

| <i>Digital landscapes - making poems</i> |   |  |   |  |                                 |  |
|--|---|--|---|--|---------------------------------|--|
| Targeted age group                       | Duration  | Materials and Resources                                      | Grouping  | Teaching Approaches  | Activity Location               | Interdisciplinary links                |
| secondary education (12-16)              | 2 hours:<br><br>15 min. instruction<br><br>1 h. working on task<br><br>45 min. analysis   | Laptop<br><br>Pictures and poems for inspiration (see below) | individual or small groups - whole class (analysis) | research<br>creating<br>presentation<br>reflection<br>analysis | in school<br>at home<br>library | history<br>arts<br>language<br>courses |
| <b>Activity summary (max. 50 words)</b>  | Students come into contact with online linguistic landscapes, writing and information processing through creating poems. The students think about how forms of writing can stimulate the processing of thoughts and emotions. |  |   |  |                                 |  |
| <b>Learning objectives</b>               | working creatively with LL - a broad understanding of LL - placing one's own language experiences in the context of LL - exploring digital LL   |  |   |  |                                 |  |
| <b>Step by step activity</b>             | In this activity, you will contribute to an online linguistic landscape by creating your own poems!   |  |   |  |                                 |  |

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| <p><b>description</b></p>                         | <p><u>Step 1</u><br/>         What makes for a good writing topic, and how can you best express yourself? Try and have a look online for tips on how to write a good text. Discuss in class the different writing techniques that have been found. Have a look at some examples of poems that have been discussed in class or that you have found online, for example, the '<a href="#">Wjerspegelje</a>' project. Select examples in several languages. Choose one example of a good poem and present to the group/class why you think the poem is good.</p> <p><u>Step 2</u><br/>         Together with a classmate or by yourself, think about what you want to write your poem about. You can write about, for example, the future, your ideal life, your goals, difficulties, how you're feeling, what moves you, forgiveness or gratitude. You're free to choose whichever poetic form you prefer: you can decide yourself if you want to use rhyme or metaphors. Then: write your poem!</p> <p><u>Step 3</u><br/>         Share your poem with the rest of the class, and discuss and reflect on which emotions your poems bring out and how it can create a sense of community. You can make an exposition in your school with all the poems and see how your fellow students react to them.</p> |   |   |
| <p><b>Possible adaptations</b></p>                | <p>This assignment can be adapted to specific languages.</p>   |   |   |
| <p><b>To be acquired competencies/ skills</b></p> | <p><b>Language</b><br/>         writing<br/>         speaking<br/>         recognizing other languages</p>   | <p><b>Subject knowledge</b><br/>         not applicable</p> | <p><b>21st-century skills and critical thinking</b><br/>         use of computer<br/>         creativity<br/>         interaction<br/>         reflection</p> |

|                                     |  |  |   |
|-------------------------------------|--|--|---|
|                                     |  |  | teamwork<br>transfer skills                   |
| <b>Required competencies/skills</b> | <b>Language</b><br>writing<br>speaking<br>recognizing other languages  | <b>Subject knowledge</b><br>not applicable | <b>21st-century skills</b><br>use of computer |
| <b>Feedback</b>                     |  |  |   |
| <b>Examples of implementation</b>   | <div style="display: flex; justify-content: space-between;"> <div style="background-color: #0099cc; color: white; padding: 10px; width: 45%;"> <p><b>(T)huiswerk</b></p> <p>Mijn vader zit te skypen<br/>en mijn moeder slaakt een zucht,<br/>De server uit de lucht<br/>en die order moet eruit!<br/>Mijn broertje smeert zijn fruit<br/>voornamelijk aan de hond,<br/>gooit zijn bordje op de grond<br/>en daarna de Barbiepop.<br/>"Het toiletpapier is op!"<br/>roept mijn zus van de wc.<br/>Ik wil heus wel aan mijn huiswerk,<br/>maar thuis werkt niemand mee.</p> <p>-Yanaika Zomer <span style="float: right;">unicef   voor ieder kind</span></p> </div> <div style="background-color: #f0f0f0; padding: 10px; width: 45%; text-align: center;"> <p>Nu hebben we nodig<br/>dat het morgen wordt,<br/>niet meer.</p> <p>En morgen weer</p> <p>- Ruben van Gogh</p> </div> </div> |  |   |



**Reaction/  
feedback  
teacher**

It was really amazing to see how the students were able to write a poem in such a short period of time. It also took me by surprise that they were able to show their emotions throughout the poem and were comfortable with reading them aloud in front of the class.

**Reaction/  
feedback  
student**

**Reedride**

Tegearre op t iis, einlings wer wat plezier  
 Er wurd wer lake en dêr verdomd ien syn spier  
 Minsken kamen foar it earst wer iens tegearre  
 Yts wat we lange tiid net dien ha  
 De bern op e slee  
 De jongelju mei hockeysticks  
 En de oaren op redens  
 Foar elk wie d'r wol yts wat se nei it iis ta brocht  
 Gewoan om effkes te sjin of wer foar it plezier  
 Mar wêrfoarst d'r ek bist  
 Tegearre op t iis, einlings wer wat plezier

Dizze wike tochten wy "it giet oan"

Nei jierrenlang kaam der wer froast nei ús Fryske lân,  
ús heit helle de reedride fan de souder,  
En wy gie ride op de Ryptsjerkster polder,  
Ek al wie it mar in dei of twa,  
It is moai dat wy yn dizze tiid dochs noch wille kinne ha,  
Sa fluch as it kaam wie it ek wer foarby,  
Ik sil it ûnthâlde as in moaie dei.