

Diary: Day Two

The downloads page for the course materials will be
<http://www.morrissey.unibe.ch/swch/swch.html>

Plenary

We began the day by using one of the Ice Breakers suggested by the participants, 'My Crazy Neighbour' as a way of re-introducing ourselves and remembering names. Then we learned a song using the names of the months in a year and played a game where the song is sung as a group and individuals stand at the point the month which their birthday is in is sung.

Morning Sessions (Cheryl)

We began the session with the **Word Monkey**. The idea is that someone throws the monkey to someone else in the circle while at the same time saying a word (e.g. 'Monkey) and the person who receives the monkey must throw it again to someone else while saying a new word that associates in some way to the first one. The associations can be free and unspecified or there can be a rule applied, for example it must be a themed association like all animals. Or a rhyming association, or using a synonym or an antonym.

Next we played a rhyming game using the words of the following lullaby. At a certain point the facilitator invites rhyming lines from the participants and then responds with a new rhyming line.

Hush little baby, don't say a word
Mama's going to buy you a mockingbird
If that Mockingbird don't sing
Mama's going to buy you a diamond ring
If that diamond ring turns brass
Mama's going to buy you a looking glass
If that looking glass gets broke
Mama's going to buy you a billy goat
If that billy goat won't pull
Mama's going to buy you a

Both of these games serve the purpose of warming the group up to the idea of using words and sounds in speech and writing and should be played to enhance the enjoyment of language.

Next we did some group brainstorming around a single word with some kind of common element for the group. We used 'School' (group 1) and 'Holiday' (group 2). We filled a 'sea' of words associated in some way to the central one. From this brainstorm individuals were invited to choose one word or phrase that drew them, something they liked or found interesting. Each individual wrote this chosen word or phrase at the top of his/her own blank piece of paper. Everyone free wrote for three minutes. After three minutes a new word or phrase was chosen from the free-write just done and another free write was begun (3 minutes) and then finally, in the same way, a third time. Five minutes were given to everyone to look at all three pieces of writing and to edit something from them. into a piece of writing that could be read out. The facilitator wrote linking pieces using the words from the brainstorm. Everyone read out their pieces as a chorus presentation with the linking pieces being read between each individual's reading.

Morning Sessions (Franz): Working with Rhymes

Bout Rimé (spelling?) or Taking a poem for a walk.

Participants write a word that's not too hard to rhyme with on a pink and on a yellow slip of paper, then pick one and add a word that rhymes to each of the first words on the slips. Then they go for a walk with a yellow and a pink slip and try to compose a poem (quatrain) in their head while walking. This helps to get the scansion right. Nobody is allowed to write anything down until the four-line poem is completed in their heads. It's a good strategy to work backwards from a punchline (and with rhyming couplets to use the good easy word for the second line).

Extending Songs

With the beginning of one version of "Hush Little Baby" and one version of "There was a Man and He was Mad" participants write lyrics to their own version of the two songs. It's important to repeat the same syntactic structure as in the original and make sure that the new words fit the tune. Early on the last couplet should be known so one can write towards this "punchline".

With the second group there was time to look at a song by Ian Campbell where the rhyming word and sometimes the whole phrase leading up to the rhyming word in had been taken out. As the song tells a story it could also be used to practice past forms of verbs.

Lunch

Afternoon Session Cheryl

Collage and Metaphor

Using old magazines each person created a two sided collage, the first group's representing the self as 'How I used to be' and 'How I am now'. The second group found images to relate to 'The house I have now' and 'The house I would like to have'. From the collages people wrote metaphors (S/he used to be or S/he is) or list descriptions (In my house there is or In the house I would like to have there will be) From these metaphors and descriptions, portrait poems or list poems can be created.

In the following poem Norman MacCaig uses metaphor to good effect when describing his Aunt Julia:

Aunt Julia

Aunt Julia spoke Gaelic
very loud and very fast.
I could not answer her -
I could not understand her.

She wore men's boots
when she wore any.
—I can see her strong foot,
stained with peat,
paddling the treadle of the spinning wheel
while her right hand drew yarn
marvellously out of the air.

Hers was the only house
where I lay at night
in the absolute darkness
of the box bed, listening to
crickets being friendly.

She was buckets
and water flouncing into them.
She was winds pouring wetly
round house-ends.
She was brown eggs, black skirts
and a keeper of threepennybits
in a teapot

Aunt Julia spoke Gaelic
very loud and very fast.
By the time I had learned
a little, she lay
silenced in the absolute black
of a sandy grave
at Luskentyre.
But I hear her still, welcoming me
with a seagull's voice
across a hundred yards
of peatscapes and lazybeds
and getting angry, getting angry
with so many questions
unanswered.

Norman MacCaig

Portrait Poems

What would someone find if they went through the contents of your pocket, your handbag, your lunchbox, your bedroom. What would they learn about you?

Imagine you had to pack your own bag to go somewhere for a while. What important things would you take with you?

Consider the poem, ABOUT HIS PERSON by Simon Armitage (in the collection KID published by Faber and Faber 1999). The poem is about the possessions and artefacts left in the clothes and on the body of a suicide victim but it also reads like a 'list poem' providing a series of powerful images that conjure up the picture of a person and their life.

About His Person

Five pounds fifty in change, exactly,
a library card on its date of expiry.

A postcard, stamped,
unwritten, but franked,

a pocket-size diary slashed with a pencil
from March twenty-fourth to the first of April.

A brace of keys for a mortise lock,
an analogue watch, self-winding, stopped.

A final demand
in his own hand,

a rolled-up note of explanation
planted there like a spray carnation

but beheaded, in his fist.
A shopping list.

A giveaway photograph stashed in his wallet,
a keepsake banked in the heart of a locket.

No gold or silver,
but crowning one finger

a ring of white unweathered skin.
That was everything.

Simon Armitage

Ingredients – what makes up me?

list of treasured things

favourite possessions
favourite places to go
favourite things to do
favourite weather
favourite colours
favourite foods
favourite sweets
favourite music
favourite subjects
favourite books
favourite materials
favourite animals
favourite sports
favourite shoes
favourite toy
favourite present

These lists can be used line by line to make up simple list poems, recipes like those in a cookbook, rhymes like:

What are Little Boys Made of?

What are little boys made of?
Snips and snails, and puppy dogs tails
That's what little boys are made of !"
What are little girls made of?
"Sugar and spice and all things nice
That's what little girls are made of!"

or songs like:

My Favourite Things

Raindrops on roses and whiskers on kittens
Bright copper kettles and warm woollen mittens
Brown paper packages tied up with strings
These are a few of my favourite things

Cream coloured ponies and crisp apple strudels
Doorbells and sleigh bells and schnitzel with noodles
Wild geese that fly with the moon on their wings
These are a few of my favourite things

Girls in white dresses with blue satin sashes
Snowflakes that stay on my nose and eyelashes
Silver white winters that melt into springs
These are a few of my favourite things

When the dog bites
When the bee stings

When I'm feeling sad
I simply remember my favourite things
And then I don't feel so bad

For older children a long poem like Walt Whitman's "Song of Myself" is a good one to model some writing on as it gives value and significance to all that is both universal and unique in the thoughts, feelings and mind of the individual.

Warning

When I am an old woman I shall wear purple
With a red hat which doesn't go, and doesn't suit me.
And I shall spend my pension on brandy and summer gloves
And satin sandals, and say we've no money for butter.
I shall sit down on the pavement when I'm tired
And gobble up samples in shops and press alarm bells
And run my stick along the public railings
And make up for the sobriety of my youth.
I shall go out in my slippers in the rain
And pick flowers in other people's gardens
And learn to spit.

You can wear terrible shirts and grow more fat
And eat three pounds of sausages at a go
Or only bread and pickle for a week
And hoard pens and pencils and beermats and things in boxes.

But now we must have clothes that keep us dry
And pay our rent and not swear in the street
And set a good example for the children.
We must have friends to dinner and read the papers.

But maybe I ought to practice a little now?
So people who know me are not too shocked and surprised
When suddenly I am old, and start to wear purple.

Jenny Joseph

Afternoon Sessions Franz

What's in the suitcase

Participants wrote a list of ten things that might be in an old battered suitcase. They read the list out and were quizzed by the other members of the group about details concerning some of the things on the list. This was to practice vocab, but also to train spontaneous imaginative thinking.

Vocabulary Songs

With the beginnings of these songs in mind the participant suggested ways in which these songs could be used in class. The idea was to provide input for beginners, who might not even be able to write yet.

Here are some suggestions.

Jim Along Josie

Substitute “Jim”

- ⇒ with verbs of movement: walk, run, dance, jump, sneak, tiptoe, crawl, stagger...
- ⇒ with verbs (monosyllabic) “jump, sing, shout ...”
- ⇒ use picture flashcards with the verbs; children then sing lines and do the action
- ⇒ throw dice with six verbs, children then sing the lines and do the action

Substitute “Jim along Josie”

- ⇒ with phrasal verbs “Sit down in the chair, point to the door, stand up stand up ...”
- ⇒ with “touch” and parts of the body (touch your head, feet, ears, nose...”

Bought me a Cat

Flashcards with the animals: the children hold them up when the animal is mentioned in the song

Match the animal with the sound cat → meow, dog → ruff, horse → neigh

Have a tree on the pinboard and picture flashcards of the animals separately. Song is being sung, one of the children picks one, stick it on the tree and then all sing the verse.

For small children: animals as soft toys

All around the Kitchen

Activity song

- ⇒ Circle walk during “cockadoodle-doodle-doo” with foot stamping and hand clapping, change directions after a verse.
- ⇒ In the verses there are activities to be acted out by the children

Vocabulary exercise

- ⇒ Extend “kitchen” to other rooms around the house.
- ⇒ Focus on kitchen and activities in the kitchen; these are sung in the verses, for example: “take the butter from the fridge, put the cake in the oven, pour the beer into the glass, ...”
- ⇒ With a large plan of the kitchen, the children draw the route the song is taking around the kitchen.
- ⇒ Items to be done as pictures that can be stuck into the picture of the kitchen in the right places.

Noah’s Ark

Extend the shortened song with animals and practice the numbers (as in the original)

Give the first part of the couplet (“Now in come the animals two by two ...”), the children complete the second line of the couplet.

Animal names or pictures given as flashcards.

Animals which are in the lines but aren’t needed for the rhyme can be substituted with other animals as long as the syllables match. (e.g. crocodile → elephant)

Jim Along Josie

<http://www.folkinfo.org/songs/displaysong.php?songid=546>

Jim Along Josie



Hey Jim along, jim along Josie,
Hey Jim along, jim along Jo.
Hey Jim along, jim along Josie,
Hey Jim along, jim along Jo.

Walk Jim along, jim along Josie,
Walk Jim along, jim along Jo.
Walk Jim along, jim along Josie,
Walk Jim along, jim along Jo.

Hop Jim along
Run Jim along
Jump Jim along
Tiptoe Jim along
Crawl Jim along
Swing Jim along
Roll Jim along

Bought Me a Cat

<http://www.lyon.edu/wolfcollection/songs/applebought1252.html>

Bought me a cat and the cat pleased me,
I fed my cat under yonder tree.
Cat goes fiddle-i-fee.

Bought me a hen and the hen pleased me,
I fed my hen under yonder tree.
Hen goes chimmy-chuck, chimmy-chuck,
Cat goes fiddle-i-fee.

Bought me a duck and the duck pleased me,
I fed my duck under yonder tree.
Duck goes quack, quack,
...

Bought me a goose and the goose pleased me

I fed my goose under yonder tree.
Goose goes hissy, hissy,
...

Bought me a sheep and the sheep pleased me,
I fed my sheep under yonder tree.
Sheep goes baa, baa,
...

Bought me a pig and the pig pleased me,
I fed my pig under yonder tree.
Pig goes oink, oink,
...

Bought me a cow and the cow pleased me,
I fed my cow under yonder tree.
Cow goes moo, moo,
...

Bought me a horse and the horse pleased me,
I fed my horse under yonder tree.
Horse goes neigh, neigh,
...

Bought me a dog and the dog pleased me,
I fed my dog under yonder tree.
Dog goes bow-wow, bow-wow, ...

All Around the Kitchen

<http://uk.youtube.com/watch?v=HKSnyS-vmkg>

all around the kitchen
cock-a-doodle-doodle-doo
all around the kitchen
cock-a-doodle-doodle-doo (repeat)

well stop right there
cock-a-doodle-doodle-doo
put your hands in your hair
cock-a-doodle-doodle-doo
put your arms in the air
cock-a-doodle-doodle-doo
spin around in a circle
cock-a-doodle-doodle-doo

all around the kitchen...

stop right there
cock-a-doodle-doodle-doo
make your arms into trees

cock-a-doodle-doodle-doo
then you wave them in the breeze
cock-a-doodle-doodle-doo
walk and wobble your knees
cock-a-doodle-doodle-doo

all around the kitchen...

stop right there
cock-a-doodle-doodle-doo
make your arms into wings
cock-a-doodle-doodle-doo
then you flap those things
cock-a-doodle-doodle-doo
fly around in a circle
cock-a-doodle-doodle-doo

all around the kitchen...

stop right there
cock-a-doodle-doodle-doo
put your hands in the sky
cock-a-doodle-doodle-doo
wave the clouds goodbye
cock-a-doodle-doodle-doo
yell yippee-yi-yi
cock-a-doodle-doodle-doo
all around the kitchen...

Now Didn't Old Noah Build the Ark?

Now didn't old Noah build the ark?
Built it out of hickory bark.

He built it long, both wide and tall,
Plenty of room for the large and small.

He found him an axe and hammer too,
Began to cut and began to hew.

And every time that hammer ring,
Noah shout and Noah sing.

Now in come the animals two by two,
Hippopotamus and kangaroo.

... 3 by 3,
Two big cats and a bumble bee.

... 4 by 4,
Two through the window and two through the door.

... 5 by 5,
Four little sparrows and the redbird's wife.

... 6 by 6,
Elephant laughed at the monkey's tricks.

... 7 by 7,
Four from home and the rest from heaven.

... 8 by 8,
Some were on time and the others were late.

... 9 by 9,
Some was a shouting and some was a-cryin'.

... 10 by 10,
Five black roosters and five black hens.

Now Noah says, "Go shut that door.
The rain's started dropping and we can't take more."