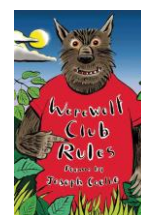


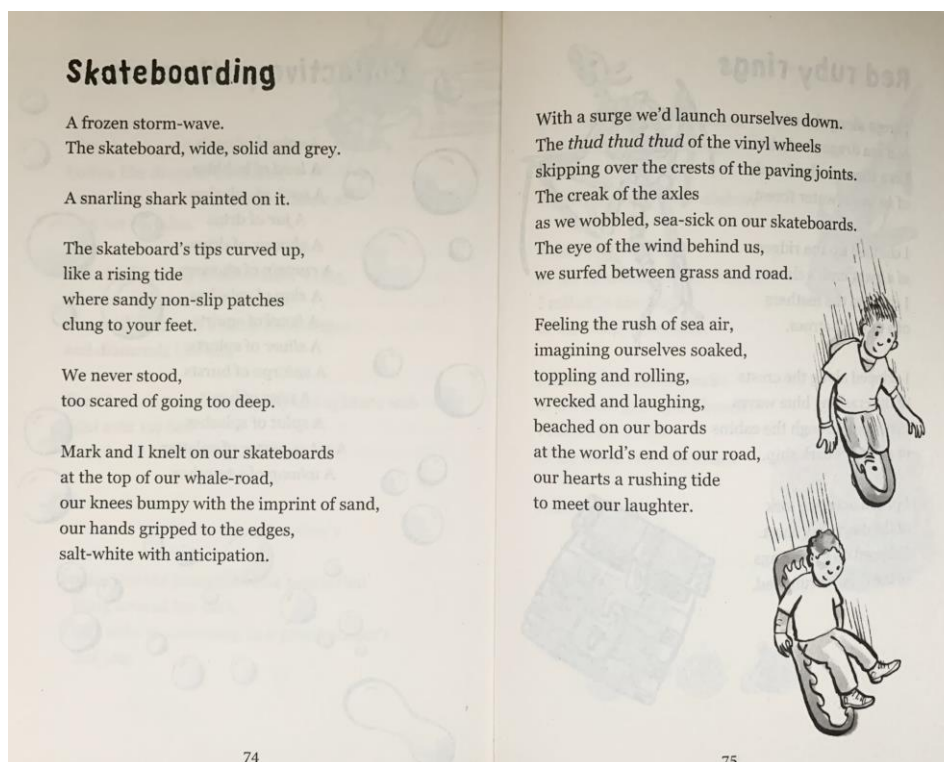
Take 5: Ideas for Independent/Home Learning

Werewolf Club Rules by Joseph Coelho, illustrated by John O’Leary (Frances Lincoln)



1. Explore it

Read the poem below, look carefully at the illustration and think about what this poem means to you:



Think back to what you read. What does the poem make you think about? How does it make you feel? What makes you think these things or feel this way? Where do you imagine this is all happening? Do you think that the road they are skateboarding on is flat? What makes you think this? Look carefully at the words and How do you think the boys are feeling? Is it the same throughout the poem or do they go on an emotional journey? What tells you this? What specific words would you use to describe the way the boys feel at different points? Write these around the poem, next to the parts where you think they feel this way.

The poet uses lots of comparisons to the sea and surfing, starting from the first line, **A frozen storm-wave**. What other phrases can you find in the poem that link to the sea and surfing? Highlight or underline these on a copy of the poem. Why do you think the poet has chosen to do this?

Re-read the poem, and think about which parts speak to you or create feelings within you. What words, phrases or parts make most impact on you? Why? Use a different colour highlighter or pen to identify these.

2. Illustrate it

Look at the way the illustrator, John O’Leary has chosen to illustrate this poem. What parts of the poem, or what specific words and phrases contained within it do you think have inspired his illustration?

Re-read the poem to yourself and think about what you see in your mind's eye as you hear yourself reading the words. Take a pencil and a piece of paper and draw out your own illustration for the poem. Look back at the words and consider which are painting the most vivid images for you.

3. Talk about it

- Think about the words that are used to describe the skateboard: **wide, solid and grey; a snarling shark painted on it, sandy, non-slip patches clung to your feet**. How do these words make you think about the skateboard? Does it make you feel like it is safe to ride?
- What is the impact of separating off the lines, **A snarling shark painted on it** and **We never stood, too scared of going too deep**? Why do you think the poet chose to do this?
- Why do you think Joseph Coelho chose to make the final verses much longer? Re-read these to yourself again. How does this affect you as a reader? How do the boys' emotions change between these two verses? What words and phrases specifically show you how they feel without telling you directly?

4. Imagine it

Have you ever ridden a skateboard before? Or done something else that was equally terrifying and thrilling? How did it feel? What might your face or body have looked like? How might your voice have sounded? Read the poem again, really thinking about how the boys were feeling throughout the experience.

Work up a performance of the poem. As you do try really hard to imagine the feelings the boys' experience, how will you exemplify this in your performance using your face, body and voice? When you are ready, perform this to someone else. Could they sense the emotions through the way you performed?

5. Create it

Think about an event in your own life that could inspire a poem. Has there been a time where you have done something daring, challenging or exhilarating, like the boys in the poem? Has there been a time where you have been scared to do something, but have done it anyway? Have you ridden on a skateboard, bike, ice skates, roller skates or rollerblades? Have you been on a ride at a fair or theme park that was as terrifying as it was thrilling? Have you challenged yourself to overcome a fear?

Picture the moment in your mind and replay the emotional journey of the moment. How you felt before, during and after. It might help to start at the most vivid moment and work backwards and forward from that to lead up to and on from this. Jot down any words, phrases or lines that come to mind as you think about this moment.

Now, look back at what you have written and see if you can work these up into a poem that helps to describe the emotional journey of this event. Will you compare the actions to something else, like Joseph Coelho did with the sea and surfing? What words will describe your actions or what was going on so the reader can feel the emotions without being directly told? Where will you break lines and verses?

When you've worked up your poem, read it aloud to yourself to see how it sounds off the page. Can you sense the emotions you were feeling? Make any last changes then write up a final version, think about an illustration you could accompany it with and share with or perform this to someone else.