**Writing Prompt #1: Modern *Romeo & Juliet***

**Choose a scene/act from Shakespeare’s *Romeo & Juliet* and rewrite it in modern day language. Take 5 minutes to choose your scene/act and then complete the assignment in 20 minutes.**

**Act 2 Scene 2 (Balcony Scene)**

**Romeo:** I think I hear bae. Yo bae, you fine woman, make some noise so I can see your hot little bod. Girl! You makin’ me crazy turned on over here.

**Juliet:** Why you gotta live on the other side of town with those Montague folk? Stop letting your father control you. I get that you don’t want to leave your family but I’ll only go with you if you put a ring on my finger.

**Romeo:** (to himself) Come on man. Figure it out. Should I keep my mouth shut or pull out the L word?

**Juliet:** Bae, I love you even if your peeps are Montagues. Who cares? Your body is what makes you mine. Oh, what the hell; I’ll even start hanging out with your Montague home boys. Even if you are a Montague, it doesn’t change the fact that you have that hot ass! You’re still perfect. Forget where you come from. It’s not YOU. Just be with me.

**Romeo:** I believe you Bae. If you love me, I’ll even stop hanging out with the Montagues. I’ll just be yours.

**Juliet:** You’re so secretive but I feel like you know what I’m thinking.

**Romeo:** I didn’t tell you I was a Montague because I knew you hated them. Even if I had texted it to you, I would never have pressed send.

**Juliet:** You’ve hardly even talked to me but I would totally knew it was you tonight.

**Romeo:** I’ll do whatever you want me to.

**Juliet:** Why are you here? My Dad would shoot you if he saw you here.

**Romeo:** Nothing can keep me out. Your gun-toting family can’t stop me.

**Juliet:** But if they see you they’ll shoot you.

**Romeo:** I don’t give a damn. Their guns can’t touch me.

**Juliet:** That’s ridiculous. You should probably hide.

**Romeo:** Nah, it’s dark. I’d rather die than not get to be with you girl.

**Juliet:** Um…how did you find my room?

**Romeo:** GPS. I have a terrible sense of direction but wherever you are, I will find you.

**Juliet:** It’s a good thing it’s dark or you would see how hot I am for you. I totes want you. You love me right? You best not be lying to me. Lie to me and I’ll block you from my blog, and Facebook, and Twitter, and Instagram, and Snapchat. I’m not a slut. I just think you’re super hot and you got me at a vulnerable moment.

**Romeo:** I know you’re not a slut. I’m totally into you for reals. I swear I am.

**Juliet:** Don’t swear you are. You just gotta be solid.

**Romeo:** What do you want me to say?

**Juliet:** Never mind with this swearing. I’m just so into you.

**Romeo:** Me too. Wanna fuck?

**Juliet:** I want to so bad but I can’t tonight.

**Romeo:** You’re just gonna leave me? Girl, don’t leave a fella like this.

**Juliet:** Sorry, it’s not happening tonight.

**Romeo:** But I love you.

**Juliet:** I already told you I loved you too but now I kinda want to take it back.

**Romeo:** What the?

**Juliet:** So I can give my love to you all over again and never stop.

**Writing Prompt #2: Creativity in the Classroom**

**Watch Ken Robinson’s TED talk ‘Do Schools Kill Creativity?’. Then use the message from this video to reflect on your own talents that you can use in the classroom. In doing, employ the grammatical constraint of formatting your sentences in the order of ‘adverb, verb, noun’. You have 20 minutes to complete this activity.**

[**https://www.youtube.com/watch?v=iG9CE55wbtY**](https://www.youtube.com/watch?v=iG9CE55wbtY)

Within the sphere of education and teacher training, my background and extensive study of psychology and counselling is extremely beneficial. It allows me to successfully assess motivation of students, clearly understand student development, and continuously contemplate variables. I have extensively experienced mental health issues within young people as well as the longstanding effects of abuse that may affect students. With these past experiences guiding me, I can effectively employ strategies while clearly providing supportive teaching. By continuously promoting confidence in students, I can creatively mentor them, supportively provide safe spaces, and clearly build resiliency.

**Writing Prompt #3: Character Philosophy**

**Choose a character from a story or book. Take that character, and that character’s philosophy on life, and insert him/her into another story. Use sarcasm in the negative expression (Ex. “He’s not the sharpest tool in the shed” = He’s not the smartest person) at least 5 times. You have 25 minutes to complete this activity.**

**Character:** The Cat

**From book/story:** The Cat in the Hat.

**This character’s philosophy on life:** Life is all about having fun. Responsible and appropriate behaviour are not necessary. No need to conform to social norms. No need to respect the rules, opinions, or wishes of others if they don’t align with your wants and needs.

**Inserted into this book or story:** The 3 Little Pigs

**The Cat in the Hat Meets the 3 Little Pigs:**

Once upon a time there were 3 little pigs. They were all grown up so their mother kicked them out of the house and told them to go off and build their own homes. So off they went in three separate directions.

As Pig #1 was walking down the path he had chosen, an overgrown cat, who definitely wasn’t the best dressed model on the runway, tipped his hat and introduced himself.

“What are you up to?”, The Cat asked Pig #1?

“I got kicked out of my mom’s house and now I have to build my own”, he replied.

“Well that’s stupid”, said The Cat. “If I was you I would have kicked HER out of the house instead.”

“Yeah, I can’t really do that”, he said. “My Mom is pretty stubborn and not exactly the nicest pig in the pen, if you know what I’m saying”.

“Nope!”, said The Cat, “I don’t. And besides, it’d be more fun to terrorize the fish over there in the pond, juggle them around a bit; have a smoke and then gorge on some cakes I stole from the bakery. Building houses is stupid.”

“But I hear there’s a wolf lurking around the forest and I don’t want to get eaten”, Pig #1 admitted.

“Wolf shmolf. Come on, let’s go get high!”, The Cat exclaimed.

So The Cat and Pig #1 smoked up and spent the rest of the afternoon causing havoc in the forest.

Later that afternoon, while The Cat was lying on some straw-like hay, cracking his sixth beer and juggling some chicken eggs, Pig #1 realized that he hadn’t gotten anything done. By this time, he was rather tipsy and still high, but he knew he had to find some sort of material to build his house with. I’m certainly as straight as a ruler right now, he laughed to himself. Then because his mind was a bit fuzzy, he totally blanked about what materials he could use for his house. “Oh well”, he thought to himself. “I’ll just roll The Cat over and grab some of this here straw and slap together a house”.

“Hey, what the hell are you doing?”, slurred The Cat. “That bed I made was comfy”.

“I need to make a house. Remember, Mr. Houses-are-stupid?? How about a little help?” demanded Pig #1.

“Fuck that work!”, laughed The Cat. “I’m outta here. You’re not the sharpest tack in the drawer, so good luck to not being eaten by the wolf tonight. See ya never!”, and he ran off into the forest.

Soon after, The Cat went down a second path and stumbled upon another pig.

“Hey skinny!”, he called out, but this second pig ignored him and seemed to be muttering something to himself.

“Yo bacon! Whatcha doing?” The Cat asked.

“Measure once, cut twice. No no!!! Measure twice, cut once. Yes! This stick house is really coming along”, Pig #2 snorted.

“Your mama kick you out too?”, The Cat laughed.

“Yes, and I’ll have you know that I’m working very hard on my stick house. I’m already halfway done and haven’t messed up once. And I hear there’s a wolf…”

But The Cat interrupted Pig #2. “Yeah, a wolf. Whatever you porkies say. I say let’s do a few shots of vodka and toss around a football.”

“Well…just for a few minutes and then I have to get back to my house. I’m serious!”

“Ok ok! I gotcha”, The Cat said as he tossed the football to Pig #2.

Several hours later, Pig #2 was completely drunk and had forgotten where he had last thrown the football. “Better get back to building”, he told The Cat. “Help a pig out?”

“Nah”, said The Cat, who was starting to light a fire with Pig #2’s carefully chopped up sticks. “Actually, I’m out of here. Don’t think you’ll be chow tonight”, he laughed as he walked away.

“Ok”, said Pig #2 as he got back to work. “Now what was it again? Cut twice, measure once. Yes, that’s it”.

Meanwhile, The Cat had found a third path and walking along it he came upon a third pig carrying a stack of bricks. “Ha ha, another teetotaler I’m sure”, laughed The Cat.

Pig #3 turned to The Cat. “Excuse me”, he said, “but I don’t believe that I invited you onto my property”.

“And?”, replied The Cat.

“And, I’m putting the final touches on this home that I’ve been working hard on all day. I’ve custom designed it to withstand all wolf attacks because…”

“There’s a wolf in the forest. Supposedly anyhow. But what you’re doing looks boring as fuck and I see you’re sweating. How about a refreshing beer?”

“No thank you”, replied Pig #3.

“Yeah right”, said The Cat. ‘If you’re anything like your brothers then I’m sure you’re dry like a well. How about some vodka?”

“No”, repeated Pig #3.

“Weed? Coke? E? Just name your poison. I’ve got it all under this here hat”.

“I said no”, said Pig #3. “Please remove yourself from my property at once!”

“Bor-ing…”, drawled The Cat. “Wonder what your brothers are up to”.

And at that, The Cat sped off into the forest until he came face to face with the wolf. And well, we all know what happened after that…

**Writing Prompt #4: Slogans**

**In the world of advertising, all sorts of slogans are generated to sell products. For example, Nike is ‘just do it!’ and McDonalds is ‘I’m loving it’. Come up with 10 nouns to create slogans for BUT you can only use nouns that can also be used as verbs. You have 20 minutes to complete this activity.**

1. Pig – Something for everyone.
2. Water – Ah, water!
3. Pen – Say it with pen.
4. Soup – nothing works better than soup.
5. Paint – It’s not TV, it’s paint.
6. Skirt – Choosy mothers choose skirts.
7. Ring – Promise her anything but give her a ring.
8. Nail – Built nail tough.
9. Drink – A drink a day helps you work, rest, and play.
10. Spot – Wait ‘till we get our spot on you.

**Writing Prompt #5: The Perfect Girl**

**Tina Fey writes that “every girl is expected to have Caucasian blue eyes, full Spanish lips, a classic button nose, hairless Asian skin with a California tan, a Jamaican dance hall ass, long Swedish legs, small Japanese feet, the abs of a lesbian gym owner, the hips of a nine-year-old boy, the arms of Michelle Obama, and doll tits.”**

**Use 10 adjective sequences (ex. Caucasian blue eyes) to describe a person or item. You have 5 minutes to complete this activity.**

My small youngest daughter has smooth ivory skin, large blue eyes, and curly blond hair. She has a chubby round tummy, perpetually sticky fingers, and gives sweet puckered kisses and long squishy hugs. I love to watch her dance happily across the floor and sing ridiculous made-up songs.

**Writing Prompt #6: Item in a Bag**

**Each student has been given a paper bag with a small object inside. Take a peek at the item but do not show it to anyone else. Using 10 metaphors and/or similes, describe the item. Afterwards you will read the description out to the class who will try to guess what the object is. You have 10 minutes to complete the activity.**

Item: bouncy ball

Round like the moon, rolling like a marble on the floor. Bouncing like a kangaroo and rubbery as a tire. Colourful as a rainbow, cheap as candy. Playful as children, tossed like a salad, as prone to getting lost as an amnesiac. Varied as humans.

**Writing Prompt #7: Made Up Words**

**Roald Dahl, author of many famous novels for children, including among others, *Charlie and the Chocolate Factory*, *Matilda*,and *James and the Giant Peach*, was a master of made up words, which he called *Gobblefunk*, and used as a way to keep his readers attention.**

**For example, *hopscotchy*, which is used in *The BFG*, means cheerful. The BFG says that a few gulps of *frobscottle* (a fizzy drink) always make him feel *hopscotchy*. *Sqibbling* means writing, and if you've been *crodsquinkled*, you've been caught doing something. A *Trogglehumper* is a terrible dream, like a nightmare, and *Quogwinkle* is a little green alien.**

**Come up with 10 of your own *Gobblefunk* words, along with the word’s meaning. You have 15 minutes to complete this activity.**

1. Snarlesome – a person who snarls a lot
2. Stupendilicious – better than delicious
3. Colouremtity – something that has no colour
4. Hallowicked – something spooky that can only be seen at Halloween
5. Foopalling – so dirty that it is appalling
6. Peeoopsy – someone who has peed their pants
7. Floratastical – a beautiful garden
8. Familiugg – ennui of your family
9. Deportrumption – immigration to Canada from the US
10. Rodigushy – when your vegetables rot to the point of liquefaction

**Writing Prompt #8: Prepositional Phrases**

**Either write about the most boring day you’ve ever had by making it sound super exciting, or write about the most exciting day you’ve had by making it sound boring. In doing so you must use 4 prepositional phrases: temporal (when), special (where), agentitive (who), and methodological (how). You have 20 minutes to complete the activity.**

**Writing Prompt #9: Present Perfect Continuous Tense**

**The present perfect continuous tense is used to talk about an action from the past that has recently stopped or is still continuing. As with other perfect tenses, the words for and since are often used to indicate time. Write a short TV/radio interview between two people using *for* and *since*. You have 20 minutes to complete this activity.**

**Writing Prompt #10: Present Tense Poem**

**Read this poem about present tense and then write your own version using past tense. You have 20 minutes to complete this activity.**

**Present tense poem:**

**The present tense thing**

**She just couldn’t understand,**

**So the teacher turned – taking the iPhone from her hand, and said,**

**If you stopped playing with your phone in my class,**

**The rules of present tense you might understand at last.**

**Take a seat. I’ll try to explain, again.**

**It goes like this young lady…**

**I tweet, I’m tweeting, I’ve tweeted, I’ve been tweeting**

**I post, I’m posting, I’ve posted, I’ve been posting**

**I upload, I’m uploading, I’ve uploaded, I’ve been uploading**

**I text, I’m texting, I’ve texted, I’ve been texting**

**Now that you understand what you have to do**

**We’ll turn the conversation back on you**

**You tweet, you’re tweeting, you’ve tweeted, you’ve been tweeting**

**You post, you’re posting, you’ve posted, you’ve been posting**

**You upload, you’re uploading, you’ve uploaded, you’ve been uploading**

**You text, you’re texting, you’ve texted, you’ve been texting**

**Now that you finally understand what you have to do**

**We’ll all sing together.**

**I’ll follow you**

**Tweet, am tweeting, have tweeted, have been tweeting**

**Post, am posting, have posted, have been posting**

**Upload, am uploading, have uploaded, have been uploading**

**Text, am texting, have texted, have been texting**