

old pond  
frog leaping  
splash

- Matsuo Bashô

### Research questions

We'll take as a starting point the idea that direct sensory experience, recorded during the experience itself, is an immersive, embodied form of practice-based research. In doing so, we'll consider the following questions:

- How can mindful writing help our mental wellbeing?
- What can a reading of Matsuo Bashô's frog Haiku teach us about stillness and momentum?
- What does embodied practice-based research do differently?

### Bashô's Frog Haiku methodology

The frog Haiku, which captures stillness interrupted and restored, encourages stillness in the reader. We'll use poem as a talisman for the use of stillness by the writer; both a way of remembering to use stillness, and as a method for doing so. Here is the frog Haiku methodology:

- Bashô's poem starts and ends with stillness, after the splash has died away. In the middle of the poem, the stillness is interrupted by one moment of movement and sound. We'll try to do similar.
- The poem conjures up the still / interrupted pond, using more than one of the senses, and stays in the mind after reading. We'll try to create an image in the reader's mind.
- The poem is simple. We'll use the ordinary and everyday to create our own poems.

### Writing process:

Stage 1: Mindfully experiencing the world through the senses, while collecting words.

Stage 2: Experimenting with the words we've collected.

Stage 3: Capturing our own moments of movement and stillness.

### Resources:

- View different translations of Bashô's [Haiku here](#) or in Hiroaki Sato, ed. *One Hundred Frogs: From Matsuo Basho to Allen Ginsberg*. Weatherhill, 1995.
- Find out more about Matsuo Bashô's poetry on [the Poetry Foundation website](#) and in [this video](#).
- Hear the poem [in Japanese here](#).