

## A Boy's Head

In it there is a space ship  
and a project  
for doing away with piano lessons.

And there is  
Noah's ark,  
which shall be first.

And there is  
an entirely new bird,  
an entirely new hare,  
an entirely new bumble-bee.



There is a river  
that flows upwards.

There is anti-matter.

I believe  
that only what cannot be trimmed  
is a head.

There is much promise  
In the circumstance  
That so many people have heads.

*Miroslav Holub*

## Talking Points

What does the poet say is inside this boy's head?

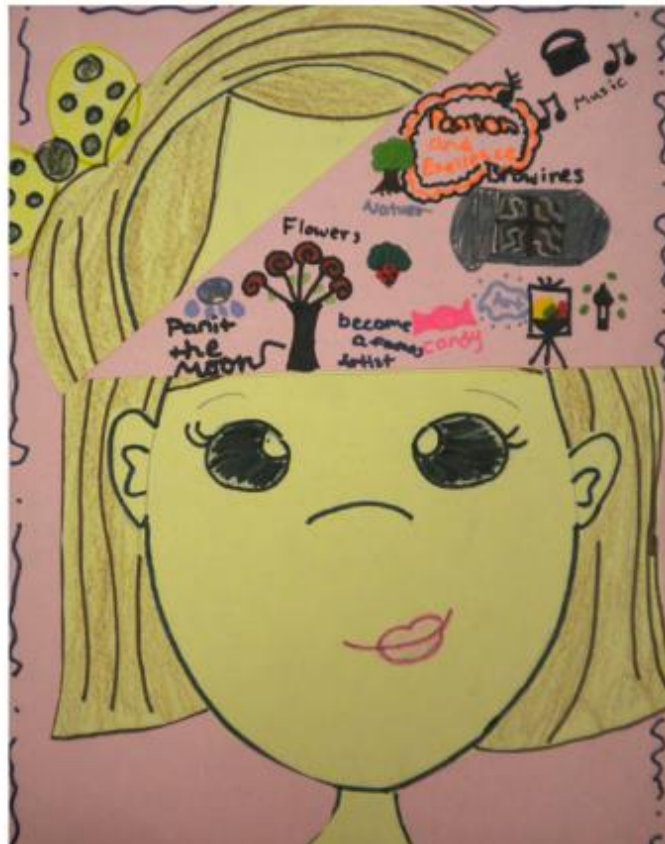
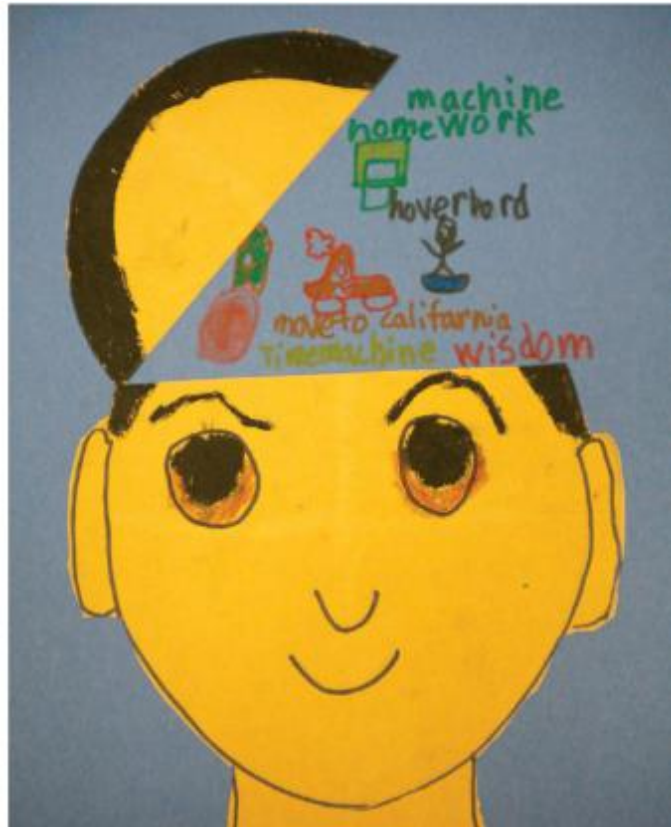
What do you think that the last three lines mean?

How does the poet make this a memorable poem, even without rhyme or obvious pattern?

The poet chose to write this poem about a boy. Would it have been different if it was about a girl?

What would the poem be like if it were about you?  
What thoughts and ideas do you have in your head?

## Examples



Unit 1 Day 2

## **Warm Up Games**

Use warm-up games that will help children to start moving, working together and giving attention to one another. These are some examples:

### **Secret Leader**

<https://www.dramatoolkit.co.uk/drama-games/item/group-cohesion/secret-leader>

### **Yes Let's**

[https://www.dramatoolkit.co.uk/drama-games?view=item&item\\_id=32](https://www.dramatoolkit.co.uk/drama-games?view=item&item_id=32)

### **Trust Walk**

<https://www.dramatoolkit.co.uk/drama-games/item/trust/trust-walk>

*Unit 1 Day 3*

# Object



*Unit 1 Day 3*

## Narration - What do you do with an idea?

One day I had an idea. It seemed kind of strange and fragile. I walked away from it. I acted like it didn't belong to me. But it followed me.

It wanted food. It wanted to play. Actually, it wanted a lot of attention. It grew bigger. We became friends.

Other people laughed at it. They said it was no good. They said it was a waste of time. I almost listened to them.

I took care of it. I protected it. I fed it good food. I worked with it. I played with it. I gave it attention. It made me feel more alive. It made me feel I could do anything. It encouraged me to think big. And then to think bigger.

Then, something amazing happened. It changed before my eyes. It spread its wings, took flight and burst into the sky. It went from being here to being everywhere. It changed the world.

## **Suggested Music – Ryuichi Sakamoto**

Use CDs or downloads of any appropriate pieces of music that you know or that the children like.

Instrumental music is best, but songs work well too.

If possible, create a simple playlist so that you can skip from track to track as children dance and move.

These suggestions (all by Japanese composer – Ryuichi Sakamoto) might fit particular scenes of the narration, or you may choose to you one for the whole piece.

### **Energy Flow**

[https://www.youtube.com/watch?v=btyhpyJTyXg&ab\\_channel=yamahaU3](https://www.youtube.com/watch?v=btyhpyJTyXg&ab_channel=yamahaU3)

### **Amore**

[https://www.youtube.com/watch?v=dMeDgrD4yXQ&ab\\_channel=sayflow](https://www.youtube.com/watch?v=dMeDgrD4yXQ&ab_channel=sayflow)

### **The Seed and the Sower**

[https://www.youtube.com/watch?v=TsUlqSfqgqs&ab\\_channel=RaynaEnomoto](https://www.youtube.com/watch?v=TsUlqSfqgqs&ab_channel=RaynaEnomoto)

### **Bibo No Aozora**

[https://www.youtube.com/watch?v=xsOt1RYTXL4&ab\\_channel=RyuichiSakamoto-Topic](https://www.youtube.com/watch?v=xsOt1RYTXL4&ab_channel=RyuichiSakamoto-Topic)

### **Happy End**



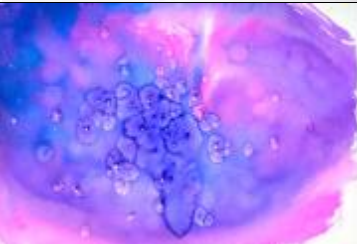
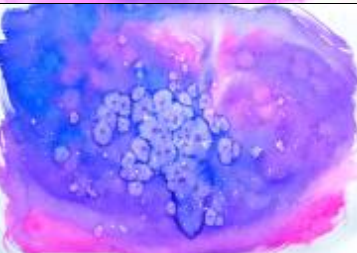
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*Unit 1 Day 3*



## Night Sky Painting - Instructions



|   |  |
|---|--|
| <p>Choose a limited palette of colours. Drip watercolour paint, using pipettes if possible.</p> |  |
| <p>Do a wash with a wet brush</p>   |  |
| <p>Sprinkle with coarse salt</p>  |  |
| <p>When dry, flick with diluted white paint</p>   |  |

Full instructions on: <https://www.adventure-in-a-box.com/painting-space-watercolours-kids/>

Unit 1 Day 4



Colouring Sheets



