylent gyfeirio ati drwy'r amser. Mae pob adran yn hunanwahaniaethu gan ddefnyddio lefelau'r Tsili, fel y gall myfyrwyr benderfynu sut i herio'u hunain. Gallai athrawon ddymuno pennu'r "gwres" sy'n ofynnol gan bob myfyriwr neu ddosbarth.

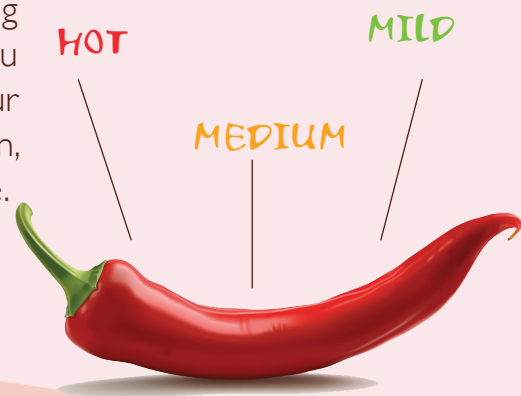
Sesiwn lawr – Nawr, dyma gyfle da i fyfyrwyr rannu a/neu hunanasesu eu gwaith/asesu gwaith eu cyfoedion. I roi ffocws i dasgau rhannu, gofynnwch i'r rhai sy'n gwrandao fod yn barod i roi gwybod 'Beth aeth yn dda' a 'Hyd yn oed yn well fyddai' i bob myfyriwr sy'n rhannu.

Gweithgarwch dilynol – Gallai athrawon ofyn i fyfyrwyr ddarparu fersiwn wedi'i deipio / fersiwn gyda darluniau o'u gwaith ar gyfer gwaith cartref – i'w arddangos, efallai.

HAY FESTIVAL Scribblers Tour

CSI Write-up: Work Sheet for Students

It's time to consolidate your hard work from the Scribblers Tour. Refer to your Who/What/When/Where/Why/How planning sheet throughout the writing process for the plot details you decided on the day. You will complete your write-up in your exercise books or on paper, not on the sheet. For each section, choose your level of challenge from the Chilli Rating alongside.



ASPECT OF THE CRIME

WHAT

What was the crime? If you're writing a story, this is your chance to give an overview that hooks your reader.

If you're making a file of documents, this might be a transcript of the words from the first reporter on the scene. **HOLD SOME DETAILS BACK!** We don't know everything yet...

CHILLI CHOICE

MILD

Fill in the gaps: It was only a _____ ago, but the memory is clear. That night, when the _____ took place in the _____, will haunt us all forever.

MEDIUM

Try to condense the important details and a sense of tone into just two sentences.

HOT

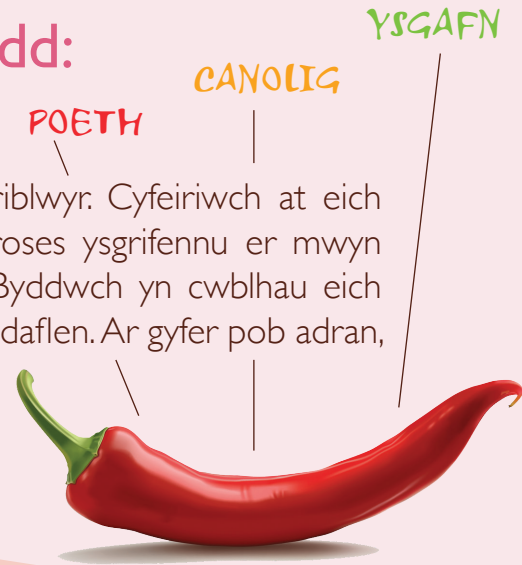
Simply describe the first eye-witnesses' view of the crime scene, revealing the nature of the crime through the clues s/he can see.



GWYL Y GELLI Taith y Sgriblwyr

Ysgrifennu Ymchwiliad i Safle Trosedd: Taflen Waith i Fyfyrrwyr

Mae'n amser i chi gyfnerthu'ch gwaith caled o Daith y Sgriblwyr. Cyfeiriwch at eich taflen gynllunio Pwy/Beth/Pryd/Ble/Pam/Sut trwy gydol y broses ysgrifennu er mwyn cael manylion y plot benderfynoch chi arno ar y diwrnod. Byddwch yn cwblhau eich gwaith ysgrifennu yn eich llyfrau ymarfer neu ar bapur, nid ar y daflen. Ar gyfer pob adran, dewiswch lefel eich her o lefel y Tsili sydd ar yr ochr.



AGWEDD AR Y DROSEDD

BETH

Beth oedd y drosedd? Os ydych chi'n ysgrifennu stori, dyma'ch cyfle i roi trosolwg sy'n hoelio sylw'ch darllynydd.

Os ydych chi'n creu ffeil o ddogfennau, gallai fod yn drawsgrifiad o eiriau'r newyddiadurwr cyntaf i gyrraedd y safle. CADWCH RAI MANYLION YN ÔL! Nid ydym yn gwybod popeth eto...

DEWIS TSILI

YSGAFN

Llenwch y bylchau: Dim ond _____ yn ôl oedd hi, ond mae'r atgof yn glir. Bydd atgofion y noson honno, pan ddigwyddodd y _____ yn y _____, yn hunllef i ni am byth.

CANOLIG

Ceisiwch gywasgu'r manylion pwysig ac ymdeimlad o naws i ddwy frawddeg yn unig.

POETH

Rhowch ddisgrifiad syml o'r hyn welodd y tyst cyntaf ar safle'r drosedd, gan ddatgelu natur y drosedd drwy'r cliwiau mae'r tyst yn gallu'u gweld.



ASPECT OF THE CRIME

WHO



Who is your key character? What can we SHOW about them that TELLS us something? E.g. *His eyes seemed to slice through you...* *Mary spoke with the steady pace of a well-rehearsed monologue...* *The caretaker's mop was always dry – we never knew why...* etc.

CHILLI CHOICE

MILD

Include the following in your description: height, build, hairstyle, fashion choice, voice and style of movement.

MEDIUM

In detective mode, see if you can relate clues about this character's appearance and behaviour to possible personality traits.

HOT

Hold back the role of your key character(s) – SHOW things about the part they have to play through their appearance and behaviour and don't TELL the reader what to think about them.

WHEN WHERE

The setting of your crime scene is crucial. The location can give a lot of atmosphere. The time of day and year can set the tone nicely.

Remember, if you're making a file of documents, your description of the crime scene has to be rich with details but can't include emotions or opinions – the details need to carry this for you!

MILD

Make your choices: The clock was striking (midday/nine/midnight) when it all happened. The (sun/moon/streetlights) cast light over the shocking events. The (shop/library/classroom, etc.) was deserted when our criminal slipped in. The only sound to be heard was (the clinking of plates/soft, shallow breaths/delicate footsteps).

MEDIUM

Taboo: try to avoid naming the location or specifying the time; use details like light and features of the building to give these things away.

HOT

Use a motif (a repeated idea or image) to carry your description. This might be a colour that keeps cropping up; it might be reference to the seconds hand on a clock as the crime ensues; it might be the lines of a song playing in the background that continue throughout; it might be the criminal's heartbeat getting louder and louder... motifs are classy and can really be anything that help you show the passing of time.



AGWEDD AR Y DROSEDD



Pwy yw eich cymeriad allweddol? Beth allwn ni ei DDANGOS amdano/amdani sy'n DWEUD rhywbeth wrthym? E.e. *Roedd ei lygaid fel tasent yn treiddio drwyddoch... Siaradodd Mary ar gyflymder pwylllog monolog wedi'i hen ymarfer... Roedd mop y gofalwr wastad yn sych – wyddom ni fyth pam... ac ati.*

PRYD BLE

Mae lleoliad safle'ch trosedd yn holl bwysig. Gall y lleoliad gynnig llawer o awyrgylch. Gall amser y dydd a'r flwyddyn osod y naws yn dda.

Cofiwch, os byddwch yn creu ffeil o ddogfennau, mae'n rhaid i'ch disgrifiad o safle'r drosedd fod yn gyforiog o fanylion ond ni all gynnwys emosiynau na barn – mae'n rhaid i'r manylion gyfleu hyn i chi!



DEWIS TSILI

YSGAFN

Cynhwyswch y canlynol yn eich disgrifiad: taldra, corffolaeth, steil gwallt, dewisiadau ffasiwn, llais a ffordd o symud.

CANOLIG

Fel ditectif, ceisiwch gysylltu cliwiau am olwg ac ymddygiad y cymeriad hwn â nodweddion personoliaeth posibl.

POETH

Peidiwch â sôn gormod am rôl eich cymeriad(au) allweddol – DANGOSWCH bethau am y rhan sydd ganddynt i'w chwarae drwy eu golwg a'u hymddygiad a pheidiwch â DWEUD wrth y darllenwr beth i'w feddwl amdanynt.

YSGAFN

Gwnewch eich dewisiadau: Roedd y cloc yn taro (canol dydd/naw/canol nos) pan ddigwyddodd y cyfan. Taflodd (yr haul/y lleuad/oleuadau'r stryd) eu llewyrch dros y digwyddiadau syfrdanol. Doedd neb yn (y siop/y llyfrgell/yr ystafell ddosbarth/ac ati) pan sleifiodd ein troseddwr i mewn. Yr unig sŵn i'w glywed oedd (tincial y llestri/anadl ysgafn, dawel/campau mud).

CANOLIG

Tabŵ: ceisiwch osgoi enwi'r lleoliad na rhoi'r amser; defnyddiwch fanylion fel golau a nodweddion yr adeilad i roi cliwiau ar gyfer y rhain.

POETH

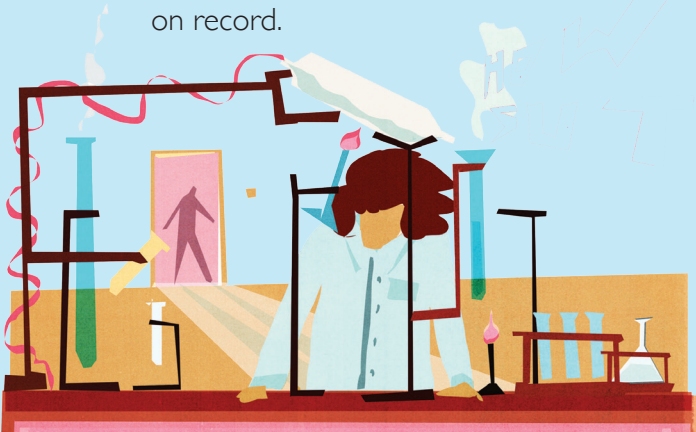
Defnyddiwch fotiff (syniad neu ddelwedd sy'n cael ei hailadrodd) i gynnal eich disgrifiad. Gall hyn fod yn lliw sy'n cadw ymddangos; gall fod yn gyfeiriad at fys yr eiliadau ar gloc wrth i'r drosedd fynd rhagddi; gall fod yn eiriau cân sy'n chwarae yn y cefndir ac sy'n parhau drwyddi draw; sŵn curiad calon y troseddwr yn mynd yn uwch ac yn uwch... mae motiffau yn wych a gallant fod ar ffurf unrhyw beth sy'n eich helpu i ddangos treigl amser.

ASPECT OF THE CRIME

HOW

If you've managed to hold back so far, this is the pay-off. Your reader will be desperate for the gory details and you can finally reveal them!

If you're compiling your documents, this would be a good occasion to get the criminal's statement on record.



CHILLI CHOICE

MILD

Include one sentence for each of the five senses when describing the crime in detail.

MEDIUM

See if you can track one character's emotions at each stage of the crime, e.g. *It was only as the bullet left the gun, as if in slow-motion, that Michael considered the wisdom of his plan.*

HOT

Challenge yourself to narrate the events with this pattern of sentence lengths: 4 words; 7 words; 23 words; 2 words; 1 word; 5 words; 8 words; 17 words; 2 words; 1 word. See what this forces you to do with your pace and make any necessary adjustments (it shouldn't feel forced; it's a guide).

WHY

Now is your chance to play psychiatrist. All crimes have a motive, whether it's a flash of anger in the moment, desperation built up over a long time, or pressure from some outside influence.

For those of you making a file, this document could be a psychiatric report on the criminal.

MILD

Use revenge as your criminal's motive and explain how.

MEDIUM

See if you can make the motive match the crime, e.g. the criminal felt robbed by a referee's decision in a football game, so he chose to rob that referee's car.

HOT

A great chance to include a few lines of dialogue between criminal and investigator.



AGWEDD AR Y DROSEDD

SUT

Os ydych chi wedi llwyddo i ddal yn ôl hyd yn hyn, dyma lle fyddwch ar eich ennil. Bydd eich darlennydd ar bigau'r draen eisiau gwybod y manylion erchyll a gallwch eu datgelu o'r diwedd!

Os ydych chi'n llunio'ch dogfennau, nawr yw'r amser cael cofnod o ddatganiad y troseddwr.



PAM

Nawr yw'ch cyfle i chwarae rhan seiciatrydd. Mae cymhelliad i bob trosedd, boed yn ffrwydrad o ddicter yn y foment, rhywun sydd wedi cyrraedd pen ei dennyn, neu bwysau gan ryw ddylanwad o'r tu allan.

I'r rhai ohonoch sy'n creu ffeil, gallai'r ddogfen hon fod yn adroddiad seiciatryddol ar y troseddwr.



DEWIS TSILI

YSGAFN

Cynhwyswch un frawddeg ar gyfer pob un o'r pum synnwyr wrth ddisgrifio'r drosedd yn fanwl.

CANOLIG

Ceisiwch ddilyn emosiynau un cymeriad ym mhob cam o'r drosedd, e.e. *Dim ond pan hedfanodd y fwled o'r gwn, fel pe bai amser wedi arafu, yr ystyriodd Michael ddoethineb ei gynllun.*

POETH

Heriwch eich hun i adrodd y digwyddiadau gyda'r patrwm canlynol o hyd brawddegau: 4 gair; 7 gair; 23 gair; 2 air; 1 gair; 5 gair; 8 gair; 17 gair; 2 air; 1 gair. Edrychwch beth mae hyn yn eich gorfodi i'w wneud i'r cyflymder a gwnewch unrhyw newidiadau angenrheidiol (ni ddylai'r traethu deimlo'n ffug; canllaw yw'r uchod).

YSGAFN

Defnyddiwch ddial fel cymhelliad eich troseddwr; ac esboniwch sut.

CANOLIG

Ceisiwch wneud i'r cymhelliad gyfateb i'r drosedd, e.e. roedd y troseddwr yn teimlo bod penderfyniad y dyfarnwr mewn gêm bêl-droed wedi dwyn buddugoliaeth oddi wrtho, felly dewisodd ddwyn car y dyfarnwr hwnnw.

POETH

Cyfle gwych i gynnwys ychydig linellau o ddeialog rhwng y troseddwr ac ymchwiliwr y drosedd.