

# Scottish Poetry Library

## Poetry Unwrapped

### S1 Lesson Plan

#### Success Criteria:

I am able to recognise the ingredients of a poem.

I am able to contribute ideas towards a group poem.

I can confidently talk about the different ways poems can be used and displayed.

#### Lesson Learning Intention:

We are learning about the variety of ways poetry can be used and created.

We are learning about the importance of using our own voices.

We are learning about how to link sounds and ideas in our poetry.

#### Starter:

Who are these people?

Are they poets?

Watch BBC Bitesize Film ingredients of a poem.

#### Main:

Explanation of what makes a poem.

What makes a poet?

Taster of the kinds of jobs and projects poets can get involved in.

Example of commissioned film poem.

Patchwork poetry, chance to make their own class/ group poem.

**Plenary:**

Fist of five – revisit success criteria. How confident do you feel? 1-5 fingers.

**Resources:**

6 sheets of flipchart paper.

Post it notes (6 for each pupil).

Pens.

**Additional Resources (optional)**

Fidget toys/ sensory box for centre of each table.

Ipads with mindmap template.

**Notes on the slides:**

Slides **1& 2** Success criteria.

Slide **3** Rules – focus of this session is to build confidence, help pupils find their voice and encourage everyone to participate. It is far more important, therefore, that they feel able to contribute than they are worrying about not using a word because they might spell it wrong. Hopefully support for learning staff and teachers can support and scribe for pupils where appropriate.

Slides **4 & 5** What does a poet do? Write poems? Well, yes but poets are involved in many different aspects of society – from festivals, community events, prisons, funerals, weddings, art installations, football, festivals, film poems, slams, archaeology and history events, opening of parliaments, inauguration of presidents. Poetry and poets are woven into the fabric of society.

Slide **6** BBC Bitesize clip – ingredients of a poem. Ask pupils to recite back before clicking on – what are the ingredients of a poem? Rhythm, rhyme, words.

Slide **7** Who are these people? Ask pupils to shout out/ put hands up/ discuss in small groups.

Left to right – Jackie Kay (former Makar, poet), Duncan Chisholm – fiddle player/ songwriter, youth school poetry slam winners Glasgow, Robert Burns, Stormzy (rapper)

Second row – Kathleen Jamie (current Makar, Scotland’s poet), Missy Elliot (rapper, songwriter), William Soutar (Poet), Pink (singer), Meghan Trainor (Singer/songwriter)

Slide **8** Ask the pupils which ones are poets. Point to each one – are they a poet?

Slide **9** Recap – ingredients of a poem. Does Missy Elliot use words? Rhyme? Rhythm? Does Robert Burns? Does Stormzy? They are all poets.

Slide **10** Where have they seen or heard poetry? Funerals? Weddings? On TV?

Slide **11** Film Poem used by BBC Sport Scotland to celebrate the start of the season 2022/23 Play twice if needed.

Slide **12** What did you notice? What was repeated? Refrain ‘we are’.

Slide **13** Often when poets are asked to write on a particular subject they start by jotting down ideas. For this one the poet put ‘[Scottish football]’ in the centre and listed everything people think, love and hate about it around the outside. She used this to write the poem.

Slide **14** Introduction to task – going to write a group poem.

Slide **15** – what are the rules again? Emphasis on ideas and everyone contributing at least one word.

Slide **16** – Every pupil should have 6 post-it notes. Guide them through in twos so on the first Post-It write something you are, on the second write something you love. PAUSE wait until everyone has contributed something (some pupils will write sentences others will write one word; both are fine).

Then continue.

Something you try hard at, something you wish. Emphasise the wishes can be big e.g. world peace or small e.g. a Mars bar from the shop. The mixing of big and small will lead to a richer poem.

Something that makes you laugh, something you are proud of.

Examples on slide **17** to help

Recap the rules again – ask for help if needed, don't worry about spelling.

Slide **20** Stick all post it notes on relevant flip chart as you go. They will become the six stanzas of your class poem.

**Slide 21** – each table takes a flip chart and begins moving post-its around to join similar ideas and sounds together. Keep the refrain for each stanza.

We are...

We try ...

Etc

Read it aloud to the class at the end of the session then type it up (or ask the pupils to type it up) to display in the classroom.

This will take 1 ½ hrs and can be split into two 45 sessions.