



## PLANET FOR SALE

A guide to outlining your poetic vision for our planet and the environment by Sue Hardy-Dawson.

Key stage 2



CENTRE FOR LITERACY  
IN PRIMARY EDUCATION

### Planet for Sale

Planet for Sale  
In need of some repair,  
six point seven billion  
careless owners.  
Lovely views of the galaxy,  
possible renovation project.

Owners seek exchange  
with similar elsewhere  
in universe.  
Must have sun.  
Plenty of money for  
a shiny new model  
with an ozone layer.

© Sue Hardy-Dawson  
from *Where Zebras Go* (Otter-Barry Books)

# NATIONAL POETRY DAY 2020

## See It Like a Poet



Share your Vision poem  
with us online with  
hashtag #MyNPDPoem.

## 1st OCTOBER 2020

#nationalpoetryday

[www.nationalpoetryday.co.uk](http://www.nationalpoetryday.co.uk)





Watch a video of poet Sue Hardy-Dawson performing this poem:  
[www.clpe.org.uk/poetryline/poems/planet-sale](http://www.clpe.org.uk/poetryline/poems/planet-sale)

*What does it make them think about? How did it make them feel?*

Now give out a copy of the poem, re-read it and allow time to discuss the poem in mixed groups or pairs. *What is the poem saying about the planet? How has the poet chosen to express this? Have you seen this style of writing anywhere before? Why do you think she has chosen to write in this way?*

Now look at what the poem suggests about the current 'owners' of the planet. *Have they left it in a good state before trying to sell it on? What words or phrases tell you this? How would you describe them as people? What leads you to describe them in this way?*

Look at the way the poem is arranged on the page. *What effect does the break between stanzas have? What does the space between allow us to do?*

Allow the children time to re-read the poem and think about any personal connections. *What concerns do they have about the future of the planet? How has the environmental situation occurred? What would need to be done to renovate our planet, as the poem suggests?*

The children may be aware of the environmental activist Greta Thunberg. They may have heard the slogan 'There is no Planet B'. Talk together about this phrase, unpicking the wordplay. *Is an 'exchange' for 'a shiny new model' an option for us as human residents of Earth? What should we be doing instead? Talk together about a shared vision for a better planet.*

Now allow time for children to consider a vision about our planet they might share in writing. They may wish to focus on:

- Reflecting on the current state of the planet
- Presenting a future vision for our planet
- Contrasting the current state with a future vision

Before children start to write, listen to poet Sue Hardy-Dawson talk about how she writes: [www.vimeo.com/268514582](http://www.vimeo.com/268514582). Think about what she says in the video; 'All I need is that line.' *Can they think of one line that could provide the springboard to their poem?* It doesn't have to be the first line. Now give children time to draft out their ideas together.

When they have a draft, listen to Sue's ideas for working up a poem:  
[www.vimeo.com/268516363](http://www.vimeo.com/268516363).

Think about her advice: 'You can't tell how a poem works until you've read it out loud.' Ask the children to practise their draft out loud and see if it works off the page. Get them to make any edits that are needed, working up their ideas until they feel they are ready for publication. When they publish, they may want to print their poem as Sue Hardy-Dawson did in her book, *Where Zebras Go*, or record a video of it as they saw her do.

If your class is interested in Sue's work and would like to study the full *Where Zebras Go* collection, there is a free teaching sequence available on Poetryline:

[www.clpe.org.uk/poetryline/poets/hardy-dawson-sue](http://www.clpe.org.uk/poetryline/poets/hardy-dawson-sue)

