

POETRY MATTERS

Spoken Word Mini Poetry Workshops

RHYME WORKSHOP

Start off with the phrase on the board 'I'd rather be silver than gold' And see if anyone can come up with lines that rhyme with it – 'I'd rather have hair than be bald' 'I'd rather be young than be old' 'I'd rather be hot than cold' 'I'd rather be bought than sold'

Also, put one of these words on the board, see who can find the most rhymes:

Rose
Or
Wall
I love it when ...

E.g.:

I am a brother
I am a listener
I am a collector of secrets
I am a messenger of bedrooms.

LISTS WORKSHOP

Game – students to write as many reasons as possible for the following topics:
Annoying things about brothers/sisters
The worst pets ever
The most disgusting ingredients for a soup you can think of

Why not try writing a poem with the same first 2, 3 or 4 words?

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ONOMATOPOEIA WORKSHOP

Hand out A4 paper to every student in the class. They should divide the paper up into 8 squares. They will then have thirty seconds to draw/write what could make the following sounds:

Splash
Drip
Rip
Crack
Ping
Bang
Croak
Splash

Now ask pupils to try writing their own ideas of onomatopoeia. Why might a writer include onomatopoeia in their writing?

RHYTHM WORKSHOP

Rhythm in writing is like the beat in music. Rhythm is when certain words are produced more forcefully than others, and may be held for longer duration. The repetition of a pattern is what produces a 'rhythmic effect'. The word rhythm comes from the Greek meaning of 'measured motion'.

Get the students to count the number of syllables in their names. Then count the number of syllables in the following line, which you write on the board: 'My horse, my horse, will not eat grass.'

Get the students to highlight the longer sounding syllables and then the shorter sounding syllables in a different colour.

Di dum, di dum, di dum, di dum is a good way of summing this up.

Pupils should then try to write their own lines that match this rhythm. They have one minute to see who can write the most!

Examples include: 'My cheese smells bad because it's hot' and 'I do not like to write in rhyme.'

For their poem, why don't they try to play with the rhythm? Use only longer beats or shorter beats? Create their own beat and write their lines to this?

Workshops by Mark Crist.

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