

## Trinity Stars Stage 2 – Activity plan – The Picnic

Stage: 2

Language aims:

- ▶ Vocabulary related to: food, hot/cold, insects, weather

Performance aims:

- ▶ Mime
- ▶ Expressive movement
- ▶ Improvisation
- ▶ Group interaction through choral dialogue and individual contributions

**A note about timing:**

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 2, performances should last from 10-20 minutes.

Materials:

- ▶ A tablecloth
- ▶ A cardboard box
- ▶ Paper or plastic cups

### Activity

#### Food for the picnic

1. With the children, think what you would like to take on your picnic.
2. What are their favourite foods?
3. This is an imaginary picnic so they can take whatever they like.
4. Now think about how we eat different foods: we lick ice creams, we munch apples, we sip soup.
5. Mime eating different things and see if the children can guess what you are eating.
6. Then let them mime.

Online resources: [Food flashcards](#)

#### Hot and cold improvisation and mime

1. Do we drink everything the same way?
  - ▶ If our drink is hot, how do we sip it?
  - ▶ How do we hold it?
  - ▶ What about cold drinks?
2. Give the children empty paper cups, call out hot and cold and encourage them to drink in different ways.

#### Improvisation and mime – going on a picnic

1. Packing the picnic basket – mime packing different food and drinks in the basket. We must be careful not to spill drinks. How will we put them in the basket?
2. Where do we want go for our picnic? We could go to the beach or by a river or in the mountains. We could have a picnic in the middle of the town. What will we see and hear?
3. Laying a cloth – first, let the children play at laying a picnic cloth using a real tablecloth. Then, when they have done this

a few times, take the cloth away and let them pretend to lay one. Can they replicate their movements?

4. What about the weather? If it's windy how will we react? We might have to chase our paper plates and napkins. What about if it rains?
5. Insects – sometimes insects spoil our picnics. What will we do if we see ants on our food? What about flying insects, like wasps or mosquitoes? How will we react then?
6. Litter – we have to clear up after our picnic. Practise throwing away litter in the classroom.

Online resources: [Picnic song](#)

### Game – Don't leave litter

1. To begin, all the children line up, each with a paper cup.
2. Play some music and they march around the class. As they reach the bin, they throw their cups into it.
3. Retrieve the cups and play it again. You could chant '*Don't leave litter*' as you do this.
4. Vary the game by changing the pace of the music. They could dance or hop or skip.

### Performance

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

### Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Make mini-picnic cloths – give each child a square of coloured material. Then give them small circles of card. On the cards they can either draw images of food or find pictures from magazines and paste them. Glue the 'plates of food' to their picnic cloths. Help them to write little menus for their picnic. What have they pasted on their cloths?
- ▶ Make a class poster with hot and cold foods – the children can draw or colour different foods and stick them onto the poster.s

## The Picnic performance

Divide the speech so that children speak either in groups or as individuals.

Group one: *Let's have a picnic!*

Group two: *Yes!*

Individual children: *We've got...*

Children list the food which they want to take on their picnic. As they do so, they mime packing it in the basket, one thing at a time.

Group one: *Where shall we go?*

Group two: *To [the children say their preferred location, eg the mountains/the beach/the park]*

All walk to the picnic spot, as if carrying baskets of food.

Group one: *Lay the cloth.*

Four children mime laying a tablecloth on the ground. All sit around the imaginary cloth.

Individual children: *Mmm...an apple/an ice cream/soup!*

Children mime eating different foods, some hot, some cold.

Group two: *Oh no, ants!*

Children react to seeing ants on their food.

Group one: *Oh no, wasps!*

Children react to flying insects.

Group two: *It's windy!*

Children react to the imaginary wind, chasing their plates and napkins and catching them.

Group one: *It's raining!*

Children pretend to gather up their things and quickly put them in the basket.

All: *Let's go home!*

They start to go then all stop as if remembering something.

All: *Wait! Don't leave litter!*

They all mime clearing up litter and putting it in a bin. The children join hands and take a bow.