# The Storybuilding Tool Kit – Mystery

**ABC ME screening details: Friday 29 May** 2020 at 1:25pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/storybuilding-tool-kit).

**Key learning areas:** English

**Level:** upper primary

**About: Keep your readers in suspense and make every character a suspect!**

## Before the episode

1. Think of some mystery stories you have read or watched on TV. What particular event or item did the mystery centre on? For example, a missing person, a lost or stolen item or an unexplained event. Draw and list some of these ideas.

## During the episode

1. Listen carefully for tips about planning and writing a mystery and take notes on the steps you might take.

## After the episode

Use the visual organiser to plan a mystery and develop your ideas.

| Planning a mystery narrative | | | |
| --- | --- | --- | --- |
| 1. First, decide what your mystery will be about. | | | |
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| 1. Then draw each of your characters and create a possible motive for each character. Decide which of your characters will be the antagonist. | | | |
|  |  |  |  |
| 1. Build the world for your story. When and where is the story set? Is your story realistic fiction, fantasy, science fiction? Do your characters have any supernatural powers? | | | |
|  | | | |
| 1. What clues will you leave for your readers and the characters in your story? How will your readers and the characters discover the antagonist? | | | |
|  | | | |
| 1. How will you wrap the story up? | | | |
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**Follow-up activity:** Write and illustrate your story in detail. You could also learn more about the Caesar cipher and write a coded message to include as a clue in your mystery story.

# NSW Teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify the ways authors create a sense of mystery in their texts.
* To plan and create their own mystery stories.

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| Modes and skills | Stage 2 | Stage 3 |
| Writing and representing 1 | plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (EN2-2A) | composes, edits and presents well-structured and coherent texts (EN3-2A) |
| Writing and representing 2 –responding and composing | identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (EN2-7B) | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B) |

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