

Course Title: Creative Writing Projects

Instructor Name: Angela Brown (angela.brown@csn.edu)

Semester: Spring 2026

Date: Monday 9-10:30am **Virtual**

College Workshop Syllabus

Mental Illness, Relationships, and Storytelling Through Spoken Word

Primary Text: *Home* by Angela Brown

Course Description

Mental Health is about encouraging students to connect poems to emotional experiences to make broader conversations on mental health, without us diagnosing or labeling.

Learning Objectives

By the end of this workshop, students will be able to:

- Analyze spoken-word poetry as a form of emotional and psychological expression.
- Reflect on how love, loss, and secrecy affect personal mental health.
- Create original reflective or creative work inspired by the themes of the text.

Workshop Structure

Assessment

- No Grade

One-Session Workshop Syllabus

Primary Text: *Home* Submitted by Angela Brown

Workshop Duration: 1 hour

Outline Purpose of Workshop

I have students reading poems, reflect on the poem, write something on their own, break out session for 20 minutes to write it, share it, discuss it, reflect experience about it and discuss how spoken word writing can be written as a source to mental illness of the relationships in the spoken word home.

Learning Goals

At the end the workshop the Group will discuss:

- What does the poem mean to you?
- Share your personal experience.

Session Breakdown

- Introducing the workshop
- Establish respect, discussion
- Break out Session spoken word Home
- Open Discussion, reflection and sharing

Materials Needed

- Printed copies of *Home*

60 MINUET LESSON PLAN SCHEDULE

Spoken Word, Storytelling, and Mental Health Through *Home*

Total Time: 60 minutes

1. Opening & Tone-Setting (5 minutes)

- Welcome students
- Explain that this is a reflective, creative, and respectful
- Emphasize kindness, listening, and no judgment
- Briefly introduce *Home* as a spoken-word piece exploring love, loss, pressure, and emotional struggle

2. Individual Reading of the Poem (5 minutes)

Students read *Home* silently.

3. Reflection Questions (5 minutes)

Students answer a few quick prompts in writing:

- What did you think about the poem
- What emotions did you feel while reading it?
- What did you notice about the relationships in the poem?
- Where do you see emotional struggle or mental-health themes?

4. Creative Breakout Session (20 minutes)

Students create **one** of the following as a reflection of what they got from the poem:

- A spoken-word piece
- A short play or skit
- A short rap or freestyle
- A short song or storyline
- A short narrative scene or monologue

Instructions for the breakout:

- Write freely — no rules, no grading
- Let the emotions or themes from *home* guide the piece
- Focus on what *you* took from the poem:
 - Identity
 - Feeling “outside the circle”
 - Carrying someone in your heart
 - The emotional weight of unspoken truths

5. Sharing Circle (15 minutes)

Students who feel comfortable can share their creative piece.

Guidelines:

- Listen with kindness
- No criticism — only appreciation
- Focus on emotional resonance, not technical skill

After each share, you can ask:

- “What inspired this piece?”
- “What part of the poem connected to your writing?”
- “How did it feel to write your response?”

6. Open Discussion

Students can share:

- What they noticed
- What they related to
- What felt about it

7. Closing Remarks