

KEY STAGE	AGE
KS1	5-7
KS2	7-11 ✓
KS3	11-14 ✓
KS4	14-16
KS5	16-18

AT A GLANCE
• CONFIDENCE
• RELUCTANT WRITERS
• USING ADJECTIVES
• GROUP POEMS
• PLAYING WITH LANGUAGE

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POETRYCLASS: FRESH IDEAS FOR POETRY LEARNING FROM THE POETRY SOCIETY

SPLIT DEFINITIONS (MAKE IT NEW)

BY MAHENDRA SOLANKI

I use the following exercise to get students to look at familiar objects and ideas in new and sometimes startling ways. It can also act as a good ice-breaker because the results often create some unusual sentences. Using strips of paper may also help to combat some students' initial phobias about writing at length.

Setting up the exercise

Before the session, cut out the strips of paper from the accompanying sheet (print as many copies of the sheet as you need for your students). You might like to seat the students in groups of six, so that each person starts with a different word. At the top of each strip is written a single thing – e.g. a box, a photo – and each one is different. Distribute individual strips to the participants and ask each to complete a sentence, using the words on the strip as the start of the sentence.

POET'S TIP
 Ask them either to provide a definition of the object or simply to complete the sentence.

Collaborative development

Then ask the students to fold the strip to separate the word at the top from their sentence, and pass it on to the person on their left, who then writes a new sentence using the same word as the starting point.

Using as a springboard

Read out and discuss the sentences and definitions. The students could work them into a poem, either individually or collaboratively, to create a group poem.



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LEARNING OBJECTIVES

- Y5 TO WRITE METAPHORS FROM ORIGINAL IDEAS OR FROM SIMILES**
 - Y6 TO EXPERIMENT WITH LANGUAGE, E.G. CREATING NEW WORDS, SIMILES AND METAPHORS**
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SPLIT DEFINITIONS (MAKE IT NEW)

A DOOR

A TABLE

A RIVER

A TREE

A PHOTO

A BOX