



An Introduction to... Flash Fiction Teaching Ideas

Learning Objective:

To understand the nature of flash fiction and to create my own.

Success Criteria:

- To understand what is meant by flash fiction.
- To explore ways writers use language, imagery, characters and structure to create flash fiction.
- To write my own piece of flash fiction.

Context

This lesson offers a simple introduction to flash fiction for students at either KS3 or KS4. The lesson explores what flash fiction is, and how to create and edit a piece of flash fiction.

Starter

Quick-fire Stories!

To introduce the concept of flash fiction, students should start by telling their partner a short story. To begin with, they have one minute, then thirty seconds, then only ten seconds. Once they have finished this activity (each partner should have a go), they could discuss the process. How difficult did it become when the time reduced? What did they leave out? How did they choose what to include?

Main Activities

Flash Fiction

You could then introduce the concept of flash fiction. The [PowerPoint](#) has the short flash fiction piece attributed to Ernest Hemingway. What makes this flash fiction? What is not said within the story?

An Example

Students could now read a longer (500 words) piece of flash fiction, titled **Scrambled Eggs**, available on the [Flash Fiction Example](#). They could then discuss what they notice about the language, structure, imagery and characters in the story. How does the writer make these effective in such a short text?

You Try!

There's now an opportunity for students to start creating their own piece of flash fiction. The [PowerPoint](#) has some image prompts, or they could find their own. There's also a [Planning Flash Fiction Worksheet](#) available in the pack.

First Draft

Once students have planned, they need to embark on their first draft. For this draft, they should not be too occupied with the word count. Instead, they should focus on using their chosen image as a starting point, and use their planning sheet to help them.

Second Draft

Now is the time for students to count their words and start editing. There's an [Editing Worksheet](#) which gives them the opportunity to practise on a first draft of the **Scrambled Eggs** story. Encourage them to be as brutal as possible with their work, and cut whenever possible.

Third Draft

Before starting their third and final draft, students could return to the original piece of flash fiction. What makes that successful? With their partner, they could write a list using the [Flash Fiction Checklist](#) template, then apply this work to their own story.

Share!

Finally, students could share their work, offering positive, critical feedback to their peers.

Plenary

Consolidate

What five top tips would students offer to someone about to embark on writing a piece of flash fiction?