

Meet Our Authors: Michael Rosen

Teaching ideas for *Hot Food* (from *The Hypnotiser* video poetry book:

<http://www.michaelrosen.co.uk/hypnotiser.html>) (P3-P6)

The Hypnotiser video poetry book is an absolute must, especially if you have not been lucky enough to see Michael Rosen perform live. This out-of-print anthology was brought back to life when Michael asked his son Joe to film him performing the book for his website. The poems are funny, but many are moving and thought-provoking too, dealing with quite sensitive issues. You may want to download your chosen selection for younger children to view. *Hot Food* is a good starting point, and a poem that Michael often performs on tour. It only lasts a minute, and you will certainly want to watch it more than once!

Suggested learning experiences

- Perform poem as a group
- Explore what makes a poem
- Explore onomatopoeia and synonyms
- Make a storyboard about mealtimes
- CC – explore eating actions through mime and dance
- CC – make a model of a favourite meal
- CC – investigate table manners

Overview of possible learning outcomes (at Second Level unless stated)

| Listening & Talking | Reading | Writing |
|---|--|--|
| Comment on choice and use of language in the poem Comment on ideas and techniques – including performance by Michael Rosen Explain choices, give reasons for preferences Enjoy using and choosing language Plan a prepare a performance Comment on the performance of others | Discuss style and language features and the impact of Rosen’s performance on the ‘reader’ Identify poetic language features Enjoy choosing and using language Investigate onomatopoeia and synonyms | Collect, select, organise and present ideas as calligrams and as storyboards |

Warming up

1. **Think, pair, share** – see “Teaching ideas for developing poetry” for details of this activity.

2. **Perform** – why not see if you can learn *Hot Food* off by heart and give your own performance, perhaps in a group of three or four? If possible, make an audio or video recording

Listening and talking: *plan and give a performance in a group*

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Digging deeper

1. **What makes a poem?** – what is it about *Hot Food* that lets you know it's a poem? When did you realise it was a poem and not just Michael telling a story? Brainstorm your ideas about what makes a poem. Look out for these things when you are reading or listening to other poems.

Listening and talking: *discuss your ideas about what makes a poem*

Writing: *record your ideas about what makes a poem*

- **What makes a performance?** – watch other videos from The Hypnotiser. What does Michael do to bring his poems to life? What do you like? What do you dislike? Agree some tips for poetry performances based on your viewing.

Listening and talking: *listen to and discuss the poem in pairs and as a group*

Ways with words

1. **Sound effects** – Michael makes the sound of blowing on the potato, and the sounds of putting it in his mouth. How might these look on the page? Words that try to sound like their meaning are called *onomatopoeic* words. Collect your favourite sound words and try to say what they mean and where or how they would be used. Comics can be a good place to look! You could turn some of them into calligrams using Word Art or by making a drawing of your own.

Reading: *collect onomatopoeic words*

Writing: *make an annotated collection; make calligrams to show meaning*

2. **Synonyms: hot** – what other words can you find for hot? Use a thesaurus and collect them on card, with their meaning on the back, then make a washing line, arranging them from the coolest to the hottest. You could do the same for cool words!

Reading: *collect synonyms for "hot"*

Writing: *arrange them, with their meanings, in a continuum*

Working towards writing

1. **Mealtimes** – what happens at mealtimes in your house, or at school? Does anything ever go wrong? Is there a story to tell? Create a storyboard of a memorable mealtime.

Writing: *make a storyboard of a memorable mealtime*

Cross-curricular connections

- **Mime and dance** – Michael Rosen mimes the eating of hot potato in the video. What other everyday actions can you mime for the class to guess? Take one action and begin to exaggerate the movements and think about how you could repeat them, link them, travel to new spaces between them – and gradually develop a dance sequence.

- **Make a model**– what is your favourite meal? Create a 3-D version of it using clay or sponge or fabrics.

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- **Find out about food** – what do we need to eat each day? What makes a balanced diet? Research a healthy menu for breakfast/lunch/tea. What diseases/illnesses happen because of poor diets?
- **Table manners** – what are they? Where did they come from? Why do we have them? What table manners do you know?

Homework suggestions

- Add to your sound effect words and your synonyms for 'hot'.
- Collect synonyms for cold; arrange them in order; illustrate them.
- Collect pictures of healthy foods from magazines. Sort them into related groups and make into a collage or a pie chart showing the correct percentage of each food-type that we should have in a healthy diet.
- Keep a food diary – do you get your five a day? What fruit and veg do you have each day?
- Keep a food diary - make a bar chart to show the number of portions of different types of food in your meals over a week.