

Outdoor

POETRY

Our Outdoor Poetry activities are wonderful ways of exploring and playing with words – and are particularly appropriate at a time when the benefits of outdoor learning are more evident than ever before!

Year Group: Year 3, Year 4, Year 5, Year 6, P4, P5, P6, P7

Outcomes: Opportunities to develop descriptive writing and expand vocabulary; opportunities to learn about poetic form; opportunities to develop team skills

Preparation: Sort the pupils into groups of two before you go outdoors – ensuring that each group has a strong writer.

Additional Requirements: coloured pegs (one per pair of pupils), clipboards, paper and pencils (one per pair of pupils).

Instructions:

1. Give one member of each group a coloured peg – and the other a clipboard, with paper and a pencil. Emphasise that these resources are not to be shared.
2. Set the physical boundaries of the area you wish to work within. Instruct the pupils to explore the area (while (a) staying in their pairs and (b) keeping away from other groups) and pick something they think may be of interest. This could be an old tree stump, a small flower, a broken piece of fencing – there are no “wrong answers” here! Groups should mark their chosen objects with their pegs.
3. Groups now move to a pegged object chosen by a different group (in the interests of social distancing, you may want to direct this). They write down what it is, followed by a colon (for example, “Fir cone:”). Instruct the pupils to discuss the following prompt: **“Describe what you can see in three, four or five words.”** Set a time limit – after which responses should be written down after the name of the object (for example, “Fir cone: brown, dry, spiky”).
4. Groups move to another pegged object – where the process is repeated in response to this prompt: **“Use six to eight words to say what the object reminds you of.”**
5. Groups move to a final pegged object – where the process is repeated in response to this prompt: **“What would you like to find out about the object?”** Use the same number of words as you used for Question 1!”
6. Bring the children back together to share their three-line Outdoor Poems. *Do they notice anything about the structure of their pieces?* Back in class, you might like to go on to explore haikus, even more tightly structured poems – with seasonal influences!

