



Task Title: Overcoming Writer's Block

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will read a list of strategies for managing writer's block and answer questions.

Main Competency/Task Group/Level Indicator:

- Communicate Ideas and Information/Interact with others/B1.2 (optional)
- Communicate Ideas and Information/Write continuous text/B2.3

Materials Required:

- Pen/pencil and paper and/or digital device
- Conversation partner (if completing optional task with B1.2 competency)

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Notes for Instructors/Practitioners

Task 3b is an optional brainstorming task with another learner or instructor. This question adds an optional B1.2 competency to this task set.

Learner Information

Many high school, college, and university courses have writing requirements. It can be difficult for students to complete writing assignments when they are under time pressure or are experiencing stress. Writer's block is a common challenge people face when working on writing tasks.

Read "Writer's Block Strategies".

Writer's Block Strategies

- Try freewriting: Using this technique, you write continuously without worrying about whether your ideas are connected or if your writing flows together. Set a timer and try writing without stopping, for 5 or 10 minutes.
- Don't edit as you write. Don't worry about spelling, grammar, punctuation or sentence structure. The technical aspects of writing can be addressed later when you're editing your writing.
- Write without referring to notes. Try to write down the ideas you have without looking at the notes you have already made. This can help some writers get started without worrying about incorporating every idea they have come up with.
- Don't worry about finding the most precise words; focus on ideas. You can always change your words during the editing phase.
- If you can't think of the right word, leave a blank or put in a general word (e.g., "thing") as a reminder to come back to it later.
- Capture good ideas that come as you write without worrying about sequence. You can always re-order your sentences and paragraphs when you are editing.
- Try writing the easiest part first. Some writers find it easier to write the introduction or the conclusion or the first body paragraph first.
- Try writing with a pen or pencil and paper instead of on the computer. Some people find it helpful to write their first draft on paper and then type into the computer once they have finalized what they want to say.
- Imagine that you are writing for a friendly reader who needs to know what you know about your topic.
- Write as you talk with everyday words and short sentences. You can always choose different words when you are editing.
- Rehearse what you will write by talking about your ideas before you start. This can be with a friend, or simply talking out loud by yourself to get your ideas going.
- Write as much as you can at one time if your ideas are flowing.

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- Try to relax as you write your first draft. You are trying to get ideas down on paper, not create a finished product the first time you write.
- Brainstorm ideas before starting. For some people, writing down as many ideas as possible in a short amount of time can help them get started. Set a timer and brainstorm words or short sentences to get your ideas going.
- Talk about your ideas with someone: Tell them about your topic and why it's interesting and important; then ask them what they would want to know next.

Work Sheet

Task 1: Choose one strategy from the list. In three (3) to five (5) sentences, explain why you think this technique could be helpful.

Answer:

Task 2: Choose one strategy you might try if you encountered writer's block. Explain why you think this strategy may or may not work well for you. Give at least three (3) reasons in your answer.

Answer:

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Task 3a: Write down at least two (2) additional strategies for overcoming writer's block you would add to the list.

Answer:

Optional Task 3b: If you are working in a classroom, you can discuss ideas with another student or your instructor.

Write down two (2) or three (3) additional ideas from your brainstorming session.

Answer:

Answers

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	selects and uses vocabulary, tone and structure appropriate to the task			
	organizes and sequences writing to communicate effectively			
B1.2 (optional)	uses strategies to maintain communication such as encouraging responses from others and asking questions			
	speaks and signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			

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This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):