

The Christopher Salmon Foundation  
in partnership with  
Wirral Poetry Festival and Wirral Libraries  
announces

# The Christopher Salmon Poetry Competition 2023

## For poems on the theme of Sunshine

For people in Wirral aged 19 years and under,  
in full-time education. Entry is FREE.

Prize of £100 for each of five age categories:

7 and under 8-11 11-13 14-16 16-19

Entry closes on Friday 31 March 2023

For full details visit:

[www.wirral.gov.uk/libraries](http://www.wirral.gov.uk/libraries)

[wirralpoetryfestival.org.uk/christophersalmon](http://wirralpoetryfestival.org.uk/christophersalmon)

[www.chrissalmon.org.uk](http://www.chrissalmon.org.uk)



# The Christopher Salmon Poetry Competition 2023: Sunshine

## Teacher Resource Pack

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# The Christopher Salmon Poetry Competition 2023: Sunshine

The Christopher Salmon Foundation in partnership with Wirral Libraries and Wirral Poetry Festival presents 'The Christopher Salmon Foundation Poetry Competition 2023' for poems on the theme of 'Sunshine'. Please share this creative opportunity widely.

For entrants under 19 years, living or being educated in Wirral, entry is free.

A £100 prize will be awarded to the winner of each of the following five age categories:

age 7 and under (KS 1)

age 8 to 11 (KS 2)

age 11 to 13 (KS 3)

age 14 to 16 (KS 4)

age 16 to 19 (in full time education)

**Closing date for all entries: Friday 31 March 2023.**

full entry details are available from

<https://wirralpoetryfestival.org.uk/christopher-salmon-poetry-competition-2023/>

## About the Christopher Salmon Foundation

“Sadly on the 5th of February 2009 our youngest son Chris Salmon passed away very suddenly aged just 15, from a streptococcal virus and pneumonia. He was a loving, caring boy with a charismatic smile who had so much still to give and we his Parents and Brother wanted his memory to live on and to do this we have set up the Christopher Salmon Foundation. We hope that from reading this website <http://www.chrissalmon.org.uk/> you may be able to get an insight into Chris's life and to what we his family hope to achieve with the funds we raise. With grateful thanks for your support.”

*Julie, Rich and Jonny Salmon*

## Aims of the Charity: Medical Research and Educational Projects

The Christopher Salmon Foundation charity has two aims: firstly, to raise funds to help pay for some research into the streptococcal virus that cruelly robbed Chris of his young life, in the hope that in future no other family has to go through the heartbreak his have; secondly, to fund educational projects such as the annual poetry competition they run in conjunction with Wirral Library Service.



# The Christopher Salmon Poetry Competition 2023: Sunshine

## Teacher Resource Pack

Welcome to this teacher resource pack created by Ali Harwood. It has been created for schools taking part in the 2023 Christopher Salmon Poetry Competition for people under 19 years living or at school in Wirral. The theme for the competition in 2023 is 'Sunshine'. We hope this pack will encourage even more teachers to get their classes to submit poems.

In this pack, I have attached resources in the form of poems and templates for teachers, parents, carers and their young people. All of these resources can be used and adapted across the key stages – the suggestions are meant as guidance.

### KS1: a Question and Answer poem

Resources: examples of a sun poem, a pigeon poem and a blank sun template.  
Differentiation: What Else? You could draw your answers instead. If you like, you can miss out questions or invent questions of your own.  
Extension: CHALLENGE! Can you use powerful adjectives like 'amazing', 'awesome' and 'important'?

### KS2: an Acrostic poem

Resources: a 'bird' poem and a blank pro forma for 'sunshine'.  
Differentiation: several appropriate verbs are listed to initiate ideas.  
Extension: CHALLENGE! Can you use adverbs in your poem? E.g. quickly, sometimes, here

### KS3/KS4: a Feelings and Emotions poem

Resources: a 'moon' poem example and a blank pro forma for the sun.  
Differentiation: What Else? Draw characters showing their different emotions in different situations relating to the sun.  
Also, many feelings/emotions words are provided  
E.g. happy sad excited bored surprised frustrated hopeful worried angry jealous accepted distracted focused tired energetic calm nervous confident excited proud  
Extension: CHALLENGE! Can you use figurative language (similes, metaphors and personification) in your poem?



# The Christopher Salmon Poetry Competition 2023: Sunshine

## Teacher Resource Pack

I have included 3 additional poems that may give some help with writing poems for the competition:

'Peace Acrostic' provides another example of an acrostic and was written following my involvement in creating learning globes with Liverpool Lighthouse and Flourish and Succeed for The World Reimagined in 2022. In its five lines, the sun is mentioned as a part of a recipe for peace.

'Sunshine' may be used as a metaphor for peace and harmony in a similar way.

'Let's Play Ball' was written to perform under Luke Jerram's 'Gaia' in Liverpool Cathedral and concerns the world we live on. The sun is again referenced. Perhaps young poets could go on a fantasy voyage around the sun.

'The Waters Hear' was written to accompany the ten paintings I was commissioned to paint by Cammell Laird - to commemorate vessels, their builders and their crews - that were made by the Wirral shipyard and served in the Battle of the Atlantic. When exhibited at Birkenhead Priory in 2021, it was as part of the Wirral Poetry Festival and Wirral Festival of Firsts' Art Trail in Churches.

The sun is mentioned in the first and last stanzas: it acts as a symbol of guidance and hope during dark times. Also included is an extra page showing visitors to the Chapterhouse at Birkenhead Priory during the exhibition.

### Additional Suggestions:

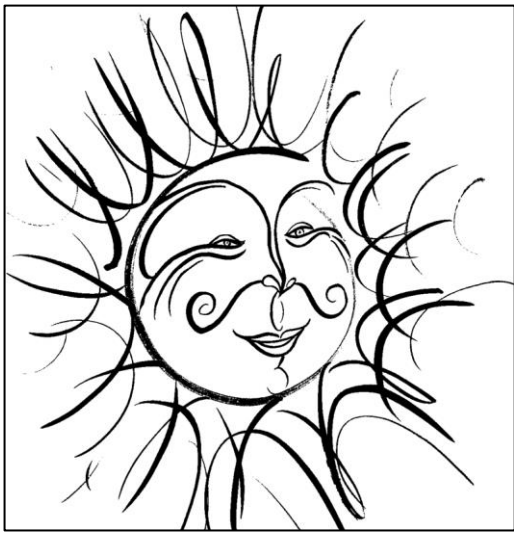
As well as the Question and Answer poem, the Acrostic poem and the Feelings and Emotions poem suggestions shared here, you may consider these poetic ideas for the young people in your care:

Kenning, Haiku, Tanka, Sonnet, List poem, Conversation poem, Letter poem.

Additionally, you or your young people may have additional creative outlets to make poetry on the theme of sunshine. For example, creating art showing the sun and its effects, then writing about your artwork.







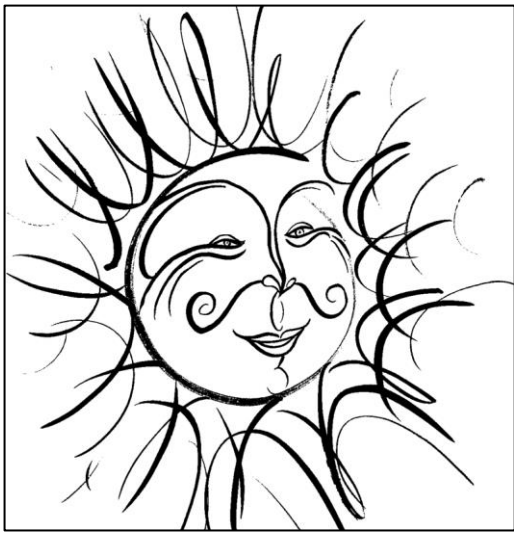
**TASK: Can you create a  
QUESTION AND  
ANSWER POEM?**

## **QUESTION AND ANSWER POEM: The Sun**

<b>Questions</b>	<b>Answers</b>
What name do I like people to call me?	
How would I describe what I look like?	
How do I have fun?	
Who are my friends and family?	
What's my special talent?	
What am I proud of?	
What's the best thing about being me?	

**CHALLENGE!** Can you use powerful adjectives like 'amazing', 'awesome' and 'important'?

What Else? You could draw your answers instead.  
If you like, you can miss out questions or – even better –  
invent questions of your own!



**TASK: Can you create a  
QUESTION AND  
ANSWER POEM?**

## QUESTION AND ANSWER POEM: The Sun

Questions	Answers
What name do I like people to call me?	My name is sol in Spanish. My name is tàiyáng in Mandarin. My name is sun in English
How would I describe what I look like?	You should never look directly at me because I can hurt your eyes. I am a big yellow star of bright, burning gas.
How do I have fun?	I give out heat and light and make enormous amounts of energy.
Who are my friends and family?	My closest friends are Mercury, Venus and Earth but I keep many more planets in line.
What's my special talent?	I influence how and when food grows. I even affect when you are asleep and awake!
What am I proud of?	Without my gravity, the Earth would go spinning off into space.
What's the best thing about being me?	I am not alone as I am one of more than 200 billion trillion stars in the universe (200,000,000,000,000,000,000,000 stars).

**CHALLENGE!** Can you use powerful adjectives like 'amazing', 'awesome' and 'important'?

What Else? You could draw your answers instead.  
If you like, you can miss out questions or – even better –  
invent questions of your own!



**TASK: Can you create a  
QUESTION AND  
ANSWER POEM?**

## QUESTION AND ANSWER POEM: The Wood Pigeon

Questions	Answers
What name do I like people to call me?	My name is Wood Pigeon... or <i>Columba palumbus</i> to scientists... I don't like being called a rat with wings.
How would I describe what I look like?	I am shades of grey and more. My colours include purple and green. I see sharply with pale yellow eyes.
How do I have fun?	I like to coo and clatter in flight, eat cabbages, sprouts and peas and grain.
Who are my friends and family?	I gather in flocks on trees and roofs and look out for incoming crows.
What's my special talent?	I bob my head when I walk so the world won't be a blur.
What am I proud of?	I am admired from India to China, from the United Kingdom to the Silk Road. I am valued around the whole wide world!
What's the best thing about being me?	I am brave and curious and it's fantastic to be able to fly!

**CHALLENGE!** Can you use powerful adjectives like 'amazing', 'awesome' and 'important'?

What Else? You could draw your answers instead.  
If you like, you can miss out questions or – even better –  
invent questions of your own!





# BIRD ACROSTIC

*'Liverpool Liver Birds, up on your domes,  
are those your outposts or are they your homes?'*

There are many birds – including seagulls –  
around Merseyside. They are full to the  
brim with personality and they are often  
both noisy and active!

**Acrostic Poetry:** In acrostic poems, the first letter of each  
line spells a word. The word is the subject of the poem.

## **TASK: Can you write a BIRD ACROSTIC POEM?**

I've listed a few verbs (doing and being words) below  
that may get you going on your poem:

balancing, browsing, becoming  
imagining, inhabiting, insisting  
reaching, returning, rising  
dancing, delighting, delivering

Balancing on the air with beating feathered wings

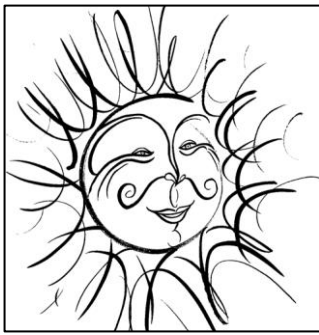
Inhabiting the sky and our soundscapes as you sing

Rising high, you flap and fly and sometimes you soar

Dancing through our days and dreams and more

**CHALLENGE!** Can you use adverbs in your poem?  
E.g. quickly, sometimes, here

What Else? Why not write an acrostic poem  
about a different word like 'sunshine', 'star' or 'light'.



# SUNSHINE ACROSTIC

The sun affects many things: each one of us,  
the world around us and the space beyond us...

**Acrostic Poetry:** in acrostic poems, the first letter of each line spells a word. The word is the subject of the poem.

**TASK:** Can you write a **SUNSHINE** acrostic poem?

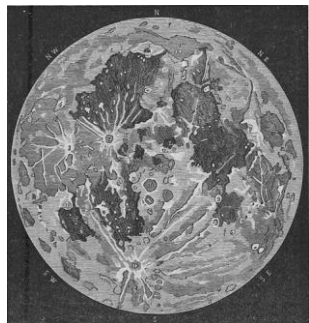
I've listed a few verbs (doing and being words) below  
that may get you going on your poem:

shining, setting, showing / uncovering, unleashing, uniting  
nourishing, nagging, noticing / sending, searching, sharing  
heating, healing, helping / igniting, injuring, illuminating  
needing, navigating, negotiating / enriching, enraging, enabling

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**CHALLENGE!** Can you use adverbs in your poem?  
E.g. quickly, sometimes, here

# FEELINGS AND EMOTIONS POEM: THE MOON



We all experience a range of feelings and emotions in our lives.  
Sometimes we are happy, sometimes sad, often something  
different and often a mixture of many moods!

**TASK:** Can you write a feelings poem  
about the moon?

When experiencing the moon, think about times when someone or something  
may feel any of these emotions below or choose some others.

When was this? Where was this? Why was this?

*happy sad excited bored surprised frustrated hopeful worried angry*  
*jealous accepted distracted focused tired energetic calm nervous*  
*confident excited proud*



In 1888, Scottish-born astronomer Williamina Fleming  
*Focused* and *proud* on discovering the Horsehead Nebula  
Perhaps she'd be *surprised* now on discovering  
on the dark side of the moon  
the Fleming Lunar Crater is named after her...  
...and distant relation Alexander.

Some skywatchers are *frustrated* when the moon's full and bright  
As it takes the shine away from the distant stars of night

*Dispirited* shipwrecked sailors  
*Despondent* in the dark when they're losing their spark  
Become *buoyed* by the reflected light the moon lands and marks

Recently, up in space, Jessica Watkins couldn't take her eyes off the moon,  
As geologist and astronaut, she's *determined* to land there  
and *hopeful* that it's sometime soon.

**CHALLENGE!** Can you use figurative language  
(similes, metaphors and personification) in your poem?

What Else? Draw characters showing their different  
emotions in different situations relating to the moon.

# FEELINGS AND EMOTIONS POEM: THE SUN



We all experience a range of feelings and emotions in our lives.  
Sometimes we are happy, sometimes sad, often something  
different and often a mixture of many moods!

**TASK:** Can you write a feelings poem  
about our sun?

When experiencing the sun, think about times when someone or something may  
feel any of these emotions below or choose some others.

When was this? Where was this? Why was this?

*happy sad excited bored surprised frustrated hopeful worried angry*  
*jealous accepted distracted focused tired energetic calm nervous*  
*confident excited proud*



**CHALLENGE!** Can you use figurative language  
(similes, metaphors and personification) in your poem?

What Else? Draw characters showing their different  
emotions in different situations relating to the sun.

## peace acrostic

Peace is a garden and so must be tended  
Each planted seed is unique and yet blended  
Attend with a water, a talk and the sun  
Contend with the weeds, know the deed's never done  
End with beginnings, ascend what's begun

*Ali Harwood*







## let's play ball

It's boss, this ball where we belong:  
our marble in the sky.  
Here we blend and make and mend;  
it's marvellous to fly.



Let's rise through stratus, soar beyond and  
see our world anew.  
Across, apace, let's swim the skies.  
Now dive into the blue.

We marine explorers breach  
and reach from sea to land  
and leap the waves that break and lap;  
make castles out of sand.

The sun, it beams upon the grains –  
all seven-and-a-half quintillion.  
Yet stars outnumber sand by far:  
seventy thousand million million million.

From single-celled bacteria  
to fungi, plants and creatures -  
as we turn, let's learn and act  
like we are lucky to be here.

Through fire and ice, we warm and cool -  
our see-saw civilizations.  
Let's listen to our pregnant hills.  
Gobekli Tepe beckons.

Our boss is what we ride upon,  
we astronauts and farmers.  
Let's be brave adventurers  
and cultivate what charms us.

*Ali Harwood*





## The Waters Hear (an extract)

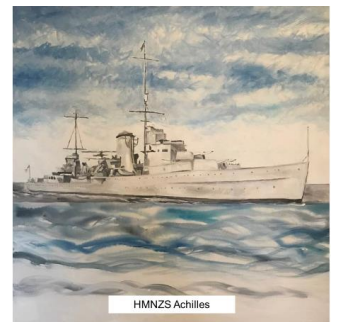
The sun your compass, Inglefield  
Whose role encompassed sword and shield.  
From Mersey berth through White Sea threat,  
For ships you mind, Archangel's met.  
The waters hear our hopes and fears;  
Let's set a course both bright and clear.



Towards the stars, the Kite still flies  
Yet in its wake, the broken cries  
Of brooding lines who question why  
So many fledgling men did die.  
The waters witness what we feel;  
Can beaten wings forgive and heal?



Achilles, brave at River Plate  
Three cruisers act to check then mate  
A battleship that struck nine times  
Before she was herself confined.  
As waters fill the holes we make,  
Ought we to seek to mend, awake?



Mauretania, painted grey  
To transport troops both night and day.  
Half a million miles you roam  
Around the world and far from home.  
The waters hear as peace is won.  
Renewed, you sail towards the sun.

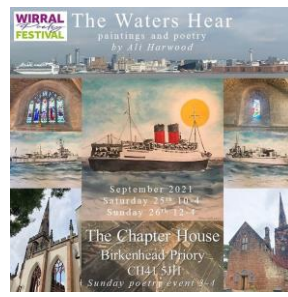


*Ali Harwood*



# The Waters Hear

an exhibition of  
paintings and poetry  
by *Ali Harwood*



At Liverpool Parish Church, Birkenhead Priory and Western Approaches HQ



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## Teacher Resource Pack

some online links:

### KS1 and KS2:

NASA Science Space Place <https://spaceplace.nasa.gov/menu/sun/>

Kids Britannica <https://kids.britannica.com/kids/article/Sun/353824>

BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zgwxfg8/articles/z6w8jhv>

### KS3 and KS4:

BBC Astronomy & Space (KS3) <https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/5>

BBC The Solar System (GCSE) <https://www.bbc.co.uk/bitesize/guides/zt2fcj6/revision/2>

### General:

Wikipedia <https://en.wikipedia.org/wiki/Sun>

National Geographic facts about the sun [https://www.youtube.com/watch?v=2HoTK\\_Gqi2Q](https://www.youtube.com/watch?v=2HoTK_Gqi2Q)





# The Christopher Salmon Poetry Competition 2023: Sunshine

## Teacher Resource Pack

### National Curriculum links:

#### **KS1: a Question and Answer poem**

Writing (composition)

Y1: re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.

Y2: writing poetry; writing for different purposes; writing down ideas and/or key words, including new vocabulary; read aloud what they have written with appropriate intonation to make the meaning clear.

#### **KS2: an Acrostic poem**

Writing (composition)

Y3/Y4: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas; read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Y5/Y6: noting and developing initial ideas, drawing on reading and research where necessary; selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

#### **KS3/KS4: a Feelings and Emotions poem**

Writing

KS3: write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including poetry and other imaginative writing; applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form; amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.

KS4: selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context; make notes, draft and write; revise, edit and proof-read through reflecting on whether their draft achieves the intended impact, restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

