

## ***Poetry Unwrapped***

### **Teacher Training Lesson Plan**

#### **Success Criteria:**

I can understand the challenges dyslexic learners face in engaging with poetry

I can support learners to be proud of their ideas and express them in their own voices

I can help learners to explore different forms of poetry such as spoken word and visual poetry

#### **Lesson Learning Intention:**

We are learning about the variety of ways poetry can be a tool to talk about personal experiences

We are learning about the importance of using our own voices

We are learning how to include all voices in the classroom

We are presenting poetry within the context of neurodiversity and a celebration of difference.

#### **Starter:**

I'm Lost Exercise

Say the Colour

How does it feel to be dyslexic?

#### **Main:**

Introduction to dyslexia

Strength-based approach

Writing a collaborative poem using flip charts and post-it notes

**Resources:**

Post it notes (3 for each member of staff)

Pens

**Additional Resources (optional)**

Fidget toys/ sensory box for centre of each table

Ipads with mindmap template

Notes on slides:

**Slides 1-4** introduction to project and resources

**Slides 5-7** an introduction to dyslexia

**Slides 8-11** practical exercises – what does it feel like to be dyslexic. I'm lost exercise – 3 minutes to try and translate the paragraph independently. Say the colour – can ask for volunteers to read it from the screen aloud (nobody should be forced to read anything aloud if they feel uncomfortable)

**Slides 12-18** Understanding the impact and ensuring a strength-based approach in your practice

**Slides 19-21** Useful resources and benefits of poetry in the classroom

**Slides 22-26** Write your own patchwork poem. One word, or a very short sentence from everyone on a post-it note (when doing with young people they can ask you to scribe or spell the word if needed). Collate the post-its on three flip charts. These will be the three stanzas of your poem. Once everyone has contributed you can work together to move the post-its into an order and start to shape your poem. Remember to keep reading it aloud and group similar

sounds/ ideas together. Keep the refrain throughout 'we are..' 'we like...' 'we try...' This will form a lovely keepsake for the group and help everyone feel heard.

Slide **27** Example of collaborative poem produced by primary teachers

Slide **28** A poem by Julie McNeill, mother of a dyslexic child.

The session should take 1-1 ½ hrs depending on size of the group and level of discussion.