

## Glimpses

*On Jack's jumper  
a burr  
clings.*

*In the field  
grass flows  
with the wind.*

*Jack*

*Through the mincer  
meat squidges. Kian Hume*

*Under the oak leaf  
a spangle gall  
spreads like a star.*

*Maia*

*On the woody nightshade  
tiny tomatoes  
hang.*

*Jack*

*Behind the fence  
the teasle  
sways.*

*Louella*

*Inside the ash tree  
the branches creak  
like an old sailing ship.*

*William*

We used this technique to encourage children to look closely at specific details in specific locations during our Autumn hedgerow walk. It also provided an opportunity for identification of plants and creatures, showing the power of knowing the name of what you're describing – not just plant but woody nightshade! Such a short form can be inviting to less confident writers and it begins to develop the idea that 'A poem is the most powerful thing you can say in the shortest possible space'. (Charles Causley).

## Guidelines:

- Zoom in on a plant or a creature in the hedgerow
- Notice exactly where it is – under, on, against, above...
- Notice what it is doing – dangling, hovering, spinning...
- Catch your glimpse in a three line stanza, like this:

Line 1: where it is (preposition + plant or creature)

Line 2: its name - and perhaps another detail about it

Line 3: what it's doing – (verb)

Throughout the workshops we encouraged participants to play with ideas, words, materials. The two poems below were also written after the hedgerow walk. Both show this element of play with what the writers had seen and learned.

The Amazing Hedge  
where beech leaves twist,  
ivy leaves turn to the beech leaves,  
and lady's bedstraw  
once used as a mattress  
grows below!

*Denver*

Acorn, acorn, acorn,  
shiny and smooth,  
wearing a hat, a rough old hat,  
high in the sky,  
come down please,  
come down please,  
acorn, acorn, high in the sky.

*William*

Lydia Fulleylove