

Exploring Poetry through Haiku: Journeys

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Lesson 1: Haiku Poetry and Sensory Engagement

Learning Objectives:

Explore the uses of the 5 senses in description to:

- Identify words which explore the senses
- Explore the effect of sensory language
- Explain how sensory language creates meaning

Learning Outcomes:

- Understand the key elements of Haiku
- Learn about how to explore nature and their physical environment through language.

Keywords: Haiku, syllables, sensory language, imagery, senses, seasons

Resources:

- Worksheet: Haiku Poetry and Sensory Engagement (Images of Japan & Hiroshige images)
- PowerPoint: Haiku Poetry and the five senses

Additional Resources:

- Worksheet: Planning sheet
- Hiroshige Images: https://www.hiroshige.org.uk/Tokaido_Series/Tokaido_Series.htm

Task 1: Experience Japan

1. Show students the images on first page of the **Haiku Poetry and Sensory Engagement Worksheet**. Ask them to explore the pictures and write down the connotations they have. Draw out the impressions of Japan that the images suggest. Discuss the seasons. Introduce the idea of the 5 senses – what do the students think they would be able to see, hear, smell, taste, touch/feel here?
2. For extra support, use the Japanese folk song on Cherry Blossoms, *Sakura Sakura*, and discuss: <https://www.youtube.com/watch?v=jqpFjsMtCb0>

Estimated Time: 10 minutes

Task 2: Exploring the concept of journeys

1. Introduce the idea of journeys. Why do people take journeys? Discuss why journeys are important to us. What can we learn from a journey?

2. Students should reflect mindfully on an image of a Hiroshige painting (see page 2 of the worksheet). Zoom in on elements of the image – describe what you see using the five senses. See **Haiku Poetry and the Five Senses PowerPoint** for an example.

Estimated Time: 15 minutes

Task 3: Journeys using five senses

1. Using one of the images, explore the journey that one of the characters takes. Write a description, using the five senses, to explore this journey.
2. The teacher should spend some time modelling creating a word bank with the students. When doing this, you may wish to give students the **Planning Sheet**.
3. Reflection: At the end of this activity students should highlight wherever they have used an example of one of the five senses.

Estimated Time: 30 minutes

Extension Activities

1. There is a second Hiroshige image. To make this more challenging for the students the teacher could model with the first image, but then ask them to do task 3 with the second image, so they are using all of their original ideas and putting some of the skills developed in task 2 into practise.