

Energy Poetry

Session 5

TIME

90 min.
including
break



Art of Learning

THEME

22



WARM-UP: FREEWRITING

This will happen:	Individual freewriting from objects.
Materials needed:	Notebook and pen for everyone (not a pencil and rubber), an energy related object, some sticky notes for each student.
Preparations in advance:	Find and bring an object that relates to energy.
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. Show students an object that relates to energy. They must write everything they can think of.
3. Let the students write for up to 2-3 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 ask them 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).
6. Write the 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 write one word related to energy and another related to poetry.
Materials needed:	Three sticky notes and something to write with.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	

GUIDANCE:

1. Give each student three sticky notes and something to write with.
2. On the sticky notes, they should write one word that has something to do with energy, and one word that has something to do with poetry and on the third something that sums up today's session for them.
3. After the students finish, they stick their sticky notes on/by the door on their way out.

NOTES

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MAIN ACTIVITY: BLIND POETRY

This will happen:	Write blind poetry about energy and develop it further if there is time.
Materials needed:	Each student needs: Paper, something to write with, quality paper: gold paper or coloured paper, and marker pens. Blindfolds, objects related to energy. In addition, for exercise B, lots of sets of T2205 sensory cards (resource bank) and coloured pencils.
Preparations in advance:	Prepare blindfolds (1 for every 2 students) and find objects that are related to energy. B: Cut up several sets of sensory cards (resource bank).
Preparations in the space:	
The space looks like this:	Workshop rooms/individual workplaces.

GUIDANCE:

Remind the students that today is about embracing unique ideas and different views and letting them out in their writing, letting their own ideas flow and putting things together that do NOT go together. The activities are about combining things that belong with energy, together with things that don't belong with energy. There is no right or wrong way. Recognise and praise diverse ideas, those daring to do things differently and those who think in new ways.

In pairs, one student should be A and another B. A should be describing and is also blindfolded. B should write and should choose an object connected to energy and do the following (remind the students of the back-to-back activity in Theme 9 Colour):

1. A (blindfolded) must use their hands to explore the object and describe the object in as much detail as possible (shape, size, material, movement/soft-hard).
B must remain silent but they should write down all the descriptions that A says.
2. A removes their blindfold and they must now write. B describes other characteristics of the object that have not previously been mentioned by A (colour, function, form of energy).
3. The pair read out their texts. Ask them what they think about the text they have written? Which descriptions do they think are best? Cross out what they think is similar, unnecessary or that repeats itself.
4. Put the remaining descriptions in the order they think works best as a poem (remember: don't miss out the crazy and different ideas). State that the students should feel free to read their poems out to each other if they are unsure about the order.
5. Make 2 headings. One heading should be the thing you described, the other heading should be the name of a character from a TV series, film, book or a cartoon you both know.
6. Choose the heading you like best and write a poem together on gold paper.

B. Further development if there is time: individually, then in pairs:

1. Choose 3-5 sticky notes from the wall (used in the warm-up). Write down the words on a piece of paper, with a line between each word.
2. Read through the words.
3. Ask them to write a new sentence between each of the words they have chosen. This can be a description of the word above, an event where the word above or below is included or an association.
If someone wants support, they should raise their hand. Support: Use sensory cards (Reuse those from Theme 2 (resource bank). Eye = how it looks, Nose = how it smells, Ear = what kind of sound it makes (ref. back to the sound capturers in Theme 5: how to write out the sound as it sounds with letters?), Heart = what do they feel when they hear the word? Mouth = what does it taste like?
4. Read the entire text, their poem, to another student.
5. Suggest improvements to each other's poem, to delete or add something
6. Choose whether they want to include the suggestions or not.
7. Write the entire finished text neatly on gold paper like their poem.
8. Optional: Draw the poem.

Reflection as a whole group: What is poetry? What is a poem? Do poems have to rhyme? What is the difference between a poem and a novel (refer to a book they know, for example, Lena and Anne-Marthe)? Read out some examples of poems that have been produced, either for the students to read themselves, or for an adult to read. Choose poems that have become very different, and examples where students have thought outside the box. Recognise and praise diverse ideas, those daring to do things differently and those who have thought in new ways.

NOTES