



Be a  
#ForceForNature



## Poe-tree... tree inspired creative poems

TOPIC: LITERACY

THEME: Trees and My Health

**Aim** – to get up close and personal with a tree and use this connection to inspire imaginative writing that is personal to you and your experience.

### Introduction

First-hand experiences of source material support more **creative writing**. Research has now evidenced that a child's **vocabulary** is enriched if they have the sensory stimulation of the real features to which they can respond.

Carrying out this activity at different times of the year and creating wall displays with contributions from different groups allows an exploration of how trees change through the seasons, enabling linkages with **science**.

### Curriculum links – England

- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- Plan writing by discussing and recording ideas
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Assess the effectiveness of their own and others' writing

**Curriculum links – Scotland** : LIT 2-05a, LIT 2-06a, LIT 2-10a, LIT 2-23a, LIT 2-26a, ENG 2-30a

### Weblinks

[l.tl.org.uk](http://l.tl.org.uk) [youngtreechampions.org](http://youngtreechampions.org) [treecouncil.org.uk](http://treecouncil.org.uk)

#ForceForNature





Be a  
#ForceForNature



### Resources

- An area with trees
- Chalk, paper, pencils and string
- Mats to sit/lie on
- Printed prompt cards (optional)

### Activity: Closely observing all parts of a tree

1. Groups of four children choose a tree and use their senses to experience the tree as a whole.
2. Collect a leaf from their tree and think about its different aspects such as shape, texture, smell and the sound it might make.
3. Chalk the shape of their leaf onto the tarmac and write inside the leaf outline the words for each of the aspects of the leaf to make a simple calligram poem.
4. Return to the tree and ask each child in the group to assume a different position:
  - One pupil lies on the ground looking up at the branches
  - One pupil kneels with their nose to the bark
  - One pupil sits with their back to the trunk
  - One pupil stands 2m away from the trunk looking at the canopy
5. Each member of the group independently creates a line of poetry inspired by their tree and the way it makes them feel and how it stimulates their senses. They can write their line on a piece of paper and hang it from the tree or work together on a collective performance to create an organic poem that expresses feeling, including their four individual lines.

### Key skills

- Working individually and as part of a team (collaboration)
- Developing presentation skills
- Supporting creativity and imagination

### Weblinks

[l.tl.org.uk](http://l.tl.org.uk) [youngtreechampions.org](http://youngtreechampions.org) [treecouncil.org.uk](http://treecouncil.org.uk)

#ForceForNature

