

Notes from a Pandemic Resources

These two sixty minute learning sequences have been designed in collaboration with poet Nafeesa Hamid to help students reflect on their experience of the pandemic, including the challenges they have faced and the myths surrounding the COVID-19 virus, through poetry. A series of freewriting exercises and reflective activities will guide students on a learning journey, which culminates in the composition of a found poem and a lunc.

The learning sequences can be delivered as part of the English or PSHE curricula.

Top tips

- Take part in the writing and reflective activities alongside your class and share your efforts. It is important to model the process of writing poetry, and understanding your own approach to creativity will enable you to better support the creative process of your pupils.
- Create a poetry display or 'working wall' for the two lessons. Use this as a space to display stimulus material, model poems, artwork by the students, and any ideas and poetry written by the pupils.

Lesson 1: Piece it Together (Found Poems)

Learning Objectives:

- I know what misinformation is and how it spreads.
- I can participate in a group discussion, using appropriate and respectful language.
- I can create a found poem.

Form:

Found Poem

Found poems are composed by taking words, phrases or whole paragraphs from ready-made sources reorganising them, as well as adding or deleting words and spaces the from ready-made text.

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Stimulus:

Students' own experience of the pandemic and the impact that lockdown and school closures have had on themselves and their peers.

You will need:

- A4 and A3 paper
- Dice
- Highlighters
- Pens and pencils
- Black markers
- Glue sticks
- A selection of printed out news items about the Covid-19 pandemic (you can find a ready-made selection in this pack)

Warm Up Activity: Headline generator –5 mins

In pairs or small groups ask students to roll dice to generate their own headlines using a subject – verb – object format. You could use the list provided below or produce your own lists of nouns and verbs as a class.

Die 1: Subject	Die 2: Verb	Die 3: Object
1 = Mayor	1 = discovers	1 = school
2 = Year 9	2 = eats	2 = mask
3 = The Queen	3 = hides	3 = fried chicken
4 = Hulk	4 = steals	4 = teacher
5 = Nurse	5 = breaks	5 = Birmingham
6 = Headteacher	6 = sells	6 = chair

Activity: True or False Quiz –10 mins:

Use the Quiz provided in this resources pack to play a true or false game with the class.

Explore through discussion how students assessed each statement and how they established their validity.

Bonus Resource:

The NewsWise programme helps teachers empower pupils to access, understand, analyse and participate in the news. Newswise is funded by Google, and developed in partnership with the Guardian Foundation and the PSHE Association.

To find out more and access the resources use this link:

<https://literacytrust.org.uk/programmes/news-wise/>

Group Discussion: Fake news – 15 mins:

Facilitate a whole class discussion focused on misinformation around the Covid-19 pandemic. Ask the class to reflect on any myths or untruths they have heard about the virus using the following discussion prompts:

- *What is misinformation?*
- *Who spreads misinformation and why?*
- *Have you heard of any myths, rumours or misinformation related to Covid-19?*
- *How did you hear about them?*
- *Could you establish immediately whether the rumour was true or false, or did you assess or research the topic?*
- *Where do you get your Covid-19 related information from?*

(Please do take the opportunity to assess and address any inaccuracies in students' understanding of the pandemic if they arise.)

Produce a shared list of trusted sources on information about the pandemic (e.g. names of specific friends, family, specific websites, news outlets, social media platforms).

Small Group Activity: Found Poetry – 20 mins:

Provide groups with the print outs of news headlines and stories about the pandemic provided in this resources pack, scissors, glue sticks, a black marker and an A3 sheet.

Ask students to collage the headlines from the news as a group to create a found poem.

Found poems are composed by taking words, phrases or whole paragraphs from ready-made sources reorganising them, as well as adding or deleting words and spaces the from ready-made text.

Ask each group to share their found poem with the class.

Independent writing activity: Free Write – 10mins

What is a freewrite? Freewriting can be considered as sort of brain-dump with no censoring allowed. What you write doesn't need to make perfect sense. The only rule is: put your pen on paper, and do not stop writing until the timer goes off!

Set a timer for 3 minutes for this activity.

Ask students to start freewriting about the pandemic. They should use one of the following lines as starters:

I mean I wanna live, say hi to my neighbours, I wanna breathe easy...

A surgical mask snagged by a branch...

Just do whatever makes you feel safe...

I freak out in crowded places...

Once the time is up, ask volunteers to share their freewriting with the group.

Plenary: *Rollercoaster* by Jasmine Gardosi – 5mins

Watch the video of the poem *Rollercoaster* by Jasmine Gardosi.

Lesson 2: Say it in Three Lines (Lune Poems)

You will need:

- A4 paper
- 2 'hats' or other open containers

Learning Objectives:

- I can reflect on my experience of the pandemic and talk about my emotions accurately and sensitively, using appropriate vocabulary.
- I can compose a lune inspired by my experience of the pandemic.

Form:

Lune

A lune is a 13 syllables poem. and 3 lines poem that can have 3 syllables on line 1, 5 syllables on line 2, and 3 syllables on line 3, or 3 words on line 1, 5 words on line 2, and 3 words on line 3.

LINE 1: 3 syllables OR 3 words

LINE 2: 5 syllables OR 5 words

LINE 3: 3 syllables OR 3 words

Stimulus:

Students' own experience of the pandemic and the impact that lockdown and school closures have had on themselves and their peers.

Warm up activity: Pandemic Lingo – 5 mins:

Ask students to make a list of Covid-19 specific terminology.

Discuss the meaning of any new and unknown words related to the pandemic:

Antibodies:

A substance produced by special cells of the body that counteracts the effects of a disease.

Community spread:

People have been infected with a virus in an area, including some who are not sure how or where they became infected.

Containment

The action of keeping something harmful under control or within limits.

COVID toes

A symptom of Covid-19. One or more toes may swell and turn pink, red, or a purplish colour.

Epidemic

An outbreak of a disease that occurs over a wide geographic area.

Pandemic

A global epidemic of serious illness.

Flattening the curve

Slowing the spread of an epidemic so that the peak number of people requiring care at a time is reduced, and the health care system is not overwhelmed.

Lockdown

A state of isolation or restricted access instituted as a security measure.

Incubation

The period of time between an infection and the appearance of symptoms of illness or disease.

Physical distancing or social distancing

Putting space between people. By keeping their distance from others, people infected with the virus are less likely to spread it.

PPE or personal protective equipment

Protective clothing, masks, shields, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.

Respirator

A device used to maintain artificial breathing.

Shielding

People at higher risk of life-threatening complications avoiding any unnecessary social interaction.

Quarantine

A temporary restriction on the movement of people intended to prevent the spread of disease.

Vaccine

A substance used to protect people and animals from very serious diseases. Vaccines contain germs of a particular disease—these germs been killed or changed in a certain way in a laboratory to make them safe. After a vaccine is put into a person's body, that person will not get that disease or will get only a mild case.

Virologist

A scientist studying viruses and the diseases they cause.

Freewrite – Pause and reflect on the past year – 10 mins:

Students have 10 minutes to freewrite inspired by their experience of the pandemic. They can choose three starters from this list:

Set a timer for this activity.

Achievements

Challenges

Important people in your life

Did you meet anyone new?

Note any memorable events

Once the time is up, ask volunteers to share their freewriting with the group.

Ideas generating activity: Pandemic metaphors – 10mins

Ask pupils to fold an A4 piece of paper into 4.

In the two sections on the left hand side of their paper, they should write one concrete noun relating to the pandemic and one abstract noun.

In the two right hand sections, they should write the definitions for their nouns.

The paper will look something like this:

Lateral Flow Test	Tells me whether I have Covid
Anxiety	The way I feel when I'm in a crowd

Put all the nouns into one 'hat' or container, and all the definitions into the second hat.

Give pupils the chance to pull out and read one noun and one definition, they will be mixed e.g. "anxiety tells me whether I have Covid". It may be helpful to comment on whether they work together as a metaphor or not.

Individual Writing Activity — 30 mins:

Students can now compose a limerick using material from previous exercises:

1. Draw their attention to their list of pandemic lingo from earlier and ask them to pick one of the words from the list as their title.
2. Now ask them to highlight their favourite words or sentences from their freewriting exercises. Alternatively they could choose one of the pandemic metaphors generated as a group.
3. Let the students know that they are free to swap lines and words with anything else that stands out from all the rest of the exercises from the two sessions. They could also select lines from the found poem they composed as a group.
4. They can now edit the selected material to compose the three lines for their limerick as follows:

LINE 1: 3 syllables OR 3 words

LINE 2: 5 syllables OR 5 words

LINE 3: 3 syllables OR 3 words

Ask students to share their lunc with the class.

Plenary: *Summer Jumble* by Nafeesa Hamid – 5mins

Watch the video of the poem *Summer Jumble* by Nafeesa Hamid.

Extension/Homework:

Ask students to choose three lines from Nafeesa Hamid's poem and three lines from Jasmine Gardosi's poem (download the texts from the *Notes from a Pandemic* web page.)

Reorganising the chosen lines and mixing them with lines or words from their already composed lunc students can create their own found poem on an A4 or A3 sheet of paper.

Let the students know that they are free to swap lines and words with anything else that stands out from all the exercises from the two sessions.

Students could also edit the ready-made text they have chosen blacking out some passages with a black marker, or import new lines into the poem from news items.

Students should also feel free to add newly written lines, drawings, photographs and sketches to the page.

Students could perform their found poem to the class, or you could display the found poems on your working wall.