

Survivor

The Game

Object:

To earn points both individually and with your team as you create a short story.

Rules:

1. Work together as a group to solve dilemmas, write the introduction and conclusion, and publish your story.
2. All group members must participate in the group activities—those absent on group activity days will complete an alternate assignment.
3. Individual pieces are just that—individual. Your group may give you suggestions and help, but the work must be yours.
4. Challenge yourself.
5. Have fun.

To Play

1. Pack your suitcase! You have won the trip of a life-time. You are going to a private paradise island in the Pacific—via a private yacht!
 - a. Pack enough clothing for five days
 - b. Pack six “extras.” These may be anything from an extra pair of sunglasses to your favorite snack to something totally “off-the wall.” Everything must fit in a standard size suitcase—so no jumbo jets!
2. Write (with your group) an introduction to your story.
3. After drafting your introduction—and the teacher has read it—you will be given the next step. Remember this is a contest of which group has the “best” story—this group will receive a 100 as a major grade. If you let groups who have not written the introduction read the next step you are putting your group to a disadvantage.
4. Individually write a dilemma for the other groups. As you begin to play, you will have specific ideas for these dilemmas.

Scoring

1. With each task, you will receive hints and a check list to help guide your story. These will have point values assigned.
2. There will be ancillary activities, which will need to be completed. These also have point values.
3. Completing the project first has no point value—completing on time does!
4. Major points will be deducted if all group members do not participate. It is the leader's responsibility to ensure that all voices are heard.
5. The group that has the best story (which includes the highest scores on the tasks) will receive 100 points for a major grade.

Grading

1. While everyone in the group will receive a major grade on the story—this grade will largely be determined on your ability to work as a team to complete the tasks.
2. Individual group members will be evaluated on their ability to function in their roles and on the individual tasks they are assigned.
3. This means that if your “story” is scored as 90—your individual grade could be 100 or 50. It is up to you.

Roles

1. Each group will decide which members will complete which role in the game.
2. Each role will have the responsibilities that are described below—and each member will receive individual grades based on his or her completion of those responsibilities.

The roles are:

Leader

- Ensures that each member participates.
- Ensures that the game is finished on time and is complete.
- Writes the “shipwreck” portion of the story.

The Scribe

- Ensures that there is a consistent “voice” and POV throughout the story.
- Ensures that the piece has correct GUM.
- Writes the “rescue” portion of the piece.

Technologist

- Ensures that the story is presented using PowerPoint, StoryBoard, or PhotoStory software.
- Writes the danger (dilemma solution) portion of the story.
- Assists the leader and scribe.

Illustrator

- Ensures that the pictures used to create the story are given to the technologist.
- Writes the longest day portion to the story.
- Assists the leader and scribe.

List the group members’ names beside the role and turn in this sheet.

- _____ Leader
- _____ Scribe
- _____ Technologist
- _____ Illustrator

Task One

Pack your suitcase! Use the suitcase page to help you. This task must be completed in ink—no changes are allowed.

Hint: you need clothes—personal grooming items—and your choice items (limit six). These items will need a brief explanation as to why it was chosen. For example, if choosing suntan lotion; the explanation may be: One bottle of suntan lotion because my skin burns easily.

Checklist

_____ (20) clothing appropriate for the trip (remember this is school as well!) Please list the clothing: two pairs of shorts, a bathing suit, one sun dress, a sweater, etc.

_____ (20) personal items—Please list (keep it simple!)

_____ (10) item (creativity and explanation)

_____ (10) item (creativity and explanation)

_____ (10) item (creativity and explanation)

_____ (10) item (creativity and explanation)

_____ (10) item (creativity and explanation)

_____ (10) item (creativity and explanation)



Task Two—Introduction:

In the “real world,” authors would outline or plan the entire story before writing an introduction as you have learned. It is important to remember that this is a game—so along with your group, you will write an introduction to your story.

Hint

You know that:

- You and the others are winners of some contest.
- The prize is a trip to a paradise island.
- You are aboard a private yacht.
- You are all teenagers.
- The captain and crew have little interaction among you.
- Your luggage is aboard and in your rooms.

Requirements:

1. Each major character must be introduced to the reader. You may use your real names or fictional ones.
2. Each major character must be described. Use the information given to you in class activities and discussions to help.
3. Remember characters are described through:
 - a. What they say.
 - b. What they do.
 - c. What others say about them.
 - d. How others react to them.
 - e. What the author says about them.
4. Your story must have a point-of-view. In other words the story can be told through the perspective of one of the main characters or through a narrator.
5. You must use dialogue in the introduction.
6. You may want to briefly describe the captain or a crew member if it helps your introduction.
7. You also may want to briefly describe the setting. The key here is to keep this brief.
8. Start in media res—the middle of the story—from the point where you have come aboard. There may be time for exposition later.

Check list

- _____ (25) group participation (all members participating)
- _____ (25) introduction flows and is easy to read
- _____ (15) “hooks” the reader—remember the beginnings handout
- _____ (15) all the major characters are introduced.
- _____ (10) correct format for dialogue
- _____ (10) the POV is easily identifiable.

Task Three

Once you have turned in your introduction and discussed the comments, you are ready for Task Two. Ask your teacher for the handout. I have placed Task Three here with the answer key for continuity. I do not give this to the students.

Task Three

After meeting the others over dinner, you all decide to get up and watch the sunrise over an early breakfast. As you prepare to go below and get ready for bed, you hear one of the crew members mumble, “Red sky in the morning . . . “ You wonder what that means, but as no one seems concerned, you follow the others below.

At 1:17 AM, by your watch, you are awakened by distant sounds of thunder. You poke your head above, but everything seems normal. You decide to call home—only to discover that your cell phone does not work—there are no bars out here! You stretch out and go back to sleep.

At 2: 28 AM you are awakened by the sudden listing of the yacht to port and the acrid smell of something burning. You look around the cabin, but everything appears to be fine. Five minutes later the smoke is unmistakable. The yacht is on fire. You are confident that the crew will soon put out the fire, but decide to help. Once on deck it is evident that the fire is more extensive than you thought. Even more troubling is that you cannot find any of the crew or the captain!

You rush back below deck and shout for the others to come and help you put out the fire. The fire, however, is now raging and you must abandon ship. You know there are two life boats—one on each side of the yacht. You head for the starboard one and discover that the captain and crew have already left. You yell to the others to grab what they can, while you try to send a “MAYDAY” which is now impossible.

As you board the lifeboat, you notice that you and your new friends have gathered the following items.

Your task is to rank these 15 items in their order of importance to you and your survival.

Below is the list of 15 items they are intact and undamaged. In addition to these articles, you have serviceable, rubble life raft with oars large enough to carry you and your friends and all of the items you salvage. In the raft you also find: a package of cigarettes, several books of matches, and five one dollar bills.

First rank the 15 items individually in terms of importance to your survival. Use 1 for the most important and 15 for the least important. Later, you and your group will discuss the rankings.

Your Rank	Item	Group Rank
	Sextant	
	Shaving mirror	
	5 gallon can of water	
	Mosquito netting	
	One case of army canned food rations (REM)	
	Maps of the Pacific Ocean	
	Seat cushion—Coast Guard approved flotation device	
	2 gallon can of oil-gas mixture	
	Small transistor radio	
	Shark repellent	
	20 square feet of opaque plastic	
	One quart of 151 proof rum	
	15 feet of nylon rope	
	2 boxes of chocolate bars	
	Fishing kit	

You and each member of your group may add two items from your suitcases. List these items in the chart below.

Item	Group member

Scoring:

There are two daily grades for this task. The first is an individual grade.

Each item that is correctly ranked is worth 5 points. You will receive an individual grade for each item that you ranked correctly for a total of 75 points. You will also receive 25 points for appropriately interacting with your group.

The second grade is a group grade. Each item that is correctly ranked is worth 5 points. You will receive group grade for each item that your ranked correctly for a total of 75 points. You will also receive 25 points for assigning each member a role for the rest of the game.

Task Four

As a part of this task, your group will be given at least two dilemmas to solve. You must as a group incorporate the dilemmas as a part of your story. You may do this as an addition to one or more of the sections. Ask your teacher for help.

Examples of dilemmas.

1. You and your group have just discovered that someone did not secure the 2 gallon can of water. There is none left in the can. You suspect that the temperature will again be in the upper 90s to 100 degrees Fahrenheit. Using your skills and the items you have—make a plan to survive without the water in the can. Who will perform what chores? What are the attitudes and emotions of the group? Who says what to whom?
2. One of the group members decided to take a cooling “dip” in the ocean. Unfortunately, the group member forgot to look for sharks! One of them grazed the group members leg and while the wound is not life threatening—it needs to be treated. What do you and the rest of the group do to help the injured member? Who will perform what chores? What are the attitudes and emotions of the group? Who says what to whom?

Task Four—Shipwrecked!

The leader's task is to write about the shipwreck. It also is the leader's responsibility although all members of the group are encouraged to offer suggestions and help.

As you write this part of the story, you must consider and answer the following:

1. What were the thoughts, emotions, and attitudes of the characters as they discovered the fire and gathered items for the life raft?
2. How, where, and who gathered which of the items?
3. What happens to the ship once everyone is in the raft?
4. Who emerges as the leader of the group? If there is not a leader, how are decisions made?
5. What are the attitudes and emotions of the group once everyone is safe aboard the raft?

Task Four—Revision and Editing

As a group, discuss the “shipwrecked” portion of the story. What needs to be deleted? Included? Revised? Edited?

The scribe is responsible for ensuring that the POV and GUM elements are correct; however, it is expected that all group members assist with this responsibility.

The technologist “breaks” the story into segments for the software.

The illustrator begins to find pictures or clip art to help illustrate the introduction and shipwrecked portions.

Check list

- _____ (30) are all 15 items mentioned?
- _____ (10) are all characters mentioned?
- _____ (10) is the leader mentioned?
- _____ (10) are emotions and attitudes mentioned?
- _____ (10) is POV consistent?
- _____ (10) correct GUM?

_____ (10) is the story (thus far) in manageable bits?

_____ (10) are there illustrations for these portions of the story?

Task Five—The Longest Day

This part of the story is written by the illustrator, although all members of the group are encouraged to offer suggestions and help.

The group has survived the shipwreck and is safely on the raft. In addition to the 15 items from the yacht, there were other items salvaged. Your task is to describe the items and explain how each could be used in case of an emergency (you will chose a dilemma). You will receive points for creative uses of any of the items your group has rescued.

As you write this part of the story, you must consider and answer the following:

1. What were the thoughts, emotions, and attitudes of the characters as they face the dilemma?
2. How, where, and who does what during the crisis?
3. How is the dilemma solved?
4. How are decisions made?
5. What are the attitudes and emotions of the group once everyone is safe aboard the raft?

Check list

_____ (20) are all additional items described?

_____ (10) has the dilemma been explained?

_____ (30) is there a creative solution to the dilemma?

_____ (10) are emotions and attitudes of the group mentioned?

_____ (10) is POV consistent?

_____ (10) correct GUM?

_____ (10) is dialogue used correctly?

Task Seven—The Danger

This part of the story is written by the technologist, although all members of the group are encouraged to offer suggestions and help.

The group has survived the shipwreck and is safely on the raft. You have a plan to use the 15 items in case of an emergency! Wait! Another emergency has occurred. Your task is to describe how the team handles a dilemma. You will receive points for creative uses of any of the items your group has rescued.

As you write this part of the story, you must consider and answer the following:

1. What were the thoughts, emotions, and attitudes of the characters as they face the dilemma?
2. How, where, and who does what during the crisis?
3. How is the dilemma solved?
4. How are decisions made?
5. What are the attitudes and emotions of the group once everyone is safe aboard the raft?

Check list

_____ (20) are all additional items described?

_____ (10) has the dilemma been explained?

_____ (30) is there a creative solution to the dilemma?

_____ (10) are emotions and attitudes of the group mentioned?

_____ (10) is POV consistent?

_____ (10) correct GUM?

_____ (10) is dialogue used correctly?

Task Eight

The Rescue

This part of the story is written by the scribe although all members of the group are encouraged to offer suggestions and help.

This part of the story is the way in which the group is rescued. Think about the time of day, who the rescuers are, how they came upon you and your group, how they “saw” you, and what happened during the rescue.

As you write this part of the story, you must consider and answer the following:

1. What were the thoughts, emotions, and attitudes of the characters as they are rescued?
2. How, where, and who does what during the rescue?
3. What happens once everyone is rescued?
4. What are the attitudes and emotions of the group once everyone is safe?

Check list

_____ (20) is the rescue plausible?

_____ (20) are all characters mentioned?

_____ (20) are emotions and attitudes mentioned?

_____ (10) is POV consistent?

_____ (10) correct GUM?

_____ (10) is the story (thus far) in manageable bits?

_____ (10) are there illustrations for these portions of the story?

Task Nine

You and your group will have the opportunity to spend two days in the computer lab working on your presentation. This will be enough time ONLY if you have worked together to plan the story and the illustrations. Your presentation should be no longer than 10 minutes.

Task Ten—the presentation

You will have approximately 15 minutes to set up and present your story. Each group member MUST have some role in the presentation. You may have members narrate pieces of the story (these may be recorded within the program), you may have a poster boards of all the items you packed and have members holding them or telling why a particular item was discarded, or any other idea you and your group has to include all members.

The Rating Game!

You group will “rate” the presentations of the other groups based on the following criteria. You will use the check list below as a guide.

_____ (20) Time—was the presentation the correct length?

_____ (25) Participation—did each member participate in some way?

_____ (20) Creativity—was the story and use of items creative?

_____ (10) Illustrations—were the illustrations appropriate and add to the story?

_____ (15) Point-of-view—did the story have a consistent POV

_____ (10) GUM—did the story have correct spelling, usage, and mechanics?

Characters—Development

Students who have difficulty developing characters benefit from the following activity.

Use the following steps to develop a character

1. Write a sentence which introduces your character by name and occupation.
Read your sentence to your writing partner.

EX: Mark Roberts, a sports writer for the school newspaper, decided he needed a vacation.

2. Write several sentences describing your character's facial appearance.
Make sure you give details about size and hair/eye color.

EX: Mark's deep-set dark, brown eyes sparkled in merriment. He ran his hand through his short, light-blond hair still wet from his early morning shower. When he smiled a small dimple appeared.

NOTE: you may want to include any distinguishing characteristics such as nose, mouth, ears, skin texture, scars, facial hair, teeth, etc.

3. Write one or more sentences describing your character's physical traits.
These include: height, general build, age, speech—those characteristics that someone would first notice about your character.

EX: Mark walked confidently toward the newspaper office, his years playing college football were evident by his physical bearing. Ignoring the crowded elevator, he lightly ran up the three flights of stairs to his office. Swinging open the door, he noticed the receptionist's admiring glance. "Good morning," he said in his soft Texas drawl.

4. Write several sentences telling about your character's goals or wishes.
Include the character's greatest awards, successes, dreams, and desires.

EX: Mark sat down at his desk and stared at the framed picture of himself and Lydia. He thought about the last fight they had. He wanted to pursue his dream of becoming the city's leading sports writer. Someday, he hoped to cover the Olympics, he had told her. As he thought about Lydia, he glanced at the bookshelf. On it he had his football trophies from high school and college. That's what Lydia wanted—a football hero. The bookshelf also contained his scrapbook of some of the best articles he had written in college and for the newspaper.

1. Write several sentences that describe your character's special skills, knowledge, reputation, favorite sayings, best/worst deed, and what those closest to the character think about the character.

EX: Turning on his computer, Mark sighed, "Rats!" It was a word he used when he really couldn't think of anything else to say or when he wanted to stop thinking of whatever was bothering him. Charlie, the copy editor, peeked into the office and smiled.

"Hi, Mark! How's the story coming?" he asked. Charlie didn't wait for an answer; he knew Mark would get the job done in his usual fantastic way.

2. Write several sentences that describe your character's likes, dislikes, and interests.

EX: At noon, Mark did one last 'save' and turned off his computer. He stood up and stretched. "That feels good," he said to himself. Mark thought about going to the gym after work. That always made him feel better. He sat down and stared at the phone. He picked up a pencil and began to doodle. He thought about going out for lunch, but decided against the idea. Dialing a familiar number, he waited for the owner to answer. In perfect Chinese, Mark ordered: fried rice, steamed vegetables, and two egg rolls. Hanging up, he opened the desk drawer and looked at his collection of chop sticks. Mark collected them like some people collect matchbooks.

Dialogue

Dialogue is important to the story; however, most students need to be reminded about the correct format for writing dialogue.

RULE #1: A direct quotation begins with a capital letter.

Turning on his computer, Mark sighed, "Rats!"

RULE #2: When a quotation is interrupted into two parts with words like "he asked" or "the teacher demanded," the second part begins with a lower case letter.

"I wish," Mark whispered, "that Lydia would just try to understand."

RULE #3: When writing dialogue, all punctuation marks at the end of the quotation go inside the quotation marks.

"That feels good," he said to himself.

"Hi, Mark! How's the story coming?" he asked.

"Good morning," he said in his soft Texas drawl.

RULE #4: Do not put a period at the end of a quotation followed by things like *she said, mom asked, he explained, etc.* Use commas, question marks, and exclamation marks but not periods. Periods end sentences.

"I wish," Mark whispered, "that Lydia would just try to understand."

RULE #5: Make a new paragraph (indent) when a different person begins to speak.

"Hello." Mark said as he picked up the phone.

Lydia replied softly, "Hello, Mark. I just wanted to say how sorry I am."

Mark responded quickly, "Does this mean that you understand what I was trying to say?" Mark held his breath. If only, Lydia would try to realize that he could never be the great football hero that she wanted. He could never give her that life-style, nor did he want to try.

"Mark, you know that I care deeply about you," Lydia's voice was soft and quivering, "but we just want different things. You don't even want to try to see my point."

OTHER REMINDERS:

- Always make it clear who is speaking in the dialogue.
- Try to avoid using the word "said" repeatedly.