

## PR2.A – TEACHING SOURCES

<b>Title</b>	Haiku Poetry
<b>Duration</b>	2 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 20-30 people divided in small groups of 4</i>
<b>Area</b>	<input checked="" type="checkbox"/> <i>Area 1: Reading, writing and literature</i> <input type="checkbox"/> <i>Area 2: Math</i> <input type="checkbox"/> <i>Area 3: Second language learning</i> <input type="checkbox"/> <i>Area 4: Sciences</i> <input type="checkbox"/> <i>Area 5: Soft skills</i>
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>To recognize types of literature</i></li> <li>- <i>To understand how emotions can be expressed through poetry</i></li> <li>- <i>To express themselves through creative writing</i></li> <li>- <i>To be able to compose a haiku</i></li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- <i>Copies of poems and of planning sheets</i></li> <li>- <i>Construction paper</i></li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>Poetry writing is an under-appreciated pursuit which can be a deeply pleasurable way of considering life – sharing poignant moments through haiku is rewarding for both writer and reader. We present here some ways of creating a “poetry culture” to encourage this kind of communication. The goal is to develop in more young people the delight of composing haiku, and the confidence to submit and share their work.</i></p> <p><i>Clearly, young people are just as capable of writing truly excellent haiku as adults. So, there is no need to look to dumb down the resources or examples presented. One basic definition of a haiku poem is: a personally significant moment conveyed by one or two images and presented in a small number of words. The essence is the same whether written by young people or adults.</i></p> <p><i>The most amazing quality of haiku is its ability to open us to the biggest subjects with just a few words about something small. As such, it can short snippet into the minds of our creative youth. The touching of the reader – who may be of a different age and nationality to the writer – comes through employing the senses and emotions, rather than intellectual generalities.</i></p>

	<p><i>The first criterion for haiku, then, before any concerns with technique, is sincerity. Students are risk of demotivation might find it hard to express themselves with honesty, so pairing them up with someone else for their first creation or asking them to write about a landscape first might be good ideas. Nevertheless, personal expression can be extremely motivating for undervalued or underprivileged participants.</i></p>
<p><b>Procedure on how to put in practice</b></p>	<p><i>One of the selected activities could be:</i>  <b>Introduction to Haiku</b></p> <p><i>Duration:</i> 60 minutes  <i>No of participants:</i> small groups  <i>Methods used:</i> group discussion, collaborative writing  <i>Competences developed:</i> critical thinking, reflection, reading comprehension, writing skills</p> <p><b>Step-by-step description:</b></p> <ol style="list-style-type: none"> <li>1. <i>Read examples of haiku poems and ask participants to brainstorm ideas about what they think a haiku is.</i></li> <li>2. <i>Tell the group briefly about the history and characteristics of haiku.</i></li> <li>3. <i>Ask participants in groups to find syllables by giving them a list of words and discuss how many syllables are in the words.</i></li> <li>4. <i>Give them examples of haikus and ask them to check if they fit the characteristics. Also ask them to reflect on what part of nature the Haiku is referring too. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal).</i></li> <li>5. <i>Ask participants to go outside (both if meeting in person and online) and concentrate on what we hear, see, smell, and possibly feel. As they come back, ask them to close their eyes and write down their observations.</i></li> <li>6. <i>After receiving the planning sheet, ask students in groups to share their list of words to describe what they felt outside. With the list, write three sentences about their observations. After that, ask participants to remove unnecessary words from the sentences to fit the proper format of Haiku poetry.</i></li> <li>7. <i>Ask participants to write the final poem on construction paper and draw images in connection to the poem.</i></li> </ol> <p><b>Debriefing question:</b> <i>Read your poems to the rest of the group. Discuss the type.</i></p>
<p><b>Link</b></p>	<p><a href="https://users.manchester.edu/student/rsadams/profwebsite/edpsychlessonplan2.pdf">https://users.manchester.edu/student/rsadams/profwebsite/edpsychlessonplan2.pdf</a></p>
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