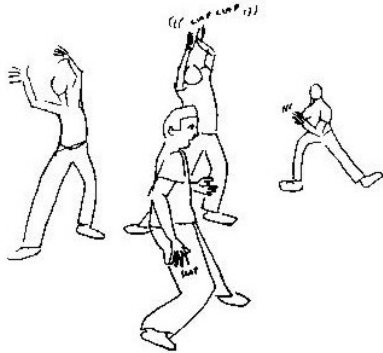


ACTIVITY TWO: MOVING AND SHAKING!

This ARTS AND CULTURE activity follows on from the story of the water cycle in Activity One with learners having fun expressing the story in different physical ways.



Getting Started – a space for drama

Create a physical space that encourages participation. If you are in a classroom, clear the desks and chairs to the side to create an open space. Make sure there is place for everyone to move or sit in a circle.

Warming Up

It is a good idea to take the class through some warm-up activities. Warming up in drama is more than just a physical warm-up, it also helps to build a group spirit and

encourages the learners to focus (if they are too active it helps calm them down; if they seem lethargic and lazy, it will help you to energize them!!)

Warming Up 1: Walking around the space

1. Everyone in the class should walk around the space that you have created. Each child can walk in any direction they like and change direction as often as they want to. However, they must be careful not to bump into other learners.
2. Each time you clap your hands, the learners must change direction.
3. Everyone to:
 - Walk
 - Run
 - Skip
 - Hop
 - Leap
 - Jump
 - Gallop (like a horse)
 - Slide
 - Move sideways
 - Move backwards
 - Move diagonally
 - Turn around
4. Call out different situations to your learners and they must change the way they are walking for each situation. *(They must also change their facial expressions!)*
 - You are walking on hot coals
 - You are taking a puppy for a walk
 - You are swimming through syrup
 - You are walking on ice
 - You are jumping from puddle to puddle

Warming Up 2: Making body shapes

1. While the children are walking around the room, call out a number. The children need to quickly get into a group of that number and keep walking. For example, if you call out “two”, the children must pair up with someone, link arms, and keep walking. They must not stop walking or worry about who they have paired up with – they must pair up with the closest person. If you call out “four”, the four closest children must pair up with each other.
2. After this has been done a few times with different numbers, get the children into groups of five or six. Call out different shapes, and each group should make that shape with their bodies, for example “square” “rectangle”... “triangle” “circle”. The children can make the shape standing up, sitting or lying down but everyone in the group must be part of the shape.
3. Since our theme in this series of lesson plans is WATER, get the children to form the letters W A T E R.



Using a shortened version of the story in Activity One, the children need to act out the water cycle story as you read it to them. They need to use their bodies and change their facial expressions as you read the story but not utter a word!! Remind them to be careful not to bump into others as they pretend to be a little water droplet on an exciting adventure!

Are the children ready? Let's start reading

Far out to sea, Drip the Waterdrop floated with his friends. Drip rolled over slowly in the sunlit ocean. The warmer he got, the harder it was for him to stay still. “I feel jumpy”, he said.

Suddenly he was gone! Drip's friends vanished too, they burst from the water's surface and disappeared. They had **evaporated**. Drip was now a misty, invisible vapour floating up to the sky.

Winds carried Drip and his friends over the huge ocean towards the land. As he floated through the air, Drip gasped “What a view! But we are so high up in the sky! Those birds way down there look like tiny dots”.

Soon the air got cooler and droplets crowded closer together. They gathered so close that they formed a thick cloud. “Boy, it's getting dark in here!” whispered Drip, a bit afraid. The air got even cooler. “I feel wet”, Drip murmured.

Kaboom! With a flash and a crash, lightning ripped through the clouds. The raindrops began falling. “Ummppff” groaned Drip as he splashed onto a rock and rolled onto the ground.

The water drops joined together and sped along as part of a tiny stream. They played games as the stream flowed through the grasses and rocks. “I’ve got you!! You’re on!” Drip shouted as he caught another drop.

A short time later, Drip’s tiny stream joined another tiny stream to form a bigger one. This stream joined others until they all grew so big that they became one great, wide river.

The force of the flowing water amazed Drip. He and his friend held fast to each other as they bounced off the rocks, whipped around the bends, and splashed all over the place.

After a long while, the river began to slow down. Drip drifted along, silent for once. Until “Oomph! What was that?” Drip cried as a floating object bumped into him. Looking about, he spied crushed cartons, bobbing cans and cups, and globs of tar all around him. “How did I get into this disgusting mess?” he wondered.

As the river widened, more water flowed with Drip and his friends. More drops helped carry the filthy load downstream. Drip just missed being swallowed by an open bottle that was slowly sinking. In making his escape, he ran right into a large clump of water grass. Further along, more grass, reeds and other water plants spread out in a huge wetland. All the drops had to drift through it. When they got to the end of the wetland, they were much cleaner!

Drip and his friends passed out of the wetland and into a large bay. Just as he looked to the horizon, he noticed a funny taste. It seemed familiar. Then he remembered and understood. “Well! What do you know! We’re back where we started”, Drip exclaimed as he and his friends rode the top of a big wave. “So, where do you think the sun and the wind will send us next time?” No one knew but wherever they were sent the next time round, it was sure to be a great adventure again!!

Once the story and the acting is over, let the children sit down. Ask them:

1. What was that like?
2. Was it fun?
3. Was it easy to do without saying a word?
4. How did you feel?

5. Were there parts of the story that I was reading that you didn't know what face to pull or how to make your body move? *(If there are many children who felt unsure of what to do, you can show them how one would feel to 'float through the air' as Drip did, or a facial expression of disgust as Drip saw all the dirty water around him. You may also like to go through the story again, acting it out with the children so that those who are unsure, can follow your lead.*

Remind the children constantly that this is a fun activity and other than being careful and thoughtful of walking or bumping into someone else (no one must get hurt during these drama activities), they are free to be as expressive and creative as they like. No-one will laugh or scold them and they are all encouraged to participate and contribute their movements and facial expressions.

Criteria to assess learners during this arts and culture lesson

Criteria	Exceeded requirements of the Learning Outcome	Satisfied requirements of the Learning Outcome	Partially satisfied requirements of the Learning Outcome	Not satisfied requirements of the Learning Outcome
The learner was able to role play Drip the Drop during the story told by the teacher				
The learner was able to express his/her feeling in their facial and body movements during the story of Drip the Drop				
The learner was able to demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop and slide)				