

## Peter Pan - Learning Resources

## Flying poetry (One 60 minute lesson)

In this lesson, pupils will write a poem inspired by the Darling family's happy thoughts to help them fly. They will plan their writing, considering form and style, redraft their work, and consider the effectiveness of their own and others' writing.

### Who is it for?

This learning resource is for students studying Literacy Stage 2 (years 5 & 6)

### Learning outcomes

#### Learners will:

- Plan their writing by selecting the appropriate form for their poetry.
- Draft and rewrite by structuring their text and making appropriate vocabulary choices.
- Assess the effectiveness of their own and others' writing.

### You will need

Access to the production of Peter Pan in the On Demand player.

### **Activities**

1.

Watch the scene where the children think of happy thoughts to help them fly. (22:50 until 26:40) and ask pupils to write these down, as they will be using them later. (Mother's ginger biscuits, flying a kite, playing football till teatime...)

2.

Ask them to add to this list with some of their own happy thoughts that would help them to fly (if they had fairy string). They can do this invidividually or as a group.

3.

Remind the pupils of any specific elements of poetic language which you have been working on with them, so that they can make use of it in the activity - such as alliteration, metaphors, rhyme and so on.

4.

Taking one happy thought from the list as an example, demonstrate how to expand it into a clear image, incorporating metaphors and similes. For example, "flying a kite" could become "flying my kite like a soaring dragon".

# National Theatre

## Peter Pan - Learning Resources

### 5.

Ask everyone to take three happy thoughts from their list and turn them into poem beginning "I can fly across the rooftops when...". For example:

"I can fly across the rooftops when

I'm flying my kite like a soaring dragon,

or when my money is stacked up in towers of gold,

or when my dress is a sparkling diamond everyone can see."

### 6.

Ask pupils to take another happy thought from their list, and write a new poem with a growing number of syllables on each line. For example:

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Can fly

When I shoot

The winning goal.

The end of the match;

The pitch full of cheering;

I can swoop up to the sky.

### 7.

Now have them rearrange their poem, or write a new one, in the form of a Haiku - one line 5 syllables, the next 7, the last 5.

8.

Rearrange the poem again, or write a new one, in the form of a cinquain: a five line poem, where the lines have 2, 4, 6, 8 and 2 syllables.

9.

Finally, ask them to incorporate their five senses into their writing. Ask them to take one of their happy thoughts, and describe the response of their five senses. Ask them to start with a thought process for each sense, and then follow it with a description of the image that prompts in their head. For example:

SIGHT - (Thought process): As the biscuits come out of the oven I see... (image): Round golden medals.

SOUND - (Thought): When I bite into them I hear... (image): the satisfying snap of a ginger crunch.

TOUCH - When I pick up a fresh bakes biscuit I feel... the warm comforting kiss of my mother's love.

TASTE - I taste... the gingery deliciousness melting on my tongue.

SMELL - And I smell... the enveloping sweet aroma.

## National Theatre

### 10.

They might need help with suggestions for touch, taste and smell words, which children often struggle with the most. Here are some suggestions:

TOUCH - Soggy, dewy, hard, soft, warm, cold, damp, wet, chilly, shivery, clammy, squelchy.

TASTE - Bitter, sweet, dry, tasteless, tangy, delicious, wet, scrumptious, tasty, bland, flavourless.

SMELL - Fresh, earthy, woody, clean, pure, sweet, musty, pleasant, stale, smoky, lovely, refreshing.

#### 11.

Ask them to put their ideas from all their poems together, to write a poem about some of their happiest thoughts that could make them fly. Encourage them to use some of the techniques they have most enjoyed. For example:

I touch the clouds above

When Mother bakes round, golden medals.

The satisfying crisp snap

And the melting deliciousness

Envelop me with Mother's comforting kiss

These things lift me high

And I can touch the clouds above.

### 12.

Have some of the class read their poems aloud, and lead a discussion about which parts of the poem they like and why. What words or techniques are most evocative? What did it make them think of?