



## DRAMA LESSONS

## PRIMARY SCHOOL

### OVERVIEW

These plans include small-group and whole-class drama activities to explore the issues linked to the theme of water provision.

The lessons are designed to encourage the children to share their thoughts and ideas about the issue. Moments of whole-class feedback are built in so that the teacher can hear the children's voice on the subject as well as allowing an opportunity to emphasise key facts that need to be communicated.

Drama is used for the children to learn in a fun, relaxed way, and encourages every child in the class to engage in learning about the subject.

The teacher plays a key role in being sensitive to the children's ideas and knowing where to take the lesson next. Flexibility is key!

### STRUCTURE

Each lesson has a basic structure but the content of games and activities can be added to or edited out.

#### ◆ Warm Up

A workshop should always start with a warm up. This is to help the children to feel relaxed both physically and emotionally. Where possible the warm-up activities are linked to the main theme of the session.

#### ◆ Introductory Phase

This would consist of an individual or small-group improvisation that introduces the main theme of the lesson.

#### ◆ Main Phase

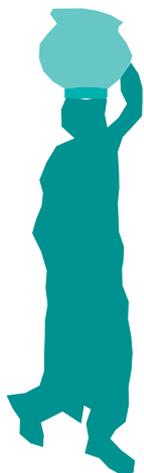
Combining the warm up and the skills touched on during the introductory phase, devising scenes through small-group improvisation.

The parts have been written under the following headings so that a sense of progression can be encouraged:

**Why...** do we need water and how do we use it?

**What...** is the problem that affects so many people?

**Who...** can make a difference?





## LESSON PLAN (KEY STAGE TWO)

### WARM UP

#### SPLISH, SPLASH, SQUIRT

*A good vocal, physical warm up as well as an encouragement for the children to focus on what is happening around them.*

- I. Ask the children to stand in a circle.
- II. Explain to them that there is a powerful jet of water that they are going to send around the circle.
- III. To pass it to the right or the left they say 'Splish!' (aiming and clapping in that direction at the same time so that it is clear where they are sending it).
- IV. To pass it across the circle they say 'Splash!'
- V. To block it and reflect it back they say 'Squirt!' (If a child says 'Squirt!' it cannot be blocked by another 'squirt' – it has to be sent somewhere else around the circle.)
- VI. If the children hesitate, say the wrong word, are too quiet when passing the word or lack energy, then they can be 'out'.
- VII. The last two children standing are the winners.

*Encourage the children to say the words they are using loudly and clearly. Also make sure that they directing the move using strong arm movements. Try and keep the pace high so that the children have to respond quickly.*

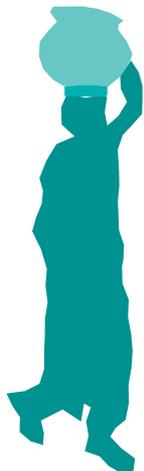
### SURVIVAL

- I. Ask the children to spread out around the room and walk around using the whole space. (Try and encourage them not to just walk around in a circle.)
- II. The teacher calls out a number and they have to get into groups of that size as quickly as possible.
- III. Anybody left out of the group sits out for the remainder of the game.
- IV. When you are left with only a small group of children, make sure that they are evenly spaced out around the room before you call the next number.

#### Talking Point:

- ◆ At the start of the exercise the children will have been working together to try and get the right sized group, encouraging their friends to join them to help make up the numbers.
- ◆ As the task goes on it will have become more about their own individual survival. It reaches a point where they don't care who is in the group – just that they grab them to get through to the next round.
- ◆ Ask those children who got left out earlier on in the game how it felt to then watch the others continue whilst they had to sit out.
- ◆ Ask those children who survived longer in the game how they felt – were they bothered about who was in their group or was it simply about survival?

*The issue they are going to be exploring in the drama lesson is all about survival. It's also about a small group of people getting what they want/need whilst a large group are left out.*





## INTRODUCTORY PHASE – WHY... DO WE NEED WATER AND HOW DO WE USE IT?

### ACT THE FACT

- I. Split the class into small groups.
- II. Each group is then given a water fact (you can find these at the end of the Lesson Plan).
- III. Their task is to act out the given information. Encourage them to keep it short, clear and more visual than verbal.
- IV. Each group acts out their fact to the rest of the class.

### Talking Point:

- ◆ We use water every day of our lives.
- ◆ The UN says that a person needs between 20-50 litres of water a day to meet their basic needs<sup>1</sup>.
- ◆ In the UK we each use on average 150 litres a day<sup>2</sup>.
- ◆ Yet people in the developing world on average only use 10 litres of water each day<sup>3</sup>, the same amount we can use in a single toilet flush or short shower.



### WATER OF LIFE

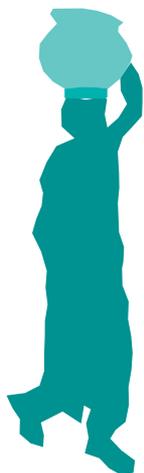
*Have a whiteboard ready to write on, or a piece of flip-chart paper clearly displayed.*

- I. In the same small groups ask the children to share ideas of how we use water on a daily basis here in the UK. The idea is for them to come up with as many suggestions as possible. Give them three minutes to brainstorm these ideas.
- II. Give them a further three minutes to come up with a clear action for each suggestion they have. For example: acting out washing up.
- III. Once they have their actions, ask the whole class to find a space in the room.
- IV. Inform them that every 20 seconds you will call out the word 'Change!'. Every time they hear that word they do one of the actions they came up with in their small groups. (They can do it them in any order and they don't have to do what the rest of the group do. But they must do a different action each time, and the clearer the better for the teacher to be able to recognise what they are doing.)
- V. Each time they do a different action the teacher tallys this on the whiteboard.
- VI. Encourage the children not to repeat the actions but to do a different one each time they hear the word 'Change!'.
- VII. Do the acting part of this task for three minutes. At the end gather children around the whiteboard.



### Talking Point:

- ◆ Point out how many different ways they acted out how and when we use water. Encourage individual children with how clearly they had communicated their action.
- ◆ Ask them if they think they managed to act all the possible ways that they use water in those three minutes.
- ◆ As a class, count how many different actions they did in three minutes by counting up the tally on the whiteboard.
- ◆ Ask for that same number of children to stand up at the front of the class.
- ◆ Highlight the point that in the time it took them to do this task, the same amount of people they see standing at the front of the class have died in the world because of lack of clean water. (Having the children at the front helps to visualize the fact.)
- ◆ Every 20 seconds (when they acted out one of their water actions) somebody in the world will have died because of a lack of clean water or sanitation<sup>4</sup>.





- ◆ We use water in so many ways, taking it for granted and assuming it will be there to make our world more comfortable and convenient. They will have touched on this in a simple way throughout the task. However, there are children their age who fail to have access to water to help meet their basic needs for survival.

## MAIN PHASE – WHAT... IS THE PROBLEM THAT AFFECTS SO MANY PEOPLE?

### NOT A DROP TO DRINK

- I. Split the class into small groups and give each group a card with a heading on it and bullet point facts (attached to the end of the lesson plan). You can also use the rolling Photo PowerPoint presentation in the ACTION PACK while carrying out this activity. Alternatively you can print the photos and share them amongst the groups.
- II. In their groups, get them to rehearse a short scene working with the heading they've been given.
- III. The cards will highlight the following areas that they will be acting – Lack of water and its impact on...
  - ◆ Health/hygiene
  - ◆ Education
  - ◆ Everyday/family life

*(More than one group can act out the same situation.)*
- IV. Give the children a few minutes to create their scenes that highlight the situations they have been given on the cards and the consequences of their having no access to clean water.

This task links in to the children starting to consider the 'Who... Can do something about it?'

### THIRST FOR CHANGE

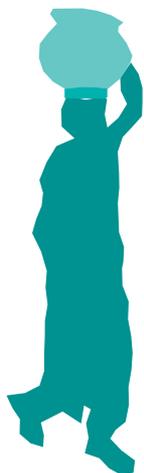
- I. Each group performs their scene to the rest of the class. At the end of the scene they each ask the question 'How can this be changed?'
- II. The teacher should provide some pointers if they need help.
- III. The groups note down the suggestions.

### PHOTO FINISH

- IV. When they have all shown their scene and discussed possible changes, they create a freeze frame that shows the change that can be made in order for the situation to be different.

### THINK DRINK

- I. Ask the children to find a space in the room and lie down with their eyes closed. Play some suitable music that will focus them and calm them down a little.
- II. Ask them to think back over the drama session and to feed back a short sentence or perhaps even just one word that they have learnt during the lesson.
- III. Note down this feedback.





## Additional ideas

The following activities can be added in according to how well you feel that the children will connect with them. There are also suggestions that can be adapted for both age and ability.

## WARM-UP GAMES

### FLOW OF WORDS

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- I. Ask for two volunteers to stand at the front of the class and stand opposite each other.
  - II. They take it in turns to say a word associated with water.
  - III. If they hesitate, lack clarity, repeat, or are unable to come up with an associated word, then they sit down.
  - IV. Ask for a new person to stand at the front and repeat the exercise.
  - V. Whoever remains at the front for the longest amount of time is the winner.

### YES LET'S! (SUITABLE FOR A YOUNGER AGE GROUP)

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- I. Ask the children to walk around the room using the whole space.
  - II. The teacher calls out the instruction: 'Let's all be...' (for example, motorbikes).
  - III. The children reply loudly: 'Yes. Let's!' and become what they have been asked to be.
  - IV. (Note that they are asked to 'be' the object, not act as if they are using the object.)
  - V. If the children really enjoy the activity, make it more complicated and mix some of the objects together. For example: 'Let's all be a motorbike in a washing machine!'

### BUILD AN OBJECT

(As well as warm up this can be used in the **Introductory Phase** if the teacher is able to link the objects they are asked to build to water.)

- I. Split the class into small groups.
- II. Call out an object that they must try and create with their bodies as a team. Inform them that for each object they will only have a short amount of time to create it.
- III. Call out specific objects – for example: an electric toothbrush, a microwave with a chicken cooking inside, or a washing machine on spin, a photocopier with the paper jammed.

Because of the time limit they are pushed to work quickly as a team. In a very short amount of time they should be in the situation where they are sharing ideas and producing something creative.

It is essential that they recognise the importance of working together as team.

**The following activity can be used in the Main Phase. It works well for a group of children who struggle more with creating dialogue and structuring a scene from scratch. The Comic Strip Method could be used for either the 'Act a Fact' or 'Not a Drop to Drink' task. It also works well with a younger age group.**

### COMIC STRIP



Demonstrate with a volunteer the idea of a physical 'comic strip'. Ask the audience to close their eyes whilst the volunteer gets into a position, and then ask the audience to open their eyes. Then close again and change the position (for the 'next frame'). This demonstrates a series of three simple positions that tell a story when the audience open their eyes.

- I. Split the class into their groups.
- II. Ask them to come up with five simple freeze frames depicting the title they are given.



# watershed

GIVE WATER  
GIVE LIFE



- III. Everyone in the group must be used.
- IV. Consider the position of the audience, making sure they see the whole picture.
- V. Make sure everyone is quiet when they get into their next position, making the transition as smooth as possible. This makes sure the audience is not distracted by the practicalities of the task and allows them to focus on the scene they are depicting.
- VI. Assign somebody to say 'Open' and 'Close'.
- VII. Emphasise to the audience that they should only open and close their eyes when directed in order for the task to work effectively.
- VIII. When they perform the comic strip encourage them to freeze long enough for a photograph to be taken.



## ACT THE FACT 1

- 70 per cent of the Earth is covered with water, but only about 1 per cent of the world's water is readily available for human use.
- Nearly 97 per cent of the water is salty or otherwise undrinkable<sup>5</sup>.

(It is not necessary to act out the exact percentage, but perhaps highlight how much we are surrounded by water but in reality how little is drinkable.)

## ACT THE FACT 2

- Although a person can live without food for more than a month, a person can only live without water for approximately one week<sup>6</sup>.

## ACT THE FACT 3

- The equivalent of 18 buckets of water is used to have a bath and nine buckets during a four-minute shower<sup>7</sup>.
- More than one bucket of water is wasted when you leave the tap on while brushing your teeth<sup>8</sup>.

## ACT THE FACT 4

- If the entire adult population of England and Wales remembered to turn off the tap when they were brushing their teeth, we could save 180 million litres a day – enough to supply nearly 500,000 homes or fill 180 Olympic swimming pools<sup>9</sup>.

## ACT THE FACT 5

- One cotton T-shirt has 10 baths full of water embedded in it<sup>10</sup>.
- Water is an essential part of our daily lives in many more ways than we realise. Soft drinks, burgers, clothing, our cars and homes, and even electricity all have water embedded in them. Embedded water is water used to produce food and non-food products<sup>11</sup>.

## ACT THE FACT 6

- Water helps regulate the Earth's temperature both as ice, by reflecting heat back into space, and as liquid, by absorbing solar radiation and then evaporating.



## NOT A DROP TO DRINK ACTIVITY SHEET

### NOT A DROP TO DRINK – CHILDHOOD

- ◆ When a child is thirsty it is not possible for them to go and turn on the tap and grab a glass of water.
- ◆ Many women and children walk for hours every day to the nearest source of water, which can be full of all kinds of pollution and dangerous germs.
- ◆ All this time spent walking to collect water is time that they could otherwise have spent in school or helping around the house.
- ◆ More hours are spent collecting water than any other activity in the day.



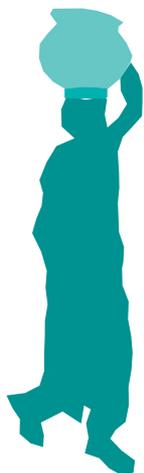
### NOT A DROP TO DRINK – HEALTH/HYGIENE

- ◆ The hours spent collecting water are physically dangerous. Water is heavy to carry and some women are even attacked when walking home.
- ◆ The water that they are able to collect is not always clean. If it is contaminated then it can cause diarrhoea, dehydration and even death.
- ◆ Dirty water often also contains parasites, harmful bacteria and animal waste.
- ◆ Many villages rely on livestock for their livelihood and the animals have to share the same water, which makes water-borne diseases even more common.



### NOT A DROP TO DRINK – EVERYDAY LIFE

- ◆ Drinking, bathing and washing clothes are often done with the same water.
- ◆ Lack of sanitation means that any water sources they do have can easily be contaminated.
- ◆ Many communities rely on agriculture for their livelihood. This means that they need water to give to their animals and water their crops. Without these the people have no income or food.



- 1 [http://www.unwater.org/statistics\\_san.html](http://www.unwater.org/statistics_san.html)
- 2 <http://www.environment-agency.gov.uk/homeandleisure/beinggreen/117266.aspx>
- 3 Water Supply and Sanitation Collaborative Council
- 4 [http://www.unwater.org/statistics\\_san.html](http://www.unwater.org/statistics_san.html)
- 5 <http://ga.water.usgs.gov/edu/earthhowmuch.html>
- 6 <http://adventure.howstuffworks.com/survival/wilderness/live-without-food-and-water2.htm>
- 7 [http://www.consumerenergycenter.org/myths/shower\\_vs\\_bath.html](http://www.consumerenergycenter.org/myths/shower_vs_bath.html)
- 8 <http://www.environment-agency.gov.uk/homeandleisure/beinggreen/118946.aspx>
- 9 <http://www.generous.org.uk/actions/home/1/turn-off-the-tap-when-brushing-your-teeth>
- 10 <http://www.treehugger.com/clean-technology/how-many-gallons-of-water-does-it-take-to-make.html>
- 11 <http://www.waterwise.org.uk/pages/embedded-water.html>