

## Introduction for teachers

Students have always been encouraged to respond creatively in English and Drama lessons. The new literacy approaches continue to emphasise the importance of this. In order to encourage and develop creativity it is essential students meet with examples of work that they will find stimulating and can understand quite easily. Students are often turned off poetry because it has no direct relevance to them and they have difficulty understanding it.

The idea of *Easy Poems – Creative Responses* is that the poems are quirky, amusing, easy to understand immediately and the content will have some relevance to their experiences. Often, these poems will encourage the students to write about what they know.

The pack offers a stimulating framework that will support students as they attempt to develop their own pieces of creative writing. It offers concrete ideas for students to develop a number of ways of presenting their work. The framework that accompanies each poem will assist students to:

- respond to the poem
- develop their ideas
- communicate their ideas.

This pack is presented in two sections:

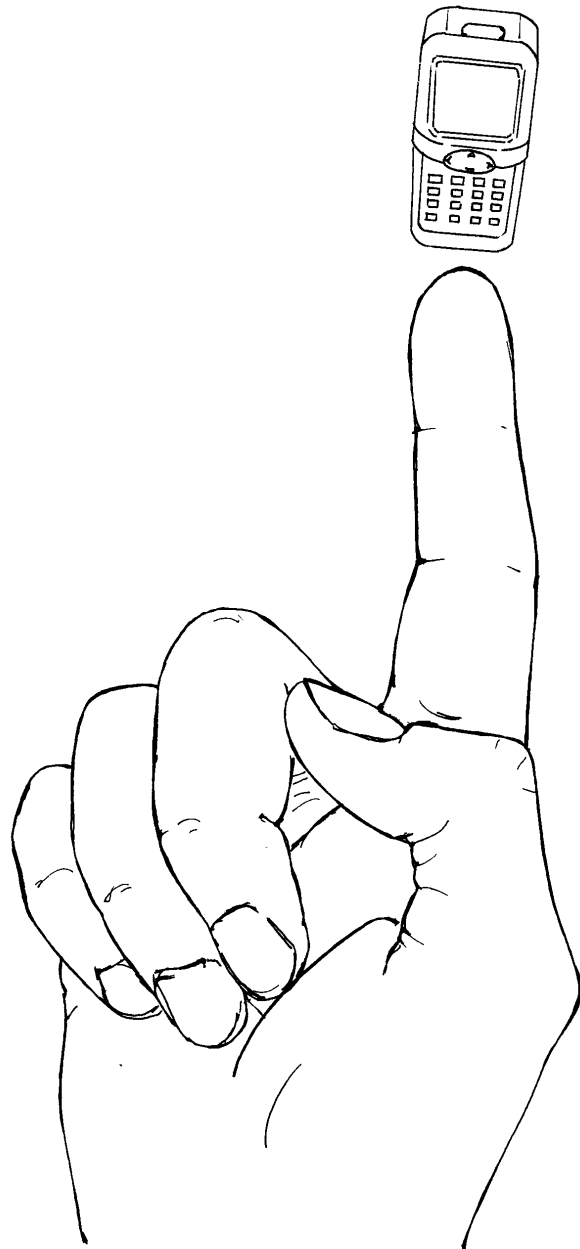
- Section 1: The poems
- Section 2: Follow-up work

The poems are printed in *Section 1* of the pack and appear again in *Section 2*, this time accompanied by the support structures to help students to create their own work. Teachers may wish to photocopy relevant pages for students so they can follow the structure as the teacher works through it. Alternatively, the teacher may just photocopy the poem from *Section 1*. A student worksheet, which can be used with any of the poems has been provided on page 67. It is useful if all students have one of these at the start of the lesson. After hearing and reading the poem, the students can note down their initial response in the 'Immediate thoughts' box, using the prompts above to help. The support structure in *Section 2* also suggests ideas. After discussing their initial thoughts, students can note down their ideas in the 'Ideas to consider or develop' box.

Teachers may also wish to photocopy the *Introduction for students* on pages 5 and 6 to give to students.

## My mobile phone

My mobile phone  
is so small it doesn't need an apostrophe.  
I keep it under a hair on my wrist.  
When it squeaks for attention  
I flick it out and whisper.  
No need to shout,  
no need to punctuate,  
no need to worry.  
It's super sensitive,  
it keeps time,  
it keeps secrets,  
it keeps mine,  
it keeps safe,  
it keeps there  
under a hair  
on my wrist.



# Spell right

Can't spel  
Can't right  
Should spell  
Should write  
Right?

Can spell  
Can write  
Will spell  
Will write  
Right?

Write.



## 1 Immediate response

- What do you think the poem is about?
- Which line/lines appeal to you?
- What ideas/thoughts does the poem give you?

Write down some brief notes.

## 2 Development of ideas

Think about the following words:

- |             |              |
|-------------|--------------|
| • Author    | • Like       |
| • Confuse   | • Similar    |
| • Different | • Spellcheck |
| • Dyslexia  | • Spelling   |
| • Dyspraxia | • Wordsmith  |
| • Homonym   | • Writer     |

Think about the following questions:

- Do you know of any famous people who are dyslexic?
- Which spelling rules do you know?
- Do you enjoy creating written work?

### Possible ideas

- Correct a partner's spelling.
- Use the words 'right' and 'write' in two different sentences.
- Create a poem using the words 'right' and 'write'.
- Create a piece of prose or poem using some of these words: tight, light, night, sight, write, site.
- Explain a spelling rule to the class.

# Disassembly

The headteacher perched before them  
but the microphone on the stand slowly drooped  
'till it was level with his chest.  
He spoke but not from the heart.  
The sentiments dribbled from his mouth,  
lying their way along the cable,  
dripping into the amplifier  
and lying their way into the wall socket.  
The cackling noises weren't the audience.  
"Bang!" went the amplifier.  
"Bang!" went the lies.  
"Bang!" went the headteacher.  
The pupils applauded.  
It was the best lesson they could ever have.  
Honest.

.....

## 1 Immediate response

- What do you think the poem is about?
- Which line/lines appeal to you?
- What ideas/thoughts does the poem give you?

Write down some brief notes.

## 2 Development of ideas

Think about the following words:

- |                 |                 |
|-----------------|-----------------|
| • Addressing    | • Explosion     |
| • Amplification | • Oration       |
| • Communication | • Pontificating |
| • Declaration   | • Sermon        |
| • Discharge     | • Speech        |
| • Electricity   | • Untruths      |

Think about the following questions:

- What does 'speaking from the heart' mean?
- What does the expression 'he wears his heart on his sleeve' mean?
- Do politicians always tell the truth?
- When might it seem alright to tell lies?

## Marvin writes a poem

Marvin, aged fourteen, wrote a poem  
about a teenager aged fourteen  
who always whined,  
'Everybody does it.'  
'Everybody's got one.'  
He described how the teenager  
stomped about and slammed doors  
when he couldn't get his own way.  
He described how the teenager  
sprawled about staring at mindless  
rubbish on the television and  
made disgusting smells.

Marvin didn't use the words  
indolent or selfish but he could have done.  
Of course Marvin was not writing  
about himself.  
At least that's what Marvin said...  
...best not ask his mum.

.....

### 1 Immediate response

- What do you think the poem is about?
- Which line/lines appeal to you?
- What ideas/thoughts does the poem give you?

Write down some brief notes.

### 2 Development of ideas

Think about the following words:

- |              |               |
|--------------|---------------|
| • Achiever   | • Juvenile    |
| • Adolescent | • Reliable    |
| • Fledgling  | • Selfish     |
| • Helpful    | • Thoughtful  |
| • Immature   | • Thoughtless |
| • Indolent   | • Youthful    |

Think about the following questions:

- What particular habits do you think teenagers have?
- What sort of successes do some teenagers achieve?
- What irritates parents about some teenagers?
- How can teenagers help in the community?
- What's the worst thing about being a teenager?