

**Heartquake**

**Primary School Lesson Plan**

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| ***Poetry is language at its most distilled and most powerful – Rita Dove*** |
| **Overview:**  Poetry allows students freedoms and creativity to express their emotions and life experiences. Through this lesson students can engage with other students poetry and use this as a starting point to begin to create their own! |
| **Objectives:**   * To understand the basic features of poetry * To create a piece of poetry based on an experience in their own lives. |
| **Australian Curriculum Links:**  ACELT1611 Understand, interpret and experiment with sound devices and imagery including simile, metaphor and personification, in narratives, poetry, songs, anthems and odes.  ACELT1800 Experiment with text structures and language features and their effects in creating literary texts |
| **Prerequisites:**   * A basic understanding of poetry |
| **Hook:**  To set the tone for the lesson watch the following footage the Nepal earthquakes  <https://www.youtube.com/watch?v=Yyhh98NDLNs> |
| **Activities:**  *What is poetry?*  Have students organise their chairs into a circle. Hand out copies of two or three of the poems from the heartquake website. Explain to students that they will be examining and creating poetry today. To start with get students in turn to read out a line from the first poem – encourage students to use rhythm and tone. After the poem ask students if they can find any poetic techniques such as imagery, rhyming, metaphor or symbolism. Repeat for the second poem.  *Life experiences*  Ask students whether they have ever had a big life experience – either positive or negative. If students are not forthcoming provide some examples e.g. moving house/town, loved one dying, fall out with friends. How did they feel when this happened? What impact did it have on their lives? Explain how writing poetry about these experiences can help to cope and develop social and emotional learning.  *Writing*  Ask students to write a small piece of poetry about their big life experience. Encourage them to use a similar style to those examined and at least one poetic technique.  *Poetry Slam*  Once completed students who feel open and confident in sharing can participate in a poetry slam. These poems can be displayed on the wall. |
| **Resources:**  Heartquake website  Interactive whiteboard |
| **Assessment/home work:**  The students completed poem. |

**Teacher Notes**

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| **Duration of the Lesson:**  60 minutes | | |
| **Topic:**  Heartquake | **Lesson Heading:**  Poetry is language at its most distilled and most powerful | |
| **Background of the importance of the topic:**  The poetry can not only produce emotion in those that view and engage with it. The process of creating poetry can be a therapeutic method for students to harness their emotions, concepts and understandings. | | |
| **Things to think about when preparing your lesson:**  Some students can become quite self-conscious about creating poetry. Reassure students that poetry is not about perfection and that it is okay to make mistakes, these just provide opportunities to be more creative. | | |
| **Challenges which may be faced and coping strategies:** | | |
| Potential Challenges:  Although some students find having an open task freeing and empowering for others it can be quite daunting. | | Coping Strategies:  For these students that are struggling ask them to create a quick plan, this will help provide them with focus. |
| **Useful tips:**  For students who refuse to write ask them to draw a picture first. Then ask them to explain the picture – this can be used to create their poem. | | |
| **Useful resources:**   * <http://www.edutopia.org/blog/five-reasons-poetry-needed-schools-elena-aguilar> * <http://www.theatlantic.com/education/archive/2014/04/why-teaching-poetry-is-so-important/360346/> | | |