



Project: Extreme weather play

Learning outcomes

By the end of the project, children will have:

- practised language from Units 13–18 through a group project
- broadened their knowledge of science and performing arts
- developed their ICT, literacy and communication skills
- planned and written a play in a group
- rehearsed and performed their play
- written up their play on a computer or by hand



CLIL focus

Science: climate and extreme weather events

Performing arts: rehearsing and performance

ICT: keyboard skills

Literacy: writing a playscript, writing for an audience

Communication: performing a play

Skills focus

Listening: instructions, ideas, plays

Speaking: discussing ideas, negotiating, performing a play

Writing: notes, a playscript

Reading: playscripts

Language focus

Vocabulary

Weather: cyclone, gale, hurricane, lightning, snow, storm, thunder,

Disasters: ambulance, adventure, boat sinking, crash, damage, destruction, devastation, disappear, explode, injure, protect, scream, smash

Adjectives to describe events and people: brave, exciting, fantastic, fierce, frightened, horrible, powerful, scared, uncomfortable, violent

Theatre: character, narrator, prop, rehearse, scene, script, setting, sound effect, stage direction

Stage directions: cold, cry, moan, shout, sob, whisper, worried, yell

Grammar

What a strong wind!

What huge waves!

*The wind **has blown** the trees down.*

***Have you ever seen** such a storm?*

***I have never seen** anything like it.*

***Has** the storm **finished yet**?*

***How about sheltering** in this cave?*

***What about hiding** in the shop?*

***Shall we** tell someone?*

***Let's** go over there.*

*We **hated** **leaving** our home.*



Teaching notes

Lesson plan

Class warm-up

- 1 Tell children they are going to write a play about characters in an extreme weather event. Elicit words relating to different types of extreme weather and write them on the board: e.g. *cyclone, gale, storm, snowstorm, lightning*.
- 2 Ask children to turn to page 124 in Language Book 4 and remind them how they made a plan for the story '*It's a Knockout*'. Tell them they are going to make a similar plan for their play.

Materials

Template: playscript planning sheet (one per group)

For each group: paper for writing their script; pencils and pens; computer and printer (optional)

Group work

- 1 Divide the class into groups of six children. Each group decides on what type of weather to feature in their play and invents five characters. Five children will play the characters and one child will be the narrator. Elicit what a narrator does: *He or she explains what is happening in the play or comments on it*.
- 2 Give each group a playscript planning sheet. Children should first write a list of their five characters at the top of the sheet. Then they write notes on what will happen in the beginning, middle and end of their play.
- 3 When they have finished planning, they decide who will write which section of the playscript, working in pairs. Each pair writes the playscript for the beginning, middle or end of the play.
- 4 Encourage them to add stage directions: e.g. *whisper, yell, sob, moan*.
- 5 The group decides who will play each character. They read through the script from beginning to end, pausing to make changes to improve it as they read.
- 6 Each group performs their play, either for the whole class, for other classes or even for their parents or other visitors to the school.

Follow-up

- 1 Children type up their playscript on a computer (or write up neatly by hand if computers and printers are not available).
- 2 Attach the scripts together to make a big book of playscripts for the children to read, and for other classes to read and perform.



Playscript planning sheet

Characters

Beginning

Middle

End