Haiku – Lesson 1

Lesson Plan

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Learning Objectives: • To understand what the key features of a haiku poem are. • To be able to describe my surroundings, using my five senses.
Key Words: Haiku, Nature, Syllables, Kigo, Seasons, Senses
Main Resources: Presentation: Haiku – Lesson 1 Worksheet: The Five Senses **Additional Resources:** These contain useful background information for teachers as well as ideas, guides, and worksheets to use when introducing haiku. Video: How to Haiku – Beyond 5-7-5 https://www.youtube.com/watch?v=-HRmcKqVmqg Booklet: Beyond 5-7-5 by Paul Conneally https://www.japansociety.org.uk/resource?resource=21

STARTER

- **Slide 1:** Show pupils the image of the frog. Ask them to discuss with a partner or in a group what words they would use to describe this image. You will come back to this image later when reading The Old Pond by Matsuo Basho, one of the most well-known haiku poets.
- **Slide 2:** Introduce the topic of today's lesson. There is a short guided visualisation based on the image to encourage students to imagine the scene and engage their senses. This exercise is optional and should take roughly 2 mins. Follow the script in the presentation notes if including.
- **Slides 3 & 4:** Introduce the lesson's Learning Objectives and Key Words. Do pupils know what any of the Key Words mean? You can return to this slide at the end of the lesson to check pupil understanding.

Estimated Time: 5-7 minutes

INTRODUCE LEARNING

- **Slide 5:** Discuss as a class the questions on the slide. Have pupils heard of the word "haiku" before? Do they know what a haiku is? Have they read or studied any haiku before?
- **Slide 6:** Read The Old Pond haiku to your class twice (as haiku are usually read out loud twice). Let pupils sit and think in silence for a bit, before asking them to discuss with a partner or in a group.

What do they notice about the haiku? You could also ask pupils to consider how this is different to other poems you may have read/studied previously in class.

- **Slide 7:** Explain the key features to pupils. They may have already noticed these when discussing with their partner/group. You can also choose to mention that haiku do not strictly use capitalisation and punctuation, instead making the lines seem more free-flowing.
- **Slide 8-9:** Consider syllables in haiku and the difference between traditional Japanese haiku (which follow a strict 5-7-5 syllable structure) and English ones, which do not have to follow this. Pupils will clap out and count the syllables on the slides.
- At this point you could ask – do they like the fact that haiku are shorter and simpler in terms of style and structure than other poems you have studied? Why or why not?

Estimated Time: 10 – 15 minutes

TASK 1

- **Slide 10:** Introduce that haiku are often seasonal poems, that contain phrases or words that make you think of a particular time of year. Kigo (*key-go*) refers to the word or phrase in a haiku that makes you think of a particular season.
- **Slide 11:** Haiku poets also often use their five senses to help them describe and set the scene of their haiku. Ask pupils if they know what the five senses are. Click on the slide to reveal the answers.
- **Slide 12-16:** With this in mind, pupils will now read the haiku on the slides and think about what season they think the haiku is set in (in pairs or groups), as well as which of the five senses are being described. Ask pupils to feedback their answers, ensuring they share their reasons why (i.e., what is the kigo of each haiku). **For a more challenging version of this task, print out The Haiku Seasons worksheet (page 4 of the Beyond 5-7-5 booklet - see additional resources).**
- Note that there is not necessarily a right or wrong answer for the "season" for some haiku (e.g. dandelions could be spring or summer), or which senses are being described as pupils may have different ideas. Allow them to discuss and consider the word choices and nuances of each haiku.

Estimated Time: 10 – 15 minutes

TASK 2

- **Slide 17:** Hand out The Five Senses worksheet to pupils. Explain that you will now be going outside as a class to gain inspiration in order to be able to write your own haiku in the next lesson. You

could go outside to your playground, the field, or even take a walk to your local park – wherever you feel pupils will best be able to engage in this activity.

- Pupils must fill in the table using words to describe what they see, hear, feel, smell, taste (although taste might be difficult!). Give examples to pupils once outside if needed to help them understand the kinds of things they should be writing down. (For taste, "cool water from the fountain", etc.)
- At the end of this task, gather together and ask pupils to share some interesting words and phrases they have written. Then collect and keep the worksheets so that pupils can use them in the next lesson to write their haiku.

Estimated Time: 20 – 30+ minutes