**COLLECTIVE POETRY**

Introducción:

*Collective Poetry* is the name of a Project which has been carried out in our school since 2015 with children of all elementary courses. It consists on leading the students, step by step, to the production of a literary written text in group, where each student will help create it, from the basis of a previous reading of a poem written by a well known author. Since 2017, and due to the participation of our school in the Erasmus project, we have started to perform this activity outdoors, where the children can get in contact, not only with nature but also with silence, as a very necessary point to get a better integration of both, interpretation and the creative process.

Objectives:

* *Get children acquainted with the importance of getting in contact with nature.*
* *Perceive silence as a tool for the development of imagination and creativity.*
* *Help children to approach poetry in an easy and innovative way.*
* *Get to know some contemporary Spanish poets.*
* *Appreciate literature as part of their personal and academic development.*
* *Participate in a cooperative process of creation of a literary text.*

Description of the Activity:

*Part I: Breathing Consciously (Warming Up Activity)*

* Children are encouraged to sit comfortably (in groups of three or four), close their eyes and pay close attention to their breathing. The teacher will help them to do so by counting slowly, while they inhale and exhale in a rhythmical way.
* The teacher, then, starts playing a Tibetan singing bowl and encourages the children to pay attention to the sound (any other instrument may be used).

*Part II: Reading a Poem*

* At this stage most children feel relaxed and in silence. The teacher, then, takes a book and asks one of the children to stand in front of the class and open it at random. Then he or she reads the poem aloud.
* The teacher, then, asks simple questions about the poem, such as: what words do you think are more important in the poem? Or what ideas can you get from the reading? And so on.
* Afterwards, the teacher rereads the poem and then asks the children to select one or two verses, those which they consider to contain the main idea of the whole text.
* Once the verses are selected, the children are asked to walk around in complete silence, thinking about words or expressions that would better represent their impressions about the whole poem and especially the selected verses.

*Part III: Writing Verses*

* Then (individually) the children write one or two verses of their own which have been inspired by the previous reading and the selected verses from the poem.
* Once all the children have written their verses. They are collected by the teacher, who, with the help of the children will start building up one verse from each group, getting the gist of each written verse. (It is important that all children participate in some way. If there is any child with special needs within the group, he or she is encouraged to write one or two words or draw a picture which can then be incorporated to the final version of the collective poem.)
* Finally the children all together decide a title for the poem.

*Part IV: Follow up Activity*

* When the final version is achieved, the children will copy it on their notebooks. The inspiring verses selected at the beginning of the activity will be copied as a quote at the beginning of the final version of the children, adding the name of the author.
* At the end one of the children reads the poem in front of the class.
* Next day the teacher will give each student the typed final version to be pasted on their Language notebooks.
* They may decorate the poem with drawings or stickers.

Resources:

* A Tibetan singing bowl or any other instrument.
* A book of poetry.
* Paper, pencils and rubbers.
* Color pencils.
* Stickers (optional)

Examples of Final Results:

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| **Course** | **Poem Final Version** |
| 1st grade “B”2015 | **Pan Pan Pan***A veces imagino**el pan sobre una mesa,**la cáscara mohosa brillando**con un verde Mafasca en la oscuridad****(Antonio Arroyo Silva)***Mi abuela hace panlo desayuno todas las mañanascuando lo toco es muy suavemuy guayes rico como las galletases alimento¿el pan se colorea?Dime, maestra¿De qué está hecho el pan?Cuando lo veo parece una luzMe río, me recuerda a mi perroEl pan, como mi familiaque me llena de alegríaMi amigo, mi corazón |
| 5th grade “D”2015 | **Cuando pienso en la guerra***Otro volcán de guerra* *cada día****(Domingo Acosta Felipe)***Ardo con la rabia del volcánSu fuego nos llega a todosOtra llama separada por una barrera de pazimpide la muerteLa guerra es un volcán de pánico y caos |
| 5th grade “B”2016 | **Espíritu de Montaña***Si no viene del cielo,**detrás del corazón de la montaña,**¿quién habla que no es pájaro?****(Lucía Rosa González)***Cuando tengo un mal díame alivia la voz libre de la montañala que viene desde su interior¿Quién se reflejaen el agua limpia de los pájaros? |
| 1st grade “A”2017 | **Las Piedras***Así es**el ropero de las rocas**armario de las piedras****(Rosa María Ramos Chinea)***Un día me di cuenta de que las piedrasno hablan ni tienen ojosSon de muchos colores y no son humanasEstán en el armario de la orilla del marFuertes, duras, grandes, pero no hacen dañoTambién viven en las montañasLas piedras, lo sé, se llevan bien con el aguay con la arena. Amarillas y con secretoslas piedras cuidan de la tierra |
| 4th grade “A”2018 | **ABUELO CON SOMBRERO***Llueve mucho y recuerdo**Cómo salías de casa con tu sombrero****(Coriolano González Montañez)***Salgo de casallueveveo el banco donde nos sentábamosTu sombrero se fue y tú con élTe recuerdo sentado en tu sillónpaseando en la azoteaAsomo a la ventanasopla en el aire tu sonrisaMiro tus fotosAbueloY quiero recuperarte en las alas de tu sombrero |