

Using Drama to learn Science : A Thematic approach : Exploration (with Life and living processes as scientific focus)



Strategy	Description of Strategy	Key learning objectives	Possible activities	Suggestions for question starters
<p>1. On the table (1)</p>	<p>Examining objects (often unusual or to be used in an unusual way) Group/s are presented with an object under the Eascope/ Digital microscope/ Visualiser The teacher models open questions –what could it be? Why is it that colour? I wonder what it might be used for?</p> <p>Another approach is to ask each child to reflect and prepare a shared thought : “I wonder if.....because.....”</p>	<p>To explore objects, to speculate and evaluate evidence to identify objects. To observe and listen carefully. To take turns and share ideas.</p>	<p>Place an interesting object e.g. Gourd into a bag. Slowly reveal using the Eascope to support the development of observation skills. Questions that could be asked. <i>What could it be?</i> <i>Why do you think it is that?</i> <i>What does alook like?</i> <i>Any other ideas?</i> Revealed a bit at a time. <i>Could it be a</i> <i>Ahas... Has this got</i> <i>What might it be?</i></p> <p><i>Which questions are answered by the physical appearance of the object?</i> <i>What further information might we need to identify/ be sure...?</i></p>	<p>What could it be...? How might it work/move/feed..? What further information might we need..? What do other people think?</p>
<p>1. On the table (2)</p>	<p>Group/s are presented with an object. The teacher models open questions –what could it be? Why is it that colour? I wonder what it might be used for?</p>	<p>To raise questions To explore and collect evidence to describe an object or living organism.</p>	<p>Teacher/ another pupil is a Plant Hunter returned from an expedition with an unusual specimen. Children in a circle. Plant Hunter gathers the children round and introduces them to the specimens e.g. Picture plant. <i>What do you think these are? What might they be? Are they alive or dead? Animal or plant?</i> Teacher in role models and describes aspects of the specimens. Children are Scientists and have their note books. Teacher encourages them to record in their own way. E.g. ‘It is in soil. Let’s write it down/ did you make a record of that?’</p> <p><i>Are there any bits that are not so alive?</i> <i>Why might that be?</i> <i>How does it feel? Should we touch it? It might have toxic sap!</i></p>	<p>What do you think..? What might it/they be? How do you know? How might we find out?</p>

			<p><i>What questions have you got?</i> <i>Is there something in the pod?</i> <i>Why is it that shape?</i> <i>Does it eat things?</i> <i>What could we do to find out about its shape?</i> <i>Does it live in a hot place/ cold place?</i> <i>Are insects attracted to it? How might that be?</i> <i>What doesn't it have? Any flowers?</i> <i>Has it got liquid inside?</i> <i>How could we find out?</i></p>	
2. Spontaneous role play.	In small groups children develop arguments about science in everyday life. By working 'in role' they can explore views and ideas which may be different from their own.	<p>To explore ideas and possibilities about how to look after living things (for example in a zoo, or protecting those taken out of 'normal' habitat). To take turns.</p>	<p>Divide the children into small groups e.g. five per group. Give the children a range of characters e.g. look after a particular animal. All children who look after the same animal research and role play what they will do to look after that animal. <i>Got to feed the animals in the zoo.</i> <i>How many animals live in our enclosure?</i> <i>What do they eat?</i> <i>How many times a day do they eat?</i> <i>How much do they eat?</i> <i>Do they eat the same food everyday?</i> <i>How are they fed?</i> <i>What else do they need apart from food?</i></p>	<p>What could they do..? How do you think they feel/worked it out..? How much should we..? How might we..? What else might they..? How might we find out..?</p>
3. Hot seating	Where teachers or children are placed 'in role' as experts to answer questions from their peers.	<p>To explore problems and make reasoned decisions. To ask questions and listen carefully. To listen and respond</p>	<p>Who shall we put in the hot seat? Hot seat children to find out what animal they are (not shared at beginning of activity). Introduce problem scenarios. E.g. Zoo runs out of fish. Weather becomes very cold. Children have dropped rubbish into the cage of their animal.</p>	<p>Should we...? What might happen if..? Why do we think...?</p>

		<p>appropriately to others ideas. To respect what others may think.</p>	<p>Children choose children to hot seat on the different scenarios. Final problem: a baby seal has been found on the beach. It seems very poorly. <i>Discuss in small groups –what kinds of questions would we need to ask?</i> <i>Should they bring it to the zoo or not?</i> <i>What will it eat? Why is it ill? Might we catch it?</i> Hot seat the Zoo keeper of different animals.</p>	
4. Mind Movies	<p>Using audio and/ or visual stimuli to support the children to imagine themselves in different places/ situations. Group/s listen to a description/ sounds of a location. Whilst their eyes are shut the group/s can be asked questions about what they can hear/see so they can build up their own picture in their mind.</p>	<p>To use a variety of senses to build up an imaginary picture of a place.</p>	<p>Children are asked to close their eyes and listen. Play (e.g. howling wind) sounds from Antarctica.</p> <p><i>What kind of place are we?</i> <i>What sounds can they hear?</i> <i>What can they see/ hear/ feel?</i> <i>What do they think the place is like?</i> <i>How is it different to where you live?</i></p> <p>Ask the children to open their eyes. Show a picture of the Antarctic.</p> <p>The picture may help them imagine being in a different place.</p>	<p>What can you hear/ see/ feel? How do you know this place is like that? Is it hotter/ colder than here? How do you know? How else is it different to here?</p>
5. Freeze-frame	<p>A freeze-frame is a frozen moment. Group act out a phenomena, on hearing a cue e.g. “freeze” or a clap the group/ individual stops and holds their position. This allows the class in turn (through a carousel) to examine and reflect what each group shows and thinks.</p>	<p>To use bodies to enact and communicate about ideas. To explore ideas about how things work (eg: the functions of different parts of a plant or compare different kinds of tress).</p>	<p>Ask the children to get into groups of 6. Ask them to be a tree. Thought tap the different parts.</p> <p><i>What are they? What do they do? Why are they important?</i></p> <p>Ask the children to think of a particular type of tree. Children might want pictures of different types of tree.</p> <p>Ask the groups to look at the freeze frame. <i>What type of tree do other groups think they are and why?</i></p>	<p>What are you/what kind of tree?</p> <p>How are you different to the others? Why?</p>
6. Miming Movement	<p>Pairs/ groups/ individuals mime movement allowing them to explore different</p>	<p>To explore and develop ideas on how things change (e.g.:</p>	<p>Divide the children into groups of four. Ask them to act out how frogspawn changes to a frog. Ask the group to choose a significant moment.</p>	<p><i>What can you see/ hear/ feel?</i></p>

	types/ ways of moving and how this might be affected by different circumstances.	frogspawn going through metamorphosis to become a frog).	Thought tap. <i>Questions the teacher might ask are listed in next column.</i> <i>After each group has 'demonstrated' how their frogspawn becomes a frog, it is appropriate to have a reflective discussion and consider what questions did the activity raise? How might they find answers to these questions?</i> Watch a video clip of the life cycle of frogs. <i>How might your mime change now you know more.</i> Pair up the groups and ask the children to watch and question each other about what they are showing and how they may have further developed their mime.	<i>What is around you?</i> <i>What is like to live where you do? Or be where you are?</i> <i>How do you feed and/or move?</i>
7. Modelling	Modelling is a way of physically (re)creating a model of an object and illustrating how it works.	To build up a model of how a an organism develops or works (e.g. : explore seed germination or moving a large object from one part of the island, over sand, to another where it is rocky).	Build up the model of a tree. Choose 4 children to be the stem. Position them as the stem (trunk) of the tree. Ask them to chant 'I support'. Ask a further four to be roots. Position them sat at the base of the stem with legs (roots) spreading away from the trunk. Ask them to chant 'I take up water'. Ask four to be leaves. Position them (perhaps on a chair extending their arms outwards from the 'trunk'). Ask them to chant – 'I make food'. Ask the children how they might show flowers. <i>What might they chant?</i> <i>How might their chants change in different situations? E.g. winter/ summer.</i>	<i>What are you showing?</i> <i>What does this/that illustrate?</i> <i>What would you show next...?</i>
8. Mini-historical play	The teacher tells the group a story –which could be scripted. During the story members of the group become the characters in the story –	To familiarise themselves with scientists of the past. To explore ideas on scientific thinking. To better understand	Teacher in role as Mary Anning (wearing a head scarf, carrying wicker basket and a large fossil). Take the children onto an imaginary beach. <i>What might they find? Enact finding a fossil. How might you feel? What is it like to discover something? What did Mary Anning do that makes her an extraordinary scientist?</i>	<i>What is it? What do you notice?</i> <i>Have you ever found anything like that before?</i> <i>What could it be?</i>

	<p>they could be given a prop/ costume item to signify who they are or a simple line to say. There might be moments in the story when whole groups are engaged or moments when they could offer their thoughts on the events of the story e.g. a meeting, Through this enacting the story is brought to life.</p>	<p>the nature of science.</p>		<p>How would she feel?</p>
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