

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	<i>remember</i> <i>to</i> <i>create</i> <sup>18</sup>	<i>remember</i> <i>to</i> <i>write</i> <sup>19</sup>	<i>remember</i> <i>to</i> <i>share</i> <sup>20</sup>	21
22	23	24	25	26	27	28
29	30	31				

## Remember – Teacher Guidance Notes

List poems are wonderfully simple and wonderfully powerful.

The ‘beginning’ of the list poem *Remember* ... could be used as a starter activity or as a prompt for individual writing. The complete poem could be used as a guide at any time in either approach.

### Whole class

Project the sentence/phrase starter ‘Remember to...’ and, quite simply, get students to suggest ways to complete the sentence. This can either be spontaneous or through group discussion and shared ideas depending on how much time you want to spend on this.

Some discussion on how to avoid stating the literal could be useful. Students should think of what the verb [and imperative] ‘remember’ suggests and signifies to them in the literal sense but then consider ways of representing this obliquely/metaphorically. Illustrative ideas from the poem could be:

- ‘Remember to’ as a familiar, clichéd exaltation – for example ‘Remember to brush your teeth’ is tweaked to *Remember to brush your thoughts*; and ‘Remember to turn out the lights’ becomes *Remember to turn out the darkness*. Another play on the familiar is ‘Remember, remember the fifth of November’ becoming *Remember remember the fifth of remember* [though this is more oblique!]

- A skew on the above could be to play around with altering familiar phrases, so continuing with the same examples, ‘Remember to brush your teeth’ can be manipulated to *Remember to flush your teeth*, and ‘Remember to turn out the lights’ can be changed to *Remember to burn out the lights* [though always be cautious when illustrating use of rhyme as students do tend to overuse]; obviously, other changes can be made which do not use rhyme: *brush/caress*, and *turn/tease* [changing verbs rather than the nouns], or *turn out/turn over* – the playfulness is endless and should be encouraged
- Varying the format so it isn’t always ‘Remember to...’ Get students to consider alternatives: *Remember how*, *Remember when*, *Remember if* and so on.

A whole class / whole year / whole school ‘Remember ...’ poem could be produced and circulated by whatever means are available.

### **Individual writing**

Students are quite good at writing list poems if they have a model. The approach to encouraging this will obviously be similar to above, but more advice could be given on the juxtaposition of lines [humorous/serious]; repetition in lines; in-jokes based on research around the theme [stressing *Remember* as the imperative verb and usually based around some sensible advice]; avoiding rhyme as much as possible which limits expression [and thus the further in-joke *Remember to rarely rhyme/Remember to avoid the rhyme*], or throwing in the odd one for effect [*Remember to only swim in water*], and so on.

Individual writers should be encouraged to write as much as possible without worrying about the above in the first instance: this is a poem to edit and craft by removing duff lines and rearranging the good ones to provide contrast and impact.

### **Extension**

If students wish to pursue this idea further, there is an *I Remember* poem as an extra model for stimulus/guidance. This takes perhaps the more common notion of ‘remembering’ and is less metaphoric overall – but that doesn’t mean it can’t or shouldn’t be!