



**Task Title: Write a Poem**

**OALCF Cover Sheet – Practitioner Copy**

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**Task Description:** The learner will write a poem to express themselves.

**Main Competency/Task Group/Level Indicator:**

- Communicate Ideas and Information/Express oneself creatively/B4

**Materials Required:**

- Pen/pencil and paper and/or digital device

## Learner Information

People of all ages and from all cultures write poems for a variety of reasons. Writing a poem is a unique way to express your observations, ideas, or feelings about the world around you. Students are often asked to write poems to practise their writing. There are many styles of poetry, but in all styles the writer uses descriptive words to paint a picture of an observation, idea, or feeling for the reader. Poems often have a rhyming or rhythmic structure. They are typically shorter than stories or essays.

Read the four Sample Poems.

## Sample Poems

### ***Sample Poem 1***

(Untitled)

Snow-covered pine trees  
line the frozen pathway home,  
but we turn away.  
The world is a lake of ice,  
and we have one warm hand each.

### ***Sample Poem 2***

(Untitled)

Water  
Restless, rugged  
Flowing, crashing, smashing  
Creator of valleys and crests  
Power

### ***Sample Poem 3***

Bears

Bears are  
creatures that  
slash their  
mighty claws  
to fish for  
their prey  
In the winter  
they lie  
like a rock  
and wait  
for the  
dawn of spring

### ***Sample Poem 4***

Skunk

See me  
White and black,  
If I spray you don't come back.  
I am coming through.  
Move away or I might just spray  
you.  
I am shy as you can see.  
So go away and let me be.  
Please leave! I told you to  
Ssssssssssspray  
I sprayed you.

## Work Sheet

**Think of an observation, idea, or feeling you would like to put into descriptive words or use an idea from the following list:**

• Love	• Winter
• Spring	• Summer
• Autumn	• Rain
• Wind	• Mountains
• Rivers	• Lakes
• Marriage	• Money
• Education	• Health

**Task 1: Create a poem to express your observations or feelings. You can use any style of poetry you prefer.**

Answer:

## Answers

Answers will vary.

As with any creative work, marking a poem can present challenges. The instructor may wish to develop their own rubric to share with the learner, outlining the basic requirements for the poem such as suggested topics, number of lines or stanzas, and features expected (e.g. specific structures such as open or haiku, or the use of literary devices). Check-mark rubrics can be particularly effective for creative work.

Expressing oneself creatively produces vulnerability. In order for learners to feel comfortable with writing poetry in the classroom, a climate of trust and confidentiality must be established between instructor and learner. Sensitive or controversial topics must be handled with care. The instructor may wish to institute a consistent marking period for creative work, allowing for a day or two to consider the work before making any comment. The instructor's considered written or oral response (feedback) to creative work is often more important to the learner than the mark or grade. Feedback should be designed not only to assess the work but to encourage the creative spirit.

Task Title: WriteAPoem\_SI\_B4

### Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B4	Express oneself creatively through poetry			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

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Learner (print):

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