

## Teaching Chapter Two – Your Voice - Transcript

One of the main blockages that you come across when teaching spoken word to, um, specifically teenagers is that they say that they're not interesting, they don't have anything interesting to say, they don't have any stories worth telling, nothing of what they have seen or done or experienced is worthy of writing poetry about. This chapter is about dispelling that myth and getting the student to acknowledge that their personal traits, their beliefs and their experiences all contribute to their voice and is a great starting point, it's the concrete base for all their stories and great poems. 'Grandmother Glasgow' is a good poem to bring into the programme at an early stage as an example because it's a classic example of poetry telling one story to actually tell another. 'Grandmother Glasgow' is about my relationship with my city but, not being someone who studied its history, all my, um, my knowledge of it, my relationship with it I can directly link to stories, um, and memories about my Gran. So what I wanted to do was tell people a story about where I come from, it comes early in the show so I'm still establishing that connection with the audience and I'm letting them know who I am and where I come from, but by telling stories about my Grandmother to do that I get to talk about Glasgow and what it means to me. I get to say so much about myself and my city and my relationship with my city through stories about my Grandmother. Whether or not it's a story about summer holiday's with a Grandmother, your students will have similar stories about family relations or friends from a long time ago or something that they can talk, tell a lot about who they are and where they come from by telling stories about this person. It's a good example to kind of bring in because there is nothing about 'Grandmother Glasgow' that's extraordinary, nothing extraordinary happens, all of the events and everything that I talk about is extremely humdrum and day to day but it's important to me and it's special to me and I think that in, um, the specificness of the things that happen makes it more, uh, general and relatable. Students will hopefully start to feel that their stories with their Grandmothers or whatever it is, they feel that they can write interesting poems about those things.