

Haiku-ing Together

Category: Teambuilding

Time: 35+ minutes

Requirements:

1. 10+ participants
2. Poster Paper/ Walking White Boards
3. Coloring utensils
4. A copy of this PowerPoint [QR CODE]



Description: Together, participants in groups will create haikus by adding onto original lines by other groups.

Objectives: Participants will be able to...

1. Learn how haikus are written and structured
2. Work in groups to complete haikus with a focus on the simple past and past continuous
3. Present their haikus

Pre-Activity

1. Gesture raising your hand and ask if anyone has ever written or read a haiku before.
2. Project the PowerPoint. Go through the slides accordingly. In the PowerPoint, you will go through:
 - First Slide = PPT cover
 - Second Slide = objectives
 - Third Slide = group discussions on what a haiku is

❖ Answer is in the notes

- Fourth Slide = Checking Comprehension
- Fifth Slide = Group Practice + Checking Comprehension
- Sixth & Seventh Slide = Instructions to activity
- Eighth slide = Presentations

Activity Steps

(Please see PPT for steps, slides six and seven)

Post-Activity: Discussion Questions

1. Have you ever done a similar activity? Did it go well? Why do you think so?
2. How might you implement this activity in your lessons?
3. What are some potential obstacles to an activity like this?

Activity Rationale

1. Generally speaking, Japanese ELs prefer to work in groups. If students are familiar with each other, it is fine to put students into pairs. However, if they are not too familiar with each other, putting students in groups of three is suggested. This can reduce awkwardness and learner anxiety.
2. Japanese learners may understand the basic structure of a haiku, but writing them in English may be challenging. So practicing counting syllables could be useful before doing this activity.
3. As implied, Japanese ELs prefer group presentations - especially if presenting is a new concept for students. This can be good practice to present something short to the class.