

Poem 2 – Safe House

Subject: Education		Resource:	
PSHE (Personal, Social, Health and Economic Education)		BOOK (Poetry for PSHE by Jay Clarke)	
Teacher:	Date:	Group size:	

Direction

Topic: Bullying and remedies	
The poem “Safe House” is written from the point of view of somebody being pursued by bullies, desperate to get home to their “safe house”. It builds up to a sense of fear before questioning what can be done.	
Lesson Aims:	
To encourage students to explore how it feels to be bullied and how to deal with it, including who to discuss it with.	
Generic learning outcomes: <i>By the end of the session, learners will be able to-</i>	Differentiated learning outcomes: <i>Learners with more advanced current skills will be able to-</i>
Determine whether they identify with the writer, or have been bullied themselves, and how they handled the situation.	Give suggestions about how this situation can be handled and who a person being bullied can talk to. They may also be able to advise a bully about the consequences of their actions.

Key Skills Development

Communication / Literacy / Reading The class are required to read the entire poem; reading out loud if preferred.	Wider Key Skills Empathy, dispute resolution, discussion and debate.
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Time	Teacher activity	Student activity	Resources
2.30-2.45	Show poem on overhead projector or whiteboard, with a short introduction. Ask students for their initial thoughts.	Review the poem and volunteer views about its content.	Book of poetry, projector and/ or whiteboard. Use handouts, if necessary.
2.45 – 3.05	Ask one (or several) student(s) to read the poem out loud. Question: Can you empathise with the writer?	A student (or several in turn) reads the poem out loud.	Students
3.05 – 3.15	Question: Can you empathise with the writer? Question: What is meant here by “safe house”? Question: Whose house is it?	The student(s) should try to put themselves in the place of the writer and say whether or not they empathise and whether they have fully understood the poem.	Students
3.15 – 3.30	Question: Who could the writer have spoken to? Question: What would you do in this situation?	Students should offer advice on where a person can turn when they are being bullied and how they would handle the situation.	Students
Session Evaluation: <i>Consider what went well, areas for improvement, points to take forward</i>			