

WORKSHOP PLAN: Writing Armistice



Group Information Sheet

Date: Workshops will be conducted from Oct 17 – Jan 18

Duration: Workshops are expected to last between 60 and 90 mins

Aim: This workshop should enable students to create a cento using material relating to WWI, and ultimately to allow for them to enter The British Army's Poetry Competition, 2017.

Specific Learning Outcomes:

Students will:

1. Define the cento form
2. Research WWI and how it is remembered through different texts
3. Draft a poem; potentially using the cento form as a scaffold

Assessment Method: (how each LO will be assessed)

AO1: An informal, summative assessment using directed questions.

AO2: Monitoring during the research phases ensuring that students are interacting with the resource site.

AO3: There will be an opportunity for students to share their work towards the end of the lesson

Previous Knowledge Assumed: It is unlikely that students have been exposed to the cento form before, however, they will have seen some war poetry. They will have attempted creative writing tasks, but not necessarily written poetry. Will be familiar with mash-up concept but not necessarily with Madeon's 'Pop Culture'.

Health and Safety Considerations: A health and safety assessment is attached to be performed on site.

Students (Who are they / How many)? The groups will be between 10-30 students who are likely to be under the age of 30.

Options for Teaching, Learning & Assessment: It is important that students do not feel like they are being assessed but feel free to share their creative work.

Options for Differentiation: Working in groups should allow stronger members to enable those who are still seeking clarification (teaching others is 90% effective for retention) so works both ways. Practical, interactive nature of lesson should suit activist learners.

Materials and Equipment Needed: Interactive whiteboard, class laptops, internet access, posters, forms, resource site:
<https://davidwboyles.wixsite.com/awc2018>

VARK Considerations:

Visual: Initial video

Auditory: Socratic style of teaching, discussions and presentations

Read/Write: Enabled to make notes, use of whiteboards

Kinaesthetic: Movement facilitated around classroom

SpLD's: Mixture of VARK and use of group activities should foster appropriate working environment and allow for intrinsic support.

Questions you should ask:		Yes	Further action needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: <input type="checkbox"/> Are access steps or ramps properly maintained? <input type="checkbox"/> Are access stairs or ramps provided with handrails?			
Work at height (falls)	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, eg a TV set on a suitable trolley?			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: <input type="checkbox"/> unobstructed; <input type="checkbox"/> kept unlocked; and <input type="checkbox"/> easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
	Does the room have natural ventilation?			
Workplace (ventilation and heating)	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your head teacher or employer.

Time	Activity	LO/AO	Student / Teacher Activity	Resources
5%	Pop Culture	LO1	Interest: Play the Youtube video with no explanation	https://www.youtube.com/watch?v=ITx3G6h2xyA Stop at: 2:30
5%	Intros		What are we doing? Why are we here? Trail the competition...	
10%	Cento?	LO1	So why did I just play you the video? What is a cento? Stress similarity between cento and 'mashup' Show one on board	https://www.poets.org/poetsorg/poem/wolf-cento
5%	Pop Culture Returns!	LO1	Stress the space for individual expression with reference to the final minute of the video.	https://www.youtube.com/watch?v=ITx3G6h2xyA Play from: 2:30
35%	Research: Write Down Anything Interesting!	LO2+3, AO2	Introduce students to the research site and then allow them to explore the curated resources. Move around the room and monitor. <i>Stress that students should write down everything.</i>	https://davidwboyles.wixsite.com/awc2018
20%	Share	AO3	Encourage students to share their work and set conditions with encouragement	
CONPLAN	Redraft	LO3	<i>If there is time available:</i> Allow students to work more on introducing their own words into their writing.	
10%	Share	AO3	For those students who do not want to read out, encourage them to swop with a friend and talk about where they found the text from.	
5%	Competition Brief		With reference to entry forms, posters, site, and PRIZES! Brief on details of competition	Posters Printed entry forms https://davidwboyles.wixsite.com/awc2018
5%	Any/Confirmatory Qs	AO1	Any further questions? Check students' knowledge of the cento form.	