



BRADFORD
LITERATURE
FESTIVAL

**SECONDARY SCHOOLS
POETRY DAY**

TEACHER PACK

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INTRODUCTION

Welcome to the Bradford Literature Festival's Secondary Poetry Day, funded by the Esmee Fairbairn Foundation. The programme will be available [here](#)- events go live on the **2nd July and then will remain available for viewing on demand.**

This year we are focusing on the theme of spoken word and dialect and performance poetry. Or in other words exploring the theme of "identity" and "voice". This day is suitable for students in KS3, KS4 or A/S & A level and can be used as an introduction to the theme of identity in poetry, or to deepen and widen contextual awareness and understanding.

We are also running competitions for all age groups- see further details below and on the BLF website.

The aims of the programme are linked to the National Curriculum;

- To increase and further develop students' appreciation of our rich and varied literary heritage
- To further develop students' appreciation and love of reading poetry
- To increase students' knowledge of a range of poetic conventions and understanding how these have been used by discussion with contemporary poets
- Through watching contemporary poets to further develop students' understanding of how poetry is communicated effectively through performance
- To further increase student's understanding of how to write poetry for a wide range of purposes and audiences by understanding the perspectives of different contemporary poets
- To further develop students' knowledge and understanding of the differences between spoken and written language including differences associated with formal and informal registers, and between Standard English and other varieties of English

Content which will go live on 2 July includes:

Peter Bearder Homer to Hip Hop: a People's History of Spoken Word - suitable for students in KS3 Y9, KS4 and A Level

The Edinburgh Fringe, National Poetry Slam Champion Peter Bearder, brings to life the poetic movements that have shaped history. Find out why wordsmiths always been vilified, feared and revered, from ballad singers and Beat poets, to the icons of dub, punk and hip hop. Peter is an award-winning spoken word poet, author and comic. His work has been featured on BBC Radio 4, The World Service, and Newsnight. This show follows the release of his groundbreaking new book *Stage Invasion: Poetry & the Spoken Word Renaissance*.

Yorkshire Poetry

Listen to Yorkshire poetry written by Yorkshire folk who use Yorkshire dialect and/or speak in Yorkshire accents. In these readings and discussions contemporary local poets will demolish students' preconceptions about what poetry is or SHOULD sound like – and empower them to use their own dialect, language and syntax (Yorkshire or otherwise) in original work.

- **Nadine Aisha Jassat** is a poet, writer, creative practitioner known for combining the creative arts with social justice See her website here <https://www.nadineaishaj.com/about>
- More Yorkshire poets to be announced! Check the BLF website for more information.

Writing Poetry Workshop with Anthony Anaxagorou

Anthony Anaxagorou is a British-born Cypriot poet, fiction writer, essayist, publisher and poetry educator. In this pre-recorded workshop, Anthony will focus on the theme of 'imagery'. For more information on Anthony see his website here <https://anthonyanaxagorou.com/>

Expressing your Inner Voice in Verse with Farah Chamma

Farah Chamma is a Palestinian spoken word poet, who has also lived and studied in UAE, the UK and France. She writes and performs in English, French and Arabic, and often uses music as part of her performance, collaborating with musicians such as drummers, guitarists and oud players, to deliver performances that are hugely energetic and moving. Join Farah as she delivers a very special performance, before talking about the ways in which poetry can be a way to express your inner voice, whatever you have to say - in however many languages you speak.

This pack has been structured to complement the virtual online schools event day planned for 2 July; this is just some of what we've got planned for your students- look out for more exciting poets and events to be announced soon!

BEFORE THE EVENT ON 2ND JULY

1. Poetry & the Spoken Word

Peter Bearder's show *Homer to Hip Hop: a People's History of Spoken Word* will go live on the BLF website on July 2nd. Before the event you may wish to explore some aspects of oral poetry with your students.

Poetry as an art form predates written text. The earliest poetry may have been recited or sung and used as a way of remembering the history of a community, the genealogies of their kings and the exploits of important individuals. Some ancient poems, such as *Beowulf*, were transmitted down through the generations by oral poets specially trained in remembering the themes and structures of such poems. These poets used repetitions of metre, rhythm, rhyme and pitch to help them remember very long poems, though of course they would add their own twists and words.

KS3 & KS4 students could be asked to create a Tercet Stanza to help them remember the key elements of a story such as King Arthur, *Beowulf*, or another story they have recently read. Tercets are three-line stanzas where every first and third line ends with a rhyme.

BBC Bitesize has a useful video on How to understand Rhyme in poetry
<https://www.bbc.co.uk/bitesize/topics/zmbj382/articles/zmpxbd>

Students may like to take inspiration from the Triads which are memory devices that medieval oral poets used to help them remember storylines. Some Triads have survived but, unlike *Beowulf*, the original story has disappeared. This Triad is about King Arthur's Court

"Three Offensive Knights were in Arthur's Court: Morfran son of Tegid, and Sanddef Angel-Face, and Glewlwyd Mighty-Grasp. The peculiarities of those were that it was repugnant to anyone to refuse them anything: Sanddef because of his beauty, Morfran because of his ugliness, and Glewlwyd because of his size and his strength and his ferocity. And therefore they were called Offensive Knights."

KS3 & KS4 students could be asked to create a Tercet for each one of these characters describing what they looked like, what their voice sounded like, what they wore etc. As a class students could be asked to imagine what the adventures of these "Offensive Knights" would have been. Recording the storyline ideas on a whiteboard, each individual KS3 student could then be asked to create one Tercet for one aspect of the adventure. This would then create a class poem on the "Offensive Knights"!

A/S and A Level students could be asked to choose an episode from Seamus Heaney's *Beowulf*, or Simon Armitage's, *Sir Gawain and the Green Knight* and create a set of tercet stanzas summarising the episode. A/S and A Level students could be asked to pay particular attention to using repetitive phrases, rhythm and rhyme to create memorable stanzas that could be recited and/or performed.

KS4 and A/S and A Level students might find the BBC bitesize video on revision techniques useful
<https://www.bbc.co.uk/bitesize/articles/z6pv3k7>

2. Who am I?- Exploring Identity Through Poetry

On 2 July Yorkshire poets will be discussing their work and reading poetry on the theme of 'Yorkshire poetry'. Before the event **KS3 students** might like to listen to Nadine Aisha Jassat performing her poem *A Recipe for Finding Place* which you can find here <https://www.youtube.com/watch?v=ePOYPm47fT8>. This poem addresses the themes of belonging, identity and heritage and might be a useful starting off point for students to consider their own sense of identity.

KS4 might like to read Carol Ann Duffy's poem, *The Way My Mother Speaks*. BBC Bitesize has a useful guide to the poem here <https://www.bbc.co.uk/bitesize/guides/zhtwpg8/revision/1>

After listening to the poem **KS3 & KS4 students** could be asked to mindmap all the different communities that they are part of. For instance, they are part of Great Britain, the United Kingdom, the "North", Yorkshire, Bradford, clubs, school, friends, social media, home etc. They could be asked to use adjectives to describe how they feel as part of these very different communities. Do these communities use a different accent and/or language? Do some words have a different meaning in their different communities? Do people speak differently, for instance with dialect words, accents or different languages, in each of these communities?

Students could plan a Venn Diagram with overlapping circles to show how each of the communities they belong to overlaps with others to form spaces of shared knowledge and understanding.

Ask students to listen to these three Yorkshire poets, Ben Taylor, Kate Fox and Kirsty Taylor and see if they can hear the differences between the three Yorkshire accents. Can they spot any dialect words?

- Ben Taylor has recently written a poem about self-isolation from Covid-19.
<https://www.bbc.co.uk/news/av/uk-england-leeds-52153163/coronavirus-yorkshire-poet-spells-out-how-to-self-isolate>
- Kate Fox's poem *True Grit* is about Yorkshire folk and Yorkshire tea
<https://youtu.be/3nJYZHIYvoA>
- Kirsty Taylor's poem *Children of the Night* is about Bradford Ice Rink
<https://www.youtube.com/watch?v=GUzSVL47Qvo>

KS3 students might also like to investigate the history of Yorkshire dialect using a worksheet which will be made available on the BLF website alongside this event listing.

KS3 students might find the Yorkshire dialect worksheet from the WR Mitchell Archive interesting here <https://www.wrmitchellarchive.org.uk/sites/default/files/pdfs/learning/dialect.pdf> . The teacher version with the answers to the dialect phrases is here:

https://www.wrmitchellarchive.org.uk/sites/default/files/pdfs/learning/dialect_teacher_sheet.pdf

Teachers may also find this webpage on Yorkshire dialect useful – each of the audio clips on the website is no longer than 3-4 minutes. <https://www.wrmitchellarchive.org.uk/the-themes/dialect>

KS3 and KS4 students may like to watch Samilah Naira read her poem *Denied of Identity* here <https://www.youtube.com/watch?v=H3h8Dl2RBDw> Samilah was one of 6 winners of SLAMBassadors UK, the Poetry Society's national youth slam championships in 2013. The Poetry Society has some great ideas about teaching this poem, including thinking of metaphors to describe a young person's individuality, here <http://poetryclass.poetrysociety.org.uk/wp-content/uploads/2015/09/Identity-and-Performance-Poetry-The-Poetry-Society-2.pdf>

Ask KS3 & KS4 students to read Benjamin Zephaniah's poem *Who's Who* and discuss as a class the meaning of the poem. This is taken from *From Benjamin Zephaniah, 'Talking Turkey's', Puffin Books 1995.*

Who's Who

I used to think nurses

Were women,

I used to think police

Were men,

I used to think poets

*Were boring,
Until I became one of them.*

Ask KS3 & KS4 students to read Benjamin Zephaniah's poem *The British* from "Wicked World" Puffin books, London 2000, and as a class discuss the meaning of the poem. The poem can also be found online as part of Small Island Read 2007 here:

http://www.bristolreads.com/small_island_read/downloads/refugee_boy_activity_pack.pdf

The British

Serves 60 million

*Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.
Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.
Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.*

*Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,*

Combine with some Guyanese

And turn up the heat.

*Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians*

Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish

Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,

Serve with justice

And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all

Ask students to create their own poem on the theme of identity using some of the ideas from watching Yorkshire poets, exploring dialect words, mind-mapping and class discussion.

KS4 and A/S & A Level students may like to create a poem in another language than English. The *Mother Tongue Other Tongue* project is a national Laureate Education Project, led by the Poet Laureate, Dame Carol Ann Duffy. More details can be found here

<https://www.mmu.ac.uk/mothertongueothertongue/>

KS4 and KS4 and A/S & A Level students may like to consider two or three poems that they are studying and identify those whose main theme is identity. Ask students to:

- Record the storylines of each of those poems

- For each poem mindmap these elements
 - o Language used
 - o Structure
 - o Main themes
 - o Useful quotations
- Then make comparisons between the three poems. What are the similarities and differences?

3. Poetic Devices and Techniques

All poets performing, in conversation and reading on 2 July will be using a range of poetic devices and techniques. It might be useful for students to re-visit some of the key devices poets use before the event.

KS3 students may find the Centre for Literacy in Primary Education's list of poetic devices useful which you can find here <https://clpe.org.uk/poetryline/poetic-forms-and-devices>

KS4 and A Level students might like to watch the video 'Poetic Devices' by Testament which you can find here <https://www.youtube.com/watch?v=FWwFBGOBAQI>

KS4 and A Level students might find Poetry Outloud's list of poetic terms, with examples, useful <https://www.poetryoutloud.org/poetic-terms/>

THE BLF POETRY COMPETITION

We hope that students will feel inspired to write their own poem and enter our poetry competition.

Students may wish to enter the BLF competition see below. The deadline for entering the competition is 31 July 2020. Entries should be submitted using the online entry form, [click here](#).

Download the competition pack on the festival website, here: <https://www.bradfordlitfest.co.uk/schools-events/>

The competition is open to all children in KS3 and KS4.

There are two separate categories for this competition:

- Page (written) poetry
- Spoken word

There is no set theme for this competition – you may wish to think about the ideas that are covered in some of the videos you have access to in the Secondary Schools Digital Poetry programme – such as identity, language, and protest.

The most important thing is that the passion and energy of your words shines through, whether you're submitting a page poem or a spoken word performance piece.

If you are submitting a page poem, it needs to be:

- Typed and double spaced, at least 12pt font
- No more than 40 lines
- You can submit a series of shorter poems that work together, but the total length must be no more than 40 lines

If you are submitting a spoken word poem:

- You can submit a file which is audio only, or you can record a video of yourself performing your poem
- Recordings must be three minutes or less

BOOKS BY THE AUTHORS

If you wish to purchase books by participating authors, you can find some links below:

Anthony Anaxagorou

After the Formalities:

<https://www.waterstones.com/book/after-the-formalities/anthony-anaxagorou/9781908058652>

Heterogeneous:

<https://www.waterstones.com/book/heterogeneous-2016/anthony-anaxagorou/9780993103834>

Peter Bearder

Stage Invasion: Poetry and the Spoken Word Renaissance

<http://www.outspokenldn.com/shop/stage-invasion>

Nadine Aisha Jassat

Let Me Tell You This

<https://www.waterstones.com/book/let-me-tell-you-this/nadine-aisha-jassat/9781912489121>