

FA Writing challenges

WRITING CHALLENGE 2: Motivating messages

Objective	To write an inspirational poem to motivate players in the FA Cup
Success criteria:	<p>I can write a motivational poem for a team competing in the FA Cup or similar, using:</p> <ul style="list-style-type: none"> ■ appropriate tone ■ rousing and encouraging vocabulary ■ poetic devices, e.g. alliteration, simile, metaphor
Resources	<ul style="list-style-type: none"> ■ Whiteboard ■ Resource 1: inspirational quotes (to be displayed around the room before the students enter) ■ Resource 2: ideas board ■ Resource 3: motivational phrases ■ Motivating messages' video – please note this was created for FA Writing Challenges for the SSE Women's FA Cup Final 2017: https://www.youtube.com/watch?v=diEEm8fj5j4&t=3s
Supporting resources from National Literacy Trust website	<ul style="list-style-type: none"> ■ KS2 and KS3 Picture the Poet resources supporting the teaching of creative poetry ■ Great poetry through time: Chaucer to 21st Century Poets. A five week unit of work using drama and performance to increase comprehension and to help unlock the multiple meanings of poetry for students in Key Stage 3 ■ Toolkit from a poetry slam competition (Network members only) ■ PowerPoints for secondary schools on vocabulary, grammar and reading in subject areas which are designed for literacy leaders to use in a whole-school staff meeting or INSET but are just as valuable for individual teachers to read themselves. http://www.literacytrust.org.uk/our_network/network_themes/previous_topic_resources_for_literacy_leaders. ■ Use our Craze of the Month feature for more ideas on using pupil's interests as hooks to teach literacy

WRITING CHALLENGE 2: Motivating messages

Lesson plan

Objective: To write an inspirational poem to motivate the players in the SEE Women's FA Cup or similar

Starter (10 minutes)

Before students enter the room display Resource 1 (examples of motivational quotes) around the room.

Show students **Challenge 2: 'Motivating messages' video**. Explain that they need to write an inspirational poem for a player to put up in the dressing room during a major championship.

Draw students' attention to the inspirational quotes displayed around the room (**Resource 1**). Ask them to think of one word to describe what links them all together – do not reveal until the end of the starter.

Have a whole class 'rock, paper, scissors' tournament: Students begin by playing the game in pairs. Whoever wins will play another winning student, and the person who lost to them will become their biggest fan, cheering them on. Whoever wins the second round will then have three fans as they find another opponent. Continue in this way until you have a 'final' match and an overall class winner.

Interview the winner (similar to a press conference), asking questions such as: *How did you achieve your success?*

What got you through the difficult times?
Do you have anything to say to your fans?

Write the following quote on the board:

"For sportsmen or women who want to be champions, the mind can be as important, if not more important, than any other part of the body." (Gary Neville)

What does Neville mean by this?

Return the class' attention to the quotes around the room and ask students which word they think links them. If they do not suggest 'motivation' through discussion, play hangman to introduce it.

Main activity (40 minutes)

Activity 1: Motivational messages

Explain that they have been asked to provide a motivational poem to be displayed on the dressing room wall for a club competing in the SSE Women's FA Cup Final or similar. Using the motivational quotes (**Resource 1**) as a starting point, briefly brainstorm ideas about what they could say/how they would say it.

Using **Resource 1** – pupils need to copy down their favourite quote and underline what they think is the most powerful word or phrase. e.g. "It sounds like a cliché but there are no short-cuts. You have to be very dedicated and challenge yourself every day to be better" – Casey Stoney.

Activity 2: To cliché or not to cliché?

Using **Resource 2** give students five minutes to use the word or phrase as a sentence starter and write down as many motivational sentences as they can based on this (minimum 10 sentences each). Clarify what the word 'cliché' means and why it is best to avoid it in poetry. Model a few examples e.g. challenge yourself every day, to be the best you can be, to run faster than you did yesterday.

Activity 3: Motivational poetry

Ask them to share their lines with a partner and together, choose the eight best sentences from across both lists (ideally four from each student). Students should then write these lines onto **Resource 3** and work together for a further 20 minutes to try to improve them and make them as motivational as possible. Students to then work individually to create a poem using the motivational phrases and sentences they have created.

Challenge students to include up to five poetic devices (e.g. alliteration, simile, hyperbole, onomatopoeia and juxtaposition) or to transform the lines into an extended metaphor.

Remind students that their poems do not need to rhyme. If students want to attempt a rhyming poem, they need to be very aware of using words because they are fit for purpose, not just because they rhyme

e.g.:
"Believe you are the best
And don't forget your vest"

Creates a comical tone rather than inspiring!

Encourage higher ability students to have a go at using rhyme, ensuring that the student is still focused on creating motivational messages.

Activity 4: Performance poetry

Allow five minutes to practise a performance of their draft poems. Encourage students to read through them very quickly to identify which words or phrases they may stumble over (especially if they are nervous), and then to try reading it aloud very slowly and deliberately, as though they are chewing each word. Confident students can be encouraged to add actions or sound effects to their performance.

Plenary (10 minutes)

Remind the class to be respectful of each other's work and ask students to share their poems.

After applause, invite feedback:

Which phrases are motivational?

Which phrases could be improved?

Set as homework

Set the challenge task for students to complete out of class. Encourage them to write their own motivational poem, using their drafts and ideas from this lesson, for a team's dressing room wall. Discuss the success criteria and how this should be included in their poem.

**“Success is no accident.
It is hard work,
perseverance, learning,
studying, sacrifice and
most of all, love of what
you are doing or learning
to do.” (Pelé)**

Resource 1

**“I’ve never played for a
draw in my life.”
(Alex Ferguson)**

Resource 1

**“If you do not believe you
can do it then you have no
chance at all.”
(Arsène Wenger)**

Resource 1

**“You must believe you are
the best and then make
sure that you are.”
(Bill Shankly)**

**"A winner is that
person who gets up one
more time than she
is knocked down."
(Mia Hamm)**

Resource 1

**“It sounds like a cliché
but there are no short-
cuts. You have to be very
dedicated and challenge
yourself every day to be
better.” (Casey Stoney)**

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Resource 2

1. Write down your chosen motivational quote and underline the word or phrase that is the most powerful:

2. Using the word or phrase as a sentence starter – write at least 10 more sentences to motivate others.

Chosen motivational word or phrase:	

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Resource 3

Choose 8 of your motivational phrases and make them even better using positive vocabulary and punctuation:

Chosen phrases...	...with added motivation