

MIRACLES



RESOURCE PACK



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'I AM' POETRY EXERCISE

- Make a graph that looks similar to the one below OR if you are freestyling it, get the children to turn their paper landscape and draw three lines: two lines going down the page, and one line going across the top so you have three columns. Number the columns 1, 2 and 3. Then add 4 more lines going across the page so you have five boxes in each of the 3 columns.
- Start with column 2 and go down each box asking the children to write down their favourite season, place, smell, toy and person in the designated boxes.
- Then move on to column 3. In one word or sentence have the children write down why they picked that season, or why that place of all the places in the world, is their favourite. You might prompt the children with the following questions for this column: What do you think about when you remember this season, place, smell, toy and person? How do they make you feel? Do the same for every box.
- Finally move to column 1 and write 'I AM' in each box.
- Once completed, the children will have written a poem in a simple list format. They can read it if they wish. Follow the 1, 2 and 3 columns across for each line, e.g. I AM SUMMER HOT WEATHER

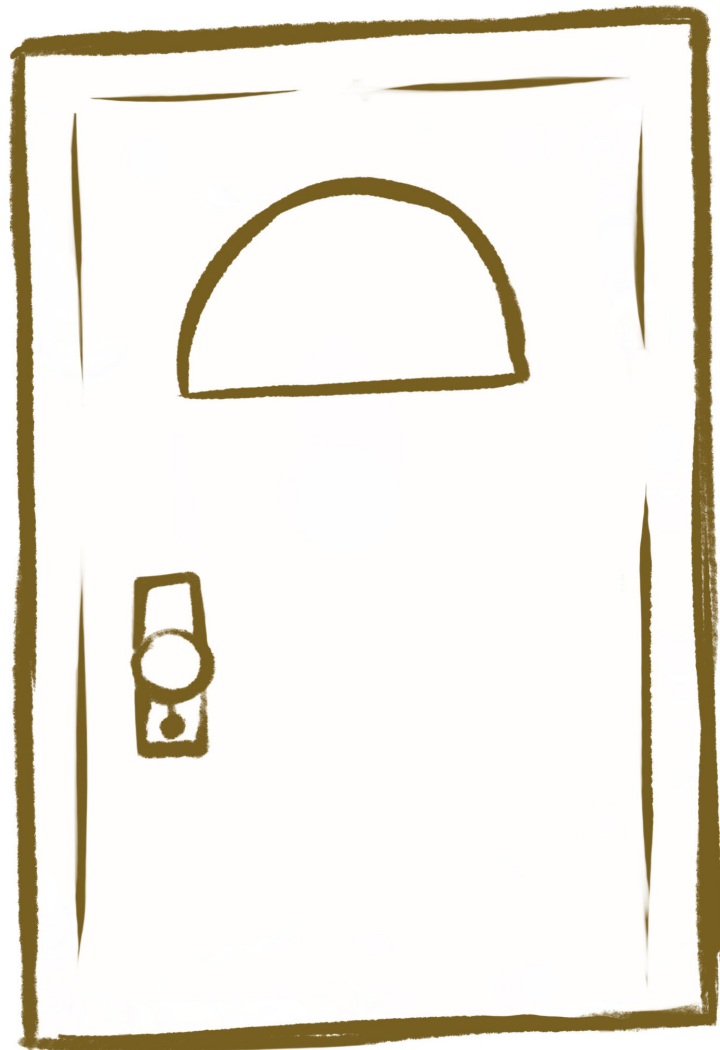
1	2	3
I AM	FAVOURITE SEASON	REASON WHY IN ONE WORD OR SENTENCE
	FAVOURITE PLACE	
	FAVOURITE SMELL	
	FAVOURITE TOY	
	FAVOURITE PERSON	

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'YOUR DOOR' EXERCISE

- Drawing from the poem 'Knock Knock' and the idea that every single person is a miracle and has their own door leading to their own individual and unique potential, use the template below to have the children to design their own door.
- You might prompt the children with the following questions: What does your door look like? What colour is it? Does it have a doorbell? A doormat? Plants on the outside? Some children might wish to design their own door from scratch.
- Ask the children to use their imagination and favourite things to create 'YOUR DOOR.'



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'BOTTLE OF EMOTIONS' EXERCISE

- The poem 'Fizzy' is based on the idea that every person is like a bottle of pop, filled with gas bubbles where the bubbles are our thoughts, feelings and emotions.
- Some emotions are bigger than others and that's ok. Sometimes we need to release the pressure off the bottle, the build-up of gas bubbles colliding with each other. But we need to feel and see our emotions to understand them.
- Using the bottle template below, ask the children to fill their bottle with gas bubbles and name their emotions. What colours are they? What size are they?

