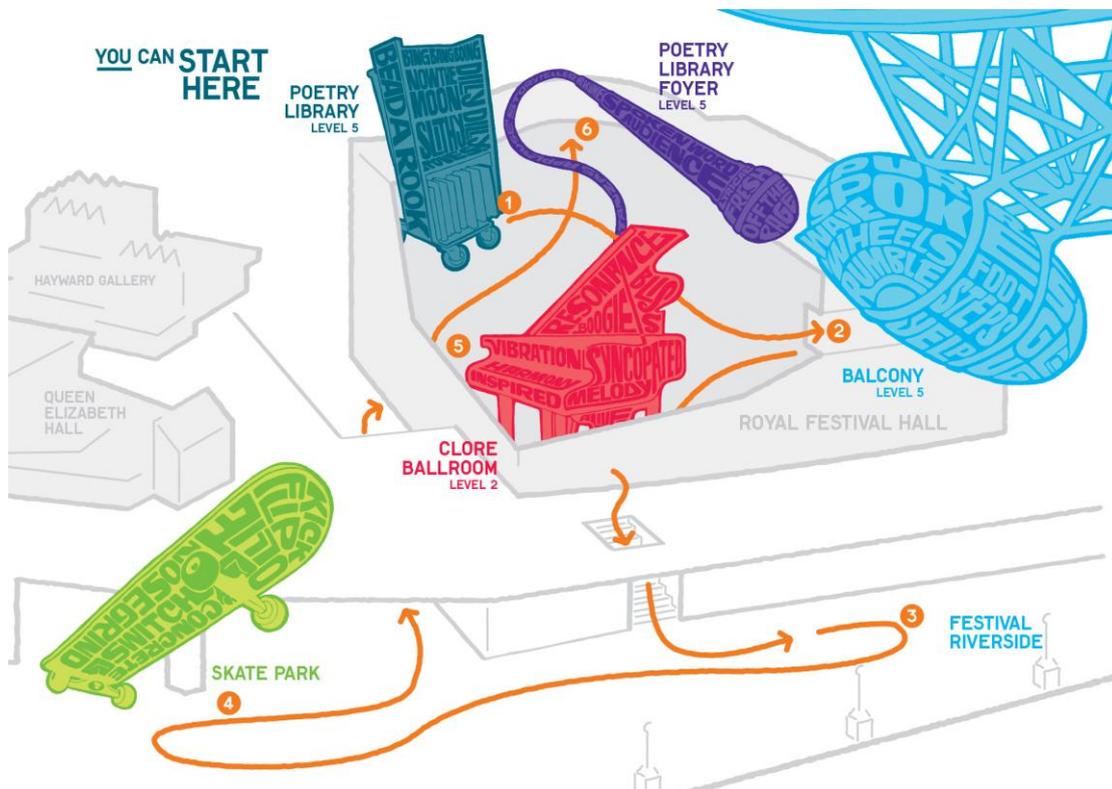


Guidance for facilitators

Use this document with the *Word Search* booklet, available at the Saison Poetry Library.

In *Word Search* young people, finding inspiration in their environment, collect words and ideas that are used at the end of the session to write a poem.

Use this sheet to support young people in their Word Search.



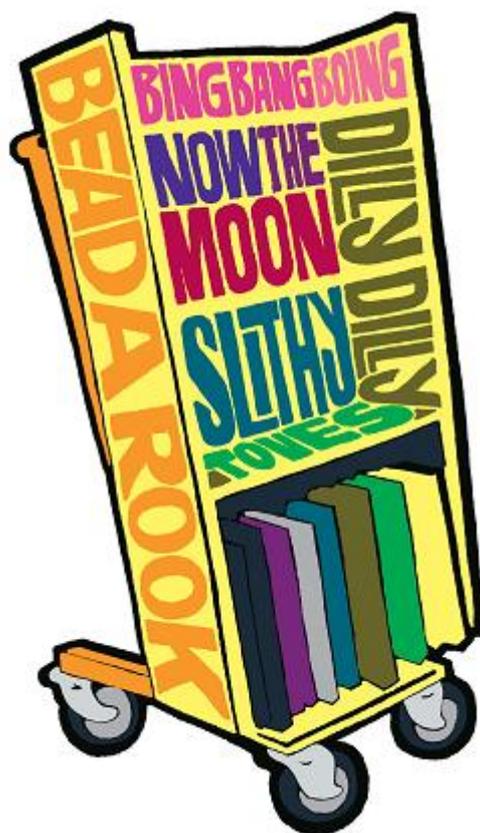
1 SAISON POETRY LIBRARY

The library is on Level 5 of the Royal Festival Hall. The easiest way to get there is to take the JCB glass lift to Level 5.

Begin by finding 5 great words you like from anywhere in the Poetry Library.

Here you can look for words both in books, pamphlets and magazines, but there is also vinyl lettering on walls and windows.

If the library is closed, you could use words from the signs on the doors.



2 BALCONY, LEVEL 5

Proceed to the balcony by going up the short flight of stairs opposite the library and you will see it on the left. If you cannot use the stairs, please ask staff for help.

What do you spy from the balcony?

What shapes can you see?

What sounds can you hear?

Examples of shapes to look for are the triangles on the railway bridge, the arches under Waterloo Bridge, 'lego-shaped' buildings.

Examples of sounds might be buskers (can you identify the instrument?), trains going past, the wind, crowds of people talking.

Children can use **adjectives** and **metaphor** to describe the sounds and shapes –

'a roaring train'

'bridge has triangles like sails'



3 FESTIVAL RIVERSIDE

Take the lift to Level 1, exit the set of doors by the lift. Turn left after the external staircase and walk up to the river. Walk along towards the railway bridge and you should come across paving stones engraved with poetry.

What can be found, written on the ground?

You could ask the following questions:

Are they words you would use every day?

Are there any you don't know the meaning of?

Are there any you just like the sound of without knowing what they mean?

If you don't know the meaning of one, can you make it up?

Children can then pick a favourite word from the poem and add it to use in their poem at the end of the Word Search.

4(i) SKATE PARK

Turn back towards the Queen Elizabeth Hall. You will come to a skate park on your right that is decorated with graffiti.

If you could write any words on this wall, what would they be?

Which colours and shapes can you see?

What smells are in the air?

Draw some words you can see and others you wish were there.

Children can suggest things they would like to see written up on the wall.

For example:

A wish for peace or plenty

The name of someone they love

Lyrics to a favourite song

A joke

They can write the word or phrase in the booklet.



4(ii) THE RIVER

Look into the river and ask it a question.

Questions for the river could be about where it came from, where it is going. Does it feel sick because of pollution? What is the most treasured thing that has been thrown into it?

What can you hear?

Could be mobile phones, buskers, boats going by.

What is the river saying?

Imagine you are the river. What would you say?

This could mean the sound the river makes, or what it might say to us given the chance. Would it be about caring for the environment? Would it be about the countryside it had flowed through?

Can you hear anyone talking nearby?

Pick a word from their conversation that seems to stand out.

The river bank at the Southbank Centre is a very noisy and colourful place. What can you hear? What can you see from where you are standing? For example:

An acrobat

Drums and trombones

A small boy crying

Mobile phones

5 CLORE BALLROOM

You can get here by entering the Royal Festival Hall through the entrance next to Foyles bookshop, or alternatively, go back to the entrance near the lift (see number 3) and take the lift to Level 2.

Think of your favourite song. Can you dance to the beat in your head? What words describe your feelings when you're dancing?

Children might say joyful or clumsy, embarrassed or exhilarated. You might extend this to use **metaphor** such as 'dizzy as a worm on a fishing line', or 'cool as an ice-cube in cola'.



6(i) **JCB LIFT**

Take the JCB lift to Level 5. A poem will fly past you! Once you're back outside the Poetry Library, watch it rise up. Write down any words from the poem that you like.

Choose a word from the poem on the lift counterweight and add it to your booklet. Can you think of interesting places around your community for displaying poems in this way?

6(ii) POETRY LIBRARY FOYER

What's the poem you've discovered? Use the best words you've found around Southbank Centre to create a poem.

If children find it difficult to start off, you could suggest the following ways to kickstart a poem.

If you don't know the meaning of a word you have found, then make up an imaginary definition of what it might mean.

A **homily** is a flower that grows only where there is love.
Its petals drop in the wind
but more grow by bedtime.

Make a list poem by putting the words together in ways you like the sound of.

Rubber rustle
Trumpet scout
Balcony blether
Creep fly shout

Write a poem describing the day by starting each verse with the word 'Poetry is'.

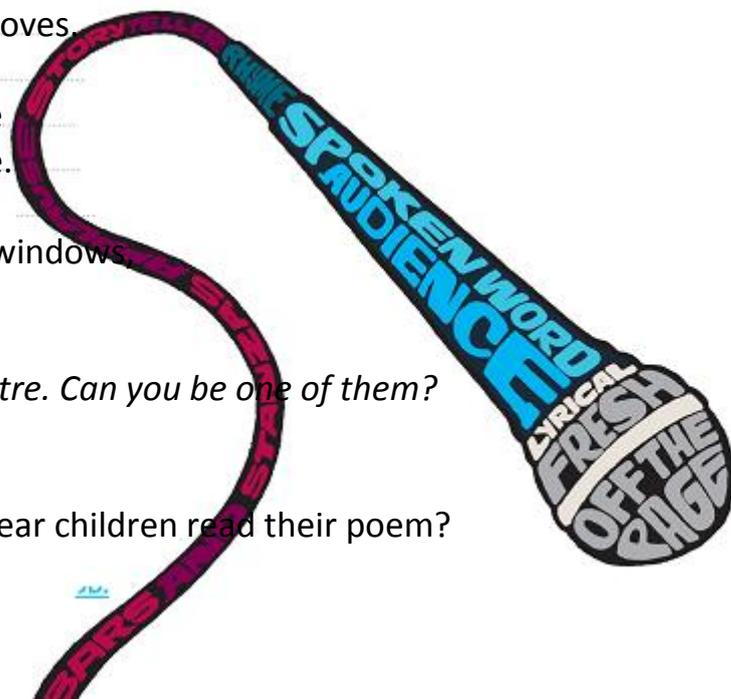
Poetry is the exhilaration of the dancefloor
and the flamboyance of my favourite moves.

Poetry is a bridge made of sails, and the
squeal of the train at the end of the line.

Poetry is words on walls and words on windows,
a day of ringtones and trumpet solos.

*Lots of poets perform at Southbank Centre. Can you be one of them?
Read your poem out loud.*

Why not ask library staff to come and hear children read their poem?



After the Word Search

Post the poems on www.southbankcentre.co.uk/gps. You can upload video or audio as well as text and photo. The post code for Southbank Centre is SE1 8XX.

Visit the Poetry Library with your class. To arrange a visit call 020 7921 0943.

Borrow books from the Poetry Library **teaching section** to get ideas for using poetry in the classroom.

Look out for **poetry events** at Southbank Centre and beyond at www.poetrylibrary.org.uk/education/children.