

# SA Writers Centre

## Exquisite I: Support for Educators

A creative program a multilingual and multicultural environment.

**Exquisite I** is a collaborative project for culturally and linguistically diverse young people to engage with and reflect on how they construct their identity. The participants are supported to narrate their experiences through story and the written word, capturing a diverse range of languages and literacies.

Educators are encouraged to refer to [Exquisite I](#), an anthology of writing developed from this project in 2016.

### Process

Facilitators must be committed to establishing confidence in the participants that their voices are unique and important, and that they are sophisticated storytellers. The process described below is designed to allow participants to shine and see their individual language, voices and stories reflected back to them, and their new community.

Sessions described here are of 2 hour duration, over a 20 session period. In the main, sessions consist of writing prompts, call and response exercises, free writing time, the generation and discussion of ideas, the reading of texts, and performance of participants work. There is very little formal writing or grammar work in the sessions.

Every participant should be supported to write a new piece at every session. The facilitator should collect and keep all writing (or transcriptions of work orally presented) in individual folders, to be referred back to at appropriate stages of the process. However, students must



## **Session 2**

### **Finding Voices**

Introduce the session by performing a short work and discussing it. This helps to identify levels of comprehension.

Suggested poem:

“Everything Changes” by Bertolt Brecht.



Continue to identify the students who need the most support at this stage.

During free writing time work with the less confident participants and look through the notes in their workbooks/ folders. Work with these fragments as the beginnings of poems/ stories.

Never pressure the participants to submit a piece of work before they are ready. Submission of final, polished texts is not the aim at this stage.

#### **Session 4**

##### **Introducing spoken word**

Spoken word technique is used to further develop and refine works.

The process of reading out loud gives a new perspective on the writing, and students are able to edit in a new way, using sound and rhythm and aural impact to influence their works. Very little writing on the page is done in these sessions, beyond a few notes.

The first guest performer/ writer is important at this stage. Ask them to bring something to read and then to just encourage the students to play.

After a reading/ performance, the guest artist works with the students to create short pieces of writing and practice performing it. Collect this piece from every participant during this session to work with the individual at a later point to develop it for the page.

In this way students are experiencing a two way development of texts – from page (written) to performance (oral), but also the other direction, from performance to page.

#### **Session 5**

##### **Writing workshop**

Focus on creating a regular workshop process of ideas generation, group work, individual

Bring in **guest writers and performers** every second session.

Selection of artists will depend on the make up of the participants, and the project budget. It is crucial to invite people from a diverse range of linguistic and cultural backgrounds to both support the group (artists who can reflect similar experiences to those of the students), and to challenge the group (artists who can reflect very different experiences). Select g eriences 84 (e) 2 Tr

