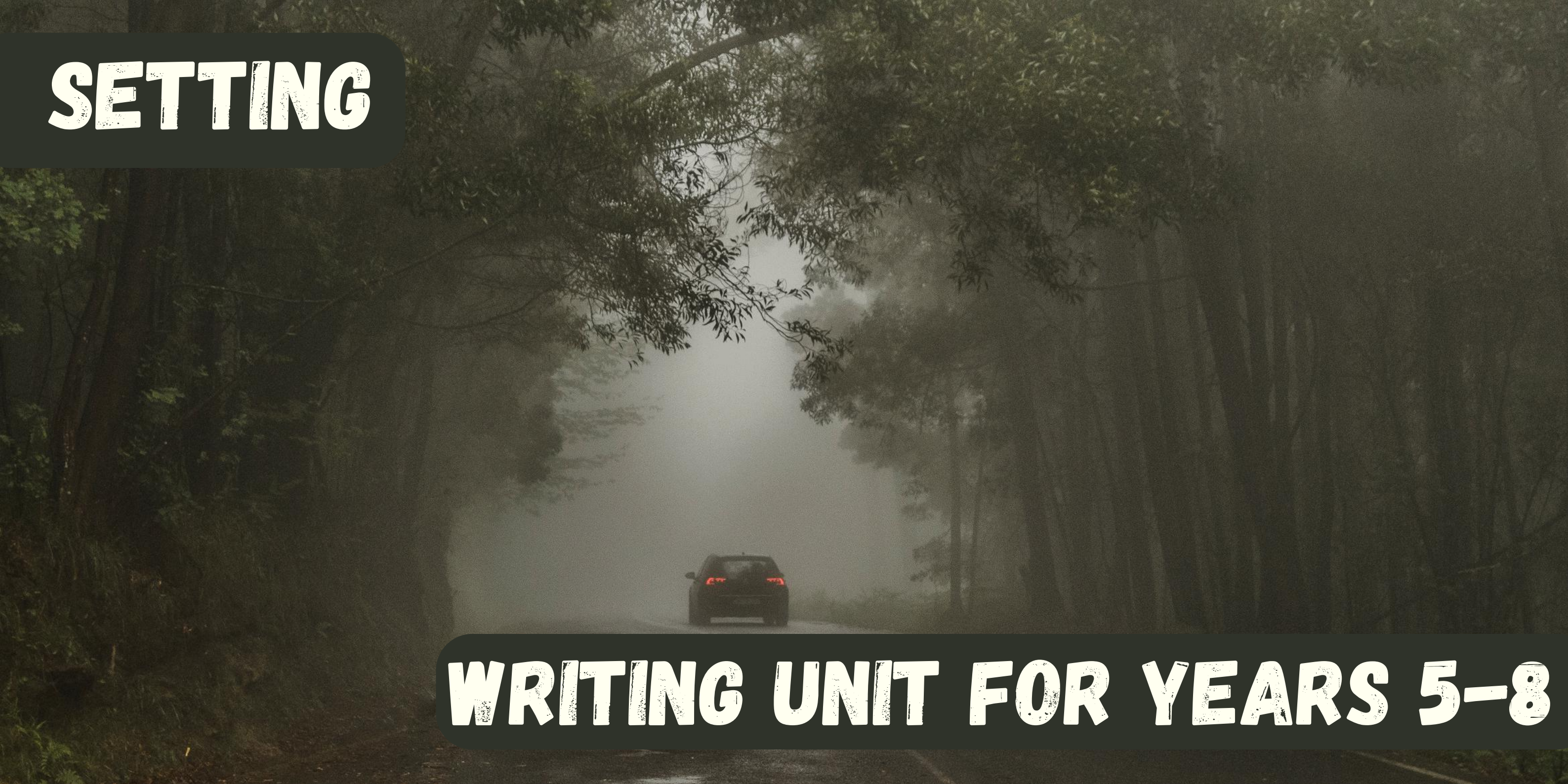


A dark, foggy forest road with a car in the distance. The scene is dimly lit, with tall trees lining the road and a car visible in the distance. The overall atmosphere is mysterious and eerie.

SETTING

WRITING UNIT FOR YEARS 5–8

Contents

Click on the picture to take you to the lesson



Te Mātaiaho - New Zealand Curriculum Links (2024)

- Writing for purpose and audience (NZ Curriculum 2024)
- Creating texts using appropriate language features
- Using descriptive language effectively
- Developing craft of writing

WRITING TO ENTERTAIN

- draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:
 - – contain narrative elements: character, **setting**, problem/ purpose, plan, action, resolution, and conclusion
 - – are well structured into paragraphs
 - – develop the plot using transitional words or phrases
 - – develop characters by including actions and feelings
 - – **may use shifts in time and several settings**
 - – **use sensory details**
 - – provide a sense of closure that ends the story effectively
- deliberately select and use a range of literary techniques, including **imagery, personification, figurative language**, alliteration, and idioms, to meet the purpose of the writing and engage the reader
- **explain how the devices they have used help create meaning for the intended audience**

Learning Intentions

Students will be able to:

- Create vivid settings using sensory details and figurative language
- Understand how setting influences mood and atmosphere in writing
- Select and use appropriate vocabulary to enhance setting descriptions
- Apply feedback to improve their setting descriptions

Success Criteria

Students can:

- Include at least three different sensory details in their setting descriptions
- Use figurative language (similes, metaphors, personification) effectively
- Create a clear mood or atmosphere through their setting description
- Edit and improve their work based on peer and teacher feedback

SETTING

A crime scene investigation scene. In the background, there is a two-story house with brown siding and white trim, and a detached garage with grey siding and a dark roof. A wooden fence with stone pillars separates the property from the street. Yellow crime scene tape with the word "STOP" is strung across the scene. In the foreground, two forensic investigators in white protective suits and masks are kneeling on the pavement, one holding a small object. Two police officers in dark blue uniforms are standing near the garage, looking at a clipboard. The scene is set in a wooded area with tall trees in the background.

LESSON 1: WHAT IS SETTING?

Lesson 1: Getting started - identifying what makes a strong setting.

- Check Prior Learning and expand knowledge

Have children work with a buddy to come up with a definition of ‘setting’. What elements do we need in a setting?

Show video:

This explains what setting is. Does it match what the kids already know? Start a chart for wall display as part of success criteria.

Lesson 1: Getting started - identifying what makes a strong setting.

Read and analyse this example of strong setting writing:

The old lighthouse stood sentinel on the rocky headland, its white paint peeling like sunburned skin. Salt-laden wind whistled through cracks in the weatherboards, creating an eerie melody that echoed across the deserted beach. Below, grey waves crashed against the rocks, sending plumes of spray high into the air like ghostly fingers reaching for the sky. Seabirds wheeled overhead, their mournful cries adding to the loneliness of the scene.

Discussion points:

Identify sensory details (sight, sound, touch)

Notice figurative language (similes, personification)

Discuss how the writing creates a mood

Look at next two pages and analyse if you want.



Lesson 1: Getting started - identifying what makes a strong setting.

Urban Settings

Wellington City on a Windy Day: *The wind roared through the concrete canyons of Lambton Quay, sending shop awnings flapping like startled birds. Office workers leaned forward at impossible angles, their coats billowing behind them like superhero capes. Above, steel and glass buildings swayed ever so slightly, while fallen leaves performed wild ballet routines across the pavement. The harbour, visible down the side streets, was a churning mess of white-capped waves and spray.*

Night Market: *Steam rose from a dozen food stalls, carrying the mingled aromas of dumplings, curry, and sizzling satay. Strings of colored lanterns swayed overhead, casting warm pools of light onto the faces of the crowd below. Vendors called out their specials in a melody of different languages, while somewhere in the distance, the sweet notes of a violin floated above the cheerful chaos. Children weaved through forest of adult legs, their faces sticky with forbidden second desserts.*

Lesson 1: Getting started - identifying what makes a strong setting.

Natural Settings

West Coast Beach: *Black sand stretched for kilometers, dotted with chunks of driftwood bleached white as bones. The Tasman Sea thundered against the shore, its jade-green waves topped with foam that resembled cream whipped by a giant's hand. Behind the beach, harakeke and toetoe swayed in the salt-laden breeze, their leaves creating a gentle shushing sound that was almost lost beneath the ocean's roar. A pair of oystercatchers picked their way along the tide line, their orange beaks bright against the monochrome landscape.*

Native Bush Track: *The track wound its way through ancient rimu and tōtara, their massive trunks disappearing into the canopy far above. Soft green light filtered through layers of foliage, creating shadows that shifted with each breath of wind. The air hung thick and sweet with the scent of damp earth and decay - the smell of a forest constantly renewing itself. A stream chattered somewhere nearby, its voice mixing with the gentle tap-tap of water drops falling from leaf to leaf.*

SETTING



LESSON 2 – SENSORY DETAILS

Lesson 2: Sensory Details

Activity 1

Introduction

"Today we're going to be detectives - but instead of using magnifying glasses, we're going to use our five senses to investigate and describe settings. Great writers don't just tell us what things look like - they help us hear, smell, feel, and sometimes even taste their settings."

Teaching Point

Start by writing this basic sentence on the whiteboard: The beach was nice.

Ask students: *"What makes this description weak? What don't we know about this beach?"*

Then model how to expand this using sensory details:

"Let me show you how I use my senses to explore this beach:

- Sight: What do I see? Waves topped with white foam rolled onto golden sand, while seabirds circled overhead against a powder-blue sky.
- Sound: What do I hear? The steady rhythm of waves mixed with the piercing cries of seagulls and the soft shushing of sand shifting in the breeze.
- Touch: What can I feel? Warm sand trickled between my toes, and salt spray cooled my face.
- Smell: What scents are there? The air was rich with the tang of salt and seaweed.
- Taste: Can I taste anything? Salt lingered on my lips."

Lesson 2: Sensory Details

Combined description: *Waves topped with white foam rolled onto golden sand, while seabirds circled overhead against a powder-blue sky. The steady rhythm of waves mixed with the piercing cries of seagulls and the soft shushing of sand shifting in the breeze. Warm sand trickled between my toes, and salt spray cooled my face. The air was rich with the tang of salt and seaweed, and the taste of salt lingered on my lips.*

Shared Writing

Write on the board: The library was quiet.

Guide students through the senses:

1. "What might you see in a library?" (Get 2-3 student suggestions)
2. "What sounds, even quiet ones, could you hear?" (2-3 suggestions)
3. "What could you feel?" (2-3 suggestions)
4. "What smells might be in a library?" (2-3 suggestions)

Create a class description together using student suggestions.

Independent Writing

Give students this sentence: The kitchen was busy.

Have them work independently or in pairs to:

1. List at least one detail for each sense
2. Combine their sensory details into a paragraph.

Lesson 2: Sensory Details

Sharing

Have 2-3 students share their kitchen descriptions. Have the class identify which sensory details they hear in each description.

Extension Activities

For early finishers:

- Transform: The forest was scary
- Create a sensory word bank for: A rainy playground

An example for Reference:

Basic: The cafe was busy.

Enhanced with sensory details: Coffee machines hissed and gurgled like dragons, releasing clouds of fragrant steam into the warm air. Spoons clinked against ceramic cups, mixing with the buzz of conversation and the scrape of chairs on wooden floors. The rich aroma of roasted beans mingled with the buttery scent of fresh croissants, while baristas called out orders over the background rhythm of indie music. Smooth wooden tables held laptops and plates of half-eaten muffins, and condensation ran down cold glass windows where winter met the cosy warmth inside.

Lesson 2: Sensory Details

Activity 2: Sensory Setting Cards - reinforcing the learning from previous session.

Purpose: Students practice focusing on one sense at a time to build detailed descriptions.

Materials Needed:

- Cards labelled with different senses
- Location cards
- Timer

How it Works:

1. Students draw one location card (e.g., school playground, supermarket, library)
2. They draw one sense card (sight, sound, smell, touch, taste)
3. They have 2 minutes to write as many specific details as possible for that sense in that location
4. Repeat with different sense cards
5. Combine the best details into a paragraph

Lesson 2: Sensory Details

Example: Location: Library

- **Sight:** Books with cracked spines lean against each other like tired soldiers, dust motes dance in the sunbeams through tall windows
- **Sound:** Pages whisper as they turn, the soft tap-tap of fingers on keyboards, the squeak of chair legs on wooden floors
- **Smell:** Old paper and leather bindings, someone's coffee in a travel mug, the sharp scent of cleaning spray
- **Touch:** Smooth wooden tables worn by countless elbows, cool glass windows, rough carpet under shoes

Final Combined Description: *Books with cracked spines lean against each other like tired soldiers while dust motes dance in the sunbeams. Pages whisper as they turn, mixing with the soft tap-tap of fingers on keyboards and the occasional squeak of chair legs on wooden floors. The scent of old paper and leather bindings mingles with someone's coffee, and smooth wooden tables, worn by countless elbows, await the next reader.*

When describing a setting, ask:

- **Sight:** What colours, shapes, movements do I see?
- **Sound:** What's the loudest sound? The quietest? Any background noises?
- **Touch:** What textures? Temperature? Air movement?
- **Smell:** Any strong smells? Subtle scents? Mixed aromas?
- **Taste:** Can you taste anything in the air? On your lips?





SETTING

LESSON 3 – PAINTING WITH WORDS

Lesson 3: Painting with Words

- **Purpose:** Students will be able to use similes, metaphors, and personification to create vivid setting descriptions.

Display two descriptions of the same setting:

Basic Description: *The mountains were very tall. The trees moved in the wind. The river was fast and loud.*

Figurative Description: *The mountains stood like ancient warriors guarding the valley, their snowy helmets gleaming in the sun. The trees danced and bowed to the wind's command, while the river sang its endless song as it raced over smooth stones below.*

Ask students:

- Which description helps you see the scene better?
- What makes the second description more interesting?
- What techniques did the writer use?

Lesson 3: Painting with Words

- Explicit Instruction - tell the students:

The Three Paint Brushes of Figurative Language

Similes (Comparing using 'like' or 'as') Example Setting: *Beach*

- *The waves rolled in like white-maned horses*
- *Seashells scattered across the sand like fallen stars*
- *The cliff stood as tall as a hundred stacked giants*

Metaphors (Direct comparison) Example Setting: *Forest*

- *The trees were soldiers standing at attention*
- *Each fallen leaf was a tiny boat on a sea of grass*
- *The morning mist was a soft blanket over the forest floor*

Personification (Giving human qualities to non-human things) Example Setting: *City*

- *The old buildings whispered secrets to each other*
- *Traffic lights winked at passing cars*
- *The wind fingers through the skyscrapers*

Lesson 3: Painting with Words

Activity: Setting Element Cards

1. Have three boxes labeled "Setting Elements," "Human Actions," and "Objects/Animals". Children can create these in groups to form the cards for the activity.
2. Students draw one card from each box to create figurative language

Example Cards:

- Setting Elements: trees, clouds, mountains, buildings
- Human Actions: dance, whisper, sleep, guard
- Objects/Animals: soldiers, blankets, dancers, ships

Sample Combinations:

- Trees + dance + ballerinas = "The trees were ballerinas dancing in the wind"
- Clouds + sleep + blankets = "Clouds lay like soft grey blankets across the sky"
- Mountains + guard + soldiers = "Mountains stood guard like ancient stone soldiers"

Lesson 3: Painting with Words

Independent (or paired) writing:

Students choose one basic setting from the list:

- A beach at sunset
- A busy playground
- An empty street at night
- A garden in spring
- A stormy sky

Task: Write three sentences about your setting using:

1. **One simile, one metaphor, one example of personification.**

Example Response - Beach at Sunset: *The sun was a massive copper penny sinking into its ocean bank. Waves rolled in like pieces of liquid glass catching the light. The warm sand sighed happily under the feet of the last few beachgoers.*

Students share their sentences with a partner or small group:

- Which sentence creates the clearest picture? Which figurative language is most creative/original? How could the descriptions be made even stronger?

Lesson 3: Painting with Words

Extension Activity

Figurative Language Chain. Create a chain of figurative language about one setting element:

- The tree was an umbrella (metaphor)
- Sheltering like a mother hen (simile)
- Arms reaching protectively over the garden (personification)

Common Pitfalls to Discuss

- Mixing metaphors
- Forced or unclear comparisons
- Overuse of figurative language
- Cliché expressions

Example of good writing:

The Old House: *The abandoned house was a tired grandmother slouching on her front porch. Windows like heavy-lidded eyes stared blankly at the street, while the weatherboards hung loose like threads on an old cardigan. The garden, once neat as a new haircut, now sprawled wild and unchecked across the section. Only the chimney stood tall, its brick neck stretched proudly above the sagging roof, still breathing thin wisps of memory into the evening air.*



SETTING

LESSON 4 –SHOW NOT TELL

Lesson 4: Show Don't Tell

Activity 1: Transforming Basic Statements

- **Purpose:** Students will learn to transform simple telling statements into vivid showing paragraphs using sensory details and figurative language.

Teacher: "I'm going to say something really boring about our classroom. Ready? The classroom was hot."

"Is that interesting to read? Does it paint a picture in your mind? Let's make it better together."

Explicit teaching

Tell students that writers don't tell their readers what to think - they show them with details that help readers create pictures in their minds.

Display first example:

Telling: *It was a cold morning.*

Showing: *Frost sparkled on the grass like scattered diamonds, and each breath came out in tiny white clouds. The metal handle of the gate stung against bare fingers, and somewhere in the distance, a solitary bird called out across the frozen landscape.*

Lesson 4: Show Don't Tell

Analysis with students - Look for:

- Things we can see
- Things we can feel
- Figurative language
- Specific details

Shared Writing: Transform the boring sentence about the hot classroom together

Prompt students with questions:

- "What do you see in a hot classroom?"
- "What do people do when they're hot?"
- "What sounds might you hear?"
- "What might things feel like?"

Craft together e.g. *Sweat trickled down students' necks as they flapped worksheets like makeshift fans. The afternoon sun turned the windows into magnifying glasses, while the wall clock seemed to have melted into slow motion like a Dali painting. Even the pot plants drooped their leaves in surrender to the heat, and the usually energetic class guinea pig lay spread-eagled in its cage, barely mustering the energy to blink.*

Lesson 4: Show Don't Tell

Students choose one statement to transform:

- It was a hot day
- The garden was beautiful
- The beach was busy
- The house was old
- The mall was noisy

Provide scaffold questions on board:

1. What can you see?
2. What can you hear?
3. What can you feel?
4. What can you smell?
5. What comparisons can you make? (similes/metaphors)
6. What specific details would show this?

Students share their transformations with a partner, then volunteers share with class.

Lesson 4: Show Don't Tell

Teaching Points to Emphasise:

- *Use specific nouns (not "things" or "stuff")*
- *Include movement and action*
- *Appeal to multiple senses*
- *Use figurative language naturally*
- *Choose precise verbs*
- *Show the effects rather than stating the cause*

Common Problems to Watch For:

1. *Adding "very" to telling statements*
2. *Listing details without connection*
3. *Overusing similes*
4. *Telling emotions instead of showing them*

Lesson 4: Show Don't Tell

Activity 2: Weather Transformation Challenge

Purpose: Students practice showing weather's effect on a setting rather than just stating it.
Instead of...

- It was raining
- It was windy
- It was foggy

Base setting: A playground

Example Transformations:

1. **Rain:** *Water drummed against the metal slide, creating a musical symphony of plinks and plonks. The monkey bars glistened like polished silver, while puddles grew between the woodchips, reflecting the grey sky in dozens of miniature mirrors.*
2. **Wind:** *The swing chains rattled an eerie melody as empty seats danced back and forth. Leaves cartwheeled across the basketball court, and the flag rope slapped rhythmically against its pole like a metronome gone wild.*
3. **Fog:** *The playground equipment loomed like the skeleton of some ancient beast, its outlines blurring into the grey air. The tops of the tallest poles disappeared into nothingness, while closer objects seemed to float, disconnected from the ground.*

Lesson 4: Show Don't Tell

Activity 3: Setting Snapshots

Purpose: Students practice zooming in on small details to make settings more vivid.

Instructions:

1. Choose a broad setting (beach, park, street)
2. Imagine taking a photo
3. Zoom in on one small detail
4. Describe everything about that detail

Example: Broad setting: Beach Zoomed detail: A rock pool

The rock pool was a miniature universe unto itself. Tiny crabs scuttled sideways between fronds of seaweed that swayed like underwater trees. The water, clear as glass, magnified the grains of sand at the bottom, each one a different shade of gold and brown. In one corner, an anemone's tentacles danced in an invisible current, while a starfish, orange as a sunset, inched its way up the rocky wall.

Find something in the school or locally that children can write about as a shared experience. What in your school could you zoom in on?

A person is walking away from the viewer down a path in a dense forest. The trees are tall and thin, with bare branches. The air is thick with mist or fog, creating a blue and white color palette. The path leads towards a bright, hazy light at the end of the forest.

SETTING

LESSON 5 –MOOD AND ATMOSPHERE

Lesson 5: Creating Mood and Atmosphere in Settings

Purpose: Students will learn how to create specific moods in their setting descriptions through deliberate word choice and sensory details.

Show this neutral description of a forest: *There were trees all around. The wind moved through the branches. Birds made sounds overhead. There was a path leading forward.*

Then show these two variations:

Magical: *Ancient trees curved overhead like the arches of a living cathedral, their leaves whispering secrets to each other in the golden light. Rainbow-winged birds darted between the branches, their songs chiming like tiny bells. A silver path wound ahead, scattered with what looked suspiciously like fairy footprints.*

Threatening: *Gnarled trees clawed at the darkening sky, their twisted branches creaking in the bitter wind. Ravens circled overhead, their harsh cries echoing through the shadows. A narrow path snaked into the darkness, half-choked by thorny undergrowth.*

Ask: What mood does each version create? How?

Lesson 5: Creating Mood and Atmosphere in Settings

Explain the Key Techniques for Creating Mood:

Word Choice

- Verbs: Compare "walked" vs "trudged" vs "skipped"
- Adjectives: Compare "old" vs "ancient" vs "decrepit"
- Nouns: Compare "house" vs "home" vs "mansion" vs "shack"

Sensory Details

- Sight: Light, shadow, colours, movement
- Sound: Volume, rhythm, pitch, silence
- Smell: Fresh/stale, pleasant/unpleasant
- Touch: Temperature, texture, air movement
- Taste: If relevant to the setting

Sentence Structure

- Short sentences = tension, urgency
- Long, flowing sentences = peace, beauty
- Mix of lengths = varied mood

Lesson 5: Creating Mood and Atmosphere in Settings

Example Analysis

Let's analyse how this beach scene creates a peaceful mood:

Gentle waves lapped at the shore in a steady rhythm, while seabirds glided lazily overhead. Warm sunshine melted into the sand like honey, and a soft breeze carried the fresh scent of salt and seaweed. White shells dotted the tideline like scattered pearls.

Techniques used:

- Gentle word choice: "lapped," "lazily," "melted"
- Peaceful sounds: "steady rhythm"
- Pleasant sensory details: "warm sunshine," "soft breeze"
- Positive imagery: "like honey," "like scattered pearls"

Lesson 5: Creating Mood and Atmosphere in Settings

Shared Writing Activity: Mood Transformation

Start with this neutral setting: The old house stood at the end of the street. It had a garden and a fence. The windows were dark. The front door was closed.

As a class, transform it to create these moods:

1. Welcoming
2. Mysterious
3. Spooky
4. Sad
5. Magical

Example (Welcoming): *The charming cottage waited at the end of the street, its garden overflowing with cheerful daisies and nodding roses. Lace curtains peeked from sparkling windows, and a red door stood ready to welcome visitors, its brass knocker gleaming in the afternoon sun. The white picket fence wrapped around the property like a friendly hug.*

Lesson 5: Creating Mood and Atmosphere in Settings

Independent (or in pairs if students need support) Writing Activity: The Empty Classroom

Write three versions of an empty classroom scene, creating these moods:

1. Peaceful
2. Lonely
3. Your choice

Prompt questions:

- What time of day is it?
- What's the lighting like?
- What sounds can you hear?
- What details will you focus on?
- Which words will help create your mood?

Students share their writing with a partner:

- Can they guess the mood?
- Which words or phrases were most effective?
- What sensory details stood out?

Lesson 5: Creating Mood and Atmosphere in Settings

Example Moods: A Kitchen

- **Welcoming:** *Warm light spilled from the windows onto the garden outside, while the scent of baking cookies wrapped around anyone who entered like a grandmother's hug. The old wooden table, its surface marked with years of family meals, stood ready to welcome more memories.*
- **Abandoned:** *A thin film of dust coated the counter tops, broken only by the tiny footprints of mice. The tap dripped slowly into a tea-stained mug, each drop echoing in the empty room. Cabinet doors hung crooked on tired hinges, revealing empty shelves within.*
- **Busy/Chaotic:** *Steam billowed from three pots at once, setting off the smoke alarm's shrill dance. Recipe books sprawled across every surface, their pages marked with sticky notes and smudges of butter. Bowls teetered in precarious towers by the sink, while the knife block stood empty, its contents scattered across chopping boards.*



SETTING

LESSON 6 –PUTTING IT TOGETHER

Lesson 6: Putting it all together

As a class determine success criteria - what makes an effective setting? Children should be able to remember from the lessons - or review lesson 1.

Success Criteria

Students can:

- Include at least three different sensory details in their setting descriptions
- Use figurative language (similes, metaphors, personification) effectively
- Create a clear mood or atmosphere through their setting description
- Edit and improve their work based on peer and teacher feedback

Lesson 6: Putting it all together

Independent Application - pictures provided in following pages

Planning and Drafting

- Students choose a setting from the pictures provided to describe in detail
- Create planning maps including sensory and figurative elements
- Begin draft writing

Peer Review and Editing

- Students share work in pairs or small groups
- Use success criteria to provide feedback
- Begin revisions

Final Writing and Publishing

- Complete polished versions
- Optional: Add illustrations or create digital presentations
- Share final pieces

Lesson 6: Putting it all together - (more supported)

Show video:

Gandalf in Bag End. How would they describe the outside of the house - the door, the hole the countryside. Show until Gandalf looks around at about 1.27 onwards. What features are in the Hobbit Hole that make it unique? What does the room say about its occupant? Rather than “Bilbo was a bit messy and likes to explore new parts of his world”, for example, how could this be written to SHOW he is disorganised and likes to explore? What would be the first steps in writing this setting? - create a list of all the things about the Hobbit Hole that are unique - dark, low ceilings, fire on in middle of day, maps, knick knacks etc. Then turn into a paragraph.

Do as a class, share, refer to any success criteria class has determined. E.g strong adjectives -e.g. ‘tattered maps lay strewn across the table.’ Put some good exemplars created by talented writers on the wall for others to refer to.



SETTING

PICTURE PROMPTS – SETTING























































































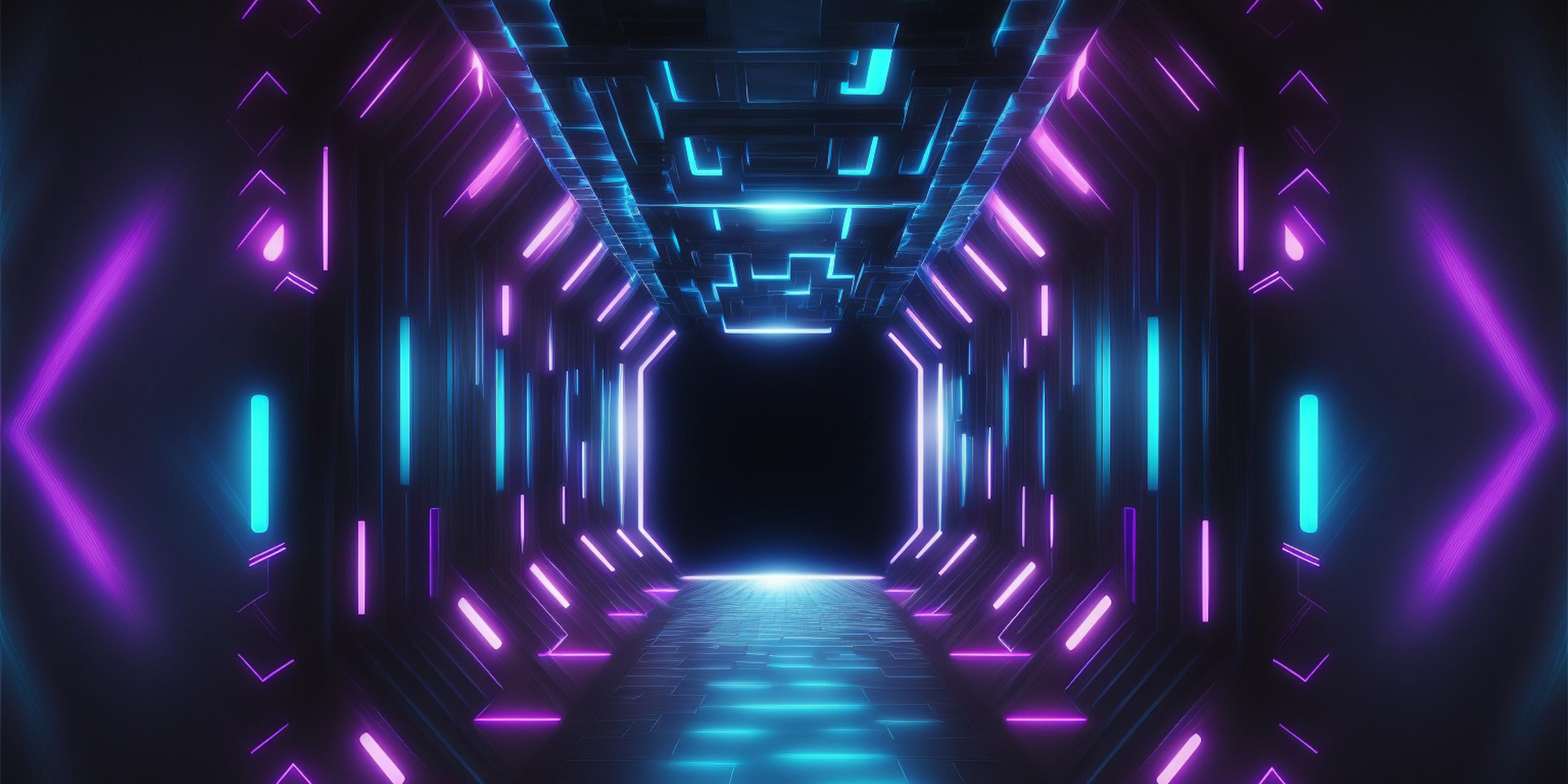
























SETTING



WORD PROMPTS – SETTING

WORD PROMPTS

Natural and Outdoor Settings

1. An abandoned treehouse deep in an ancient forest
2. A hidden cave behind a waterfall
3. A mysterious lighthouse on a rocky cliff
4. An underground tunnel system beneath a small town
5. A forgotten botanical garden with exotic plants
6. A desert oasis with crumbling stone structures
7. An overgrown greenhouse with strange, mutant plants
8. A volcanic island with steaming hot springs
9. A remote mountain monastery
10. A dense bamboo forest with hidden paths

WORD PROMPTS

Urban and Architectural Settings

1. An old clock tower with a secret room
2. An abandoned subway station
3. A multilevel library with endless, twisting shelves
4. A rooftop garden in a bustling city
5. An antique museum after hours
6. A hidden underground arcade
7. A converted warehouse with mysterious artwork
8. A school built on an ancient archaeological site
9. A forgotten theme park
10. A historic mansion with multiple secret passages

WORD PROMPTS

Magical and Fantastical Settings

1. A floating city in the clouds
2. An enchanted forest where trees can communicate
3. A magical library where books come to life
4. An underwater kingdom with bioluminescent creatures
5. A hidden dimension accessed through an ordinary object
6. A castle made entirely of crystals
7. A world where gravity works differently
8. A realm where shadows have their own consciousness
9. A mystical marketplace that appears only at midnight
10. A garden where plants have magical properties

WORD PROMPTS

Sci-Fi and Futuristic Settings

1. An abandoned space station
2. A research base on Mars
3. An underground city after a global catastrophe
4. A biodome with artificial ecosystems
5. A spacecraft traveling between distant galaxies
6. A virtual reality world gone wrong
7. A laboratory studying time anomalies
8. A city where technology has replaced human interactions
9. An artificial island powered by renewable energy
10. A colony on a planet with multiple suns

WORD PROMPTS

Historical and Cultural Settings

1. A medieval castle during a mysterious siege
2. An ancient Incan city hidden in the mountains
3. A trading ship during the Age of Exploration
4. A silk road caravan crossing dangerous territories
5. A Viking settlement during a long winter
6. A samurai training school in feudal Japan
7. An archaeological dig uncovering an unknown civilization
8. A Native American village before European contact
9. A remote monastery preserving ancient knowledge
10. A trading post at the crossroads of multiple cultures

WORD PROMPTS

Mysterious and Unusual Settings

1. A forgotten research facility
2. An abandoned summer camp with strange legends
3. A train that travels through multiple dimensions
4. A circus that only appears on certain nights
5. An old lighthouse with unexplained disappearances
6. A remote island with unusual ecological phenomena
7. A bunker from a forgotten era
8. A remote weather station in the Arctic
9. An observatory tracking unusual astronomical events
10. A research vessel studying deep-sea mysteries

WORD PROMPTS

Wilderness and Survival Settings

1. A remote mountain rescue station
2. A hidden valley untouched by modern civilization
3. A survival camp in the Amazon rainforest
4. An arctic research base during a polar night
5. A wilderness survival school
6. A remote ranger station in a national park
7. An ecological research center in a biodiversity hotspot
8. A hidden community living off the grid
9. A geological research site in a remote mountain range
10. A marine research vessel studying ocean ecosystems

WORD PROMPTS

Unexpected and Quirky Settings

1. A cheese factory with unusual production methods
2. A bakery that creates magical pastries
3. A recycling center with sentient machines
4. A comic book store with portals to other worlds
5. A vintage video game arcade with glitching realities
6. A botanical research center growing impossible plants
7. A puppet workshop where puppets have secrets
8. A skateboard park with supernatural elements
9. A food truck that travels through time
10. A comic convention with unexpected adventures

WORD PROMPTS

Hybrid and Crossover Settings

1. A school for extraordinary talents
2. A repair shop for interdimensional machines
3. A wildlife sanctuary for mythical creatures
4. A museum of impossible inventions
5. A community center for supernatural beings
6. A training ground for young time travelers
7. A transit hub connecting multiple dimensions
8. A rehabilitation center for magical creatures
9. A sanctuary for endangered magical species
10. A school for young inventors and innovators

WORD PROMPTS

Wild Card Settings

1. A forgotten subway maintenance tunnel
2. A remote alpaca farm with unusual occurrences
3. A quirky bed and breakfast with time-bending properties
4. A community garden with mysterious growth patterns
5. A roller skating rink with supernatural energy
6. A vintage record store with musical magic
7. A coffee shop that serves more than just drinks
8. A community theater with shape-shifting performers
9. A meditation retreat with unexpected revelations
10. A repair shop that fixes more than just machines