



LESSON PLAN

TOPIC: CREATIVE WRITING: INTRODUCTION TO WRITING POETRY		CLASS:
DATE: 27/9/18		LENGTH OF LESSON: 30 MINS
ABILITY/SPECIAL EDUCATIONAL NEEDS:		NO IN CLASS:
AIM OF LESSON TO INCREASE LEARNERS' AWARENESS OF POETRY AND EDUCATE THEM IN ITS CREATIVE APPLICATION.		
LEARNING OBJECTIVES - The Learners Should Be Able To: • PRODUCE FOUR LINES OF POETIC VERSE • ENGAGE IN A CONSTRUCTIVE DISCUSSION OF ONE ANOTHER'S WORK.		
PREVIOUS KNOWLEDGE: NONE REQUIRED		
ANTICIPATED DIFFICULTIES: LACK OF BACKGROUND INTEREST/KNOWLEDGE OF POETRY.		
RESOURCES/EQUIPMENT REQUIRED: POWERPOINT/COMPUTER.		
HEALTH & SAFETY: N/A		

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:
(Include detail of standard, not just a reference number)

Individual research as well as group collaboration within higher education is encouraged. Discussion of work involves whole group and encourages critical thinking and consideration of creative work in a higher education context. Parameters of definitions are also introduced in presentation - the 'documentary' style of poetry has been chosen to ease learners new to the subject into creative writing.

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and WHEN and HOW they are met:

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	DEFINING POETRY, WHY IT IS USEFUL	TO INCREASE SUBJECT KNOWLEDGE	5 mins
DEVELOPMENT	INTRODUCE POETRY EXAMPLES + ENCOURAGE DISCUSSION GROUP TAKES PART IN CREATIVE WRITING EXERCISE	INCREASE AWARENESS OF WORK IN HIGHER EDUCATION CONTEXT + ENCOURAGE ACTIVE PARTICIPATION	~~10 mins~~ 15 mins
PLENARY/ CONCLUSION	GROUP DISCUSSES WORK IN CONSTRUCTIVE MANNER	ASSESS GROUP'S PROGRESS	10 mins

ASSESSMENT STRATEGIES USED (WHEN and HOW):

GROUP ASSESSES EACH OTHER'S WORK IN DISCUSSION IN THE HOPES OF BUILDING TO A LONGER TERM.

INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)

• GROUP PRODUCED WIDE VARIETY OF WORK AND ALL FULLY PARTICIPATED.

• SUBSEQUENT DISCUSSION SHOWED INCREASED KNOWLEDGE

OF (AND ENTHUSIASM FOR) SUBJECT.

• HOWEVER, SETTING OUT LEARNING OBJECTIVES FROM START

WOULD HAVE MADE STRONGER INTRODUCTION AND

MAINTAINED FOCUS BETTER.

• FEEDBACK FROM LEARNERS INDICATES THAT SECOND

YOUTUBE VIDEO WAS PERHAPS TOO LONG - POSSIBLY JUST USE ONE IN FUTURE.