# How I Feel

This activity uses Blackout Poetry, which is an amazing way to create a spoken word or a lyrical piece/poem. This session aims to capture the thoughts and feelings of participants loneliness using the written word (with the opportunity to create a connecting image that can be drawn, a collage, etc.).

**65 minutes approximately**

**Loneliness, feelings**

**8 -12 participants**

**By the end of this activity participants will be able to:**

## Aim

Using a visual medium to deconstruct and recreate a printed rhyme, poem or song, participants will create visual imagery of loneliness and isolation.

- Develop their emotional intelligence.

- Develop problem solving skills.

- Express feelings through a creative medium.

**14**

Suitable for 14 + (key stage 4 and above)

# Session overview: What is loneliness?

| Time | Activity description | Group set up | Aim(s) | Resources |
|---|---|---|---|---|
| 5 | Introduction to session/project group contract setting | Whole group | To set/review group contract and provide session context | Flipchart & pens Space - such as a hall! |
| 5 (Ice breaker) | We recommend using ' describe you.' | Whole group | To support participants to engage in main session | Ice breaker section resources chosen by facilitator and /or participants |
| 5 | **Part 1:** identifying words | Whole group | Introduce what blackout poetry is. | Resource sheet 1, black marker, pens, old books, Elmer's glue and / or frame. |
| 30 | **Part 2:** now time to eliminate words! | Individual | Create a visual art piece. | |
| 5 | **Part 3:** Reflections | Whole group | Reflect on the work as a group | Art work by participants, |
| 5 | **Part 4:** Has this session achieved the intended outcomes? | Whole group | Test and confirm that outcomes have been met. | Session plan or outcomes, flipchart and pen |
| 10 | **Evaluation:** Scrap Book & **young persons evaluation** | Whole group | Reflections of the session | From the evaluation section resources |

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## Materials

- Recycle old books or magazines that participants can bring in
- Neutral coloured paper
- Black marker pens /Tipp- Ex
- Pens / pencils / paint /paint brushes.
- Supplied resource sheet-examples of Blackout Poetry.
- Elmer's glue / clear glue - or another adhesive to set the image.
- Flipchart paper.

## Hints:

- Check your local Co-op and other shops to see if they have a have a 'donate a book' section that you can use to collect books to use for this activity.

- Charity shops have a range of books - some from just 0.50p.

- You and participants could also do a book drive in the community and ask for book donations.

- Have an example of a Blackout Poem available prior to the session (part of the resources provided) to show participants.

- Clear glue can be used to cover the page once complete to keep as a waterproof art piece.

- Check out Blackout Poetry - Sanderlin Classroom for some great examples.

- As the colour of the paper is neutral, it may be worth providing participants with different colour overlays to add some vibrancy to the piece.

## Potential difficulties

If participants have any additional/specific learning needs or have not had access to books before, they may initially disengage from the activity. However, you can support participants to be creative with the pages (such as drawing/painting on the pages) and/or provide a magnifying glass to make it easier to identify words, etc. You can also provide an example for participants to use (e.g. a rhyme generator (in digital adaptions section) to help with language).

Youth Achievement Award (YAA) or "Participant Journal" - if a participant is taking part in completing a journal or an accreditation such as a Bronze Youth Achievement Award, please ensure that they are aware they are to keep the copies of activity sheet 1, 2 and art work as evidence of them engaging in the session.

All resources sheets are available as a presentation and an images can be enlarged to meet the needs of your session and used with a projector or another device that can display in the landscape orientation.

## Resources:

- **Icebreaker:** describe you
- **Part 1:** identifying words.
- **Part 2:** word eliminator.
- **Part 3:** reflections
- **Part 4:** outcomes.
- **Resource sheet 1:** examples of blackout poems.
- **Facilitator guide:** full session
- **Evaluation 1:** scrap book
- **Evaluation 2:** young people's evaluation
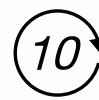
**10** This symbol represents how many minutes approximately to spend on an activity.

If young people are working away from the main group, print and send out the session resources, evaluation and other sessions you are planning to use.

If you have the required skills and equipment, this session works well using the findings from the mind-mapping exercises in **step 1 and 2 from the activity sheet 1 & activity sheet 2.  They are  a .PNG (image) file** so can be uploaded to a **Whiteboard** /**Jamboard** or other platform as a background image for a digital adaptation if you have the skills and resources to do so.

**Padlet:** can be a great resource for many online activities and for this one its perfect! Facilitators can create a wall where participants can collectively collaborate in the physical space and /or online.

Rhyming words - generator - RhymeZone rhyming dictionary and thesaurus is a great tool for participant to use with a find function for a range of resources using words and letters.

# Ice breaker- Describe you

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To start, have the participants think about the identifying words below. Using the first letter of their preferred name, have them think about what word(s) best describe their feelings about themselves today and why this is. Check whether they are happy to share that word out loud with the group or write it down and show others.

Some words (identifying or describing words) to get particpants started could be:

- Willing
- Helpful
- Intelligent
- Strong
- Rare
- Friendly
- Lucky
- Realistic
- Anxious
- Curious
- Secret
- Extreme
- Loud

- Impossible
- Typical
- Relevant
- Dangerous
- Unusual
- Impressive
- Asleep
- Embarrassed
- Lonely
- Mad
- Empty
- Silly
- Pretend

- Existing
- Famous
- Hungry
- Boring
- Alive

An example would be "Dangerous Dan" — because I often do not think of the consequences.

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## Ice breaker 5

We recommend using 'Describe you '

## Support for the discussion

This session links back to 'what is loneliness? session from the Thinking session of this toolkit.

## Part 1: identifying words 5

### Let's get started!

In this activity, participants are asked to access a room that can accommodate individuals to have space for creative arts and have tables available . Examples of Blackout Poetry to be given out to each participant and is a useful prompt to consider whether they would like to work on their own or in smaller groups (2-3 participants).

### Facilitator : Task!

The facilitator will provide black pens, Tipp-ex and ballpoint pens to each participant. the facilitator will then ask participants whether they know what Blackout Poetry is (a definition is available within the facilitator notes).  Next, ask the participants to look at the pages from the books and/or the resource material that has been provided in toolkit.  Ask the participants to focus on rearranging words to create a different meaning.  For the purpose of  this activity, the participants will focus on social isolation and loneliness.

The facilitator to have available examples of Blackout Poetry, which are available in the resource pack and are also readily available online. Ask the participants to look at the examples available of the art work and ask them what they see when exploring the abstract imagery.

Participants should be given some time to think about what isolation and loneliness means to them. Ask them to think of words that may link to loneliness and images in their mind. This session links to **'What is loneliness' session** and facilitator resources from session 1 (these may help the facilitator and the participants to revisit definitions).

**Note:** the participants are looking for words to express their thinking and feelings on experiences of isolation and loneliness. They can add connecting words to support their art work as well to the resource materials that they use (e.g. a page from a  book, etc.).

## Facilitator : making an art piece

The facilitator asks the participants to circle a poetic statement of 3 words or more on the chosen page that relates to their feelings and thinking around social isolation or loneliness. Ideally they should rhyme, but not this is not necessary, and participants should have explored the whole of the material (one page) and incorporated imagery/drawings into the piece (connecting words can be added).

The facilitator informs the participants that it is recommended to use pencil or faint lines to capture the words and not black out the page until words have been identified and an image has been thought of. An image/drawing/doodle is a requirement and creative alternatives such as organic materials can be used (e.g. a leaf, etc.) - dependent on the groups' needs.

Encourage participants to select interesting words and determine which words to keep, they don't need to identify their poem straight away and words can be circled or removed (but not blacked out or coloured over at this stage).

Once a phrase has been identified and an image has been outlined, words that are not being used can now be blacked out (redacted).

**Remind participants not to forget to add a title and a signature to their piece.**

Once the piece has been created, participants can ensure that it is protected by adding a clear glue to both sides and leaving to dry (as directed by the brand of clear glue). Alternatively, a picture frame or card with an aperture cut out of the middle could be used instead of the glue.

### Warm down exercise

As this is a relatively quick and easy activity, there can be the opportunity to return to it, as a creative way of focusing the mind, throughout your delivery of ReachOut 2.0. This may be especially beneficial before undertaking the evaluation activities.

### Delivery time

This activity is an opportunity to be creative and to work at the participants' own speed. By adding drawings and other materials this session, once introduced, could be delivered over a much longer period to suit your group.

# RESOURCE SHEET 1:
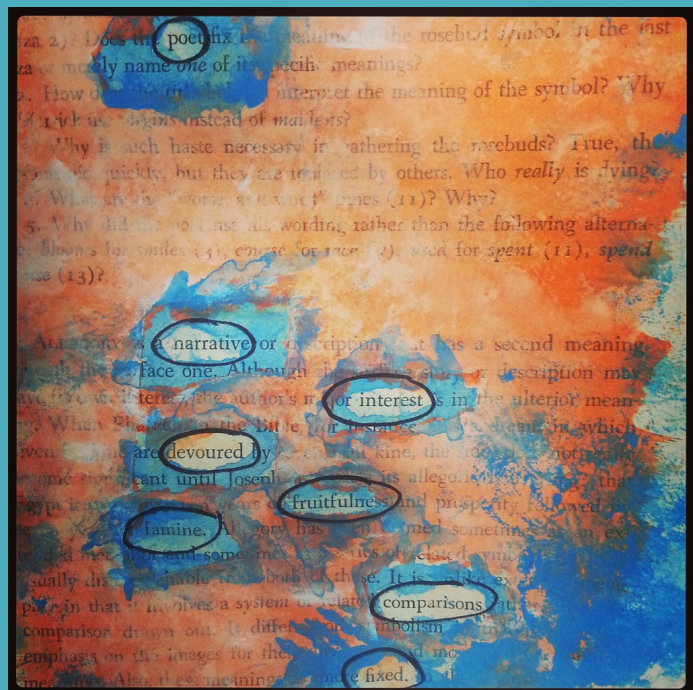
Add colour to the poem using pencils, paint, etc.  Please ensure that the words to be kept can be seen clearly and are highlighted.

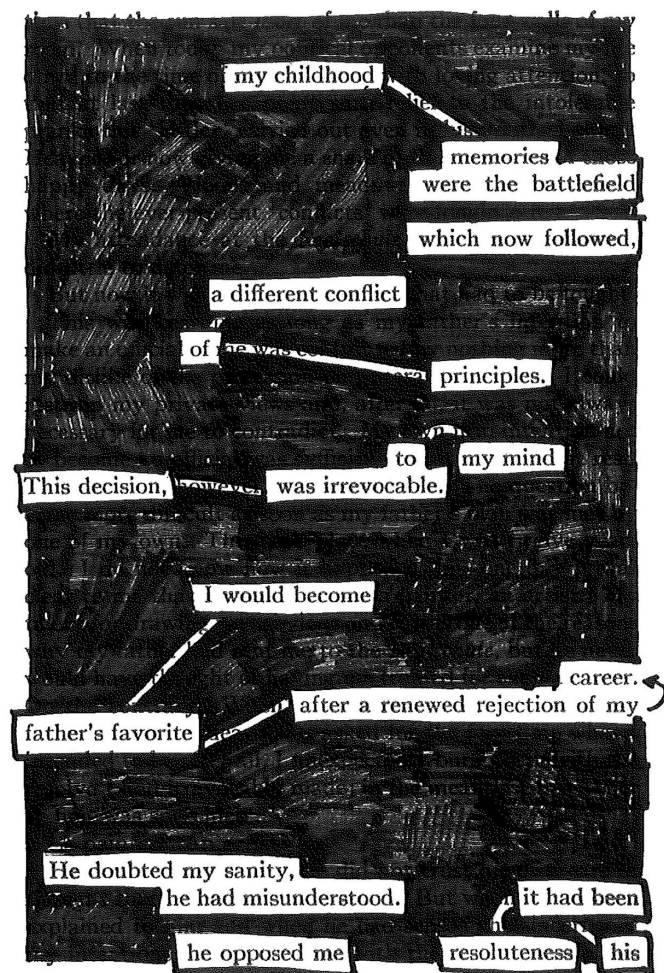Connect words & be bold just use a pen to create a dramatic backdrop.

Adding 'doodles' or drawings can enhance and help to explain the poem visually.

# Facilitator notes - full session

**Support participants to be aware that:** this is an opportunity to express themselves and produce an 'art piece' exploring isolation and loneliness. It is also an opportunity of internal exploration of feeling and individual participants may need to be supported with this. Encourage participants to be creative - they don't need to be good at art to do this activity!

**What is Blackout Poetry?** It is a form of 'found poetry' where a participant selects words of interest/meaning to them from books, magazines, webpages, lyrics, or other printed text. Once the words have been chosen, the participant colours over the other words using a black marker, paint or Tipp-ex to highlight the words they are using in their poem.

## Key points:

- Participants can choose their own paper materials - ensuring the paper tone is neutral (cream/white).

- These are art pieces, so remember to keep a copy - as they can be displayed in an art exhibit and/or online to raise awareness/celebrate achievement.

- If you need support from a creative artist, and have a budget, there are some fantastic organisations across Wales - get in touch and we may be able to signpost you.

- Don't just consider this session as a one-off. If participants are engaging with the material and the activity, they can return to the piece throughout further workshops or create new imagery using the same techniques.

- Always check for understanding - as this session is based on creativity and may be new for some participants.

## Free space - facilitator notes:

# Rethinking & finisher for the main part of the session

## Part 3: Reflections

10

**The facilitator asks 5 questions for the participants to reflect on:**

- What was their poetic statement and what does it mean to the young person?
- How did they decide on the images that they used?
- What issues did they face in creating the imagery?
- If they were to do it again, what would they do differently?
- What effect did the Blackout Poetry have in expressing their feelings?

- Link the artistic work created back to loneliness and isolation - ask the participant to select which art pieces link to how their see and/or experience isolation and loneliness.

- Review the outcomes and see if they have been met, what is next and how can they display their art pieces.

**Hint**

Create a gallery in your local community or share online as a group or individual.

## Part 4: Has this session achieved the intended outcomes?

The facilitator refers to the learning outcome(s) for this session. Do participants all agree on the outcomes have been met? The facilitator can 'test' that learning outcomes have been met by a 'pop' quiz with prizes, etc.

**Three questions to ask participants to reflect on:**

- On scale of 1 to 5, how confident do you feel in perceiving, using, understanding and managing your emotions?
- On scale of 1 to 5, how confident do you feel with problem solving?
- On scale of 1 to 5, how confident do you feel in expressing your feelings creatively?

# Scrap Book

Scrapbooking is the process of collecting, editing and presenting a variety of media over the period of the ReachOut 2.0 delivery. This process enables youth workers and young people to reflect on what they have done and to see the project as a journey together.

The art of scrapbooking involves selection, recollection and reflection and enables participants to tell the story of their learning journey in a visual way through a creative 'hands-on' process. Scrapbooks can contain a whole variety of things including, photographs, stories, pieces of artwork, sound recordings, drawings, video clips and anything young people produce!  They can be co-produced through group work, by individuals by themselves, or created by the group in the absence of the youth worker/facilitator.

The scrapbook could be in the form of a book, display boards, as loose items in a memory box, and/or digitally captured material. The key component to scrapbooking is the process of working with and talking about what material to include and why it's important to young people.

## IDEAS COULD INCLUDE:

| | |
|---|---|
| PODCASTS | POEMS |
| STORYTELLING | GRAFFITI WALLS |
| DIGITAL DIARIES | LYRIC WRITING |

# Young People's Session Evaluation

## HOW DID WE DO TODAY?

WE ARE COMMITTED TO PROVIDING YOU WITH THE BEST YOUTH WORK SUPPORT AND EXPERIENCE POSSIBLE, SO WE WELCOME YOUR COMMENTS. PLEASE FILL OUT THIS QUESTIONNAIRE AS HONESTLY AS YOU CAN, AND REMEMBER YOUR ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.

**PLEASE RATE THE QUALITY OF THE SESSION/ACTIVITY:**

DISAPPOINTING    NOT SO GOOD    NEUTRAL    GOOD    EXCEPTIONAL

**PLEASE RATE HOW MUCH YOU ENJOYED THE SESSION/ACTIVITY:**

☐ NOT AT ALL    ☐ A LITTLE BIT    ☐ NEUTRAL    ☐ QUITE A LOT    ☐ VERY MUCH

**DID/DO YOU FEEL THAT THE SESSION/ACTIVITY…**

MADE YOU FEEL LISTENED TO?    ☐ YES | ☐ NO | ☐ UNSURE

MADE YOU FEEL SAFE AND SECURE?    ☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU WITH YOUR EMOTIONS?    ☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU MAKE PROGRESS?    ☐ YES | ☐ NO | ☐ UNSURE

UNDERSTAND AND RESPECT WHO YOU ARE?    ☐ YES | ☐ NO | ☐ UNSURE

WAS FUN AND ENGAGING?    ☐ YES | ☐ NO | ☐ UNSURE

HELPED YOU MAKE NEW FRIENDS/CONNECTIONS?    ☐ YES | ☐ NO | ☐ UNSURE

# Young People's Session Evaluation

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**PLEASE FEEL FREE TO TELL US ANYTHING ELSE (WHAT YOU ENJOYED, ETC.):**

**IS THERE ANYTHING YOU WOULD CHANGE ABOUT THIS REACHOUT 2.0 SESSION/ACTIVITY?**

**PLEASE RATE YOUR OVERALL SATISFACTION WITH THE SESSION/ACTIVITY:**

| NOT SATISFIED | QUITE SATISFIED | NEUTRAL | VERY SATISFIED | EXTREMELY SATISFIED |

**THANK YOU FOR YOUR TIME WITH COMPLETING THIS QUESTIONNAIRE.**