

Poem 9 – My Mum

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

Direction

Topic: Families	
The poem “My Mum” is about the writer’s relationship with their mother and how they imagine life will be without her in their home. The writer explores what is possible for them now and how they perceive it might be otherwise.	
Lesson Aims:	
To encourage students to explore their own relationships and to identify the irony of their assertions as the poem unfolds.	
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>
Identify which parts of the poem are reasonable and fair and identify the parts they disagree with, offering alternative thoughts.	Offer alternative views in support of the mother. Explain whether or not the writer would really be better off in the world they describe and why.

Key Skills Development

Communication / Literacy / Reading The class are required to read the entire poem; reading out loud if preferred.	Wider Key Skills Consideration, social awareness, respect. Irony.
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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	Question: Can you identify with the writer, in the case of the adult(s) in your life? Question: Do you sometimes feel like this towards the adult(s) in your life?	Students engage in a group discussion about the parts of the poem they feel they can and can't identify with, giving reasons why.	Students
3.05 – 3.15	Questions: At what stage do you think the writer starts to become aware that their current lifestyle might not be so bad?	Students engage in a group discussion about how they read the poem and where they found the writer had turned a little, to recognise the positive aspects of their relationship.	Pen/Paper
3.15 – 3.30	Invite students to write a short poem about the adult(s) in their lives, concentrating on only the positive things they bring to their relationship.	Students write a short poem, highlighting the good things about the relationship they have with the adult(s) in their lives.	Pen and paper or writing book.
Session Evaluation: <i>Consider what went well, areas for improvement, points to take forward</i>			