



Use of ICT in support of language teaching and learning

Title: Enchanted Haikus

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Short description: This activity is designed for A2-level students to practise basic sentence structure, along with the vocabulary of the seasons and weather, while developing their creativity through writing haikus. Using the theme of classic tales, students will explore moments from well-known stories like Little Red Riding Hood and transform key scenes into simple haikus.

Language activity is designed for: English, adaptable to other languages.

Age group: 11-18

Level: A2

Learning outcomes:

- Understand and write haikus following the 5-7-5 syllable structure.
- Explore creative writing by turning story moments into simple, meaningful poetry.
- Use digital tools to create multimedia presentations of their haikus.
- Engage in self and peer evaluation to reflect on their work and the work of others.
- Familiarization with seasons and weather vocabulary.

Skills: Reading, Writing, Interaction, Vocabulary, Pronunciation, Intercultural.

ICT tools used: Invideo.ai, AIVA, Padlet, Google Forms, Book Creator.

Duration in minutes: 90 min.

Timing: 2 lessons of 45 minutes each. First class of Greek Lyceum.



Description of each stage of the activity:

Stage 1: What is a Haiku?

Definition: A haiku is a short poem with three lines. It follows a 5-7-5 syllable pattern:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Characteristics of a haiku:

Simple and Short: Haikus use only a few words.

Nature and Feelings: Haikus often talk about nature, seasons, or emotions.

Focus on a Moment: Haikus capture a small moment, like the sun rising or a bird singing.

Stage 2: Steps to Create a Haiku

1. Think about a tale you know. What can you see, hear, or feel?

2. Choose a Simple Idea. Pick one simple idea or feeling to write about.

3. Write your Haiku following this structure:

Line 1: 5 syllables.

Line 2: 7 syllables.

Line 3: 5 syllables.

Make sure to use simple words to describe what you see or feel.

Stage 3: Example of a Haiku

Story-Based Haiku:

The wolf is waiting / Red walks slowly through the trees / Her heart is racing.

Stage 4: Methodology

1: Explore Classic Stories

Task: The teacher reads a short story like Little Red Riding Hood.

The class talks about the important moments in the story:

Example: Little Red Riding Hood meets the wolf.

2: Identify Key Moments

Task: Discuss what happened in these important moments.

Choose the key moments to describe using simple words.

Stage: 5 Writing Haikus

Task: Work together to write a haiku about one of the moments from the story.

Transformation Example:

Original sentence:

"The wolf looked at Red with big eyes as she walked through the woods."

Haiku version:

"Eyes are big and bright / The wolf waits behind the tree / She is walking slow."

Group Work: Students work in groups of 2-3. Each group chooses a moment from the story and writes a haiku together.

Stage 6: Enhance Your Haikus with Digital Tools

1. Invideo.ai (Haiku Videos):

Students use Invideo to create a video for their haiku.

2. Use AIVA to create simple music for the haiku. The music can make the haiku more exciting or emotional.

Stage 7: Reflection and Evaluation

Self-Evaluation:

- Did you follow the 5-7-5 syllable pattern?
- Does your haiku describe a clear moment or feeling that represents the meaning of the story?
- Is there a word that refers to nature?

Stage 8: Create an eBook using [Book Creator](#) incorporating the haikus and the videos or audio files produced.

Suggestions for learner assessment/self-assessment/feedback/peer feedback:

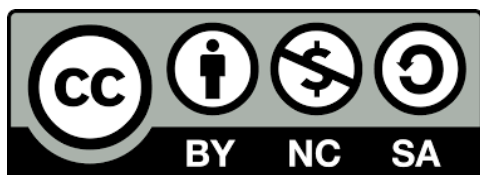
Self-Evaluation:

- Did you follow the 5-7-5 syllable pattern?
- Does your haiku describe a clear moment or feeling that represents the meaning of the story?
- Is there a word that refers to nature?

Peer Evaluation:

- Share your haiku, your video or your song with the class through Padlet.
- Listen to others and talk about what you like about their haiku, and what could be improved using the comment feature on Padlet.
- You can use the recording or video function to give feedback or present your haiku.

Post-evaluation of the activity: A student feedback form would be useful in assessing the success of this activity (see next page). We would suggest distributing the questionnaires to students to evaluate the activity.



Attribution: Original activity from “Use of ICT in support of language teaching and learning (ICT-REV)”, European Centre for Modern Languages of the Council of Europe. www.ecml.at/ictrev

Feedback Questionnaire: Enchanted Haikus Activity

Dear Students,

We would like to hear your feedback about the "Enchanted Haikus" activity you participated in. Your answers will help us improve future activities. Please answer honestly. Thank you!

Instructions: Indicate your level of agreement with each statement below by ticking the appropriate box.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	I do not wish to answer
The instructions for the activity were clear.					
I enjoyed learning about and writing haikus.					
The activity helped me improve my writing skills.					
I felt comfortable sharing and discussing my haikus with classmates.					
Using digital tools (like Padlet, Invideo) made the activity more fun and engaging.					
I think this activity helped me become more creative.					

Open-ended questions:

1. What did you enjoy most about this activity?

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2. What could be improved in this activity?

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