

# WRITE ON

National  
Literacy  
Trust

ALCS

## SCHEME OF WORK

Lesson ideas to help you integrate  
the competition topic and task into  
teaching and learning

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# Overview



We've put together 12 lesson plans that you can use to integrate the *Write On* competition topic and task into your teaching. The scheme of work can be used in full over several weeks, or you could just pull out a few ideas from some of the lessons. The lesson ideas slot really well into Key Stage 3 English, but many of the activities, particularly Lessons 1-3, could also be used within tutor time, Citizenship and PSHE.

	Learning Objectives	Tasks	Resources
1	Understanding and challenging perceptions of young people.	<ul style="list-style-type: none"> <li>• Define and understand the word "perceptions".</li> <li>• Discuss and examine how young people are perceived in society (both positive and negative perceptions), using images as a stimulus.</li> <li>• Examine why these perceptions exist and how they can be challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini whiteboards</li> <li>• Post-it notes</li> <li>• Positive and negative images of young people</li> </ul>
2	Understanding the concept of copyright.	<ul style="list-style-type: none"> <li>• Define and understand the word "copyright".</li> <li>• Discuss examples of copyright infringement.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini whiteboards</li> <li>• Markers</li> <li>• Copies of copyright infringement article</li> <li>• Internet access/additional examples</li> </ul>
3	Understanding the difference between plagiarism and inspiration.	<ul style="list-style-type: none"> <li>• Ensure understanding of the concept of copyright.</li> <li>• Read the <i>Write On</i> stimulus poems and use these to examine the difference between plagiarising and taking inspiration from existing work.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Write On</i> stimulus poems</li> </ul>
4	Understanding a range of poetic techniques.	<ul style="list-style-type: none"> <li>• Learn about or review poetic techniques through a card sort activity.</li> <li>• Examine the application of these techniques in the <i>Write On</i> stimulus poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetic techniques card sort</li> <li>• Giant floor poems</li> <li>• Laminated poetic technique definitions</li> <li>• <i>Write On</i> stimulus poems</li> </ul>
5	Analysing the reasons why poetry is written and the impact poetry can have.	<ul style="list-style-type: none"> <li>• Use examples of poetry, songs and film to examine the different reasons why poetry is written and understand the impact that poetry can have.</li> </ul>	<ul style="list-style-type: none"> <li>• Film and music clips</li> <li>• Mind-mapping software or A3 sheets and coloured pens</li> <li>• <i>Write On</i> stimulus poems</li> </ul>

## Overview continued



6	Understanding the link between poetry and contemporary music.	<ul style="list-style-type: none"> <li>• Review powerful lyrics from songs to identify the poetic techniques that can be used in songs.</li> <li>• Create a word cloud of powerful vocabulary from a song of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Poetry grids</li> <li>• Computers with access to internet</li> </ul>
7	<p>Demonstrating how visual imagery can complement the message of a poem.</p> <p>Showing understanding of the tone of a poem by adding relevant music.</p>	<ul style="list-style-type: none"> <li>• Create a video presentation of a poem using music and images appropriate for the tone of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Computers with video production software such as Windows Movie Maker or Animoto.</li> <li>• Access to music/internet</li> <li>• Copies of several poems</li> <li>• Cameras</li> <li>• Match up sheet (see plenary)</li> </ul>
8	<p>Showing effective understanding of how to identify visual imagery in poetry.</p> <p>Explaining the effect of powerful visual imagery on the reader.</p>	<ul style="list-style-type: none"> <li>• Show video presentations from Lesson 7.</li> <li>• Play “poetry-bingo” to consolidate learning about visual imagery in poetry.</li> <li>• High achieving students act as “poetry snipers”.</li> </ul>	<ul style="list-style-type: none"> <li>• Movie maker presentations (prepared by students in L7)</li> <li>• Bingo grid sheets</li> <li>• Post-it notes</li> </ul>
9	Showing understanding of the subject matter of a poem. Analysing how poems can reflect controversial news stories.	<ul style="list-style-type: none"> <li>• Analyse a poem that tells a story, and turn the poem into a news report or movie trailer to demonstrate comprehension of the poem’s meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Movie trailer/news report videos</li> <li>• Newspaper reports of light-hearted stories</li> <li>• Video cameras/recording devices</li> <li>• Storyboard templates</li> </ul>
10	Understanding how the form or structure of a poem can contribute to its meaning.	<ul style="list-style-type: none"> <li>• Analyse two songs and two poems with contrasting form and structure.</li> <li>• Use knowledge to choose the form and structure of <i>Write On</i> competition entry poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of two contrasting poems</li> <li>• Music clips</li> </ul>
11	Constructing a poem, using poetic techniques learned.	<ul style="list-style-type: none"> <li>• Jointly construct a poem using different poetic techniques, in the style of the game “Consequences”.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetic techniques cards</li> <li>• Sugar paper</li> <li>• Mini whiteboards and pens</li> </ul>
12	Constructing a poem, using poetic techniques learned.	<ul style="list-style-type: none"> <li>• Write a poem individually for entry into the <i>Write On</i> competition.</li> <li>• Evaluate others’ work and offer constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Music clip</li> <li>• A4 paper or laptops for writing up of poems</li> <li>• Resources from previous lessons to act as stimulus</li> <li>• <i>Write On</i> stimulus poems</li> <li>• Thesaurus/dictionary for each student</li> </ul>

# Lesson Plan 1



## Title: Examining perceptions of young people in today's society

### Learning Outcomes

By the end of the lesson students will be able to:

- understand the meaning of the word perceptions.
- understand and challenge the perceptions of young people in society today.

### Summary of lesson

This lesson is an introduction to the topic of 'Society's perceptions of young people'. Students should work in small groups to come up with ideas about how young people are perceived in society and how and why these perceptions/stereotypes might change over time. By the end of the lesson each student will have written the perceptions of a young person, and how this can be challenged.

### Resources

- Mini whiteboards
- Post-it notes
- Positive and negative images of young people (e.g. hoodies, 'chavs', London 2012 volunteers)

### Teacher

Ask students to write down a definition of 'perceptions'.

Slowly reveal various pictures of young people in different situations and stick them on the board. Write the words the students come up with around the pictures.

Discuss each picture with the students. You might want to ask:

- What is the first word you think of when you see this picture?
- Is this positive or negative?
- Do you think your perception of this person is necessarily right? Is it a stereotype?
- Why might someone have a certain perception about this person?
- How could you challenge negative perceptions? What things can't we find out from a picture?

You could add things they discuss around the pictures. Encourage students to draw on their own experiences if appropriate.

Ask students to select one person who is perceived negatively from their previous discussion.

### Students

Write down a definition of perceptions. Teacher will reveal dictionary definition and students give themselves a mark for each word they have that is in the dictionary definition. Student/s with highest score to take on the role of Teaching Assistant to explain to anyone who is unsure. Emphasis should be put on both the positive and negative connotations of the word 'perceptions'.

Use mini whiteboards to write down the first word that comes into their heads and display to teacher.

Discuss and feedback any interesting ideas.

Write a blog from the young person they have selected which explains why people perceive them negatively, and the things that they do not see initially that challenge this perception. They could write this from their own perspective if appropriate.

## Lesson Plan 2



### Title: Understanding the concept of copyright

#### Learning Outcomes

By the end of the lesson students will be able to:

- understand what is meant by copyright.
- understand the consequences of copyright infringement.

#### Summary of lesson

The aim of this lesson is to help students to understand the concept of copyright and its enforceability in law.

#### Resources

- Mini whiteboards
- Markers
- Copies of copyright infringement article ([www.guardian.co.uk/books/2010/feb/18/harry-potter-jk-rowling-willy-wizard](http://www.guardian.co.uk/books/2010/feb/18/harry-potter-jk-rowling-willy-wizard))
- Internet access for students to research examples (Some useful examples are on <http://www.ipo.gov.uk/news/news-famous.htm> and <http://www.ipo.gov.uk/news/news-current.htm>).

#### Teacher

Show students the copyright symbol © on the whiteboard/projector and ask:

- What does this symbol mean?
- Where have you seen it?

Ask students to write down a definition of copyright.

Give dictionary definition and ask students to think of examples of copyright infringement. If necessary, guide students towards discussing which areas of life/industry could be affected by copyright, such as music and literature. Make sure that students understand that copyright infringement is a legal concept.

Hand out article on copyright infringement (JK Rowling case) and read through with the class. If necessary, prompt with questions such as:

- Is copyright infringement always wrong?
- Can you think of any other examples?
- How easy is it to protect copyrighted material?
- How would you go about asking for permission to use copyrighted material? Why don't some people do this?

Explain task. You may need to provide additional examples of copyright infringement if there are no computers available for research. You may wish to feed these additional examples into the previous discussion.

#### Students

Work in pairs to discuss what they think the symbol means and think about where they might have seen it before. Write down any ideas they have to share with others.

Brainstorm what they think the word could mean, and aim to get as many words from the dictionary definition as possible. Lower ability students can write down key words rather than sentences.

Swap whiteboards and mark each others work, giving a mark for each word that appears on the whiteboard that is also in the dictionary definition. Write down the dictionary definition, and try to think of examples of copyright infringement.

Read through the article and then discuss (in small groups of three or four) how they feel about it, morally. After discussion, students could take part in full class discussion/debate about the rights and wrongs of copyright infringement.

Working in pairs or threes, students research and find more examples of copyright infringement and share with each other, discussing their thoughts on them.

# Lesson Plan 3



## Title: Understanding the difference between plagiarism and inspiration

### Learning Outcomes

By the end of the lesson students will be able to:

- understand the difference between copyright infringement or plagiarism and using material as inspiration.
- understand the purpose of the *Write On* stimulus poems.

### Summary of lesson

The aim of this lesson is to ensure that students understand the difference between copying someone else's work and using it as inspiration. They will use the *Write On* stimulus poems to help them think about this distinction.

### Resources

- *Write On* stimulus poems

### Teacher

Recap the concept of copyright with the class. Ensure that they understand that copyright is a legal concept. This means that if someone infringes copyright, the owner of the work can enforce their rights in court.

Introduce the word 'plagiarism' to the group. What does this mean? How does it link to copyright? (Copyright infringement is plagiarism that is legally enforceable. There are forms of plagiarism that are not legally enforceable – e.g. students copying each other's homework). Ask students: What is the difference between plagiarism and taking inspiration? (You may want to share dictionary definitions to support understanding).

Introduce the *Write On* stimulus poems. Students work in small groups, each having a separate poem.

Ask students to feedback their ideas. Use this to ensure they have an understanding of the difference between copyright infringement/plagiarism and using material as inspiration. (It is worth mentioning that the poems are protected by copyright! They are owned by the poets, and used with permission as part of the competition)

### Students

Feedback their understanding of the meaning of copyright.

Brainstorm what is meant by plagiarism and how this is different from copyright infringement and being inspired.

As an extension task, think about the rules of plagiarism in school, for example: when is work plagiarised and when is it simply a case of being inspired?

Half of the students in each small group write down ideas that they have had about young people as a result of the poem. The other half of the group writes down examples of how it could be plagiarised by other students in the competition.

Feedback ideas to clarify understanding of the key concepts.

# Lesson Plan 4



## Title: Understanding a range of poetic techniques

### Learning Outcomes

By the end of the lesson students will be able to:

- identify a range of poetic techniques.
- understand why different techniques are used to emphasise aspects of a poem.

### Summary of lesson

The aim of this lesson is to give students a brief overview of a number of different poetic techniques, so that they can identify them in poems and use them in their own poetry towards the end of the project. It is hoped that students are already familiar with a number of these techniques; if not, this lesson may need to spread over two lessons.

### Resources

- Poetic techniques card sort (provided)
- Giant floor poems: a selection from the four *Write On* stimulus poems, with each line printed out “banner” size. This can be done easily on a publishing or word-processing programme. The poems should be laid out on the floor as students enter.
- Laminated poetic technique definitions on A4
- *Write On* stimulus poems

### Teacher

Starter: Hand out poetic techniques card sort, along with definitions. Inform students how many they have got right.

Hand out crib sheets with definitions and meanings of poetic techniques. Depending on how easy/difficult students found it, it may be worth going over one or two of the more difficult definitions to consolidate understanding.

Introduce giant floor poems (depending on size of room, two or three of the *Write On* stimulus poems could be used) and hand-out techniques on laminated card.

Explain plenary task.

To differentiate, it would be best if students work together according to their ability profiles to ensure they are being challenged.

### Students

Match up definitions with techniques. Struggling students should move around the room seeking help from peers.

Read through crib sheet and stick in books/folders as a useful resource for studying/writing poetry over the rest of the project.

Working in groups or pairs, take their poetic technique, find an example of this technique on one of the floor poems, and place it in the relevant place in the poem. After each group has done this (groups that finish quickly can be given other techniques), they should explain to the rest of the class the technique they have selected. Students should also try and say why the poet has used that particular technique.

Working in pairs, quiz each other on the poetic techniques listed on the crib sheet to consolidate understanding.



# Lesson Plan 5



## Title: Understanding why poetry is written and analysing the impact poetry can have

### Learning Outcomes

By the end of the lesson students will be able to:

- understand the purpose of writing poetry.
- analyse how poetry can have an impact on both reader and writer.

### Summary of lesson

This lesson is designed to show students that poetry is not just written to be studied. Looking at music as a contemporary form of poetry (which will be investigated further in Lesson 6), students will realise that poetry is about emotions and, often, catharsis.

As well as looking at the emotions associated with poetry, students will mind-map all the various reasons why poetry is written, and, towards the end of the lesson, gain a better understanding of the impact that their poem about perceptions of young people might have.

### Resources

- Mindmapping software or A3 paper and colour pens
- Film and music clips
  - Film excerpt: *Dead Poet's Society* (use a clip of the 'Seize the Day!' speech given by Robin Williams' character in a lesson)
  - Music: *Someone Like You* by Adele
- *Write On* stimulus poems

### Teacher

Starter: Show clip of *Dead Poet's Society* to act as stimulus for discussion. If needed, direct students, via discussion, towards thinking about emotions.

Play song, *Someone Like You*. If needed, direct students who are struggling by using key questions: "How did they want the listener to feel?" "What might they have achieved by writing it?"

Hand out a poem of their choice that has made an impact on them and discuss with students.

Hand out the four *Write On* stimulus poems, giving each small group a different poem.

Explain plenary task and hand out A3 paper and coloured pens.

### Students

Watch *Dead Poet's Society* clip. Afterwards, working in pairs or small groups, brainstorm any ideas they have as to why poets might write.

Write down why the songwriter might have written this song.

Enter into discussion in small groups about the impact that the poem might have on the reader, still thinking about the key question; why do we write poetry?

Spend five minutes on the poem they have been given, making notes on what the message of the poem might be. At the end of the five minutes, swap with another group so that they have looked, briefly, at two of the poems.

Mind-map the various reasons why poetry is written, using what has already been discussed and written down during the course of the lesson.



## Lesson Plan 6



### Title: Exploring the link between music and poetry

#### Learning Outcomes

By the end of the lesson students will be able to:

- identify poetic techniques in song lyrics.
- understand the tone of a song by analysing key lyrics.

#### Summary of lesson

The aim of this lesson is to overcome the perception of poetry as a boring, “uncool” art. It begins with students looking at the lyrics of an Eminem song, which is presented by the teacher as a poem. When they discover it is a song, it should open their eyes to the links between poetry and music.

They are then shown powerful lyrics from songs and must identify the tone and meaning of the songs, before creating a visual representation of a chosen song using the most powerful lyrics.

#### Resources

- Internet access for [www.wordle.net](http://www.wordle.net)
- Poetry grids (provided)
- Presentation (provided)

#### Teacher

Using the presentation provided, show the lyrics of *MOSH* by Eminem. The aim is to help students to change their perceptions of poetry.

Show the continuation of the lyrics and ask students to complete the accompanying poetry grid sheet (teacher may prefer to use an alternative song for this task, relative to age and ability of students).

Continue the presentation to reveal some Wordle images of the lyrics of famous songs.

If access to computers is available, tell students to search for the lyrics of a meaningful song.  
If no computers are accessible, hand out song lyrics to students and ask them to create a hand drawn “word cloud” featuring the strongest vocabulary from the song.

Plenary. Ask students to present their word clouds and encourage other students to pick out the most powerful words from each presentation.

#### Students

Attempt to guess the poem, asking the questions:

- What is the tone of this “poem”?
- What is the subject of this “poem”?

Complete the poetry grid sheet by identifying the key language and imagery, as well as analysing the subject and structure of the lyrics.

By examining the vocabulary used, discuss what they believe the tone of the song to be, and as an extension activity, suggest what the message or meaning of the song may be.

Find the lyrics of a meaningful song and pick out the most powerful vocabulary. Turn this vocabulary into a visual piece of art at [www.wordle.net](http://www.wordle.net).

Present their word clouds to peers, who must guess the tone of each song, as they did earlier in the lesson.

# Lesson Plan 7



## Title: The visual and auditory power of poetry

### Learning Outcomes

By the end of the lesson students will be able to:

- demonstrate how visual imagery can complement the message of a poem.
- show understanding of the tone of a poem by adding relevant music.

### Summary of lesson

This lesson focuses on the interpretation of poems using photos and music. Students must take a chosen poem and, using an appropriate programme, use photographs and music to prepare a video presentation of their chosen poem.

The videos produced during this lesson should be used internally only, and not uploaded to sharing websites as they may use images and music that are copyright protected.

### Resources

- Computers with video presentation software, such as Windows Moviemaker or Animoto
- Access to music/internet
- Copy of several poems of your choice
- Cameras
- Match-up sheet (see plenary)

### Teacher

Show an example of how a poem can be presented in video form (you will be able to find an example online).

Give out a poem to every student (or pair/group). Ideally all poems will be different and may have been studied before (this activity works very well with poetry anthologies).

Explain task and relate it back to the video shown at the start of the lesson.

Plenary: matching images to poetry. Attach five colour photos to the board which correspond to five lines from different poems. Stick the poetry lines on separate sheets in different areas of the room.

Activity can be completed during the last five minutes of the lesson or as an ongoing task throughout lesson with feedback collected during plenary.

### Students

Give feedback on the most powerful images in the video and discuss whether the music reflects the tone of the poem.

Highlight the most powerful lines from the poem, usually those which feature strong visual imagery. They should then use the internet to search for pictures which represent the words they have highlighted. Alternatively, students may want to use a camera to create their own photographs for their presentations.

Select music to accompany their photos, which will demonstrate understanding of the tone of the poem.

Use video presentation software to create a video for their poem. The words of the poem should run throughout, some of which will be accompanied by striking images. An appropriate song should run throughout.

Study the photos and match them up to the lines of poetry which are around the room. This should be recorded on a sheet prepared by the teacher.

Give feedback to peers, explaining which of the photos most effectively represented the words.

## Lesson Plan 8



### Title: The power of visual imagery in poetry

#### Learning Outcomes

By the end of the lesson students will be able to:

- show effective understanding of how to identify visual imagery in poetry.
- explain the effect of powerful visual imagery on the reader.

#### Summary of lesson

Students will present the visual/musical versions of the poems which they created during Lesson 7. These videos should be for internal use only, and not uploaded to sharing websites as they may use images and music that are copyright protected.

Students will be given a copy of the poem before each group presents and asked to fill in the poetry bingo grid. In each of the spaces (either three or four depending on student ability), they will write a line that gives them a powerful visual image, which they expect the presenters to show visual representation of in their presentation. Each time one of their lines appears, they cross it off, until they are all crossed off, bingo-style.

Simultaneously, the “Poetry Snipers” (high achievers chosen by the teacher) will fill in a line from the poem on a separate post-it note. This will be a line which they comprehend, but feel that the presenters will not have picked out. If the line is not visually featured, the snipers gain a reward, but only if they can give an explanation of their line.

#### Resources

- Video presentations (prepared by students during Lesson 7)
- Bingo grid sheets
- Post-it notes

#### Teacher

Explain task and ensure students understand the importance of being able to identify visual imagery and also the importance of explaining the effect on the reader.

Hand out bingo grids and post-it notes.

Introduce each pair/group of students and monitor feedback sessions.

Reward student if their line isn't picked AND they are able to explain it!

#### Students

High achieving students all have grids with four lines to fill in. Middle to lower ability students have three each. Gifted and talented students will be “poetry snipers” using post-it notes.

Fill in their poetry bingo grid with the three or four lines of the poem they feel have the most powerful visual imagery.

If their lines are shown in picture form in the presentation, they may tick them off.

“Poetry snipers” must put a bonus line on a post-it note on the board. This should be a line they are able to explain, but that the presenter may not have picked out.

Poetry snipers use Point, Evidence, Explanation (PEE) technique to explain their lines which were not picked out in the presentations.

# Lesson Plan 9



## Title: Transforming poetry into creative media

### Learning Outcomes

By the end of the lesson students will be able to:

- show creative ways of demonstrating understanding of the subject matter of a poem.

### Summary of lesson

Students are given specially selected poems at the start of the lesson, which they must analyse. Then, in groups, they must decide upon a form of media through which they can demonstrate their comprehension of the poem most creatively. Most likely forms will be news reports, movie trailers or newspaper articles.

### Resources

- Movie trailer/news report videos
- Newspaper reports of light-hearted stories
- Video cameras/recording devices
- Storyboard templates (provided)

### Teacher

Show students a selection of movie trailers/news reports and facilitate class discussion.

Put students into differentiated groups and give each group a poem with an engaging subject matter. (*Porphyria's Lover* or *La Belle Dame Sans Merci* work well)

Ask students to decide how they will present their findings.

Give students recording devices/newspaper articles.

Organise the presentation of the media presentations.

(As an extension, the higher ability students may be given a selection of up to 10 poems and asked to guess which poem is being presented to them.)

### Students

Make note of the elements of the videos which make them engaging. Give feedback to rest of class. Compile a list in exercise books.

Analyse the poem they have been given and through discussion in their groups ascertain the story being told. They should then decide how they would like to demonstrate their comprehension, using the media forms available.

Record/write up their media presentation, using as many creative techniques as possible.

- If producing a movie trailer/news report: use the storyboard template to plan their creative delivery of it.
- If presenting the poem in a newspaper report format: use examples of existing newspaper reports as guidance.

Students to present their work to the whole class. Peers to make notes and provide feedback on how effective they thought each presentation was and why.

# Lesson Plan 10



**Title: To comprehend how the form or structure of a poem can contribute to its meaning**

## Learning Outcomes

By the end of the lesson students will be able to:

- identify the different ways in which poets use structure and form.
- understand why different poems are structured in different ways and analyse how structure often reflects content.

## Summary of lesson

In this lesson the students will look at a couple of poems with different structures that reflect the very different content of the poems so that students understand, before writing their own poem, the importance of structure. Students will start to think about the fact that poetry is not restricted to stanzas and rhyme schemes, but can be written in any style of the poet's choice. The poems suggested here are *Dulce et Decorum Est* and *Charge of the Light Brigade*, but teachers may want to use other poems that they are more familiar with.

## Resources

- Copies of *Dulce et Decorum Est* and *Charge of The Light Brigade*
- Music:
  - *Everybody Hurts* by REM
  - *I Gotta Feeling* by Black Eyed Peas

## Teacher

Starter: Play the two songs.

Refer students back to the poetic techniques cribsheet (see Lesson 4)

Hand-out copies of *Charge of the Light Brigade*. If possible, play a reading of the poem.

Students may need to be guided towards answers (fast-paced poem, praising dead soldiers).

Hand out copies of *Dulce et Decorum Est*. If possible, play a reading of the poem.

Students may need to be guided towards answers (slow, solemn poem about the horrors and gruesome reality of war).

Plenary: Summarise class findings about how structure reflects content.

## Students

Write down how each song makes them feel and why. Students should be thinking about pace and style of the song. Students write down a couple of sentences to explain how the songwriter has achieved setting the mood.

Look at the cribsheet from Lesson 4 and underline which techniques apply to structure as opposed to language.

On reading (and possibly hearing) the poem, ascertain which techniques have been used and look at how Tennyson has used structure to create effect.

On reading (and possibly hearing) the poem, ascertain which techniques have been used and look at how Wilfred Owen has used structure to create effect.

Think about what they have learnt this lesson, and write down the structural techniques that they will use in their poem. As an extension task, write down why those techniques will be effective.

# Lesson Plan 11



## Title: How to embed poetic techniques into poetry writing

### Learning Outcomes

By the end of the lesson students will be able to:

- use poetic devices in the construction of a poem.
- understand that different people's perceptions of poems can vary (links to earlier work of perceptions of young people in Lesson 1).

### Summary of lesson

In groups, students will use the "consequences" game to generate their own individual poem. When these have been completed, they must discuss what the poem means to them and debate the reasons for so many different perceptions.

### Resources

- Poetic techniques cards (provided)
- Large sugar paper
- Mini whiteboards and pens

### Teacher

Starter: Hand out poetic techniques card sort, along with definitions (recap of activity from Lesson 4). Teacher to inform students how many they have got right.

Put students into equal groups (of five or six) and give each student a large piece of paper. Tell students which techniques to include in which order.

When poems are complete, collect them all and give them out, at random, so that every student has one. Give each student a mini whiteboard and pen.

Facilitate feedback session. Why are perceptions different? Which techniques used are the most powerful?

### Students

Match up definitions with techniques. Struggling students should move around the room seeking help from peers.

Start with a blank piece of paper and write two lines of poetry, demonstrating the use of a poetic technique of the teacher's choice. Once they have written their two lines, they should fold the paper over and pass it onto the next member of their group, who will write another two lines using another technique chosen by the teacher.

Having studied the poem they have been given, students should write their perception of it on a mini whiteboard. They should then swap poems with a partner and write their perception of the new poem on the back of the whiteboard.

Students should then compare their comments.

Students should give feedback on the differences between their own perceptions of each poem and those of their partner.

They should read out their favourite line from the poem and peers should be encouraged to identify the technique featured and give their own perception of each.

# Lesson Plan 12



## Title: Poetry writing

### Learning Outcomes

By the end of the lesson students will be able to:

- use poetic devices within their own poetry.
- evaluate each other's poetry using knowledge from previous lessons (why we write poetry/perceptions of young people, etc).

### Summary of lesson

This lesson is the culmination of the previous lessons, and involves the students writing their own poems for the competition. Teachers may want to give students an extra lesson to write (or as a homework) depending on how well students are getting on. It is hoped that during previous lessons students will have developed a good idea of their poems and therefore will not need much prompting.

### Resources

- Music clip
- A4 paper or laptops for writing up of poems
- Resources from previous lessons to act as stimulus
- *Write On* stimulus poems
- Thesaurus/dictionary for each student

### Teacher

Starter: As students enter the room, play music as stimulus (for example *Alright* by Supergrass). Remind students of earlier lessons on perceptions and ask students to write down adjectives describing their feelings about these perceptions.

Place students in small discussion groups. Impress on students that this is a last opportunity to share ideas and thoughts about what makes a good poem.

Give students the majority of the lesson to write their own poems. It would be helpful if they have copies of the poetic techniques sheet, as well as copies of the *Write On* stimulus poems and images of young people.

Plenary: Ask students to get in pairs and swap work. Move around the group and give pointers/praise. Explain deadline for finished poem (at teacher's discretion).

### Students

Brainstorm emotive adjectives to describe their feelings about perceptions of young people. Once they have done this, they should use a thesaurus to give themselves sophisticated alternatives for their poetry.

In groups, spend five minutes brainstorming and finalising ideas: they may wish to discuss what they have learned – structure, language, why we write poetry, etc.

Using the stimulus material and their prior knowledge of poetry, students should now write their own poems about perceptions of young people.

Work together to evaluate each other's poems and offer opinions on how they could be improved.