



Can boys be motivated to tell us
what they *really* think, using drama
and poetry?

YES THEY CAN!



- Introduction and rationale of project
- Poetry and drama; what the research says
- Implementation of project
- Results, observations and reflection
- What do the boys think?
- Ideas for integration into other KLAs
- Recommended resources



To use still image (a drama strategy) in the study of poetry to enact images and observe the boys' level of engagement and their ability to comprehend the themes and concepts in the poem.

(Still image depiction tableaux, freeze frames)



Traditional strategies of class discussion that often accompany novel study can become teacher-centred; where the talk surrounding the key concepts seem almost peripheral, devoid of deep significance other than basic features of plot and speech.

In this context it would appear that many children avoid taking risks or actively engaging in such demanding tasks – (think about your reluctant writers who roll their eyes every time you bring up the word ‘English’ or ‘writing’)

In contrast, activities that foster a creative approach to interpretation such as the use of ‘still images’ can promote discussion and planning of depictions by students which allow them in turn to engage in meta-cognitive processes.



Rationale for the study of poetry

Poetry is an aesthetic experience that works mainly through emotions, sensory experiences and imaginative perceptions. To capture colour, shape experience and feeling – words are used by the poet as instruments.

Children respond readily to poetry, its rhythm, rhyme and repetition and picture making delight them, as these features reflect their own language experience. This is especially true of life in the playground; clapping rhymes, make-believe situations, riddles, jingles, and jokes reveals the natural affinity children have for words and poetic devices.

Poetry sessions may be the only time that children are able to hear original metaphoric usage which extends their thinking. Moreover, the complex grammatical techniques and structures that inhabit poetry can contribute to children's comprehension of fictional texts. (Tunica, 1995)



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Questions?

Feedback?

Need resources?

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