ANNEX 9

SECTION: WRITTEN COMMUNICATION

1 WHAT TO WRITE?
2 WHO DO WE WRITE FOR?
3 WORDS AND IMAGES
4 HOW TO WRITE?
5 EDITING
6 BRINGING ALL YOU HAVE LEARNED TOGETHER



PPT 6
WRITING



TOOLKIT
SECTION: IMPROVE
YOUR SKILLS

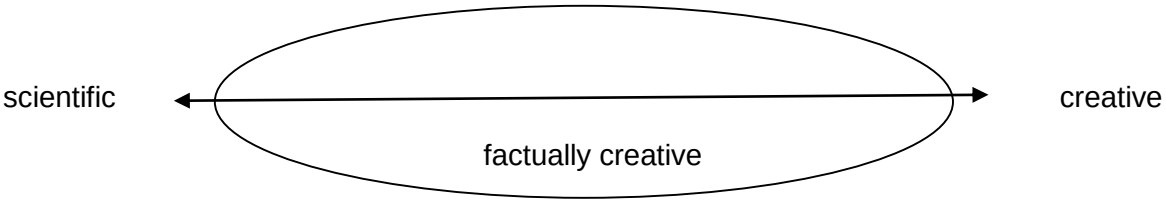
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What do we write?

Exercise
Brainstorm all the different forms of written material a N2000 manager would write.
(use the list previously generated if this exercise was done earlier)

Most written material can be placed along a spectrum of highly legalistic and scientific through to very creative and poetic.

This information is also in the **MANUAL**



Exercise
Using the list of written material we generate place them where you think they should be along the spectrum e.g.

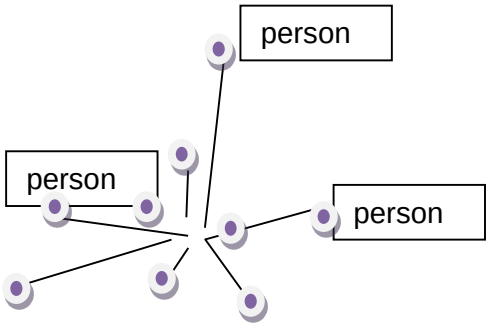
laws regulations contracts	scientific abstract; funding applications; reports ; emails information boards; press releases; newsletters; letters; scripts; etc etc.	artistic interpretation

Much scientific and legalistic or technical writing could be considered a more left brain activity, whereas the more creative writing much more right brain. Differing good writing skills will apply for technical writing and creative (interpretive) writing. These were covered in the earlier exercises and in the **MANUAL**.

Who do we write for?
Exercise

Contact Map

In the centre of a piece of paper make a circle that represents YOU. Draw lines coming out of the centre representing the people you interact with the short the line the closer and more often you are in contact with that person.



Exercise

Thinking specifically about a work situation, list the different people you engage with either as work colleagues, or stakeholders in your site. Think about how you communicate with these people and groups in the most effective way, in term of what information they need and in what form they need it in.

Share with the group any you think were particularly well received and effective.

Matching exercise

Thinking of all the stakeholders we have identified and all the differing communications media, most of which will have a written component, match up what you consider to be the most appropriate media with whom you are communicating.

This is not easy!

When we don't need words: words and images

Sometimes however, we need to use few, well chosen words to get our message across. And of course, *a picture is worth a thousand words*, so consider if an image is more appropriate than many words.

Activity

Consider what words come to mind to describe how you feel when you see these pictures.





Are the words different what people are present in the picture? Make sure they do not contradict one another and are seasonally appropriate.

How do we write?

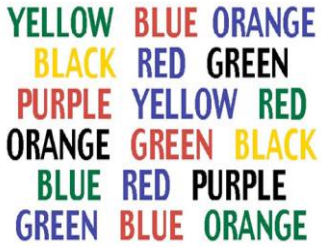
We learned to write as young children, and have no doubt been writing most of our lives, even if nowadays we use a keyboard more often than a pen.

In order to compose a piece of writing it requires us to use different parts of our brain, all elements we already have, but may have a greater tendency or preference for certain styles.

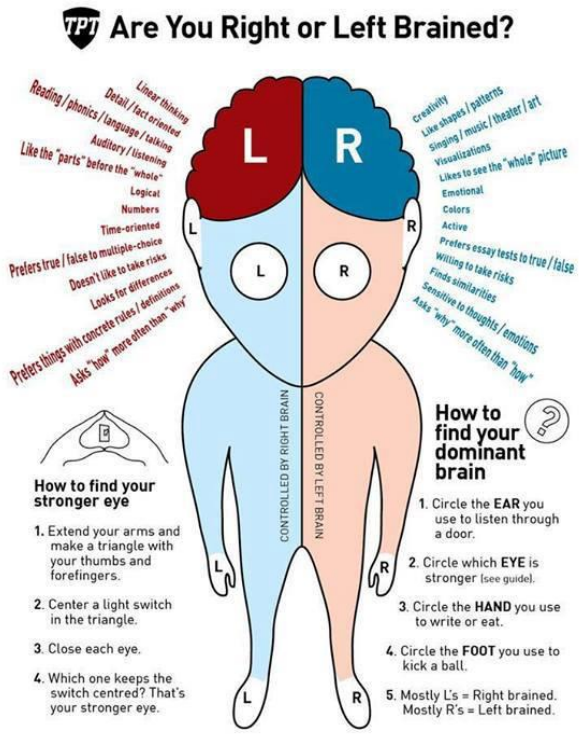
Activity

Test to see if you left or right brain is most dominant

Say the colour, not the word



Now try these exercises:



So, are you left or right brained? Technical and scientific, or more artistic?

Activity

Look at the technical & creative style of this famous quotation

"Political organisation administered via the populace, intended for the employment of the general community on behalf of each and every one or the citizens of the nation"

This is technical. The better known and more creative quotation is:-

"*Government of the people, by the people, for the people".*

Activity

Use some material from your own N2000 site, perhaps an extract from a management plan, or mission and vision statement and rewrite in a more eloquent and creative style

Regardless of what is being written - Remember 5 simple test of good writing

Clarity- know what you want to say and say it clearly and well

Brevity- be concise. Less is more

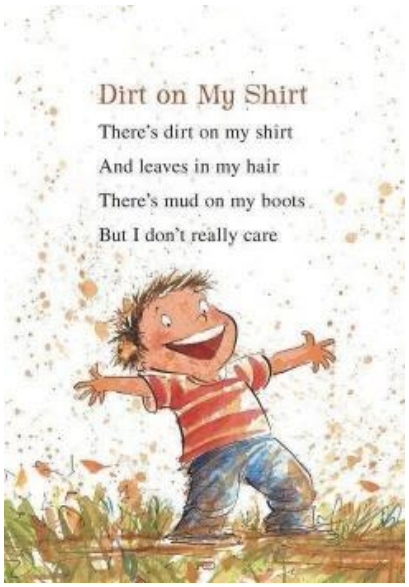
Simplicity- avoid jargon, buzzwords and long sentences and overly technical and scientific language

Humanity- make sure it relates to your audience

Authenticity- believe in what you are writing.

Activity

Read the small poem Dirt on My Shirt and consider its structure, its content, who the audience is and where it meets the 5 tests.



Buzzword Salad

This kind of writing is easy to recognize. It's full of fashionable buzzwords. Because buzzwords sound impressive and convey no precise meaning, they are very useful in business management, politics...

Current buzzwords of choice include "team," "process," "interactive," "empowerment," "ownership," "strategic," "assessment," "competency," "customer satisfaction," "validate," "support," "asset," "environment," "parameter," "maximize," "focus," "network" "leverage," "system," "paradigm." And "N2000"

Exercise:

Combine as many of these words as you like to create meaningless sentences or phrases.

Be also aware that you may completely understand what you are writing about...but your audience may not. Be clear and avoid dense language, such as the examples shown.

There are known knowns. These are things we know that we know. There are known unknowns. That is to say, there are things that we know we don't know. But there are also unknown unknowns. There are things we don't know we don't know.

Donald Rumsfeld

Long complex sentences

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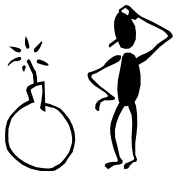
Existing is being unique. Existence, reality, essence, cause, or truth is uniqueness. The geometric point in the centre of the sphere is nature's symbol of the immeasurable uniqueness within its measurable effect. A centre is always unique; otherwise it would not be a centre. Because uniqueness is reality, or that which makes a thing what it is, everything that is real is based on a centralization.

Density

??????

Reports that say that something hasn't happened are always interesting to me, because as we know, there are known knowns ; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns -- the ones we don't know we don't know. And if one looks throughout the history of our country and other free countries, it is the latter category that tend to be the difficult ones.

Donald Rumsfield



Editing

Some tips to edit your work –

Spell CHECK and Save

Exercise

Read Aloud before class sees text

The Spelling Chequer (or poet tree without mist takes)
Eye have a spelling chequer
It came with my pea sea
It plainly marks four my revue
Miss steaks eye cannot see
Each thyme when I have struct the quays
Eye weight four it two say
If watt eye rote is wrong or rite
It shows me strait a weigh
As soon as a mist ache is maid
It nose bee fore too late
And eye can put the error rite
Eye really fined it grate
I've run this poem threw it
I'm sure your policed to no
It's letter perfect in its weigh
My chequer tolled me sew
- Author Unknown

Exercise

Editing - Sample Paragraph with Errors

Can you identify the mistakes in this paragraph?

Wen I left my house that day I had no idea for that my life was about to change forever. Everthing I had ever experienced was ordinary. My school was ordinary my friends were ordinary even my dog was ordinary. I should have nown that nothing stays ordinary forever. His name was sam and he was the most extrordinary person I had ever meet.

The correct version is on the next page

Sample Paragraph, Corrected
When I left my house that day, I had no idea that my life was about to change forever. Everything I had ever experienced was ordinary. My school was ordinary. My friends were ordinary. Even my dog was ordinary. I should have known that nothing stays ordinary forever. His name was Sam, and he was the most extraordinary person I had ever met.

Errors in Paragraph 1
First sentence:
"When" is misspelled as "wen"
A comma is missing after the introductory clause "When I left my house that day"
There is an unnecessary preposition ("for") following the word "idea"
Second sentence:
"Everything" is misspelled as "everthing"
Third sentence:
"My school was ordinary…" is a run-on → Add full stops and fix capitalization to make three sentences
Fourth sentence:
"Known" is misspelled as "nown"
Fifth sentence:
Sam's name is a proper noun and should be capitalized
A comma is needed to separate the independent clauses "His name was Sam" and "he was the most extraordinary person I had ever met"
"Extraordinary" is misspelled as "extrordinary"
"Meet" isn't the correct form of the verb → Change to the past tense "met"

Bringing all you have learned together

Writing Exercises

You may use an example from your own park, site or organisation.

OR

Using the information and knowledge you obtained during the field trip and based on the interpretive example you created, please create, if possible, at least two pieces of writing, one chosen from column one and one from column two.

Column 1	Column 2
An executive summary of a committee report	1 tweet and 1 Facebook entry
A scientific abstract	A piece of creative writing to accompany visuals
A press release	Material for children
Objectives for a communications plan	An infographic
A mission statement	A story board

You need to write about the same topic or subject in at least two different ways.

For example, using "Food for Thought» you could select from column one ...»a scientific abstract» or a press release. You would imagine some research was undertake on the effectiveness of your games... so then write the scientific abstract of that imaginary paper, or write a press release saying how successful the school visits have been in the last year.

From column two you may select to write the text to accompany an infographic detailing the number of people who participated in your different activities or a piece of creative writing to accompany some new visuals showing your food for thought activities that will be presented in the visitor centre.

You may write in English or your own language.

