

# 3 EAST SIDE

# EASTSIDE'S 30TH ANNIVERSARY

## POEMS FOR THE FUTURE

## KS3 LESSON PLAN

#Eastside30

Use this **FREE resource** to get your students writing and performing their own poetry on the themes of 'aspiration' and 'looking ahead' in celebration of Eastside's 30th Anniversary.

Join us at **Shoreditch Library** for our **exhibition** which explores the last three decades of Eastside's work empowering young people through the arts, before embarking on your own poetry journey in the classroom.



School	Poem	Date
Burdett-Coutts	...	...
Essendine	...	...
Hampton Gurney	...	...
Millbank	...	...
Lady of Dolours	...	...
All Souls	...	...
St. Peter's Easton Square	...	...
Queen's Park	...	...
St. Mary's	...	...
St. Augustine's	...	...
Soho Parish	...	...
St. Vincent's	...	...
St. Barnabas'	...	...

# LESSON PLAN

## STARTER (5 MINUTES)

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Having visited Eastside's 30th Anniversary Exhibition at Shoreditch Library, ask students to discuss the following prompts/questions with a partner to reflect on their trip:

- What can you remember about your visit to Eastside's 30th Anniversary Exhibition at Shoreditch Library?
- What did you read about or experience that surprised you?
- What was your favourite, and least favourite, part of the exhibition?
- Do you think young people should have access to the arts (drama, music, art for example) in school? Why?
- Finish the sentence: 'Being creative is important to me because...'

**Note:** Teachers - why not share some of the responses to this last one on social media with the hashtag **#Eastside30** so we can see what your students think!

## ACTIVITY 1: EXHIBITION OF ME (10 MINUTES)

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Now that we've learnt a little bit about Eastside's past, present and future at Shoreditch Library, it's time to build our very own exhibitions.

1. Individually, direct students to **create their own individual mindmap** of the items and objects (physical or abstract) that might be showcased in a museum exhibition celebrating them.
2. By placing the words '**Exhibition of Me**' at the centre of a sheet of paper, encourage the students to use the supporting prompts to write down as many objects as possible on their piece of paper that showcase or represent them.

**Note:** If the class struggles with writing, you can work as a group and scribe points on the board instead.

**SUPPORTING PROMPTS** (please select according to time available)

- What objects remind you of your **past**?
  - What objects are important or special to you **right now**?
  - What objects might be important or special to you in **30 years time**?
  - If you could put one object in a **time capsule** for future generations to remember you by, what would it be?
  - What object brings you **luck**?
  - What object makes you think of **home**?
  - What object would you give as a **gift to your future self** in 30 years?
3. Circle **three things** from your map that feel important or relevant to you.

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## ACTIVITY 2: A POEM FOR THE FUTURE (15 MINUTES)

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One by one, ask students to **write down responses to the following prompts**. You may want to display or read out the provided examples.

These prompts are designed to encourage students to **look around the space that they're in**, in order to connect their present surroundings with their concepts of the future in a way that is **neither narrative-based nor necessarily sensical!** This may be challenging for some young people, but also quite liberating; remind students that their responses to the below prompts shouldn't be intentionally poetic - they should **focus on answering the prompts truthfully**, and the provided scaffold will do the rest of the work for them.

**1. Some text that you can see in the room around you**

*'Caution: Very Hot Water.'*

**2. Self portrait as a... (pick something physical in the room)**

*'Self portrait as a coat hanging wet on the door.'*

**3. A line from a book you have to hand**

*'I am no bird; and no net ensnares me'*

**4. My future feels like.. (list 1-3 of the circled items from your 'Exhibition of Me' map)**

*'My future feels like an old calendar, a big mug of tea, and a photo album of all my favourite people.'*

**5. Outside my window I see... (finish the sentence)**

*'Outside my window, I see traffic cones and building works'*

**6. In thirty years, this view will... (finish the sentence)**

*'In thirty years, this view will contain expanded horizons'*

**7. Write down one of your favourite facts**

*'It is physically impossible for pigs to look up into the sky'*

**8. Describe the future in 30 characters**

*'One big exciting question mark'*

**Example:**

*Caution: Very Hot Water*

*Self portrait as a coat hanging wet on the door.*

*I am no bird; and no net ensnares me*

*My future feels like an old calendar, a big mug of tea, and a photo album of all my favourite people.*

*Outside my window, I see traffic cones and building works,*

*In thirty years, this view will contain expanded horizons.*

*It is physically impossible for pigs to look up into the sky.*

*One big exciting question mark.*

### ACTIVITY 3: REARRANGING LINES (5 MINUTES)

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Ask students to **write each line of their poem on a separate post-it note or scrap of paper**, then try physically reordering the lines of poetry into a new order. Can they find new meaning in their poem when it is organised differently?

#### GLOSSARY

A **stanza** is an arrangement of a certain number of lines, usually four or more, sometimes having a fixed length, metre, or rhyme scheme, forming a division of a poem

#### LEVEL UP

Would the poem benefit from being ordered into 2 or 3 stanzas, with spaces left between groups of lines?

### ACTIVITY 4: LEVELLING UP LINES (5 MINUTES)

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Figurative language refers to the use of words in a way that deviates from the conventional order and meaning, in order to convey a complicated message or add creative depth to our writing. Types of figurative language include: **similes**; **metaphors**; **personification**; **hyperbole**; **alliteration**; **onomatopoeia**; and **idioms**.

Ask students to **pick their least favourite line** of their poem. Can we use one of the above types of figurative language to make this line more interesting or evocative?

#### Example:

*Outside my window, I see traffic cones and building works.*

→ *Outside my window, traffic cones stand in a queue and listen to the roar of the building works next door.*



## ACTIVITY 5: STRIKING LINES (5 MINUTES)

Once students have their poems, encourage them to think about the **subtext** that is created when these dynamic lines are read as one piece. Here, subtext is how we show rather than explain our thoughts or feelings about ourselves and our futures within the poem. Thinking about the subtext of your poem, **pay attention to any lines, details, or images that strike you as particularly powerful or interesting**. Can you emphasise these in particular by repeating them as a **refrain** within your poem?

### Example:

Caution: Very Hot Water

Self portrait as a coat hanging wet on the door.

I am no bird; and **no net ensnares me**

My future feels like an old calendar, a big mug of tea, and a photo album of all my favourite people.

**No net ensnares me.**

Outside my window, traffic cones stand in a queue and listen to the roar of the building works next door.

In thirty years, this view will contain expanded horizons.

It is physically impossible for pigs to look up into the sky.

One big exciting question mark.

**And no net ensnares me.**

### GLOSSARY

A **refrain** (or chorus) is a repeated line that appears throughout a poem and often refers to the theme of the poem.

## ACTIVITY 6: REHEARSING AND SHARING (10 MINUTES)

Now it's time to share your work with the class!

- Give students time to have a go at reading their poems out loud to rehearse them. You may want to ask them to rehearse in pairs and give each other direction if you have time.
- Ask them to think about **tone, pace, volume and body language** to help them to successfully communicate the subtext or main message of their poem.
- Ask for a few volunteers to share their work with the class; create a **supportive performance space** in your classroom by making sure there is room at the front of the class to perform, checking that everyone is quiet and listening, and encouraging applause for each performer.
- You may then want to ask the audience to give constructive feedback on what they liked about the performance.

## PLENARY: (5 MINUTES)

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Gather the class together again to reflect on the performances they just saw.

You can use the following questions as prompts for your discussion:

- What did they say that felt important to me?
- What were some of the messages/images we heard that resonated with you? Are there things in your poem that felt similar or different in terms of your ideas about your future?
- How did the performances make me feel?
- What did the performer/speaker say or do to make me feel this way?

Share your work with us!

- Tweet some of your poems to us with the hashtag: **#Eastside30**
- Sign up to [Eastside's Spoken Word Power Open Call](#), and use our free extension resources to edit and rehearse your poems before hosting your very own school slam and getting your poems published in our annual Anthology!

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