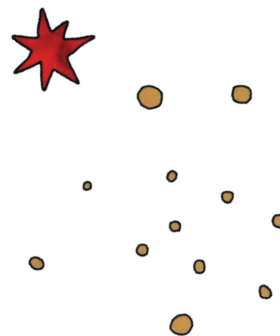


# On the Move again

A National Poetry Day  
resource from CLPE

KEY STAGE 2



This resource was produced in collaboration with the Centre for Literacy in Primary Education (CLPE). Find more poets and poetry on CLPE's website, visit: [clpe.org.uk/poetry](https://clpe.org.uk/poetry)

CLPE is a charity working to improve literacy teaching in schools and settings.  
Registered Charity No: 1092698

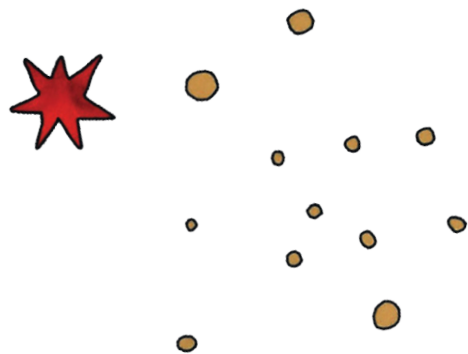
# Important. Note for teachers:

The poem:

*"On the Move again"*  
focusses on the  
refugee experience.

You will need to read and consider how to introduce the poem and suggested activities with your children in mind, particularly if they have experience of having had to migrate because of war or persecution.

Poetry can be a way of validating and making sense of experiences, but you should be mindful of mediating and amending questions and activities appropriately for any children whose experiences reflect the issues raised in this poem.



# Finding refuge in another place...

Read the poem out loud together and talk about it.  
*You might find it helpful to read it more than once.*

## On the Move again

You know  
You gotta go.  
No time to grieve  
You just gotta leave.

Get away from the pain  
On the move again.

Take the train.  
Catch a plane.

Make the trip  
In a ship.

Take a hike.  
Ride a bike.

Go by car.  
Going far.

Use your feet  
On the street.

Get stuck  
In a truck.

Then you arrive.  
And you're alive.

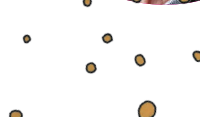
You arrive.  
You're alive.

What you leave behind  
Won't leave your mind.

But home is where you find it.  
Home is where you find it.  
Home is where you find it.  
Home is where you find it.

On the Move again from Somewhere by Michael Rosen ©

On the Move by Michael Rosen, illustrated by Quentin Blake, Walker Books

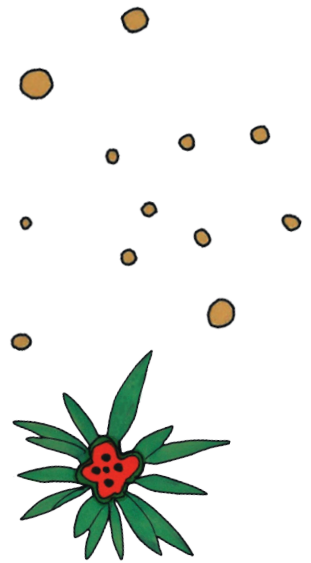


Find refuge in another place...

# Think about the poem

You could discuss this as a whole class, in small groups or think about it on your own.

**What do you think the poem is about?**

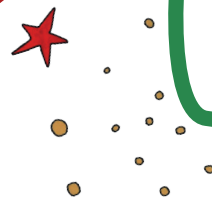


**How does the poem make you feel?**



**Listen to the poet, Michael Rosen,  
perform the poem.**

What does his performance add to your understanding of the poem?



**Read the poem again**

**What ideas are being explored in the poem?**



What's being described?

**What personal or real-life connections do you make with the ideas explored in the poem?**

Does it remind you of anything you have seen in books or in the media?

Find refuge in another place...



# Think about the poem

You could discuss this as a whole class, in small groups or think about it on your own.

**What does the poem make you think about?**

---

---

---

**How does it make you feel?** What makes you feel this way?

---

---

---

**Listen to the poet, Michael Rosen, perform the poem.**

**What does his performance add to your understanding of the poem?**

---

---

---

**Read the poem a second time.**

**What ideas are being explored in the poem?** What's being described?

---

---

---

**What personal or real-life connections do you make with the ideas explored in the poem?** Does it remind you of anything you have seen in books or in the media?

---

---

---

---

---

Find refuge in another place...

# Explore the concept

Think more deeply about the ideas being explored in the poem,  
*On the Move again.*

**What emotional journey are you being taken on?**

What lines or parts of the poem shape your understanding of what it is about the most?

**What do you already know or think you know about the ideas explored in the poem?**

**Why might people need to leave a place, and quickly?**

Why might so many different ways of travelling have been explored?

Think about the repetition of the words **you arrive** and **you're alive** and the line home is where you find it.  
**What impact does this have as you read the poem?**

What does it make you think and feel about the people who have been through this experience?

Find refuge in another place...



# Explore the concept

Think more deeply about the ideas being explored in the poem, *On the Move again*.

## What emotional journey are you being taken on?

What lines or parts of the poem shape your understanding of what it is about the most?

---

---

---

## What do you already know or think you know about the ideas explored in the poem?

---

---

---

## Why might people need to leave a place, and quickly?

Why might so many different ways of travelling have been explored?

---

---

---

Think about the repetition of the words **you arrive** and **you're alive** and the line **home is where you find it**.

**What impact does this have as you read the poem?** What does it make you think and feel about the people who have been through this experience?

---

---

---

---

---

---

---

**Alongside the poem, read more widely around the subject and history of refugees and migration around the world.** Michael Rosen and AnneMarie Young's book **Who Are Refugees and Migrants** is a fantastic starting point, you might also look at a picturebook, such as **The Journey**, by Francesca Sanna, comparing the experiences of the real and fictional characters explored in the books with the ideas in the poem.

Find refuge in another place...



# Your own family history...

Michael Rosen wrote the poem, and the collection it appears in, based on the real historical experiences of his family. In it, he explores the idea of people moving from place to place throughout history, sometimes for work or education and at other times as a necessity, to escape from war or persecution.

**Think about your own family history.**

**Have you ever moved?** This might be as simple as moving house, maybe you moved to a different part of the country you already live in or did you move to a different country?

---

---

---

**Do you have a different experience of moving?**

Perhaps moving school, moving class in your existing school or another type of moving?

---

---

---

**How did you feel before you moved?**

How did you feel during the move? How do you feel now?

---

---

---

**What was the emotional journey in your story?**

---

---

---

**How was your emotional journey similar or different to the one in the original poem?**

---

---

---



## Find refuge in another place...



## Write your own poem

Look back at the ideas you explored about your personal experience of moving and consider which of these you might take forward into a more fully formed poem. Think about whether you'd want to share the poem you write or whether you'd prefer to keep it private.

**Tip: Think about the journey of emotion Michael Rosen took you on in the original poem.** Consider how you might add an emotive tone to your poem.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Whenever you create something, don't forget it belongs to you. An automatic shield called copyright protects your work.

Find refuge in another place...



# Create art with your poem

**Think about the words in your poem. What colours, shapes or images might emphasise the meaning?**

## **Some tips to get you started:**

Use your best handwriting. Make a background and write your poem over the top or leave a space for the words and fill in the illustration around it. Perhaps you could create an artwork on the computer and experiment with fonts and digital images. Use your imagination and have fun!

A large, empty rectangular box with a thin black border, intended for students to create their artwork or illustration around their poem.

**Why not create a class display of your illustrated poems, so others in your school can enjoy your poetic creativity?**



Find refuge in another place...

# Build drama with poetry

Spoken word performances can add another exciting dimension to poetry.

**Perhaps the most confident poets and performers among you could perform your poems in assembly, so the rest of your school can discover all the enjoyment poetry can bring.**

## Some things to consider:

- Think about how fast, slow, loud or quietly you speak the lines.
- Are there any facial expressions or actions you could perform to accompany the poem?
- Could you use music, or sounds to enhance the performance?
- Could you use lighting to change the mood throughout the poem?
- Maybe you could work in small groups and share ideas about how to perform each others poems.
- When you have decided how to perform your poem, practice a few times before performing it for others, in your class or at home.
- If you don't want to perform your poem, perhaps you could think about how to perform a published poem instead.



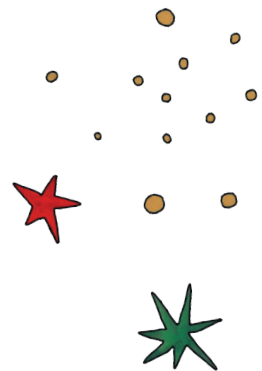
Find refuge in another place...

# The music of poetry

Many singer-songwriters also write poetry. Why not try setting your chosen poem to music to see how the meaning or imagery within it could be enhanced or changed.

## Some things to consider:

- Think about the rhythm and flow of the words in your chosen poem.
- What sounds come to mind as you read the words?
- Use percussion, found objects, instruments or even your body to make sounds.
- Use your voice or layer multiple voices to create sounds.
- Use digital sound effects to build a soundtrack to enhance the meaning.
- How does it change the effect if you whisper, sing or shout the words?





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

**Your words. Your voice. Your work.**

Whenever you create something, don't forget it belongs to you. You're the creator and an automatic shield called copyright protects your work. What do you do with your work is up to you - you can give it away for free or sell it. It's your choice.

To find out more about an author's rights, check out the Authors' Licensing and Collecting Society's resources on copyright.



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**



**Forward  
Arts  
Foundation**



**Authors'  
Licensing and  
Collecting  
Society**

