

Energy Poetry

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
22



WARM-UP: FREEWRITING

This will happen:	Individual freewriting from words or pictures.
Materials needed:	Notebook and pen for everyone (not a pencil and rubber).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	A table to write on/a space that is comfortable to write in.

GUIDANCE:

1. Start with a 2-minute physical warm-up sequence that warms up the senses, head, shoulders, hands and finally fingers, and ends with a focus on writing. The same sequence is repeated each session. It is important to say that if they can't think of anything to write, then they doodle or write and – and – and until they think of something to write. Write what they think, write what comes to mind. It's about embracing unique ideas and different views and letting them out in their writing and letting their own ideas flow. What is written must not be evaluated or corrected.
2. Session 3: Say an energy related word (different from that used in Sessions 1 and 2). Session 4: Show an energy related picture.
3. Let the students write for up to 2 minutes (but observe the group and take cues from them about when to stop). Give a time warning and finish.
4. Ask everyone to read through their own work.
5. Then they all put their work away and no one should read what they have written. However, if it is to be used in the main activities do not do Step 5, instead ask the students to:
 - Circle the most important words they have written (the best, most important (to them), funniest, weirdest: in short, the ones they like the most).
 - Write their most important words on separate sticky notes and hang them on the wall (put all their notes in one place).

REFLECTION: OUT-THE-DOOR REFLECTION

This will happen:	On their way out of the door, the students place a sticker on an energy scale.
Materials needed:	Small stickers and something to write with (for each student), T2203-4 Reflection Sheet (see resource bank).
Preparations in advance:	Select one of the energy scales from T2203-4 Reflection Sheet (see resource bank) and print A3 in colour.
Preparations in the space:	Hang the energy scale at the door.
The space looks like this:	

GUIDANCE:

Hang the energy scale by the door.

1. Explain that the students should think about how much energy they have in their bodies right now, and that they should place a sticker next to/on the level that is right for them.
2. Give each student a sticker.
3. Each student attaches their sticker to the energy level they choose, on the way out.

NOTES

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SUGGESTIONS FOR MAIN ACTIVITIES:

Present the Energy Presentation (resource bank). Connect the reflection sticky notes from Sessions 1 and 2: Ask what is related to energy and what is not related to energy? What do they wonder about energy?

Energy in everyday life: Explore what they use energy for at home, and what forms of energy do they use? Make a floor plan (map) of their house (remind the students of their work in Theme 21 Maps), with all the energy sources marked.

Energy painting: Look at pictures of houses T2203-4 Energy painting (resource bank) which were taken with a thermal camera. Ask what the different colours mean? Which of the houses emits the most heat/energy? Think of a fire. Think of a snow castle. What colours do they have? What colours are warm? What colours are cold? Why is it cold around the windows?

Create a painting using watercolours where they use warm and cold colours. Paint houses or choose something else that has warm colours (a fire) but paint it with cool colours (blue and purple), or vice versa. (Remind the students of their work from Theme 9 Colours).

Playing with words – make a poem from new words

1. In pairs, let the students pick three notes from the reflection sticky notes so far (mix them up), (for example, fork, sleep, windmill).
2. The pairs look at the words together. Ask them what new word(s) can they get if you put two of the words together in different ways? (windmill-fork, sleeping-fork and so on). Play with the words. What can they make?
3. Choose a word combination they like. What is, for example, a sleeping fork? Imagine the word as a picture. Draw what they see in their mind and write about what it can be used for. Create a drawing and a poem.
4. Attach the drawing and poem to gold paper or coloured paper and display it.

Word play – further development

1. In pairs or individually, the students pick six sticky notes from the reflection sticky notes so far (mix them up), (for example, fork, sleep, windmill).
2. Look at the words and consider what order can these words be written in. Write down all the different orders.
3. Can any of them be used in poem form to tell a sort of story? Do any of them go well together? Does it sound funny or look strange or different?
4. Choose the order they like best. Write them down on a sheet of paper with one line space between each word.

5. Make a sentence below or above (or both) about the word, for example:

Fork

Long and thin

I am waiting for the breeze

Windmill

I am turning with the wind

6. Write down the poem on gold paper and display it.

Reflection

1. Individually, ask the students to choose an energy-related object/natural phenomenon (the wind, the sun, the rain, the river, the tree/wood), and they should use this in their writing.
2. Start with: I am (the river)... and write about themselves (as if they were the river). If students need support, they should raise their hands. Support resources include: The sensory cards from Theme 2: Eye = how they look, Nose = how they smell, Ear = what kind of sound they make, Heart = what do they feel? Mouth = what would they say if they could talk/what do they taste like? The sound catchers in Theme 5: How to write sounds with letters. Ask them to read through what they have written and remove any words that reveal who they are.
3. Ask them to write their text on gold paper as a poem.
4. Read the poems aloud: Can they guess what everyone's energy-related objects/natural phenomenon are?

Editing: reducing the number of words to a minimum, individually or in pairs.

Select energy-related words from the reflection sticky notes and let the students select one or two words each.

1. Select which word they want to use.
2. Write down everything they know about this word (colour, shape, function, size). How many sentences do they need to say everything they know?
3. How many words are needed? Try to cut out all the words they MUST not include.
4. Can they condense it down to just one sentence?
5. Write up their final work neatly, hang it up along the sticky notes (possibly with a drawing of what was on the sticky note)

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