

Wednesday, 9 July 2008

Morning																			
1. Participants present warm-ups	We began the morning with the participants presenting a number for warm-up exercises.																		
2. List/Group Poem	We did another list/group poem, for which we split up into groups. 1. In these groups we had to decide upon an (abstract) concept. 2. We brainstormed sentences that normally began with the word we'd agreed on and wrote the sentences down on individual strips of paper. 3. Then we had to put them into an order that made the resulting list as powerful as possible. During this phase we could add to or edit the sentences we already had. 4. The final list was stuck on a large sheet to be hung up.																		
Break																			
5. Working with Forms: Cinquains.	We explored the cinquain, a poetic form that relies on syllable counts. The scheme is <table><tr><td>line</td><td>number of syllables</td><td>for the "teacher cinquain"</td></tr><tr><td>1st line</td><td>2 syllables</td><td>introduce the topic</td></tr><tr><td>2nd line</td><td>4 syllables</td><td>give characteristics</td></tr><tr><td>3rd line</td><td>6 syllables</td><td>line with -ing verb</td></tr><tr><td>4th line</td><td>8 syllables</td><td>what s/he does</td></tr><tr><td>last line</td><td>2 syllables</td><td>return to topic</td></tr></table> We also wrote less regimented cinquains beginning with "outside".	line	number of syllables	for the "teacher cinquain"	1 st line	2 syllables	introduce the topic	2 nd line	4 syllables	give characteristics	3 rd line	6 syllables	line with -ing verb	4 th line	8 syllables	what s/he does	last line	2 syllables	return to topic
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Lunch																			
6. Song: Hush little baby for rhyming	We explored rhyming in songs (where it is ok to have assonance rather than rhyme... says purist Franz) by looking at how we move from theme to theme through more or less nonsensical rhyme.																		
7. If I were an animal	We explored the idea of comparisons by thinking about kind of an animal we would want to be. This was done in the form of a sentence that ran: If I were/was an animal, a _____(animal) is what I'd like to be, because a _____(animal) is _____(adjective) and _____(adjective) just like me The idea was to practice																		

	a) animal vocabulary b) adjectives about character features c) if-clauses
8. If – clause songs and another grammar song	<p>We explored a number of songs that use “hypothetical” if-clauses such “if x <i>did</i> something, y <i>would</i> happen.” The songs were</p> <p>If I were a carpenter (Mike Hardin) If I had a hammer (Pete Seeger) If (Pink Floyd)</p> <p>We also looked at a song that practices irregular past forms (Rock ‘n’ Roll I gave you all the best years of my life)</p>
9. Collage and metaphor	<p>From the glossy magazines we cut out pictures with positive and negative images about how we might feel about ourselves. We then attempted to describe good and bad feelings with metaphors like “I’m the last chord of a love song” or “I’m the cold wind that sweeps across the ice of the North Pole”.</p> <p>This was more of an exploratory exercise for our own writing and was meant to illustrate how we can use images to create pictures with words.</p> <p>Like <i>similes</i>, <i>metaphors</i> are comparisons, but similes use words to indicate the comparison (“x <i>is like</i> y” or “as x <i>as</i> y”) whereas metaphors express the idea that “x <i>is</i> y”</p>
Break	
10. Performance of your favourite piece	<p>After the break we listened to a round-up of the work you had done in the past three days. You read what you think had worked out best for you.</p>
11. Reading	<p>We finished off with Cheryl and Franz giving a performance of their work. Cheryl read from her forthcoming collection of poems about school and school children, Franz read a few poems for children and adults and sang a couple of songs.</p>