

## Lesson Plan

<b>Student Age:</b> Year 3	<b>Number in Class:</b> 25
<b>Topic:</b> Recycling of plastic waste	<b>Start Time:</b> 1.40 <b>End Time :</b> 2.15
<b>Aim:</b> To use drama to help the students understand the importance of recycling plastic and not throwing it into oceans	
<b>Objectives/Outcomes:</b> Students to empathise with sea creatures who might swallow plastic waste. The students will then work in pairs to create a poster encouraging people not to throw plastic waste into the ocean.	

Time Taken	Activities	Resources	Assessment
Week 1 5 mins	Students come together and do some tongue exercises and tongue twisters.		
10 mins	<b>Imaginarium-</b> Class stand in a circle, I will the call out underwater scene and the students must create this scene. Students to raise their hand if they wish to join the scene and must say what they are. I will then use <b>thought tracking</b> and go around to the students and ask what they are thinking. For example, the student pretending to be the seaweed might say, "I am feeling so relaxed seeing all the exotic fish swim by me."		Teacher observation of listening skills, whilst students creating the scene.
15 mins	I will then read the story "Someone Swallowed Stanley" by Sarah Roberts. This beautifully illustrated picture book is written from the perspective of a plastic bag called Stanley. It tells the story of a plastic bag being eaten by a variety of different sea creatures. As I am reading the story, I will include the students by using <b>whoosh storytelling</b> . When too many of the students are involved in the circle, I will say "Whoosh" and the students will return back to the circle and will then start the story again.	The picture book "Someone Swallowed Stanley" by Sarah Roberts.	
5 mins	Ask the girls whether the underwater scene portrayed by Sarah Roberts is different from the one they created in their initial imaginarium. Ask them to discuss in pairs what underwater scene they would prefer to be a part of and why.		Answer to questions given

Week 2	<p>5 mins</p> <p>Show the students a copy of the story, “Someone Swallowed Stanley” by Sarah Roberts. Working around the circle, ask the students to re-tell the story. As they are doing so, they will pass around a shell and if they are unsure about what happened they can pass the shell onto the next person in the circle. Ask the girls the following questions to check their understanding:</p> <ul style="list-style-type: none"> <li>- What effect did the plastic bag have on the different sea creatures?</li> <li>- What sea creature was most negatively affected by the plastic bag?</li> </ul> <p>10 mins</p> <p><b>Freeze Frame:</b> Get the students into pairs and ask them to create a freeze-frame depicting one section of the story outlined below: (There will be two pairs acting out each part of the story)</p> <ul style="list-style-type: none"> <li>- Stanley is first dropped into the ocean and the jelly fish are confused.</li> <li>- A whale swallows Stanley and then spits him out</li> <li>- A bird swallows Stanley and then spits him out</li> <li>- A tortoise swallows Stanley but is not able to spit the bag out</li> <li>- A young boy manages to pull the plastic bag out of the Tortoise’s throat.</li> <li>- The young boy creates a kite out of the plastic bag.</li> </ul> <p>Once all the students are in position, go around to the pairs and using <b>thought tracking</b> to understand how the different characters were feeling at different points during the story.</p> <p><b>Hot Spotting:</b> Pick a couple of groups that have depicted the scene well and they will be used for hot spotting. The rest of the class will sit down and be ready to ask them questions. They might want to write their questions down first on their mini whiteboard.</p>	<p>Different parts of the story displayed on the Interactive Whiteboard</p> <p>Display question starters on interactive whiteboard e.g. How were you feeling when.....? What made you do ....?</p>	<p>Response given to thought tracking.</p> <p>Questions students ask and also responses given by the chosen pair.</p>
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<p>Week 3 10 mins</p>	<p><b>Soundscape:</b> Get the students into a circle and ask them for examples of sounds that might be heard in a calm underwater environment. I will explain that the group is going to create an underwater scene using their voices. The students will also have an opportunity to experiment with using instruments.</p> <p>Then ask the students to create the underwater scene created when Stanley the plastic bag entered the oceans.</p> <p>After creating both soundscapes, encourage the students to think about how they felt when hearing the different sounds. What environment would they prefer to be part of and why?</p>	<p>Instruments which will help create an underwater environment.</p>	<p>Question the students on the two different soundscapes they created and encourage them to make comparisons.</p>
<p>10 mins</p>	<p><b>Conscience Alley:</b> Nominate a student who is going to be the person deciding whether they are or are not going to throw the plastic bag into the ocean. Get the students into two straight lines facing each other. One line is trying to persuade the person to throw the plastic bag into the ocean and the other line is persuading the person not to throw the plastic bag. The nominated student will then walk in the middle of the two lines and see whether they were or were not persuaded to throw the bag into the ocean.</p>		<p>Observe the statements the students are given to persuade the student to throw or not to throw the plastic bag into the ocean.</p>
<p>10 mins</p>	<p>Students to work in pairs to create a poster trying to persuade the general public not to throw plastic waste into the oceans. I will encourage the girls to use the persuasive techniques created in the conscience alley and also consider the underwater animals affected.</p>		<p>The posters will help the teacher see if the students have empathised with the underwater creatures and understood the importance of recycling plastic waste.</p>