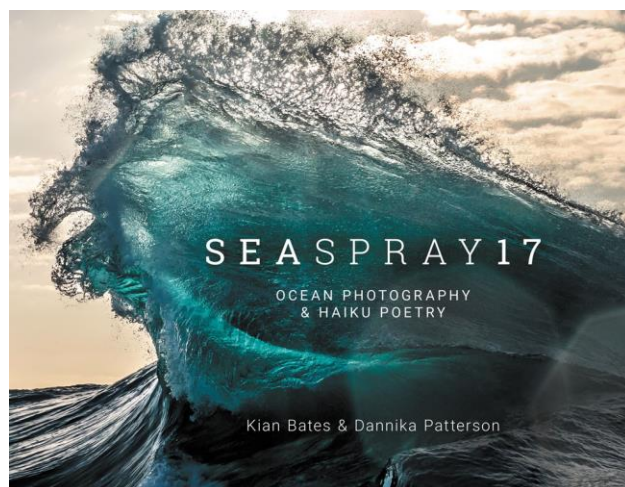


TEACHERS' NOTES

*with links to Australian Curriculum (current 15.02.2020)
for SeaSpray17: Ocean Photography & Haiku Poetry
by Kian Bates & Dannika Patterson*

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Book Summary

This unique collection of ocean photography and haiku poetry celebrates the sea. Like a photograph, a haiku poem seeks to capture a single moment in time.

In this book are 17 photographs by award-winning Australian photographer, Kian Bates. Each of these photography have inspired 17 poems by Australian writer, Dannika Patterson. Each of these 17 haiku poems contains 17 syllables. This is SeaSpray17: Ocean Photography and Haiku Poetry.

Author Information

Dannika Patterson is an award-winning Queensland writer with a passion for connecting children and their families to nature, through quality literature.

Dannika's debut children's title *Jacaranda Magic (2018)* won 'Best Selling Children's Book' at Little Gnome Book Shop for 2018. In 2019, Dannika was recognised for her 'Contribution to the Arts in Queensland' with an MBC Queenslander of the Year Award.

Dannika's other book titles include *Jacaranda Magic (2018)*, *My Tribe (2019)*, *Scribbly Gum Secrets (2020)*, *Day & Night (2020)* and *Giving (2020)*.

Visit www.dannikapatterson.com to check out Dannika's other titles, book an author visit or writing workshop.

Photographer Information

Kian Bates is a multi-award-winning photographer with a passion for the ocean. Starting with a waterproof camera in high school, Kian has developed his craft by experimenting with a series of cameras and lenses. From this passion, Raw Edge Photography was born.

Kian lives in Pacific Palms, NSW, the perfect spot on the Australian coastline for never-ending sources of photographic inspiration and opportunity.

Visit www.rawedgephotography.com.au to view Kian's latest photographs.

Reasons for studying this book.

This book encompasses many different areas of the Curriculum as well as inspires children to look at oceans in a completely different way.

Students will be exposed to Haiku that is current and relevant to them and with the accompanying photographs, they will make a lot more meaning to them.

Students will not only learn how Haiku can evoke emotion, they will also explore the different forms photography can take.

Themes of caring for the world's oceans run strong throughout every poem and image and by studying this book, taking the time to read through the poems and ponder the images, students should have a better understanding of the reasons we need to take better care of this intricate yet huge part of our world.

Themes

Environmental awareness, nature, ocean, poetry, visual art – photography.

Links to the Australian curriculum

This book can be used by children and adults of all ages.

There are key links to literacy and sustainability from Early Stage One until Stage 6.

Literacy

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>

Creative and Critical Thinking

Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of critical thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

Sustainability

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

Teaching and learning activities

Before you read the book

- What thoughts and feelings do the title and the photographs on the front and back cover evoke?
- Read the haiku on the image inside back cover (the final page of the book). Discuss the different meanings students get from this poem.
- Learn more about Dannika Patterson and her other stories. Is there a theme with her books?
- Learn more about Kian Bates and his photography. Explore how he uses photography to show people more about the world.
- **Introduction to Haiku.**

What is Haiku?

1. Traditional haiku is Japanese
2. It has three non-rhyming lines of seventeen syllables, divided into 5, 7, and 5 syllables per line
3. Haiku should relate to nature or a season of the year
4. Haiku should capture a moment or single image in nature. It should strike an image.

Activities for each poem

This book is not necessarily to be read from front to back cover but rather each poem and photograph individually and then considered as a whole. These teacher notes are broken up into poems to study and then common themes at the end.

As you study each poem, use the photography to discuss how the two work together to give more meaning and emotion.

Rise

***At the ocean's edge
sun sets, wind drops, swell settles
and Foam Dancers rise.***

1. What is the main idea in this poem?
2. What time of day is this set and how do we know this?
3. What are foam dancers? How could foam dancers be drawn? How could they be imagined in a literal sense? Draw your own ideas.

Freeze Frame

***A liquid-framed view
snapped by one, shared with many
before it shatters.***

1. What does 'snapped by one, shared with many' mean in the text and by you, the reader?
2. How can this shatter? Explore all the different ways that 'shatter' could occur.
3. How would this photograph have been taken?

Mr. Greenback

***What are the chances
you'll change the ways of your world
for a guy like me?***

1. What is this poem about?
2. How could you replace the image to give the poem a completely different meaning?
3. What can Greenback also mean? Explore this concept in contrast with the photograph.
4. How can we change the world for a turtle? Create a poster about how we can change the world for Mr.Greenback.

Perilous Beauty

***She builds and she breaks
wielding great power beneath
perilous beauty.***

1. What emotions does this poem evoke with and without the photograph? Explore the power of images and words separately and together.
2. Why does this poem refer to 'she'?
3. What is perilous beauty? How can something be perilous and beautiful?

Mermaid Musings

***In between two worlds
carving her own destiny
above and below.***

1. How is a mermaid between two worlds? What other mythical creatures live between two worlds? What animals in our world live between two worlds?
2. What is destiny? How can we carve it?
3. How does the image of the girl in this photo make you feel about swimming? Explore the use of black and white and discuss why this photo is not in colour.
4. Create your own ocean creature that can live between two worlds.

Roar

***King of the Ocean
deep in waving greens he hides
protecting his pride.***

1. Look at the image before reading the poem What do you see in this image? Compare your ideas to the poem and discuss how different images can be seen by different people.
2. What might the king of the ocean be protecting? How might he feel in the current climate?
3. Explore the different colours captured in this photograph. Discuss the time of the day and why the King of the Ocean may be out then.
4. Write a Haiku that explains what the Queen of the ocean may be doing and what her photograph might look like.

Into the Mystic

***Between sky and sea
magic is no mystery
reach out and touch it.***

1. What can be seen in this photograph? What makes it mystical?
2. Write a haiku describing the pools of water that may hold magic and mystery in this photograph.
3. How can we reach out and touch magic?
4. When have you been somewhere like this (an outdoor, natural setting) when you can reach out and touch magic? Write or draw about this place.

Surrounded

***He found his true self
in the spotlight, surrounded
by curious crowds.***

1. What is your true self? How can you find it?
2. Where has this photograph been taken and what might that person be doing?
3. How and why are fish curious? How are they similar and different to humans when something unknown comes our way?
4. What might the fish be thinking? Write a conversation using speech bubbles to show the interesting thoughts these fish might be having.

Thunderstruck

***The Storm Sorcerer
strikes again with cracking force
Abracadabra!***

1. Who is the storm sorcerer? Can you create another name for someone or something that creates storms in 5 syllables?
2. Why is Abracadabra a magical word? Make your own in 5 syllables.
3. Why are we always amazed at lightning storms?
4. Explore time lapse photography and how this image has been captured.

Lessons from the Sea

Constant ebb and flow.

Will she ever let me go?

Push. Pull. Give. Take. Be.

1. What might the sea be pushing and pulling? Explore the movement of the ocean and how some things need this movement to live.
2. What else in the natural world has a constant ebb and flow?
3. Explore the different ways the ocean 'never lets us go' both literally and figuratively

Sea Salutation

We remember them

in the gold last light of day

and in the morning.

1. Compare this poem and photography to King of the Ocean. Look at the differences and similarities.
2. Who are we remembering here? Explore all of the different possibilities. Discuss how such a short poem can evoke so much emotion and so many ideas.
3. Write your own Haiku using this image but base it around the theme of 'Remembering'.

Swim

Go on, dive in, swim.

Only with salt in your eyes

will you see clearly.

1. Why would having 'salt in your eyes help you to see clearly? Do you think the author is referring to seeing in water? Seeing the state of the world? Understanding the ocean? Explore the different meanings this evokes.
2. How does the image make you feel?
3. If the words in the first line were rearranged, would the feel of the poem be different? Trial the different ways this may look.
4. What might happen to images like this if we do not open our eyes in the salt water?

With You

***When I am with you
my heart reminds me of its
vulnerable might.***

1. What is vulnerable might?
2. How does this image make you feel? What other images would work well with this poem?
3. How can a short poem like this, one sentence long tell such a big story? Discuss the power of the language and the use of syllables.
4. What would happen to animals like the whale if the temperature of the sea was to continue to rise?

Your Lead

***From the biggest breach
to the darkest dive down deep
I'll follow your lead.***

1. Research more about whales and their movements in and around the ocean. Discuss breaching, movement in herds, feeding, family and habitat.
2. Why has black and white been used in this photograph? How would colour change the feel of this image and poem?
3. Alliteration has been used in this poem. Write some other lines using alliteration and movement of ocean creatures.

The Dive Jive

***Shake, rattle and roll
jiving, alive and thriving
rock on, reef, rock on.***

1. Climate change continues to be a concern for many scientists in regards to the bleaching of the coral reef. Investigate one of the major issues that you think has arisen because of this. Look further into the research findings and any possible solutions that are taking place.
2. How is this Haiku like a rock song? Discuss and link the words to songs and popular language.
3. Personification - how can a reef rock on? Jive? Shake, rattle and roll? Choose another object in the ocean that could be personified. (waves, boulders, icebergs, seaweed etc)

Heart of Gold

***Within her wild ways
raging, raw and unashamed
shines a heart of gold.***

1. How can an ocean be 'raging, raw and unashamed'?
2. What does the symbol of a heart make us feel as humans? Explore all of the different ways an image of a heart evokes emotion. Explore and draw the different colours and designs of hearts and how this makes us feel.
3. If we understood more about the ocean and its wild ways yet heart of gold, would people have more respect? How can this be done?

Wild and Free

***Strong and wild and free
vital life rushing forward
toward extinction.***

1. What does extinction mean?
2. What is 'vital life' referring to?
3. How is life rushing forward to extinction in this photograph and in our own world? What is the difference between extinction here and the extinction in the animal and plant world?

General activities

Haiku

1. Students choose a favourite photograph to write a Haiku about. Start this by writing down different ideas that explore the five senses. After they have gathered different ideas, explore the structure of the Haiku and have a go!
2. Ask students to find a photograph of a natural place in their neighbourhood. Write a Haiku about this to draw attention to its beauty or need to have more attention.
3. How do the images link to the poems? Could some of the images be replaced to give across a stronger meaning? Trial this with the students to see what they come up with.
4. How does Haiku evoke the senses compared to other styles of poetry? Find other poems written about the ocean to compare to.

Figurative language

1. Explore the various figurative language used within the different poems (Personification, Adjectives, Alliteration)

Poetry presentations

1. Read these poems out loud with the adjoining image. Read them with a different image. Read these poems as a start to a presentation about the world's oceans.

Points of view

1. Imagine you are a photographer who has been assigned the task of photographing the world's oceans. Where would you go to take photos? What would you take photos of to justify your job if it were for a mining company? A tourism company? An environmental organisation?
2. If more people saw and heard poems like this, would more people care about the world we live in? Discuss which poems would work for different people in our society to help them to consider their actions and impact.
3. How does this book relate to your world?

Patterns

1. Search for any patterns throughout this anthology. Discuss the different patterns in the poems, photographs and themes.
2. Categorise these poems into different topic areas. Justify your ideas and categories.

Oceans & environmental awareness.

1. Discuss the themes, photographs and language in the anthology. Will this text be relevant in ten years time? How would this text change?
2. Are there any moral values explored in these Haikus? Do they align with your views on the ocean? How does poetry and literature make us think differently? Why do we need poems and photographs like this?