## Rapid-fire writing

Rapid-fire writing is a simple, structured strategy that encourages learners to write prolifically and reflect on their own writing. Using a new and intriguing stimulus, this activity could help learners think creatively and develop their own perspectives. Using a summary of prior content, this activity could be used as assessment for learning.

The pace of this activity is important, so teachers are advised to adhere to suggested times and use a timer to support learners as they monitor their writing rate.

1. Present learners with a piece of information or stimulus that can elicit varied, complex responses.
2. Outline the protocol for learners. It can be useful to display the phases of the activity and associated times on the board, along with a timer for each phase.
3. Learners spend one minute independently reflecting on the stimulus without writing.
4. Learners write continuously about the stimulus for three minutes. Give no instructions on what to write beyond asking them to respond to the stimulus. They are encouraged not to stop writing for the entire three-minute period.
5. Learners re-read their work for one minute and circle the three main ideas (words or phrases) they have produced.
6. Learners write continuously about the stimulus again for two minutes. Once again, give no instructions on what to write beyond asking them to respond to the stimulus. They are encouraged not to stop writing for the entire two-minute period.
7. Learners re-read their work for 30 seconds and place a square around the main idea of their work (single word or phrase).
8. Learners write continuously about this main idea for one minute without stopping.

Learners discuss their final ideas on the stimulus and reflect on how they reached these.

### Rapid-fire writing adapted for students learning from home

As a structured independent task, rapid-fire writing is a useful strategy for enabling learners to reflect upon and crystallise their understanding. The modifications below will enable teachers to use this strategy successfully while students are learning from home. Slightly increase the times for each phase of the strategy to allow for learner navigation through slides.

* Create a new [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70%22%20%5Cl%20%22.XpWg4ilt-gU.link) presentation with eight slides. You could consider using [this template](https://docs.google.com/presentation/u/2/d/1LaOY4axMBNVzATn5Zb_JvLzdCqLabD9FxLzFO1b2ffA/copy). Populate the slides with the instructions and time for each step on a new slide. Include the stimulus material or the web link if it is a digital stimulus.
* To add a video displaying a timer (for example for two-minutes) to the top left corner of the slide, use the instructions below:
	+ 1. Select Insert 🡪 Video.
		2. Search YouTube for a two-minute timer video then ‘Select’.
		3. Resize and move the video to suit your slide design.
		4. In the Playback menu at the right, select ‘Autoplay when presenting’. This will cause the timer to automatically start when learners access the slide.
		5. In the Playback menu at the right, select ‘Mute audio’.
		6. Repeat this process for each slide.
* To share the Google slide with learners:
1. Select ‘Share’ and name the Google Slides presentation.
2. Select ‘Get shareable link’ then ‘Anyone at NSW Dept of Education with the link can **view**’. Select ‘Copy link’.
3. Paste the link into a message to learners. Before you share it, delete all characters in the link after the final “/” and replace them with ‘copy’. This will force learners to make a copy of your presentation rather than allowing them to edit your original. Learn more about this process at [this site](https://alicekeeler.com/2014/12/10/google-docs-force-students-to-make-a-copy/). Share your new link with learners.
* Learners communicate their final ideas to their teacher and peers in a digital classroom or in an online discussion using video conferencing tools.

**Alternative digital tools**

* Teachers could facilitate the activity live using a video conferencing tool such as [Zoom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/603#.XpWg4pSbbnA.link). This will enable instructions to be delivered verbally.

**Non-digital alternative**

* Teachers could produce written instructions for the activity to enable learners to complete it asynchronously and independently at home.