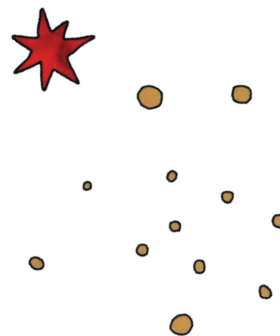


# Take a deep breath

A National Poetry Day  
resource from CLPE

EARLY YEARS FOUNDATION STAGE



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

# Find a moment of refuge from the everyday...



Read the poem with your class. *You might find it helpful to read it more than once.*

Try closing your eyes and following along with the breathing in the poem, while someone else reads it out loud.

## Take A Deep Breath

Close your eyes,  
imagine the sea.

Take a deep breath...  
and let it out.

Close your eyes,  
imagine the waves splashing your feet.

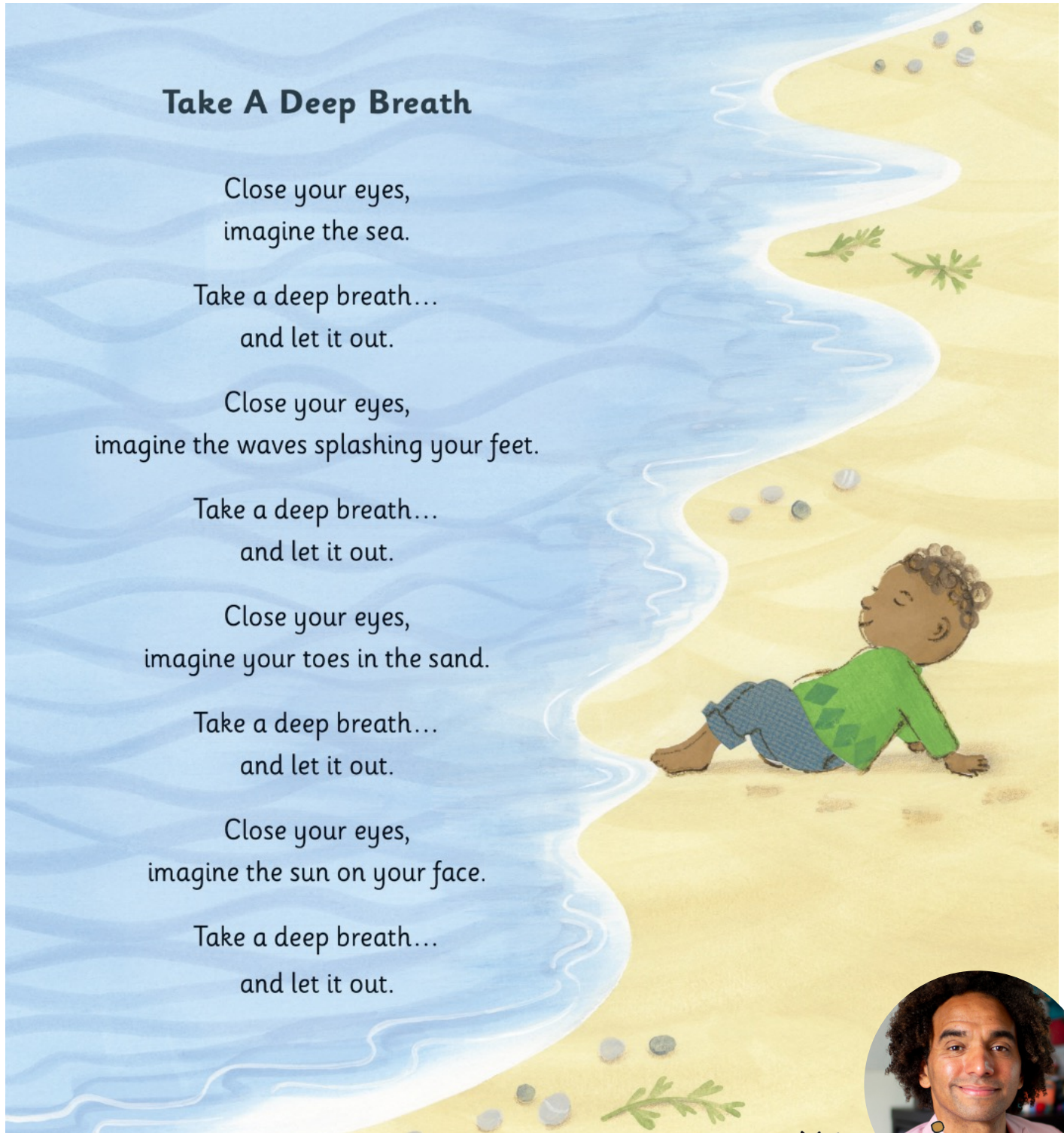
Take a deep breath...  
and let it out.

Close your eyes,  
imagine your toes in the sand.

Take a deep breath...  
and let it out.

Close your eyes,  
imagine the sun on your face.

Take a deep breath...  
and let it out.



Take A Deep Breath by Joseph Coelho ©

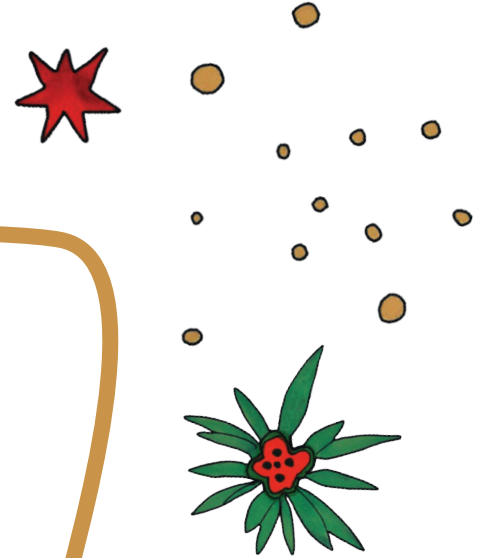
Blow a Kiss, Catch a Kiss by Joseph Coelho, illustrated by Nicola Killen,  
Andersen Press

Find a moment of refuge from the everyday...

# Think about the poem

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

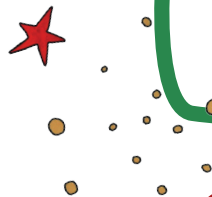
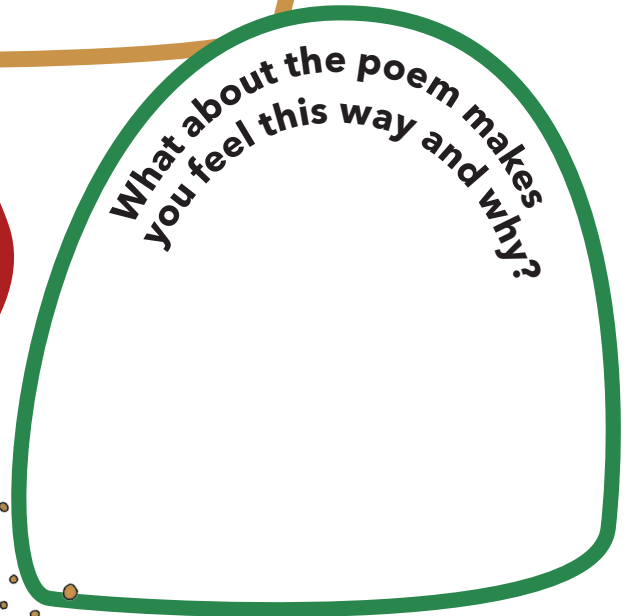
**What do you think the poem is about?**



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

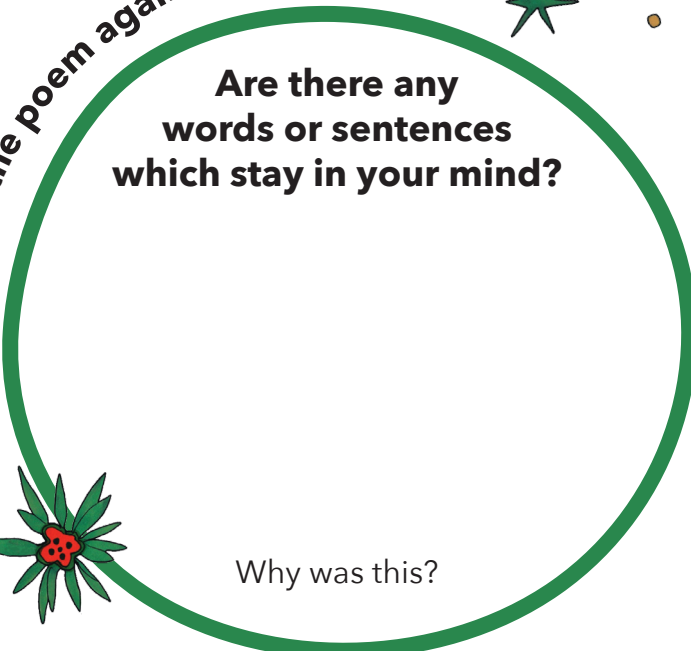


**What about the poem makes you feel this way and why?**



**Read the poem again.**

**Are there any words or sentences which stay in your mind?**



**Why was this?**

**Do you sometimes need help to calm down?**



Could a poem like "Take a Deep Breath" help?

Find a moment of refuge from the everyday...

# Where's your happy place?

Where do you feel safe and relaxed?

**Where's your happy place?**

Maybe it's on the swings at the park, with your Gran, or in your imagination?

**How do you feel in your happy place?**

Perhaps you feel the wind rushing past you on the swings, or maybe you feel happy and safe with your Gran...

**What sounds or smells might you notice at your happy place?**

It could be things like the birds singing, or the sound of other children playing.

**What might you see in your happy place?**

What colours and shapes describe the things you see? Perhaps a smooth, red slide at the playground, or Gran's green, squashy sofa...



**Find a moment of refuge from the everyday...**



## Write your own poem

Use the words you've written describing your happy place to help you write your own poem. Think about how you can use words and different rhythms to create a sense of calm.

**Tip: Perhaps you could use the repeating lines in the “Take a Deep Breath” poem to build your poem around. Or maybe you’d like to write your own lines which repeat throughout 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 handwriting or other markings on the paper.

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Find a moment of refuge from the everyday...

# Images help with understanding



Poems are often accompanied by illustrations to help the words in the poem come to life visually. This illustration of the little boy sitting quietly on the shore really helps us to imagine ourselves there.

## Take A Deep Breath

Close your eyes,  
imagine the sea.

Take a deep breath...  
and let it out.

Close your eyes,  
imagine the waves splashing your feet.

Take a deep breath...  
and let it out.

Close your eyes,  
imagine your toes in the sand.

Take a deep breath...  
and let it out.

Close your eyes,  
imagine the sun on your face.

Take a deep breath...  
and let it out.



**Tip:** Think about how to place yourself in an illustration of your special place and show how it makes you feel.

Find a moment of refuge from the everyday...



# 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 art based on their poems. It occupies the central portion of the page.

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



Find a moment of refuge from the everyday...

# 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.**

Consider how to create a sense of calm and relaxation in a performance of the poem. Look at the repeated lines '*Close your eyes*' and '*Take a deep breath*' and think about the rhythm this repetition gives to the performance.

## 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 a moment of refuge from the everyday...

# 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**  
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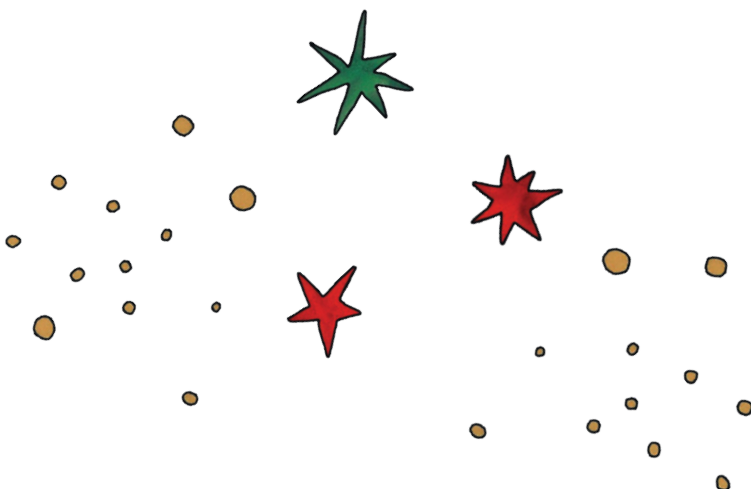
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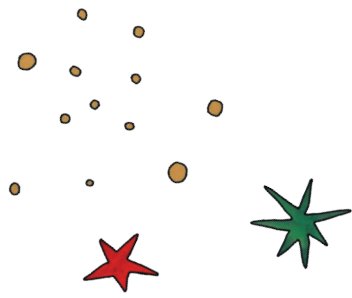


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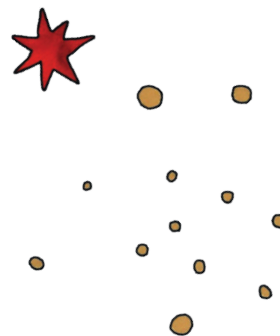




# The Grass House

A National Poetry Day resource from CLPE

EARLY YEARS FOUNDATION STAGE



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

# Find refuge in a special place...

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

## The Grass House

The grass house  
Is my private place.  
Nobody can see me  
In the grass house.  
Feathery plumes  
Meet over my head.  
Down here,  
In the green, there are:  
Seeds  
Weeds  
Stalks  
Pods  
And tiny little flowers.  
  
Only the cat  
And some busy, hurrying ants  
Know where my grass house is.





# Find refuge in a special place...

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



## The Grass House

The grass house  
Is my private place.  
Nobody can see me  
In the grass house.  
Feathery plumes  
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Weeds  
Stalks  
Pods  
And tiny little flowers.

Only the cat  
And some busy, hurrying ants  
Know where my grass house is.



The Grass House by Shirley Hughes ©  
Out and About by Shirley Hughes, Walker Books

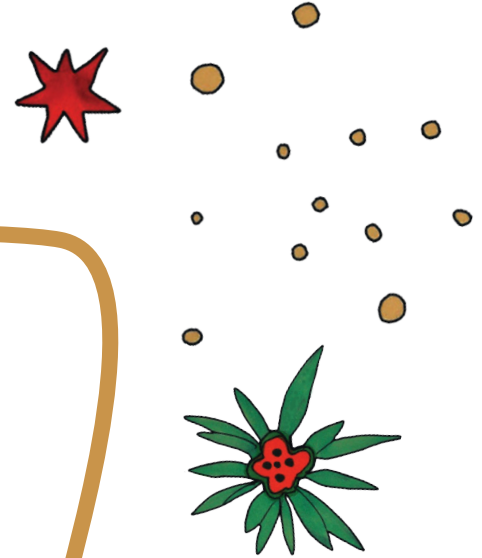


Find refuge in a special place...

# Think about the poem

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

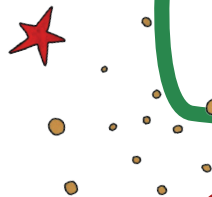
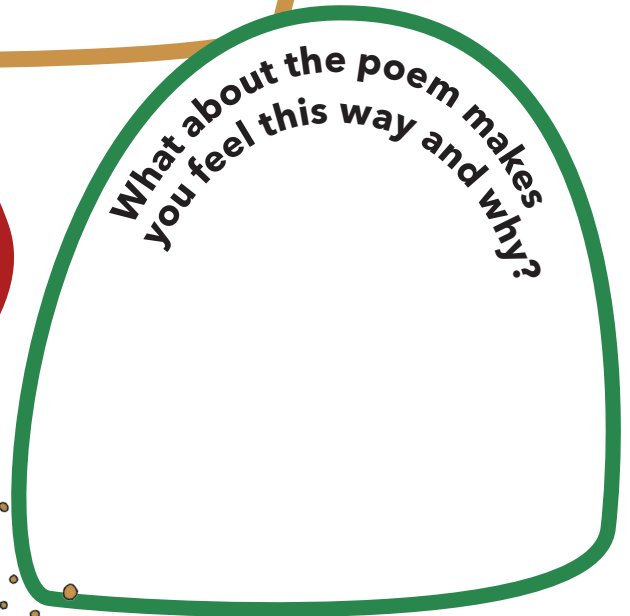
**What do you think the poem is about?**



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

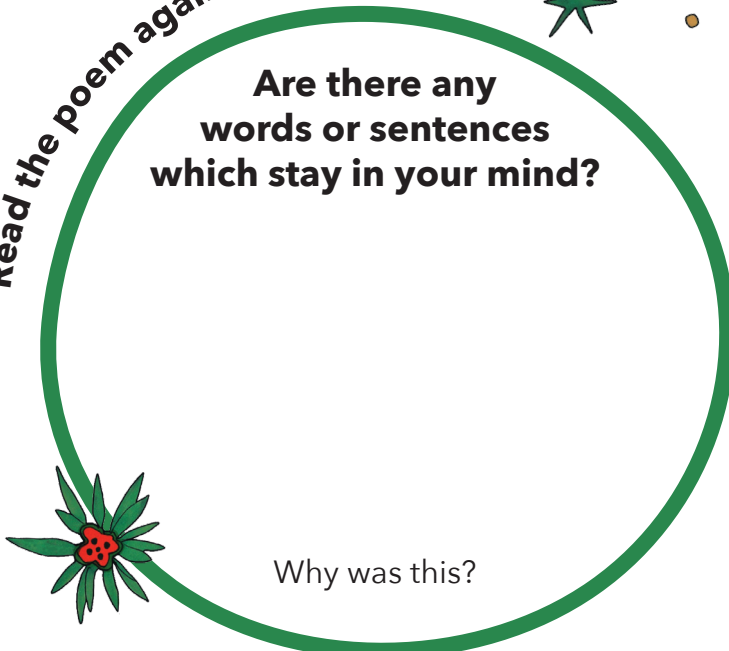


**What about the poem makes you feel this way and why?**



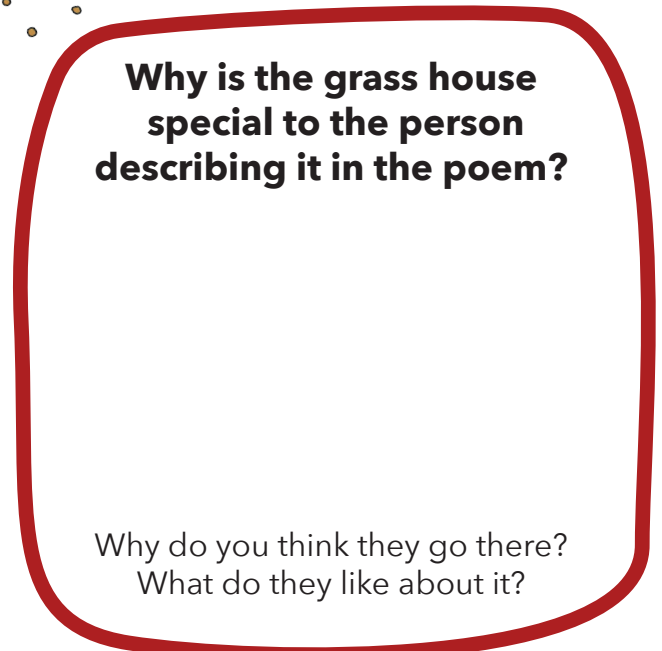
**Read the poem again.**

**Are there any words or sentences which stay in your mind?**



**Why was this?**

**Why is the grass house special to the person describing it in the poem?**



**Why do you think they go there?  
What do they like about it?**



Find refuge in a special place...

# Where's your special place?

Is it inside or outside? It could be up high, or underneath something else. Perhaps your special place is a secret...

**Do you have any places which feel special to you?**

Why are they special?  
What do you like about them?  
*In the poem they enjoy being hidden,  
"nobody can see me".*

**What might you tell someone else about your special place?**

Are you alone, or do you share your special place with others? *In the poem the cat and the ants share the special place.*

**What sounds or smells might you notice at your special place?**

It could be things like the birds singing, or the sound of other children playing.

**What might you see at your special place?**

Include details such as colours and shapes and describe the things you see.  
*In the poem they describe "feathery plumes" and "tiny little flowers".*

## Find refuge in a special place...



## Write your own poem

Use the words you've written describing your special place to help you write your own poem. Think about how you can use words and different rhythms to describe what makes it special...

**Tip: When you have finished writing, read it through aloud and ask yourself;**

Does your poem make sense? Does reading it help you imagine being in your special place? Could you add or remove anything to make it better?

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Find refuge in a special place...

# Images help with understanding



Poems are often accompanied by illustrations to help the words in the poem come to life visually. This illustration of the little girl sitting quietly in her grass house really helps us to imagine ourselves there.



**Tip:** Think about how to place yourself in an illustration of your special place and show how it makes you feel.



Find refuge in a special 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:**

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



# 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.**

The poem shares the specialness of this place for the narrator. How might you convey these feelings in a performance of the poem?

## 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?
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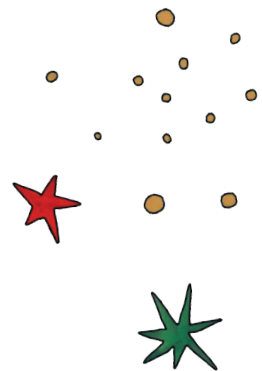
Find refuge in a special place...

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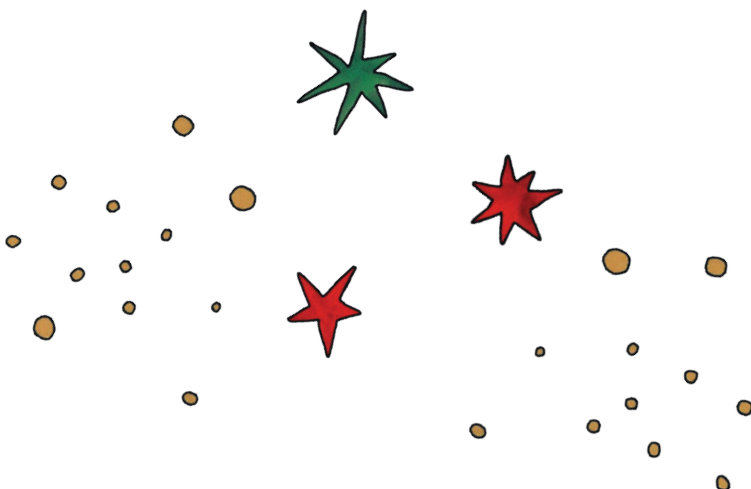
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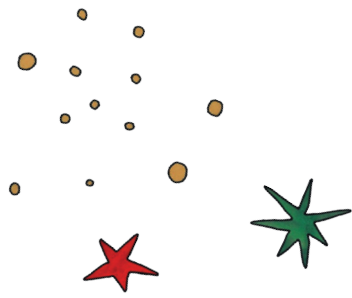


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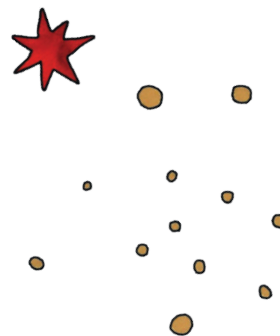




# June Afternoon

A National Poetry Day  
resource from CLPE

KEY STAGE 1



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)

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Registered Charity No: 1092698



# Find refuge in nature...

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



## JUNE AFTERNOON

The sky is all covered with cobwebs,  
wisps of them, drifting so high  
that probably no one could reach them  
with a rag on a broom, and not a soul  
is trying. How did it come to this?  
Hundreds of people with time on their hands  
and not one broom in the air!



June Afternoon by Ted Kooser and Connie Wanek ©

Marshmallow Clouds by Ted Kooser and Connie Wanek, illustrated by Richard Jones, Walker Books



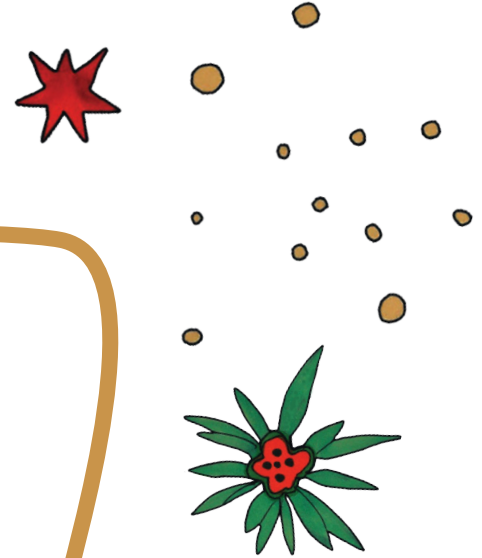


Find refuge in nature...

# 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?**

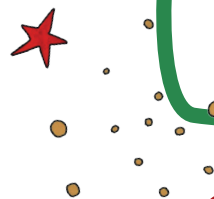


**How does the poem make you feel?**



**Think about the descriptions  
in the poem and illustration**

Why is it special to them?  
What are they thinking as they  
look up at the sky?



**Read the poem again.**

**Are there any  
words or sentences  
which stay in your mind?**



Why was this?

**What are they comparing  
to cobwebs?**

Why might this be? Why might  
they be thinking of trying to reach  
them with a rag on a broom?



# Explore the outdoors

Go outside where you are.

What aspects of nature do you see around you?

**Start by looking at the clouds above you**

Are they also like cobwebs?  
Or do they look like something else?  
Write down descriptions of your clouds:

**What else can you see outside where you are?**

There might be trees, flowers, grass, insects, buildings, cars... What do the things you see make you think of?

**Does anything you see remind you of something else?**

You could draw some of the things you see and write down what they remind you of, we'll come back to them later when you write your own poem.

## Find refuge in nature...



## Write your own poem

Use the words you've written describing the outdoors to help you write your own poem. Think of some comparisons you can use and some things you wonder about it.

**Tip: Look back at the things you noticed when you went outside.**

Consider the things you saw and what they reminded you of, choose one to focus your poem on. Maybe a tree was like a soldier, standing to attention, and you wonder how it stood so still, or perhaps write a poem about the clouds you saw and what you wondered about them.

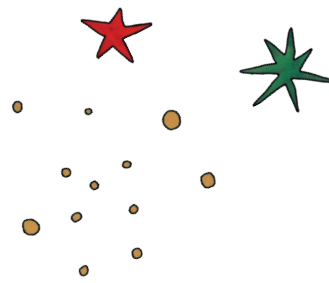
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Find refuge in nature...

# Images help with understanding



Poems are often accompanied by illustrations to help the words in the poem come to life visually. This illustration of the child relaxing and enjoying a **June Afternoon** really helps us to imagine ourselves there.



**Tip:** Think about how to place yourself in an illustration of your poem and show how it makes you feel.



Find refuge in nature...



# 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:**

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





# Build drama with poetry

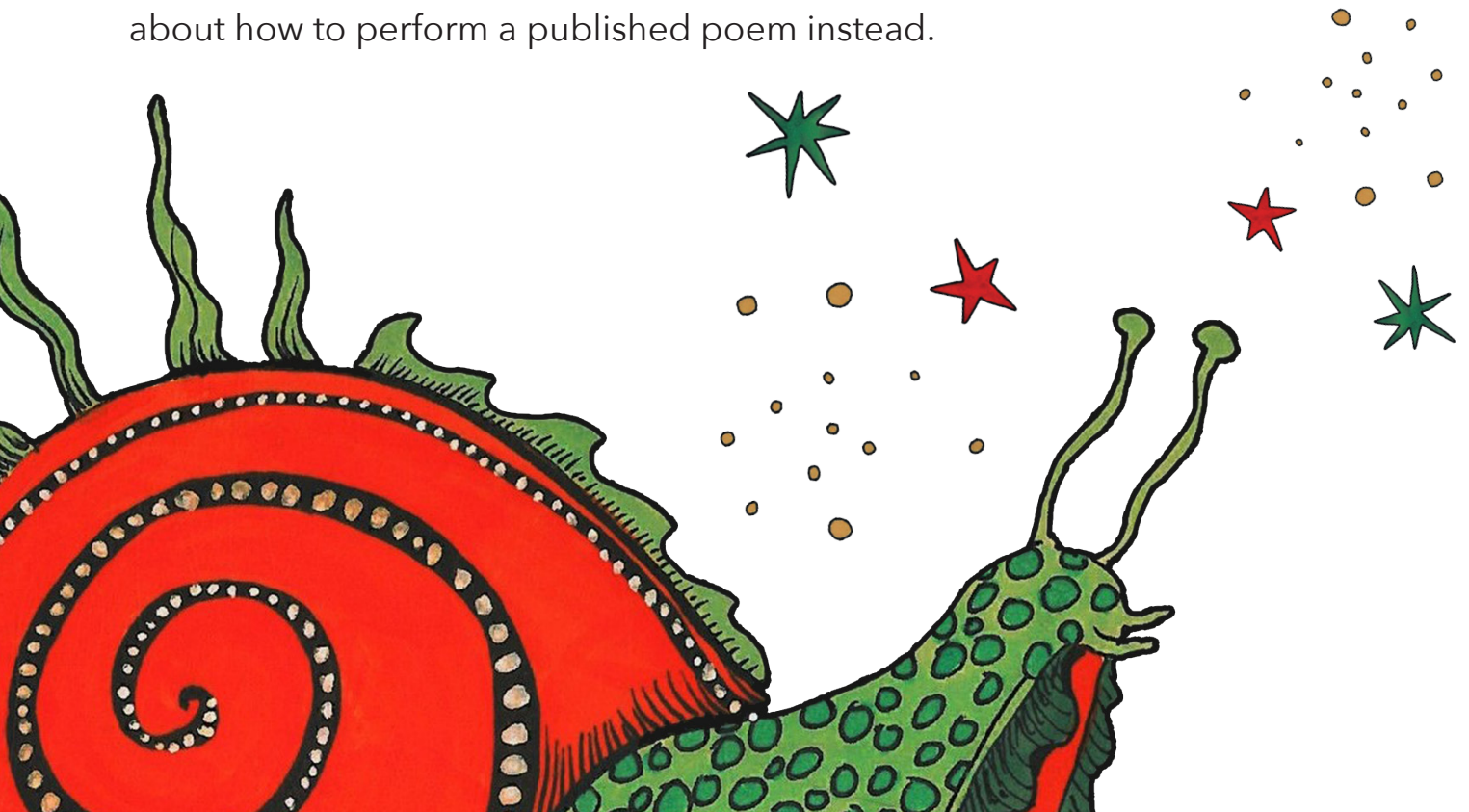
Spoken word performances can add another exciting dimension to poetry.

**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.**

The poem shares the narrator's thoughts and feelings about an aspect of nature. How might you convey these feelings in a performance of the poem?

## Some things to consider:

- Think about how fast, slow, loud or quietly you speak the lines.
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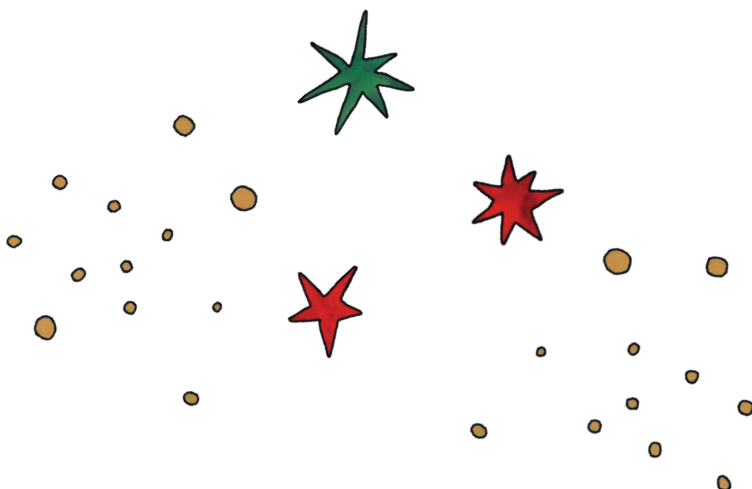
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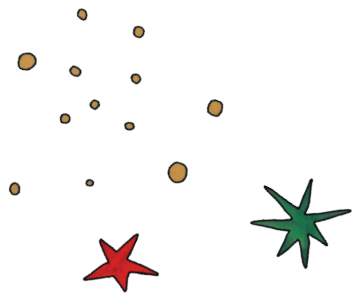
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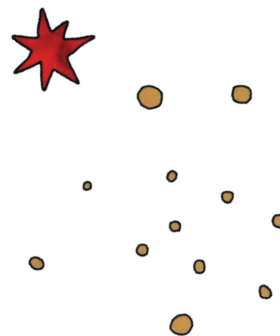




# My Treasures

A National Poetry Day  
resource from CLPE

KEY STAGE 1



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Registered Charity No: 1092698

# Find refuge in things that are special to you...

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

## My Treasures

These are treasures that I keep,  
I hold them close before I sleep.

A silver coin,  
a twisty shell,  
a leaf that has a lovely smell,

a birthday badge,  
an apple pip,  
a very shiny paperclip,

an acorn cup,  
a curly straw,  
the key to a forgotten door.

These are treasures that I found.  
I keep them safe,  
I keep them sound.



My Treasures by Kate Wakeling©

A Dinosaur at the Bus Stop by Kate Wakeling,  
illustrated by Eilidh Muldoon, Otter-Barry Books

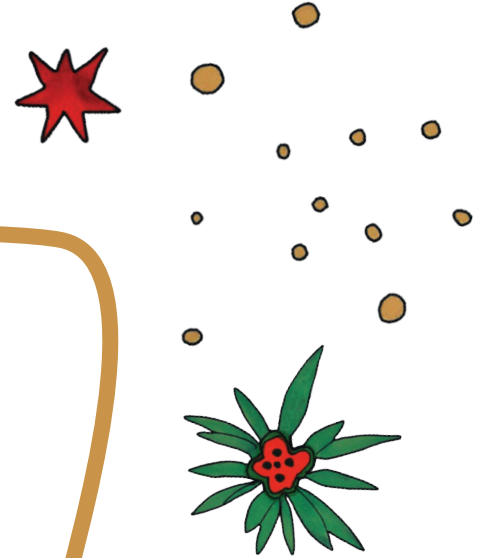


Find refuge in special things...

# 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?**

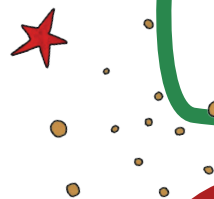
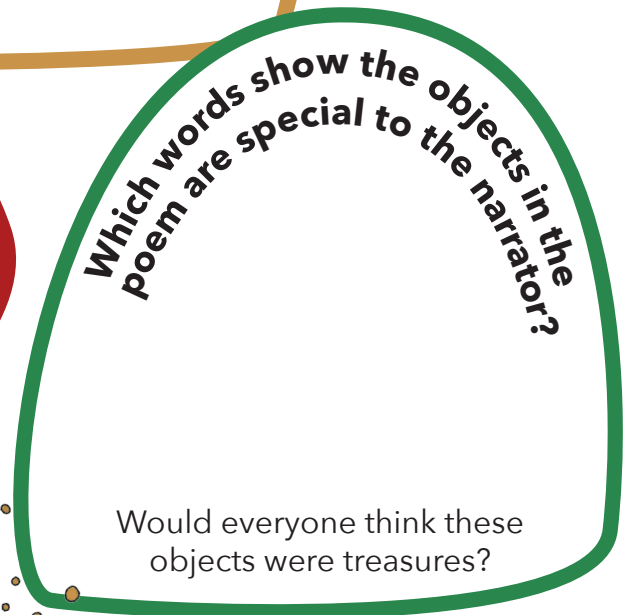


**How does the poem make you feel?**



**Which words show the objects in the poem are special to the narrator?**

Would everyone think these objects were treasures?



**Read the poem again.**

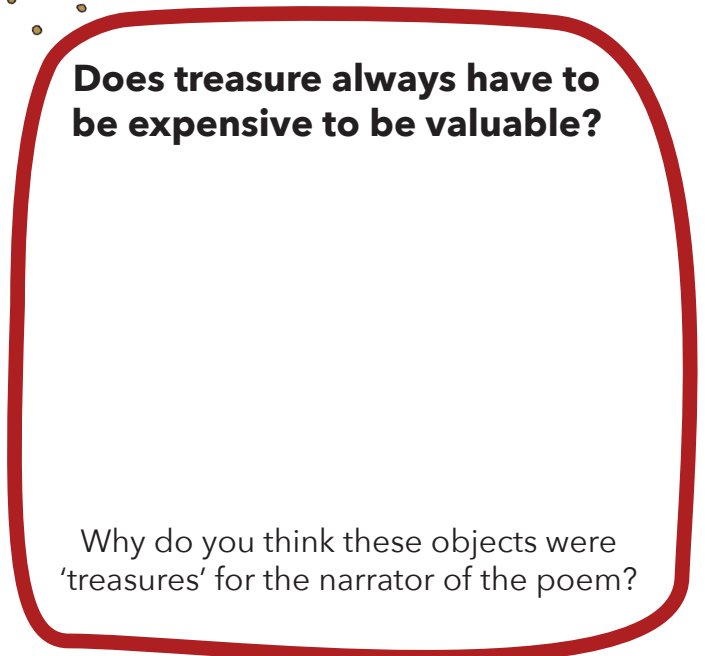
**Are there any words or sentences which stay in your mind?**

Why was this?



**Does treasure always have to be expensive to be valuable?**

Why do you think these objects were 'treasures' for the narrator of the poem?





Find refuge in special things...

# Your special things...

What things are special to you?

**What are your treasures?**

Make a list  
of your special things.

**Why do you think these  
things are treasures?**

*What do they mean to you, and why?*

**What do your special things look like?**

Perhaps you could draw them too, as in the illustration in the original poem.

## Find refuge in special things...



## Write your own poem

You could use the structure of the original poem and list your treasured objects like Kate Wakeling does, or you could write your own poem about just one of your treasures and what makes that one so special to you.

**Tip: Think carefully about the words you use.**

They could be mysterious like the forgotten door; or engage the senses, like the leaf that has a lovely smell, or describe an action like holding them close before I sleep. Carefully chosen words help your reader understand how and why your treasures are so special.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting 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 special things...



# 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!

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





# 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.**

The poem tells the story of someone talking about objects that are special to them, their treasures. How might you convey these feelings in a performance of the poem?

## 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?
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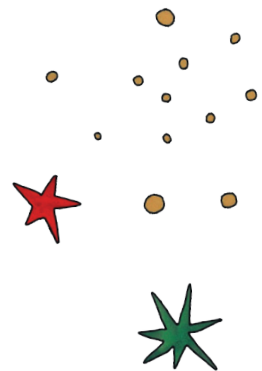
Find refuge in special things...

# 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.
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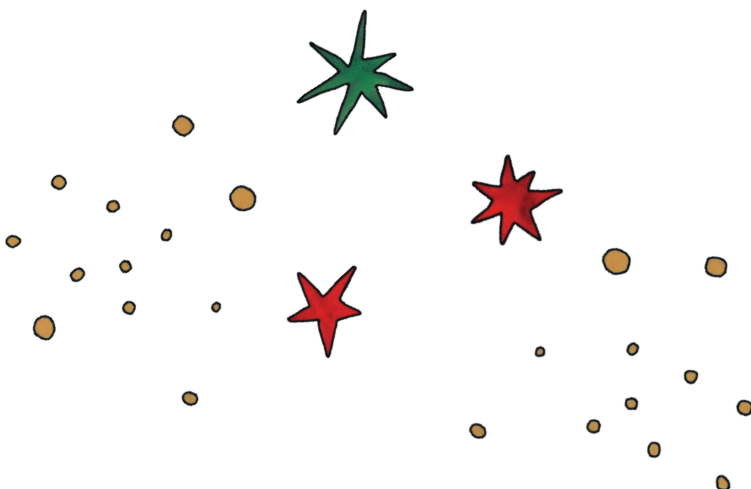
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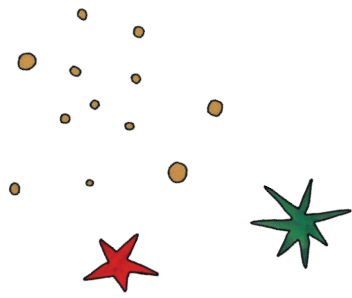


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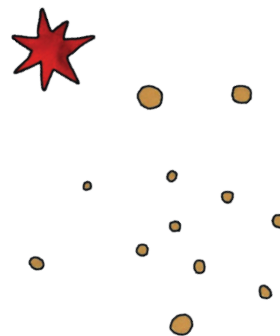




# At the End of the Day

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.  
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# Find refuge in writing...

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



## **At the end of the day**

Mr Joshua calls me over to his desk,  
*Hey, Nate*  
*I just wanted to say*  
*that poem you wrote was beautiful*  
*there was something about it that just grabbed me*  
*made me feel something, you know?*  
*And that's what the best writing does, Nate*  
*it's the feels you're looking for.*

*He opens his drawer, you got a notebook*  
*or anything that you keep ideas in?*

I shake my head,  
just a pile of old paper, Sir.

He passes me a notebook  
a proper posh little  
hardbacked black one.

*Here* he says *have this*  
*I keep one around like I used to in the bands,*  
*you've got to grab those ideas when they come*  
*or else they're gone forever*  
*you know?*

And he waves his hand above his head  
tryna grab summat that in't there.

*No one used to tell me to write my ideas down*  
*Nate but they were just there knocking on the*  
*inside of my head until I did -*  
*just like the poet in the video*  
*and you I think you have the flow*  
*you have to grab that pen, Nate*  
*let it all go.*

He spins round in his chair  
and types summat into Google,

*Now look at this*  
*these are David Almond's*  
*notebooks*  
*they're on display up in the North East*  
*see all those mad swirls of words and pictures?*

*If you've got it in you Nate*  
*which I'm pretty certain you do*  
*it's what you can do too.*

And he spins back round to look at me  
proper kind look in his eyes,

*It helps you process the world, you know?*  
*All that heavy stuff we have to carry.*  
Then he glances at his watch,  
*Oooooops staff meeting*  
*I've got to go Nate see you tomorrow.*



At the End of the Day by Matt Goodfellow ©

The Final Year by Matt Goodfellow, illustrated by Joe Todd-Stanton, Otter-Barry Books

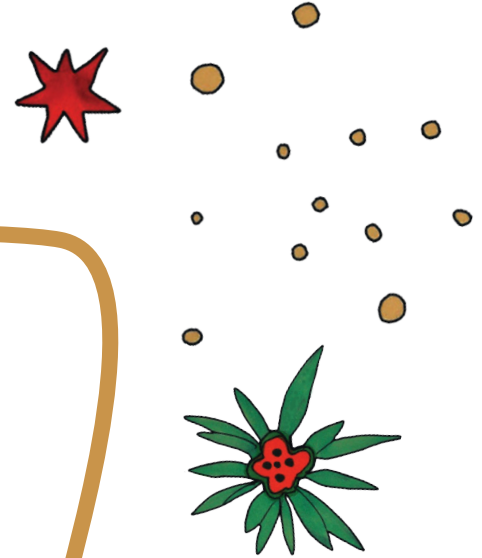


Find refuge in writing...

# 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?**

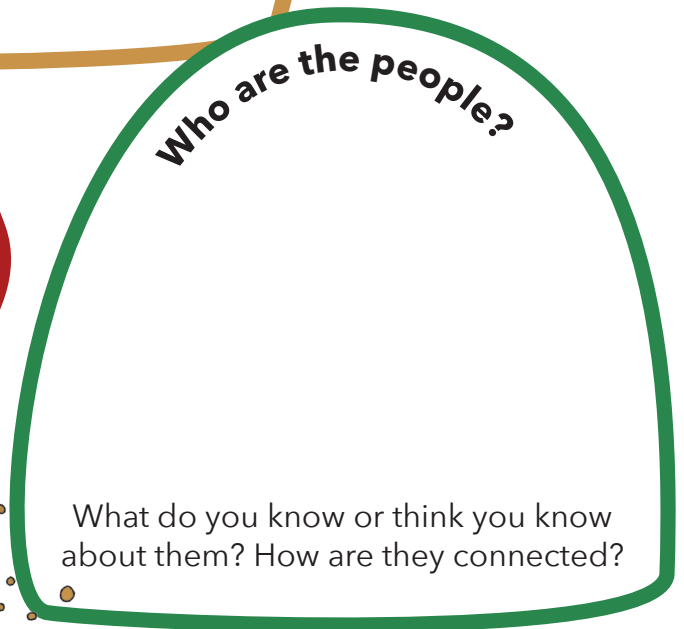


**How does the poem make you feel?**



**Who are the people?**

What do you know or think you know about them? How are they connected?



**Read the poem again**

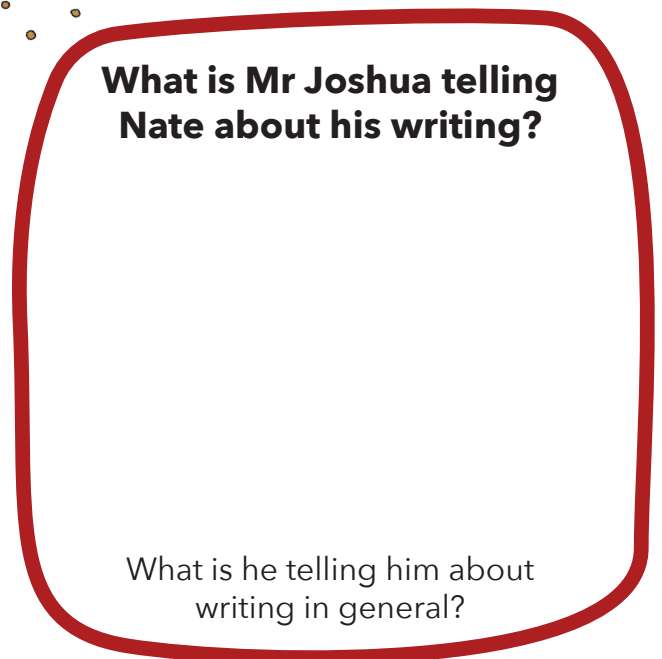
**What can you tell about the relationship between the two characters?**



What shows you this?

**What is Mr Joshua telling Nate about his writing?**

What is he telling him about writing in general?

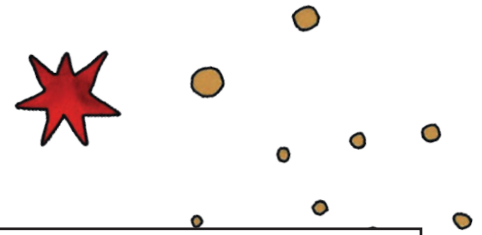


Find refuge in writing...



# 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?**

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**Who are the people?**

What do you know or think you know about them? How are they connected?

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**How does the poem make you feel?** What makes you feel this way?

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**Read the poem again.**

**What can you tell about the relationship between the two characters?**

What shows you this?

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**What is Mr Joshua telling Nate about his writing?**

What is he telling him about writing in general?

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# Writing can help you...

Consider how the poem links to your own experience.

What do you think Mr Joshua means when he says that writing can help you process the world...  
...all that heavy stuff we have to carry? Do you agree with him?

Have you ever *grabbed your pen and let go* in writing?

If you wanted to do this, what might you write about?

What might you choose to write about if you had a notebook of your own, like the one Mr Joshua gave Nate?

Write down ideas which are knocking on the inside of your head.

Your ideas might start as *mad swirls* of words and pictures



Find refuge in writing...



# Writing can help you...

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**What do you think Mr Joshua means when he says that writing can *help you process the world... all that heavy stuff we have to carry*? Do you agree with him?**

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**What might you choose to write about if you had a notebook of your own, like the one Mr Joshua gave Nate?**

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**Write down ideas which are *knocking on the inside of your head*.**

You could explore ideas with words and pictures. Think about things you have seen or experienced and how you felt. It might be funny, strange, confusing, or inspiring. Your ideas could be real or imagined, or an interaction between people (as with the original poem).

Your ideas might start as *mad swirls of words and pictures*, they could be single lines or something more fully formed. Don't worry, just *grab your pen and let go*...

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When you've played with some ideas look at which of these you might take forward into a more fully formed poem. Consider whether it would be a poem you'd want to share or one you'd prefer to keep private.

**Tip: Think about how you might structure your ideas** and how you can draw in the reader, thinking about what Matt Goodfellow did in the original poem to draw you in.

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Find refuge in writing...



# Create art with your poem

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

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



# 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.**

The poem is a conversation that explores the relationship between two characters. Find someone else to perform the poem with. How might you convey their individual characters and their relationship in a performance of the poem?

## 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?
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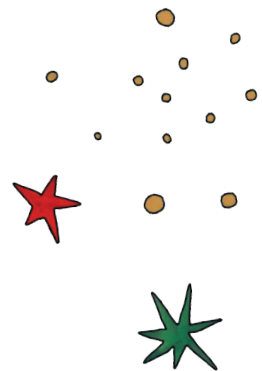


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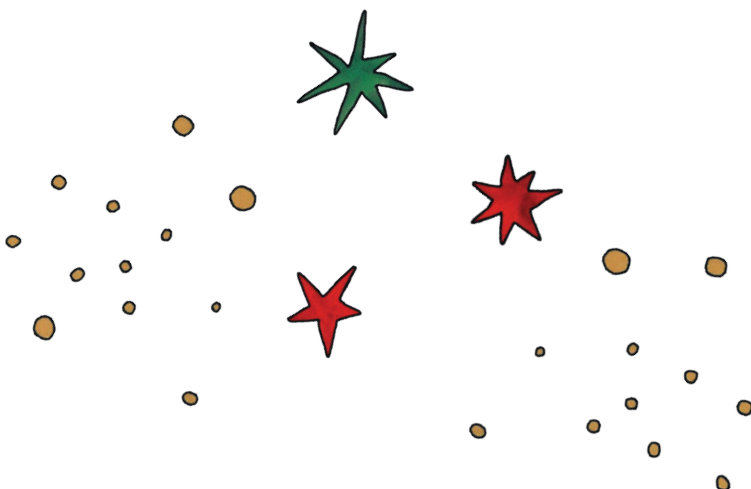
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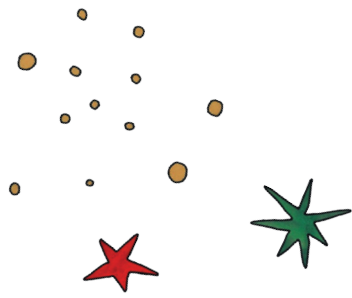


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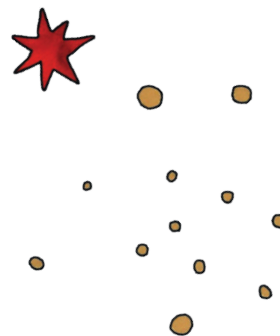




# On the Move again

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)

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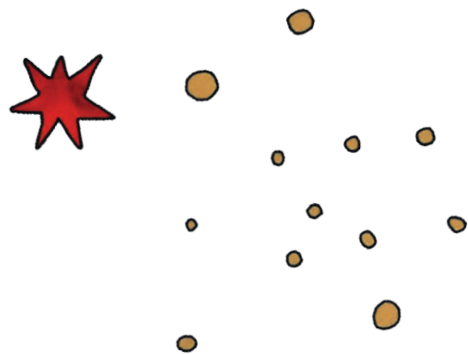
# Important. Note for teachers:

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

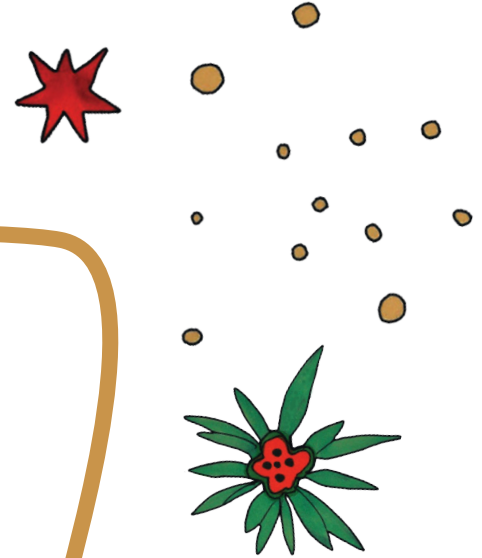


Find refuge in another place...

# 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?**

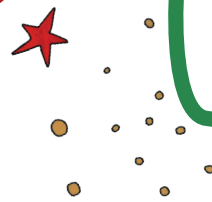


**How does the poem make you feel?**



**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?**

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

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

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

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**Read the poem a second time.**

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

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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...



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**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?

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

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

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

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

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

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

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## 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.

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