

Energy Poetry

Overview



Art of learning

THEME
22



OVERVIEW OF THEME 22

GOALS	Explore different sources of energy, talk about what energy is. Explore technological systems, speed and temperature, making models, finding out how they work and how they connect to energy. Explore some aspects of sustainable development. Explore and convey texts through writing poetry, by hand. Play with rhythms in the language, using the language in creative ways. Present work. Explore, describe and compare properties of three-dimensional figures. Investigate properties of materials and share sensory experience.
SUMMARY	Students get to know energy by learning to make an energy-powered model and then teach this to others. The students then work to convey their knowledge of energy through various forms of poetry. Both the models and the poetry are shared together. In the warm-up, they practise thinking and writing freely about energy, and the reflection gives examples of quick ways to get the students to think about what they have learned from the session and to question. The information also provides teachers with insight as to what the students are curious about. This theme lays the foundation for the work in Theme 23. In addition, the theme also relates to Themes 15-16 Viruses where they worked with energy in the body exploring bodies as factories.

GENERAL GUIDANCE ON THEME 22: In the warm-up, it is specified that the students' written work is not evaluated or corrected in any way – whether it is right or wrong. And no one reads what they have written. This is done to provide students with complete freedom to create and to let their thoughts and ideas run freely.

THEME 22	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Freewriting from word prompts.</p> <p>Main activity: Energy cafe, learn by yourself. Groups learn to make different energy-powered models with the help of video instructions.</p> <p>Reflection: Out-the-door reflection with sticky notes.</p>	<p>Warm-up: Freewriting from word prompts.</p> <p>Main activity: Energy cafe, teach another group. The groups teach another group how to make their models and they also learn from another group.</p> <p>Reflection: Out-the-door reflection with sticky notes.</p>	<p>Warm-up: Freewriting from word/picture prompts.</p> <p>Main activity: See suggestions for activities.</p> <p>Reflection: Out-the-door reflection with energy scale.</p>	<p>Warm-up: Freewriting from object prompt.</p> <p>Main activity: Writing energy poetry blindfolded as well as other poetry if there is time.</p> <p>Reflection: Out-the-door reflection with sticky notes.</p>	<p>Warm-up: Freewriting from audio track prompt.</p> <p>Main activity: The students create blackout poetry, and read/exhibit the poetry.</p> <p>Reflection: Out-the-door reflection with movement.</p>
Space	A good place to write for everyone, table/workshop layout.	A good place to write for everyone, table/workshop layout.	A good place to write for everyone. Workshop room/classroom.	A good place to write for everyone. Workshop room/classroom.	A good place to write for everyone, workshop room/classroom.
Materials	<ul style="list-style-type: none"> • Notebook and pen for everyone (not pencil and eraser). • Equipment to make the models. See separate list of what is needed for each (T2201 Equipment list). • Digital tablet (placed upright) for each group. • Sticky notes (two for each student) and writing utensils. 	<ul style="list-style-type: none"> • Notebook and pen for everyone. • Equipment to make the models. See separate list of what is needed for each (T2201 Equipment list). • Sticky notes (any number) for each student and writing utensils. 	<ul style="list-style-type: none"> • Notebook and pen for everyone and sticky notes for everyone. • Equipment to make the models. See separate list of what is needed for each (T2201 Equipment list). • Possibly a digital tablet (upright) for each group. • Markers or round, small stickers, one for each student. • T2203-4 Reflection chart. 	<ul style="list-style-type: none"> • Notebook and pen for everyone and sticky notes for everyone. • Paper, writing utensils, quality paper, gold paper, coloured paper and marker pens. • Blindfolds (enough for half the class) and objects related to energy. • For exercise B: several sets of sensory cards (T203-4 T2205 Sensory cards) • coloured pencils. • Sticky notes (three for each student) and writing utensils. 	<ul style="list-style-type: none"> • Notebook and pen for everyone and sticky notes for everyone. • Thick black marker pens for each student, plus a selection of other markers in different colours. • Gold and other coloured paper. • Texts: pages from old/damaged reading books, children's books/articles from children's magazines (see suggestions in the resource bank), T2206 Blackout poetry in the resource bank.
Preparations in advance	Ensure that all materials are available and that videos are ready.	Ensure that all materials are available.	Select one or more of the energy scales in the T2203-4 Reflection form, and print 1-3 examples in A3, in colour.	<ul style="list-style-type: none"> • Prepare blindfolds (enough for half the class) • Find objects that have to do with energy. • For exercise B: Cut up several sets of Sensory cards. 	<ul style="list-style-type: none"> • Ensure that the paper students work on is good quality and capable of using markers on. • Print/display on screen the contents of T2206 Blackout poetry.

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Session 1

TIME

90 min.
including
break



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WARM-UP: FREEWRITING

This will happen:	Individual freewriting from word prompts.
Materials needed:	Post-It Notes, 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. Say one word, and the students write the first thing (word) that comes to mind on a Post-It. For example, the prompt word 'mother'.
2. Collect the Post-Its and read them under the heading 'mother'. Recognise differences and highlight the fact that everyone sees and thinks differently which is a positive thing. This theme is all about embracing unique ideas and different views and letting them out in their writing.

Explain that it was a practice and now they will do the real warm-up.

Create a small 2-minute physical warm-up sequence that warms up the senses, head, shoulders, hands and finally fingers, and which ends with a focus on writing. The same sequence is repeated in the warm-up for each session.

The students must now write what comes to mind when they hear a specific word (like 'mother'). Again, this is about embracing unique ideas, letting our own ideas flow and embracing our own differences.

What is written by any of the students must **not** be evaluated or corrected – whether it is right or wrong is irrelevant. This is why the students must write with a pen! It is important to stress that if they can't think of anything to write, then they can doodle on their paper or write and – and – and until they think of something to write. When everyone has a notebook and pen and they are focused then begin!

1. Say an energy related word, for example, 'sun' or 'wind'.
2. 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 when they need to finish.
3. Ask everyone to read through their own work.
4. Then they all put their work away. No one else should read what they have written.

REFLECTION: OUT-THE-DOOR REFLECTION

This will happen:	On their way out of the door, the students write words that summarise the theme.
Materials needed:	Sticky notes (two for each student) and something to write with.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	

GUIDANCE:

Give any other messages first, and finish with this.

1. Give each student two sticky notes and something to write with.
2. On one sticky note, they should write one word that has something to do with energy, and on the other, one word that has nothing to do with energy.
3. After the students finish, they stick their sticky notes on/by the door on their way out.

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Session 1

TIME

90 min.
including
break



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MAIN ACTIVITY: ENERGY CAFE, TEACHING OURSELVES

This will happen:	In groups, students learn to make energy-powered models using video instructions.
Materials needed:	Equipment to make the models. See the separate list of what is needed for each model in T2201 Equipment List (resource bank). Digital tablet (placed upright) for each group.
Preparations in advance:	Ensure that all materials are available and that videos are ready (they can be downloaded onto the tablets or the links ready to go).
Preparations in the space:	Set up a table for each group (preferably with space between them) with a digital tablet with a video of the group's model. Create a 'resources table' where everything all the groups need can be found.
The space looks like this:	Group tables/workshop setup.

GUIDANCE:

1. Divide the students into groups (2-4 in each group). The same groups are retained for Sessions 1 and 2. Ensure that there is an even number of groups and that the groups can be paired with another group making a different model from their group in Session 2.
2. Each group finds a table. On the digital table is a video giving instructions on how to make an energy-powered model. Choose from the selection below but ensure that different groups work on different models.
 - (1) Making a balloon helicopter: <https://www.youtube.com/watch?v=NKxd3haCFX0> (wind energy)
 - (2) Making glow sticks: <https://www.youtube.com/watch?v=UGSrimrtBQI> (electrical energy)
 - (3) Making a catapult: <https://www.youtube.com/watch?v=T1-ZVOLmuiY> (movement energy)
 - (4) Making air cushion balloon craft: <https://www.youtube.com/watch?v=UDj6PCvMT6Y> (air)
 - (5) Cork boat: <https://www.youtube.com/watch?v=gNc0r-Occlk> (wind energy)

youtube.com (1)



youtube.com (2)



youtube.com (3)



youtube.com (4)



youtube.com (5)



3. The groups watch the video, find the resources they need (from the resources table) and learn how to make their model. The groups should work on their own as much as possible and the adults should only offer support when really needed.
4. Explain that in Session 2 their group will: a) teach another group how to make their model item and b) explain what kind of energy source their model item is powered by. Give them time to plan this. Ask them what their group has to think about in order to teach this? How can their group collaborate on this task? What should their group practise now? What can their group prepare now? State that the video is not available in Session 2 and that they must teach the other group without it.
5. If there is time, get the groups to do a test-build without the video to ensure that they can do it, make up a 'resources kit' for the group in Session 2, and practise explaining how to build the model item without instructions.
6. Tidy up. Put the models and any 'resources kits' away.

Possible extension: The adults should not touch any of the equipment or materials, only the students can. If necessary, the adult can explain, using words or body language.

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Session 2

TIME

90 min.
including
break



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WARM-UP: FREEWRITING

This will happen:	Individual freewriting from words.
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. They write what they think, write what comes to mind. It's about embracing unique ideas and different views and letting them out in writing. What is written must not be evaluated or corrected.
2. Say an energy related word (different from that used in Session 1).
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. No one else should read what they have written.

REFLECTION: OUT-THE-DOOR REFLECTION

This will happen:	On their way out of the door, the students write any questions/things that are unclear about the theme.
Materials needed:	Sticky notes and something to write with.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	

GUIDANCE:

Give each student some sticky notes and something to write with.

1. On the sticky notes they should write any questions they have about energy and anything that is unclear (one per sticky note).
2. After the students finish, they stick their sticky notes on/by the door on their way out.

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Session 2

TIME

90 min.
including
break



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MAIN ACTIVITY: ENERGY CAFE, TEACH ANOTHER GROUP

This will happen:	The groups learn how to teach another group how to make the models.
Materials needed:	Equipment to make the models. See separate list of what is needed for each model in T2201 Equipment List (resource bank).
Preparations in advance:	Ensure that all materials are available.
Preparations in the space:	Set up a table for each group (preferably with space between them). Create a 'resources table' where everything all the groups need can be found.
The space looks like this:	Group tables/workshop setup.

GUIDANCE:

1. As a whole class. Ask the students how they can be a good teacher? How can they be good students?
2. Divide into groups (the same as in Session 1). Give each group some time to prepare to teach. Pair up the groups ensuring that the pairs have made different models.
3. The first group should explain what kind of energy source their model uses and they then teach the other group how to build their model.

4. They switch and the second group explains what kind of energy source their model uses and they then teach the other group how to build their model.

Presentation: Each group presents their second model to the rest of the class.

Reflection: Ask what was it like to teach another group? What was it like to learn from another group, compared to learning from teachers/adults? Which of the two models do they think they know how to build best? Why? They have made models: How do the models compare to real things? Why are models needed?

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Session 3-4

TIME

90 min.
including
break



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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.

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Session 3-4

TIME

90 min.
including
break



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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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Session 5

TIME

90 min.
including
break



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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.

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Energy Poetry

Session 5

TIME

90 min.
including
break



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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.

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Session 6

TIME

90 min.
including
break



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WARM-UP: FREEWRITING

This will happen:	Individual freewriting from an audio track.
Materials needed:	Notebook and pen for everyone (not a pencil and rubber), an energy related soundtrack (see resource bank), some sticky notes for each student.
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, 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

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

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.

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Session 6

TIME

90 min.
including
break



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MAIN ACTIVITY: BLACKOUT POETRY AND READING/EXHIBITION

This will happen:	The students create blackout poetry, and read/exhibit the poetry.
Materials needed:	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.
Preparations in advance:	Ensure that the surface the students work on can withstand marker lines. Print/display on screen the contents of T2206 Blackout poetry.
Preparations in the space:	
The space looks like this:	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