

# Energy Poetry

## Session 6

TIME

90 min.  
including  
break



Art of Learning

THEME  
22



### WARM-UP: FREEWRITING

<b>This will happen:</b>	Individual freewriting from an audio track.
<b>Materials needed:</b>	Notebook and pen for everyone (not a pencil and rubber), an energy related soundtrack (see resource bank), some sticky notes for each student.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	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, letting them out in their writing and letting their own ideas flow. What is written must not be evaluated or corrected.
2. Play the energy related audio track. 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. Ask them to 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

<b>This will happen:</b>	On their way out of the door, the students show a movement that summarises the theme for them.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	

#### GUIDANCE:

1. Explain that the students should think for themselves about a body movement that sums up Theme 22 Energy Poetry for them (it could be about their energy level, feelings or something they remember).
2. One or more of the adults stands by the door and in turn the students show their movement to them on their way out of the door.

### NOTES

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### MAIN ACTIVITY: BLACKOUT POETRY AND READING/EXHIBITION

<b>This will happen:</b>	The students create blackout poetry, and read/exhibit the poetry.
<b>Materials needed:</b>	Broad, black markers for each student, plus a selection of other markers in several colours. Gold paper, other coloured sheets of paper. Texts such as discontinued reading book pages, book page from a children's or youth magazine or article from (see suggestions in the resource bank), T2206 Blackout poetry in the resource bank.
<b>Preparations in advance:</b>	Ensure that the surface the students work on can withstand marker lines. Print/display on screen the contents of T2206 Blackout poetry.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Workshop room/classroom.

#### GUIDANCE:

Do this in pairs or individually.

Remind the students that even today they should embrace their unique ideas, 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 together with things that don't belong together. 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.

**Blackout poetry**, individually or in pairs:

1. Show the students some examples of blackout poetry T2206 (see resource bank).
2. Give each pair or each student a text (outdated reading book, book page from a children's or youth magazine or article, see suggestions in the resource bank) and a black marker. Ensure the table can withstand heavy inking on a page.
3. The task involves students saying something about ENERGY using only words and sentences found in the text. Ask the students to:
  - a. Look for energy words throughout the text and then circle them.If someone needs support, they can refer to the sticky notes from warm-up in Sessions 5 and 6.

- b. Read through the words they have circled. Consider if all the words be included? Do they need any words in between? Cross out/circle extra words.
  - c. Put clear black rings around all the words they are going to use and draw over the others with a black marker and any other white space on the paper. Advise the students to begin by filling in the spaces around the words they are going to use and then move to other white spaces on the paper. Take care so that the poem is easy to read. Alternatively, they can create lines that are not black between the words (see example in the resource bank). Then they can choose the order in which the words should be read.
  - d. Attach the poem to gold paper and hang up in the classroom.
4. If there is time, the students can create a new poem based on a different text, and explore this method with other colours and solutions.

#### Poetry reading/exhibition:

Decide whether they want to do a poetry reading or exhibition by having each partner or student reading their poem, or by creating a display of all the poems so everyone can go around the exhibition and read all the poems.

**Reflection:** Can they learn about energy through writing poetry? What kind of poem did they enjoy writing the most? Why? What have they learned about energy?

#### NOTES