

- b. "Try taking this technique into your poem and shifting perspectives. What do you notice when you look at something up close?"
 - c. "How does what you notice shift as you pull back and look at it from far away, and look at the context around it?"
 - d. "If anything interesting comes up, add it to your poem."
- 11. When students have had time to write, but before they become disengaged, call the group back together.**
- 12. Facilitate poem sharing in a way that works for your group, being clear that students only need to share what they have written if they want to.**
- a. Students could share poems in a number of ways. If there is time, individuals could read a whole poem or part of a poem to the group. Students could also pair off and share a poem or part of a poem with a partner.
- 13. After each student shares a poem, respond evenly, thanking them for their vulnerability and avoiding judgmental or evaluative statements.**
- a. Have an even response after each student shares. Do not, for example, say "OK, thanks" to one student and "Wow, oh how amazing, what a great poem!" to the next.
 - b. Thank each student who shares for their courage and vulnerability, giving a similar response each time.
 - c. Avoid evaluative statements. This can shut students down. The goal here is for students to notice and record their experience. As long as they did that, they are successful.
- 14. Point out how sharing poems is an opportunity to learn from each other as a community.**



- a. "Thank you all for sharing your words with us."
- b. "We all have different perspectives, ideas, and experiences. Listening to one another helps us learn from one another, and this strengthens us as a community."

15. Tell students that they can include short poems in their future journal entries and use this technique in the future, reminding them to distinguish between what they observe and what they feel.

- a. "When you have personal thoughts, ideas, or feelings that arise while you are journaling, you can write them down in your entries along with your observations."
- b. "This can help you form deeper memories of your experiences, and can be a way to keep learning about yourself and enrich your experience."
- c. "As you do this writing, remember to make note of when you are recording an observation and when you are recording an idea, emotion, or thought."

DISCUSSION

Lead a discussion using the general discussion questions. Intersperse pair talk with group discussion.

General Discussion

- a. "What was it like to spend time writing a poem in nature?"
- b. "Did anything surprise you as you were writing?"
- c. "What were some interesting or unexpected observations or insights you came to?"
- d. "How might you include poems in your future journal entries?"

FOLLOW-UP ACTIVITY

Simile and Metaphor Poems

Engage students in writing simile and metaphor poems. Encourage students to look for parts of their surroundings that remind them of themselves, and to write them into a poem. You can say, for example: "Maybe, like the squirrel, you are watching everything closely, storing seeds for a more difficult time. Maybe you feel you are a spider web, because you make connections between many things. Maybe you are like a butterfly, like a cloud, or like a tree. Only you will know! You can include these thoughts in your poem, describing what you see and connecting that to who you know yourself to be."

Sharing Poetry

Look for examples of short, relevant poems to share with students in the field. This may become a part of your regular opening or closing ritual.