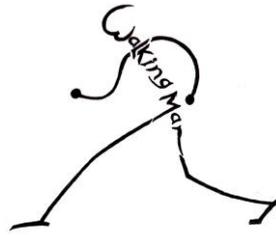


HOW TO USE THIS RESOURCE



Curriculum links, learning objectives, lesson plans:

This resource pack has been designed to link across the primary school curriculum but with particular focus on English, SPHE, Drama, Art and SESE in particular Science and Geography. The cross curricular approach to the lesson plans in this pack coincide with curriculum planning and offer active learning ideas that can be used to explore three focused themes, the senses, which is centred on listening and observation, time and balance and linking these ideas with the play, *Walking Man*.

Other cross curricular links are made with PE and Dance but links could also be made with Education for Sustainable Development with the SESE related activities. Each activity begins with a grid structure outlining the areas specific to each curriculum subject. The subject is broken down into its basic structure of Strands and Strand Units.

The top left hand corner of the grid will highlight if this is a whole group, small group, pairs or independent activity.

The top right hand corner of the grid will highlight the class year groups the activity is appropriate for. Every effort has been made to make the resource pack as user friendly, accessible and curriculum linked as possible. However, the class teacher and the class can decide what activities best suit their group. The activities can be adapted to suit each class and there are suggestions for how various activities could be used across the curriculum and within other aspects of the particular core subjects of this pack, namely, English, SPHE, Drama, Art and SESE.

Every activity has a learning objective and success criteria; these can be adapted to suit the teacher and the class group. Differentiation is through outcome, each activity is open to being adapted and tailored for each class by the class teacher and support staff.

The materials and resources necessary for each activity are noted in the box below the grid. There is a photocopiable section at the back of the resource pack which contains handouts and questions that can be used with the class during the activities. It is stated in the plan when these can be used. A hyper-link page for various web-links suggested in the teacher pack is available from Graffiti Theatre Company upon request.

An example of the layout you will find across the resource pack is on the following page.

LIGHT AND DARK EXPLORING SHADOWS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

Unit 4: Balance

Focus: Light and dark exploring shadows

Whole class activity
Pairs work
Independent work

Year groups:
1st, 2nd, 3rd class

Curriculum links: Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness
ICT	Using computers or the interactive whiteboard to investigate shadows.
SESE: Energy and Forces	Light

Learning Objective: To investigate shadows outdoors.

Success Criteria:

To talk and listen to each other's ideas about shadows.

To think about how shadows are made and why they change shape and position throughout the day.

To work together to chalk out the shadows.

Resources: Outdoor space, chalk and a sunny day! Health and Safety – ensure the children are aware of the dangers of looking directly at the sun. An interactive whiteboard or computers for the class.

LIGHT AND DARK EXPLORING SHADOWS



Image Courtesy of: <http://office.microsoft.com/en-gb/images/results.aspx?qu=scales+for+balance&origin=FX010132103#pg:7>

*Health and Safety: If working outside ensure that the children are aware that they should not look directly at the sun, as it may damage their eyes. Sun protection and hats may be worn to protect the children from the sun.

Lesson introduction:

This lesson would work well on a sunny day, where the children can see their own shadows.

Starter: Ask the children to describe a shadow to their talk partner or the child sitting beside them. Listen to the children's ideas about shadows. How are shadows made? Does everything have a shadow? Did Walking Man have a shadow? Explain to the class that we are going to investigate our own shadows outside. Ensure the children know not to look directly at the sun as they could damage their eyes.

Main activity:

1. Bring the class outside to the playground, early in the morning if possible, so that the investigation can take place over the day. Ask the children if they can see any shadows on the ground? What are shadows made from? When can we see our shadows? Do our shadows stay the same size all the time?
2. In threes, ask the children to work together to chalk out each other's shadow. One child's shadow can be chalked by two children. Then swop around so that each child's shadow is chalked on the ground. The children may draw a picture of a shape in their shadow so they can check how and where their shadow moves during the day.
3. Explain to the children that you will come back later in the day to investigate if their shadows have moved.

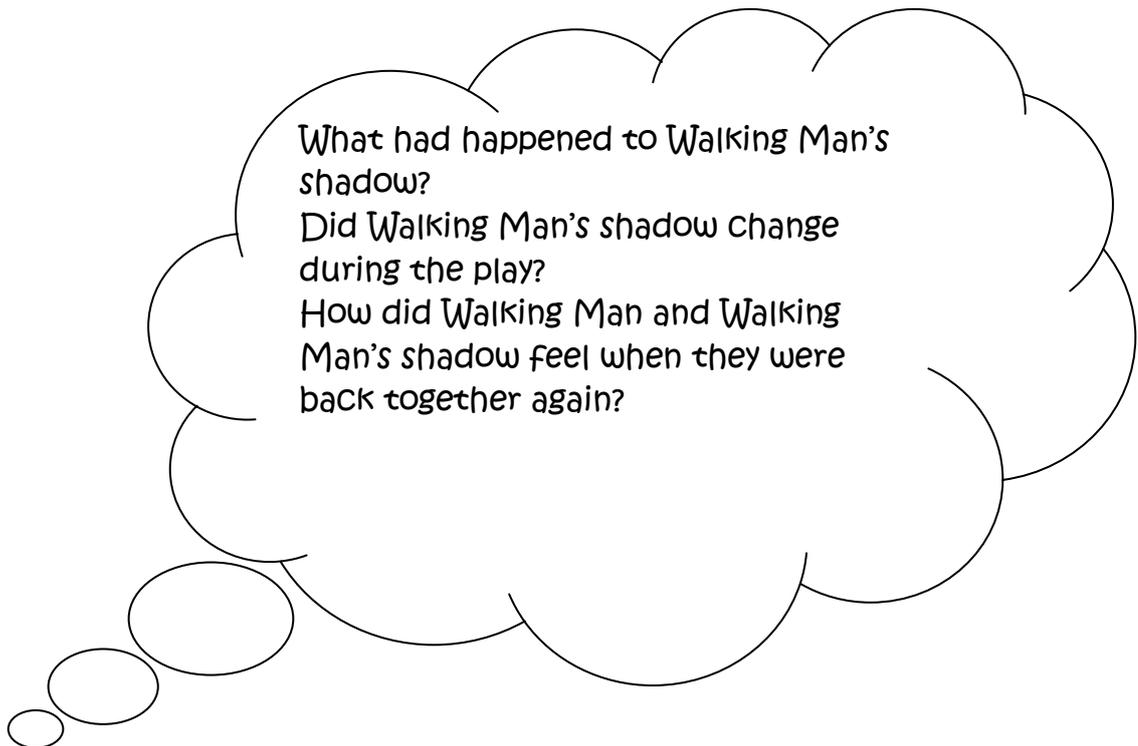
4. Try to investigate the shadows at least twice during the day. Ask the children if their shadows are longer or shorter or have moved at different times of the day. Note the times and the children's reasons for why shadows may have moved.

Plenary:

Show the children the Light and Dark Ks2 Bite size game on the BBC website which illustrates how and why shadows move and change in size during the day. Encourage the children to investigate their reasons for the shadows moving using this BBC Schools link. http://www.bbc.co.uk/schools/ks2bitesize/science/physical_processes/light_shadows/play.shtml

Follow the on screen instructions, the games look at how shadows are made and encourage children to think about different lights sources. This activity could be carried out as a whole class group activity using the interactive whiteboard and then as an investigation for the children independently using mini laptops or computers in the computer suite.

Follow-on discussion linked with *Walking Man*:



Breakdown of the Resource pack:

The resource pack contains four main units with activities in each unit focusing on particular areas. The activities encourage children in first, second and third class to develop skills in understanding, comprehension, reflection, discussion, higher order questioning, communication and developing themselves through active learning and participation.

Each of these units is comprised of a variety of active learning, drama and written activities to give children and teachers an opportunity to explore ideas in the play and the resource pack in different ways. The title page for each unit gives a breakdown of activities. The resource pack can be used with your planning and other resources across the curriculum. When trying the activities in the pack awareness of health and safety is necessary, follow the school's health and safety policies. If using a hall or classroom space, and the space needs to be cleared, ensure that the space is safe prior to beginning the activity. Ground rules and a contract of learning are useful to set up with every class, especially in relation to SPHE, English and Drama where various ideas will be discussed, ensure that there is a safe learning environment with sensitivity and respect for everyone's opinions and ideas. Ground rules and contracts of learning can be done in the earlier sessions with the group; these provide a good starting point for whole class learning and ownership of their work and ideas.

Unit 1: Understanding the Play and the Production

This unit begins with looking at the play using a mind map strategy, a useful resource for children to develop to use across the curriculum. While the activities in this unit look at characters, characterisation and are particularly suited to English and Drama, links are made with SPHE – Myself and Myself and others and Art – developing drawing.

Unit 2: The Senses

The focus in this unit is on developing listening and observation through cross curricular activities. The children are encouraged to develop their listening skills through drama activities creating sound scapes and using audio clips. While observation

skills are considered using Anthony Browne's book Voices in the Park and a learning walk in the local community.

Unit 3: Understanding and discussing time

The activities outlined in this unit ask students to think about time in the context of animals that move slowly and animals that move quickly, using Eric Carle's "Slowly, Slowly, Slowly," Said the Sloth as a stimulus for discussion and developing drama and movement activities linked with SPHE, English, SESE, Art and Drama.

Unit 4: Balance

The idea of opposition and balance is at the centre of this unit. Opposition and balance is looked at through SESE focusing on science investigations into light and dark. This activity highlights shadows; the children have the opportunity to create shadow puppets and to develop storytelling using these puppets. While drama and dance using a mirroring activity enables the children to physically connect with the idea of balance and opposition. Thinking about balance in the city and countryside is reflected upon using a drama activity and a thinking walk.

Photocopiable section:

Various activities throughout the resource pack can be photocopied to use with the class group. These are available within the pack and in the photocopiable section of the pack.

Bibliography:

All of the resources, books and websites are referenced in the bibliography for teachers, students and parents to use for research or interest.