

Telling Stories

A MULTISENSORY APPROACH
TO NARRATIVE WRITING



**PROGRAMME
OVERVIEW**



For Std. 4

2025-2026

A WERD Coach Youth Course Created by

Shelley-Ann Edwards-Barran



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For information about professional development for instructors and parent groups, email contact@werdcoach.com or WhatsApp 717-4993.

A division of WERD Coach Limited, WERD Coach Youth is dedicated to supporting young writers and their instructors.

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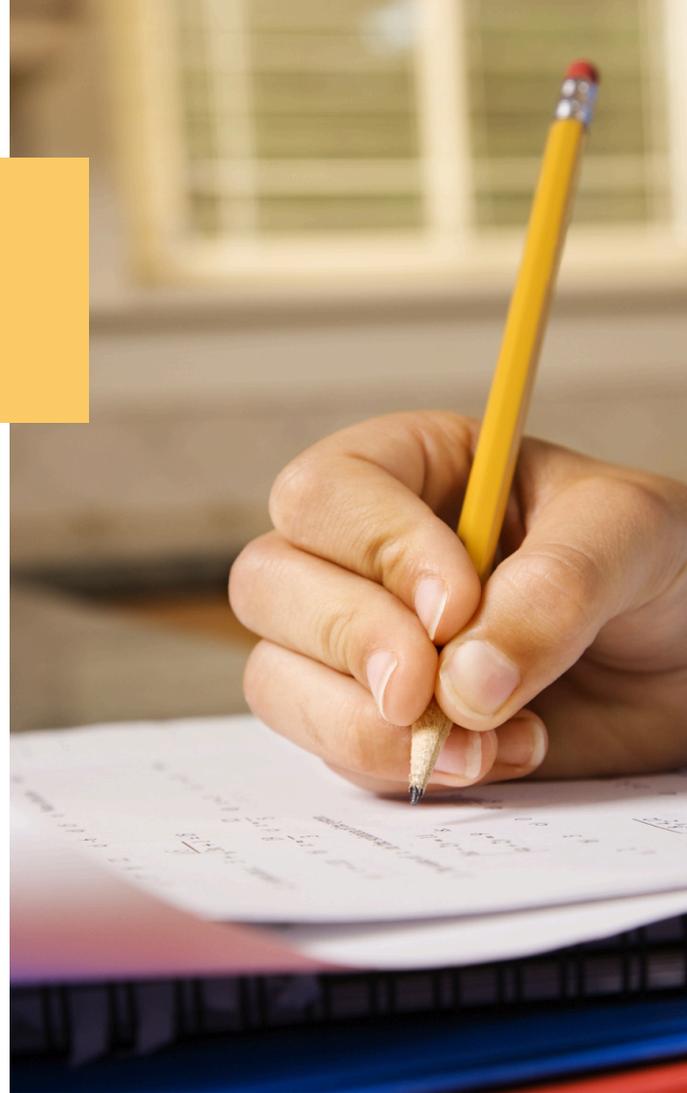
PHILOSOPHY

**“Learning is a treasure that will follow
its owner everywhere.”**

Chinese Proverb

OVERVIEW

- Contrary to the "learning styles" philosophy, learning is enhanced when students are presented with information through multiple senses, not just their preferred learning style.
- Research shows that children learn best by engaging fully with their environment.
- This programme embraces the concept of multisensory learning.



A DIFFERENT APPROACH TO CREATIVE WRITING

This programme exposes students to how words work in the creation of descriptive and exciting short stories. Students explore concepts like plot and setting development through the use of STREAM - Science, Technology, Reading, Engineering, Art, and Mathematics. Lessons aim at helping students recognise the value of writing and have fun learning how to write well.

OVERVIEW - 1

We interact with the world around us through our senses. Information is filtered through the things we see, hear, taste, touch, smell, and feel.

A multisensory approach to learning proposes that we retain more when we are taught using more than one sense during a lesson. It also acknowledges our emotive responses.

Focus is placed on engaging as many senses as possible at the same time.

A true multisensory lesson will engage students in a variety of ways to encourage understanding and retention. Students move and do and experience while they learn.



This approach engages the head, heart, and hand.

Lessons give students opportunities to interpret and produce material in ways that encourage observation, critical thinking, and creative thinking.

OVERVIEW - 2

Telling Stories is a three-part programme which guides students through an exploration of narrative writing concepts.

This course removes the mystery surrounding writing short stories and presents a practical, step-by-step method to make abstract concepts like plot come alive in tangible ways.

Students develop an appreciation for storytelling and gain the skills needed for creating and sharing exciting ideas.

Concepts are taught in a planned sequence which allows scaffolding of skills and continued practice. This approach instills confidence in young writers and significantly reduces anxiety over writing.



Major Topics

1. Plot Development
2. Character Description
3. Conflict Advancement
4. Dialogue Techniques
5. Audience Awareness
6. Vivid Language
7. Grading Criteria
8. Time Management

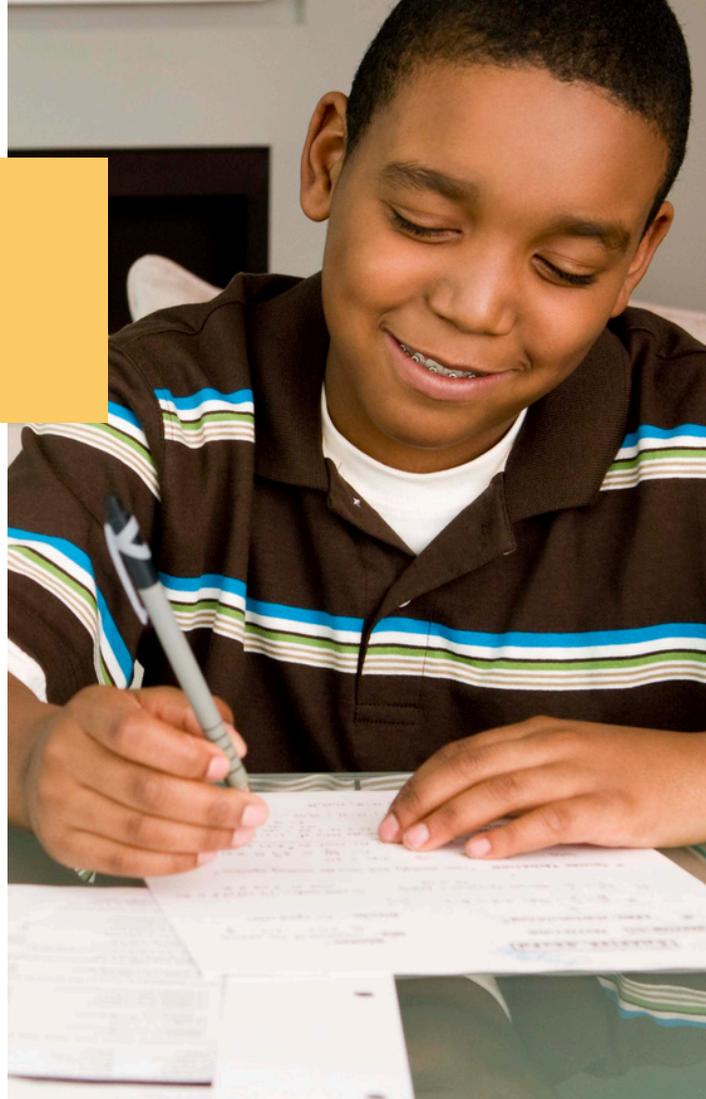
OVERVIEW - 3

Each unit begins with an activity that gets students excited about what they're studying. These activities include drama, scientific experiments, games, visual arts, interaction with technology, and movement.

Lessons are designed to move each student from teacher-dependent knowledge toward independent learning strategies. The programme utilises the benefit of small groups for peer discussion, and grading, but also encourages self-monitoring.

One of the unique features of the course is an approach to plot known as **The 12-Point Plot Development**.

This strategy gives students critical understanding of how plot works in stories, plus it's easy to follow and lots of fun to learn!



Benefits of the 12-Point Plot Format

This format approaches the *Exposition* from inside out.

It shows how to develop *Rising Action* with step by step instructions.

And provides students with a clear guideline for storytelling.

ABOUT THE INSTRUCTOR

*Shelley-Ann
Edwards-Barran*



Personal Information

Married, has two girls ages 15 & 20. Established WERD Coach Limited to support writers of all ages.

Relevant Education and Training

B.A. English, B.Sc. Behavioral Science, Certificate in Interpersonal Communication, M. S. M. Project Management, Training in educating students with special needs

Experience and Skills

Skilled as a Developmental and Copy Editor, Teacher Trainer, Creative Writing Instructor, Photographer, Graphic Artist, and Documentary Filmmaker (Scripting, Directing, Producing).

Former University Lecturer in Group Dynamics, English Composition, Communication in the Classroom, Interpersonal Communication, and English as a Second Language.

Philosophy

Writing and learning about writing can be fun, and multisensory learning allows creative writing to be taught in an inclusive way, engaging students of diverse learning needs simultaneously.

LESSON CATEGORIES



Science & Engineering

Experiments will fall in this category because they include the application of scientific principles. All activities use materials that can be accessed at supermarkets, bookstores, and pharmacies. Students will be able to conduct most of the activities on their own, but parental supervision is required so materials are handled appropriately. Experiments will be scheduled so parents can ensure their child has what's needed.

Drawing & Art

One way to engage this aspect is to have students produce artwork that connects the experiment with the objective of the lesson. Here, the students are tapping into their creative and critical thinking to make their drawings. It is important that students produce as well as consume.



Engaging all the senses does not mean receiving information only. Students must always have the opportunity to create.

LESSON CATEGORIES



Drama & Movement

This is often the trickiest aspect of multisensory learning to engage in, especially with an online class.

However, students are able to use

their whole bodies from time to time in reaction to activities. They may be asked to demonstrate what's going on in an experiment or play games such as charades.



Rhythm & Sounds

When many people think of auditory learning, they think of hearing only and not the production of sound.

However, in true multisensory fashion, our students will often be encouraged to create sound as well as observe and label it.

They may be asked to make noises that would represent what's happening in an activity or explore words and phrases that can help them explain their ideas verbally. This develops their sensory vocabulary and vivid description.

LESSON CATEGORIES

Writing & Discussion

Since we are teaching about writing, students must also be able to put their experience into written words.



Knowing the vocabulary and expressions is phase one, phase two is using them effectively. Students will write in their notebooks as well as use interactive online platforms to access games and other learning materials.

Consumers & Producers

At each stage of this process, students will be engaged both as consumers and producers. At the beginning of each lesson they will be provided most of the instruction, vocabulary, and a demonstration of skills, but as they progress through the lesson they will gradually move toward generating their own words, expressions, and writing. Our goal is for students to become independent learners and take responsibility for their learning.

At the end of the session, students will be using the words and phrases learned, and the skills presented. Reinforcement will come through follow-up worksheets and activities.



NOTE ON ONLINE LEARNING

All our classes are conducted online, with follow-up activities and assignments submitted through an online portal. While this may seem an impossible task, we have been able to keep students engaged by utilizing technology, managing time, and keeping classes small so students get focused attention.

PARENT & STAKEHOLDER INVOLVEMENT

For any system to work well, there must be continuous and open communication between instructors and a child's parent or guardian. It's important to ensure students complete follow-up activities in the days between classes, and revise their notes regularly.

We are here to help you navigate the process and support your child through their learning experience. All sessions are recorded and you will have access to review sessions until the end of the term. Please ensure that notes are taken and concepts documented.

Feel free to contact the instructor if you have any questions or concerns about the class. Communication will be primarily through WhatsApp and email, so ensure you provide a valid email address and contact number when registering for our programmes.



LIVE SESSION ETIQUETTE

In an effort to ensure that live sessions are pleasant and productive for all involved, please pay attention to the following recommendations and guidelines.

#1 - Cameras On

As far as possible, please have cameras on during sessions, especially on days with activities and experiments. Students will need to sit at a desk or table which would allow for writing. As such, please avoid using beds and bedrooms during sessions.

#2 - Appropriate Attire

While students can dress comfortably, attire should not include sleeveless shirts, vests, or strapless tops. Consider this a "dress down" day at school and adhere to protocol for classroom attire.

#3 - Microphones on Mute

Microphones should remain on mute unless the student is responding to a question. When finished speaking, students should return the microphone to mute. If there is background noise during class, students may type responses in the Zoom chat.



LIVE SESSION ETIQUETTE

**Recommendations and
guidelines continued . . .**

#4 - Interactions and Answering Questions

Sessions are interactive, so expect to share ideas and answer questions. Students can raise hands or politely interrupt the instructor to give their input or ask questions.

#5 - Interruptions and Prompts from Parents

While parents and guardians can feel free to observe live class sessions, please respect the teacher-student relationship by not interrupting class sessions to ask questions, prompt student responses, or scold students for not responding as expected.

It is important that students respond on their own and have an authentic experience in class.

NOTE: Online activities are part of the class interaction and all assignments should be completed in a timely manner.

STRATEGY

“Recipes tell you nothing. Learning techniques is the key.”

Tom Colicchio



PROGRAMME OUTLINE

Telling Stories is a three-part programme that runs for three terms. It is ideal for standard 4 students. There are 12 live and interactive sessions plus online assignments in terms 1 and 2. Term 3 includes 10 sessions focused on writing and feedback.

TELLING STORIES PART 1 - SEPT. TO DEC.

Session 1 - Introductions & Understanding Narratives

Session 2 - Plotting Instead of Planning

Session 3 - Analysing Prompts, Plotting Practice

Session 4 - Understanding Characters

Session 5 - Principles of Character Description

Session 6 - Introduction to Setting Description

Session 7 - Vivid Descriptions with Setting

Session 8 - Elements of Story Introductions

Session 9 - Writing Great Hooks

Session 10 - One on One Sessions

Session 11 - The Flashback Introduction

Session 12 - Practice Beginning Stories



PROGRAMME OUTLINE

Live sessions generally run for an hour, and online assignments will often take 30 mins to an hour to complete. If they take longer than that, please let the class teacher know so follow-up can be done to help students develop speed and agility.

TELLING STORIES PART 2 - JAN. TO APR.

Session 1 - Review Plotting, Characters, Setting, Intro

Session 2 - Introducing Conflict in Stories

Session 3 - Conflict & Response for Great Rising Action

Session 4 - How to Use the Intervention Effectively

Session 5 - Defining and Understanding Climax

Session 6 - Writing a Great Climax

Session 7 - The Purpose of Falling Action

Session 8 - One on One Sessions

Session 9 - Skills for Integrating Character Descriptions

Session 10 - Skills for Integrating Setting Descriptions

Session 11 - Analysing & Rewriting a Story



PROGRAMME OUTLINE

A checklist with materials and ingredients for activities and experiments will be provided at the beginning of each term and reminders will also be sent. If a student doesn't do one of the activities, that's ok, but it's always more fun when they do.

TELLING STORIES PART 3 - APR. TO JUL.

Session 1 - Reviewing Prompt Analysis and Plot Development

Session 2 - Reviewing FLAVOUR and CHARM Descriptions

Session 3 - Reviewing Introductions and Conclusions

Session 4 - Exploring Realistic Fiction

Session 5 - Exploring Action & Adventure

Session 6 - Exploring Folklore & Fairytales

Session 7 - Exploring Science Fiction & Fantasy

Session 8 - Exploring Thrillers & Suspense

Session 9 - One on One Sessions

Session 10 - Strategies for Revising & Editing

Session 11 - Writing Flash Fiction Stories



CURRICULUM ALIGNMENT

This program covers several items in the ELA Curriculum for Standards 4 and 5, particularly in the areas outlined below.

Reading

- Apply vocabulary knowledge in speaking, reading, and writing.
- Apply reading comprehension skills and strategies explicitly taught, to make meaning.

Writing

- Understand the appropriate use of the different types of vocabulary in context
- Demonstrate knowledge of the different genres to write narrative descriptive pieces.

Oral Communication

- Use listening and speaking as tools to construct and clarify meaning and solve problems.
- Demonstrate the ability to evaluate and assess different types of messages.



CURRICULUM ALIGNMENT

Curriculum Alignment
continued . . .

Literary Appreciation

- Analyse elements of stories and poems.
- Respond with delight to literature through language and critical literacy.

Media and Information Literacy

- Demonstrate competence in gaining messages as an independent consumer of media texts.



TUITION & PAYMENT

Telling Stories for Standard 4 students presents writing in a fun and interactive way that engages multisensory teaching strategies for effective learning.

Course materials are included.

Term 1 - \$990

- Printed 12-Point Plot Development Poster
- Printed 12-Point Plot Development Flashcards
- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

Term 2 - \$990

- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

Term 2 - \$990

- 12 Digital Booklets - The 7 Stories Challenge
- Class sessions are recorded and made available for the entire academic year
- Online access to digital course materials
- Interactive online games

Online bank transfer is the preferred form of payment. Credit Card processing through WiPay is also available if needed. For more information on payment and details on available payment plans, please WhatsApp 717-4993



RESOURCES

Worksheets and other resources are being uploaded to our website regularly, so please visit our store often.

<https://werdcoach.com/shop/>

We've added a page with interactive online games for students to review their knowledge of report writing, narrative writing, comprehension, grammar, and vocabulary.

<https://werdcoach.com/interactive-games/>

Feel free to follow our Journey to SEA series for insight into the SEA process and guidelines on how you can support your child's learning at home. The complete 2024-2025 series has a tonne of information to assist you.

<https://www.youtube.com/watch>

TERM DATES



Government of the Republic of Trinidad and Tobago
Ministry of Education

NOTICE

Kindly be advised that the following is the calendar for the School Year 2025-2026:



School Terms	Beginning	Ending	
Term I	September 2, 2025	December 12, 2025	15 weeks
Term II	January 5, 2026	March 27, 2026	12 weeks
Term III	April 13, 2026	July 3, 2026	12 weeks

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