FOUND POETRY INSTRUCTIONS

After reading the opinion piece by David Marr and with your teacher's guidance, construct your own found poem using key words or phrases from the original text. Your found poem should communicate a message or provide meaning about compassion with respect to seeking asylum and refugees. This could be through addressing relevant issues that have been address in the lesson or aspects of seeking asylum, such as:

• Reasons for fleeing homes
• Challenges endured or faced
• Conditions in detention centres
• Various responses from different members of the community
• Emotional toll of seeking asylum
• Issues related to children seeking asylum

1. Carefully read the opinion column and look for words and phrases that stand out. Highlight those that you find particularly powerful, moving, or interesting in terms of communicating and aspect or cause or consequence of fear and compassion.

2. Make a separate list of the details, words and phrases you underlined, keeping them in the order that you found them. As you go through the opinion piece again, you might add to the original list.

3. Read your list carefully and delete anything that is dull or doesn't seem right for a poem about compassion and fear. Your original list might be very long, in which case you should try to cut your original list in half.

4. As you look over the revised list, think about the tone that words and phrases you've selected conveys. The words should communicate compassion in some way, so ensure that you have words that communicate these emotions and feelings.

5. You can make minor changes to punctuation or variations to words to make them fit together (such as change the tenses, possessives, plurals, and capitalizations).

6. Your found poem is beginning to take shape! If you feel you absolutely need to add a word to make the poem flow more smoothly, to make sense, to make a stronger point, you may add up to three words of your own. Only three!

7. Read back over your edited draft again and make any deletions or minor changes. Give your poem a title.

8. Finalise the poem to enhance the overall effect and construction of meaning about fear. Copy the words and phrases into your workbook or type them in a word processing document. Space or arrange the words so that they're poem-like. Pay attention to line breaks, layout, and other elements that will emphasise important words or significant ideas in the poem:

    a. Read aloud as you arrange the words! Test the possible line breaks by pausing slightly. If it sounds good, it's probably right.

    b. Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or allruntogether.

    c. You can also put key words on lines by themselves.

    d. You can shape the entire poem so that it's wide or tall or shaped like an object (say a heart?).

    e. Emphasise words by playing with boldface and italics, different sizes of letters, and so forth.

9. At the bottom of the poem, indicate that the words in the poem came from an opinion piece by David Marr. For example, From "The Nauru files are raw evidence of torture. Can we look away?" by David Marr.

10. Be prepared to display or perform your found poem to the class.

Instructions adapted from "Found and Headline Poems" from Getting the Knack: 20 Poetry Writing Exercises by Stephen Dunning and William Stafford and Read Write Think - available from http://www.readwritethink.org/files/resources/lesson_images/lesson33/found-poem-instructions.pdf

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