



LESSON PLANS

POETRY

ABOUT THESE LESSONS

What makes poetry powerful and how can you express your personal response to human rights? Poets who write about human rights can generate empathy by connecting the reader/listener to experiences of rights being enjoyed, denied or defended. These lessons aim to help students explore the choices that poets make and experiment with their own writing.

AGE

These lesson plans provide a selection of poems suitable for different age groups and can be adapted for use with students aged 7 to 19.

SUBJECTS

English, Literacy, Citizenship and related subjects.

TIME

Two one-hour lessons (the writing activity can be extended over several lessons and/or homework).

LEARNING OBJECTIVES

Lesson 1

- To know and understand our human rights
- To explore how poetry can express experiences of enjoying, defending or being denied human rights

Lesson 2

- To identify the choices poets make to illustrate their experience of human rights
- To experiment with ways of using poetry to create empathy in your audience

RESOURCES

- Resource Sheet 1: Universal Declaration of Human Rights summary version
- Resource Sheet 2: Right up your street illustration
- Resource Sheet 3: Words from *Bedecked*
- Resource Sheet 4: *Bedecked*
- Resource Sheets 5 (a-f): Selection of six poems
- Resource Sheet 6: Amnesty logo
- Resource Sheet 7: *Hamra (Red) Night*
- Resource Sheet 8: Words from *The right word*
- Resource Sheet 9: *The right word*
- Resource Sheet 10: *Push The Week*
- Resource Sheet 11: *Glasgow Snow*
- Resource Sheet 12: Ideas to get you started

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LESSON PLANS

ACTIVITIES	RESOURCES
<p>LESSON PLAN 1 Share the learning objectives for this lesson as appropriate for your class.</p>	
<p>WHAT ARE HUMAN RIGHTS? Hand out the Universal Declaration of Human Rights (UDHR) summary version. Briefly explain the origins of the Universal Declaration of Human Rights.</p> <p>Now display the Right up your street illustration on the whiteboard. Explain that the picture is a scene of everyday life – and human rights. It shows people asking for their rights, enjoying and using their rights, or having their rights denied.</p> <p>Organise the class into eight small groups. Allocate a section of the Right up your street illustration and a set of coloured stickers to each group. Using the UDHR summary, explain that their task is to search for examples of human rights being enjoyed, denied or demanded in their part of the picture.</p> <p>They should mark each right they find on the illustration with a sticker of the right colour, eg: Yellow sticker – a human right being denied; Pink sticker – a human right being enjoyed or exercised; Green sticker – a human right being asked for or demanded. On each sticker they also need to write down the number of the relevant UDHR article/s the situation relates to.</p> <p>There are at least 30 different human rights situations to be found in the picture.</p> <p>Each group should report back their findings to class. Discuss possible disagreements or different interpretations, eg is the homeless man demanding his human right to food and shelter (right being asked for) or is he exercising his right to protest about homelessness (right being enjoyed) or is his homelessness a result of his human rights being denied?</p>	<p>Resource Sheet 1: Universal Declaration of Human Rights summary version</p> <p>Resource Sheet 2: Right up your street illustration</p> <p>Coloured stickers</p>

ACTIVITIES	RESOURCES
<p>INTRODUCTION TO POETRY</p> <p>Working in pairs, hand out cut up words from poem <i>Bedecked</i>. Ask them to experiment with grouping words together and discussing their meaning.</p> <p>As a class, discuss:</p> <ul style="list-style-type: none"> • What they think the poem will be about; • Why the poet has chosen these words. <p>Pay attention to ideas expressed around childhood, play and gender.</p> <p>Read <i>Bedecked</i> to the class. Give students 60 seconds to record initial responses to it.</p> <p>Now hand out copies of the poem. Give them another minute to highlight stand-out words or phrases. Discuss what the poem communicates to them and the rights at risk.</p> <p>Now, in groups, hand out different human rights poems (choose age appropriate from the six examples).</p> <p>Explain students are going to read their poem out loud, and listen to others. They need to think about: volume, tone, position in the room, number of people speaking.</p> <p>Feedback on above. Which poems did they like? What issues did the poems touch upon? How did they make them feel?</p>	<p>Resource Sheet 3: Words from <i>Bedecked</i> (cut up)</p> <p>Resource Sheet 4: <i>Bedecked</i></p> <p>Resource Sheets 5 (a-f): Selection of poems</p>

FURTHER DEVELOPMENT

Carry on with **Lesson Plan 2** in full or move straight to the section on **BECOMING A HUMAN RIGHTS POET** and **PLENARY**

ACTIVITIES	RESOURCES
<p>LESSON PLAN 2 Share the learning objectives for this lesson as appropriate for your class.</p>	
<p>USING VOCABULARY TO CREATE EMPATHY Hand out the Amnesty logo, and ask students to write down words they associate with candles. Explain the proverb on which the logo is based: It is better to light a candle than curse the darkness.</p> <p>Show or read poem <i>Hamra (Red) Night</i> and discuss what the candle symbolises. Ask each student to complete the sentence: ‘A candle for...’ From this, create a class poem. Explore how structure and symbolism can create empathy.</p> <p>Now give groups one of the words from <i>The right word</i>. Talk about their definitions. Stick them all up on the whiteboard. Which ones are synonymous or interchangeable depending on your perspective?</p> <p>Read <i>The right word</i>. Why does the poet keep changing the noun used to describe the person outside her door? What effect does changing the word have?</p> <p>Read poem <i>Push The Week</i>. Ask students to make notes about what they learn, what they think and what they feel about ‘I’. Ask for responses. Consider how using the first person creates empathy.</p> <p>Now read <i>Glasgow Snow</i>. Ask pairs to read it to each other and write down how it makes them feel. They should highlight every instance of ‘you’ or ‘your’ in the poem. Pairs discuss what effect using the second person has on them.</p>	<p>Resources Sheet 6: Amnesty candle logo</p> <p>Resource Sheet 7: <i>Hamra (Red) Night</i></p> <p>Resource Sheet 8: Words from <i>The right word</i></p> <p>Resource Sheet 9: <i>The right word</i></p> <p>Resource Sheet 10: <i>Push The Week</i></p> <p>Resource Sheet 11: <i>Glasgow Snow</i></p>
<p>BECOMING A HUMAN RIGHTS POET Explain that young people can write about human rights issues.</p> <p>Ask students to read the UDHR – discuss which rights are threatened in your school, community or in the UK. Could they write a poem about one of them?</p> <p>Refer them to the Resource Sheet 12: Ideas to get you started.</p>	<p>Resource Sheet 1: Universal Declaration of Human Rights Summary version</p> <p>Resource Sheet 12: Ideas to get you started</p>
<p>PLENARY Set homework: Tell students they are to continue with research and to write the poem on their chosen human rights topic.</p>	