

S.W.E.E.P.

How to Create Compelling Chapters using S.W.E.E.P.

BLOOKSY

THE STORY S.W.E.E.P. OVERVIEW

Showing also helps develop your story in a way that isn't just describing what's going on. For instance, rather than telling your readers that “Nicole was selfish and immature,” you could show this side of her by writing a scene where she whines about how everyone forgot her half-birthday. Or if you have a character who’s extremely determined, show her actually persisting through something — don’t just say “she was persistent.”

Overall, when done right, showing draws readers into the narrative with truly immersive description. It contributes to story development but also leaves certain things up to the reader’s interpretation, which is much more interesting than making everything explicit. (Though of course, you can still use language to alter their perception).

The bottom line: telling might be quicker, and it’s certainly necessary to have some telling in every story (more on that later), but showing should almost always be your prime strategy.

VOCABULARY

- **PLOT:** this is the sequence of events where each affects the next one through the principle of cause-and-effect. Note that this sequence of events makes up the story.

- **SWEEP:** to cover the entire range of your story.

- **S.W.E.E.P:** It's an acronym for:

  S - Situation
  W - World
  E - Environment
  E - Emotions
  P - Physical Characteristics

DEFINE PLOT

Define the character plot: the plot of a story is how it starts in the beginning, middle, and end.

When writing a chapter or a book, the 1st thing you need to have is the characters that will be presented in your book and briefly talk about them and how they are connected.

This is what is known as the character plot.

OUTLINE EACH STORY IN THE CHAPTER

After that, you need to outline each story that belongs in your chapters.

The outline is to include:

A. Story breakdown:

I. Star: Who are the character(s)?

II. Story: what happened? The story must include conflict that the character endured/overcame.

III. Solution: How did it end?

APPLY S.W.E.E.P.

After outlining the story, we need to apply **S.W.E.E.P.** to ensure we have compelling chapters.

S – Situation: here you need to ensure the reader understands what's happening with and around the characters.

W – World: where are the characters based? Which part of the world? What are the cultural beliefs and customs? And how does it affect the characters in the book or story?

E – Environment: show the world through the eye of the character. Tell in detail what surrounds them

E – Emotions: make the story real to the readers. Let the readers be able to identify with the characters' emotions, dreams or habits, or choices.

P - Physical Characteristics: enable the reader to be able to draw the character in their minds by choosing the right details to convey personality and describing them in detail.

ACTIVITY

Think of a story that you'd like to write.

Now, come up with the characters of the plot that you have in mind.

Using the Star-Story-Solution Framework, write the chapter plot in five to seven bullet points, with 4-7 blank lines between each point in your plot. (3-4 Minutes)

Afterward, ensure you have an outline of each chapter. Do a story S.W.E.E.P of each chapter by answering the following questions (not all, but depending on your plot).

This should take 7-9 minutes per story.

Once you've answered all the appropriate questions, record yourself telling the story, using the bullet points as a guide to include details.

SITUATION

1. Who are the characters in the situation?

2. Are they the oldest, youngest or the middle child?

3. What is the gender/race of the characters?

4. What happened to lead the character in the situation?

5. What was the dialogue in the situation?

6. What are aspects of the character the reader needs to know that will impact how the character makes decisions?

7. What are your characters' past experiences that may affect the situation?

WORLD

1. What was happening with popular culture?

2. What are the social norms? (If relevant)

3. What are the cultural influences? (If relevant)

4. What sports teams were popular? (If relevant)

5. What were the Politics of the day? (If relevant)

6. Is the character religious?

7. Was there a recent historical event?

ENVIRONMENT

1. Does the environment impact the story?

2. What does the character see?

3. In the distance-someone standing by?

4. In the room

5. One way street in front of them

6. People in the distance

7. How is the landscape?

8. Does the story start in one place, and end in another place?

9. How was the weather?

10. What time of day?

ENVIRONMENT

11. What does the character see that the might encounter?

A. A passing car

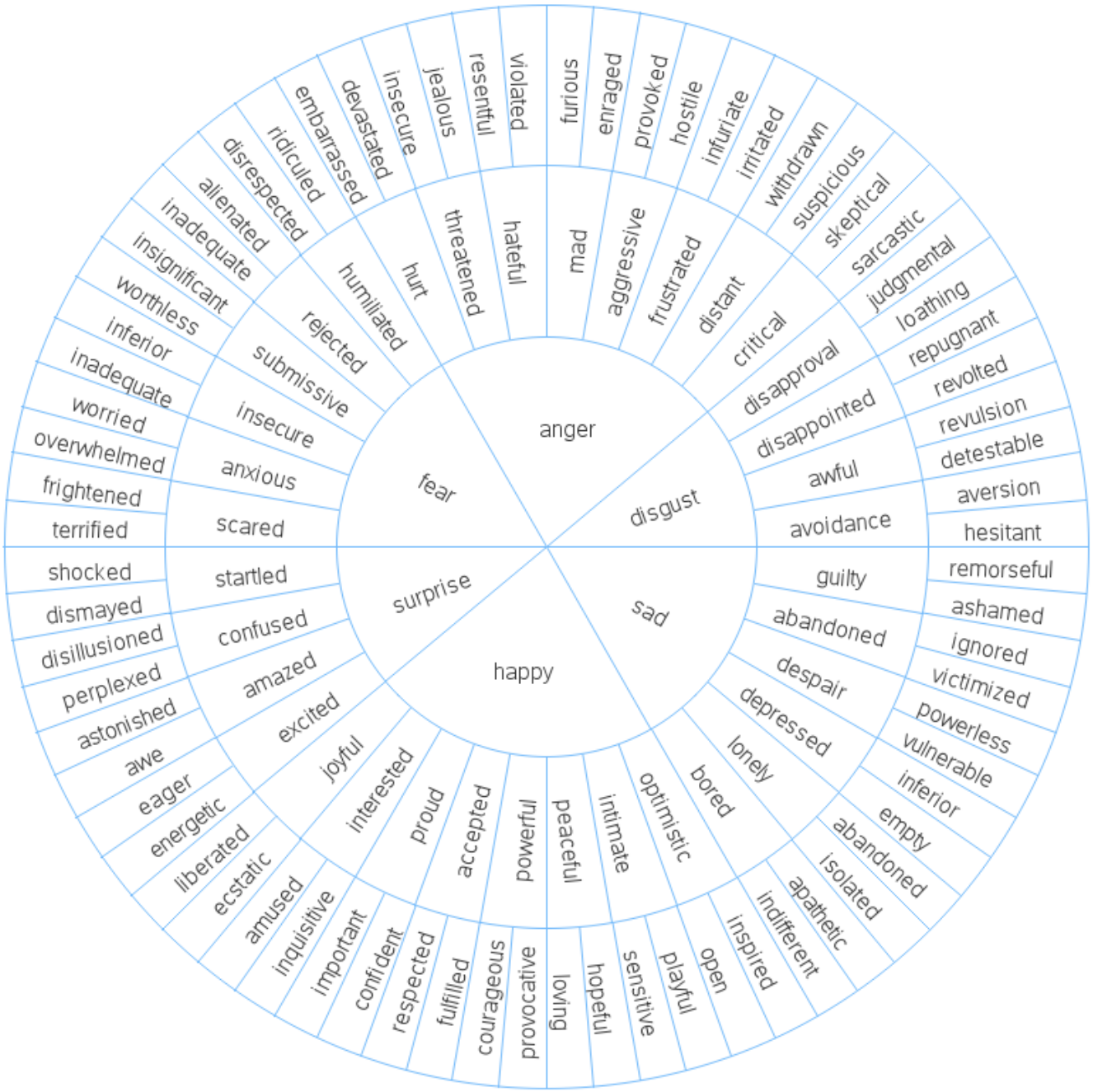
B. A yellow light that might turn green as they drive under it

12. What day of the week was it?

13. What season was it?

EMOTIONAL

WHAT DID THE CHARACTER FEEL?



PHYSICAL

1. Is your character Standing or Sitting?

2. What color was the character wearing?

3. Hair color and the hair length

4. Is the said character tall or short?

5. Smell

6. The character's body language

7. Noticeable tattoos

8. Do they have noticeable Birthmarks?

9. What was the character doing with their hands?

    A. Looking at his/her phone?

    B. Fidgety?