

Trinity Stars Stage 2 – Activity plan – Wild animals

Stage: 2

Language aims:

- ▶ Vocabulary – names of wild animals
- ▶ In-group interaction through choral dialogue

Performance aims:

- ▶ Improvisation
- ▶ Expressive movement and mime
- ▶ Conveying meaning through facial expressions
- ▶ Using music to convey mood and atmosphere
- ▶ Use of costumes or masks

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 needed:

- ▶ Pictures or flash cards of the wild animals you wish to teach

Activity

Teaching the vocabulary

1. Create some pictures or use the [flashcards](#) of six wild animals. You can draw them on the board if you don't have pictures. For this lesson plan, we are using:
 - ▶ Monkey
 - ▶ Elephant
 - ▶ Tiger
 - ▶ Giraffe
 - ▶ Gorilla
 - ▶ Kangaroo
2. Point to the pictures and say the words clearly. Only say the names of the animals at this stage so that the children can easily repeat them.
3. Now point to the pictures in random order and ask, 'What's this?' Encourage the children to answer 'It's a [monkey]'.
4. Ask, 'Where's the [monkey]?'
5. The children come and point to the correct picture. Encourage them to say 'Here'. Take away one picture and ask, 'What's missing?' The children call out the name of the missing animal.

Online resources:

[Animal song](#)

[Wild Animals flashcards](#)

Kim's game

1. To begin: Put toy animals on a desk. Get the children to look and try to remember all the animals.
2. Cover the animals with a cloth and get the children to close their eyes.
3. Take one toy away and take off the cloth and ask the children which animal is missing.

Using movement

1. Now choose one animal and ask the children how they think it moves. Let them offer their own ideas, then add some of your own.
2. Ask them questions such as, 'Are [elephants] big? Do they move quickly or slowly? Are they heavy or light? Have they got long or short necks, legs, arms?' Repeat with the other animals.
3. Walk slowly and heavily like elephants, swing your arms and beat your chests like gorillas, run quickly like monkeys, jump like kangaroos, move like tigers, stretch your necks like giraffes.
4. Get the children to walk around the class. Call out an animal name and they change the way they move accordingly.

Using sound

1. Do the children have ideas of what noises these animals make? If you have access to the internet, you can find examples of animal sounds on websites such as YouTube. For example, type in 'Kangaroo sounds'. Such videos are also good for getting ideas for movement.
2. Gibber like monkeys, roar like tigers, make munching sounds of giraffes eating, call out like gorillas, grunt like kangaroos, trumpet like elephants.
3. Get the children to be quiet, then call out an animal name and let them make the appropriate sound.
4. To encourage them to start and stop making the noises when you want, hold up a stick and act as if you are the conductor of an orchestra with a baton. When you raise the baton, they make the noise, when you let it fall, they stop. You can add other 'orchestral instructions' in this way, encouraging them to grow louder, quieter, go faster or slower.

Using music

1. Hand the children different musical instruments, such as tambourines, drums and maracas and triangles.
2. Play around with making different sounds to accompany the animals. For example, beat slowly on the drums when the elephants walk around the room or shake the tambourines vigorously when the monkeys skip around.
3. Let the children decide which sounds they think suit the animals best.

Game – musical statues

1. To begin: Play your chosen 'elephant music'.
2. The children dance around the room like elephants. When the music stops, they must freeze. Repeat with other animals.

Using emotion

1. Ask the children how they think they would feel if they suddenly saw a group of tigers or elephants.
2. With them, act out being surprised, frightened, happy.
3. Think about the way our facial expressions change and how our body language alters.
4. Call out 'Happy!' and encourage the children to move or dance happily.
5. Call out 'Frightened!' and have them freeze or tremble.
6. Call out 'Surprised!' and let them show the expression on their faces.

Development

1. Divide the class into groups of animals. Let them choose which group they would like to join.
2. Pick two or more children to be explorers. Tell them that they will be walking through the jungle/rainforest/safari park and discovering the animals. Ask them how they think they would react if they suddenly saw a lot of monkeys.
3. Tell the groups of animals they must be very quiet. They can hide behind desks or chairs. As the explorers walk, they spot the groups of animals, one by one and call out the name eg, 'Monkeys!'
4. As they call out a name, that animal group spring into action. You, the teacher, can play on the musical instrument and the animals move and make sounds as they have practised. The explorers react in any way they wish, using the facial expressions and movements you have practised.

Using costumes

It can be time-consuming and expensive to make convincing animal costumes but if the children want to dress up, they can do so in the following, simple ways:

- ▶ Wear a top or a hat in a colour which suits the animal, eg grey for elephants, brown for monkeys, orange for tigers, black for gorillas, light brown for kangaroos, patterned for giraffes. Photocopy pictures of the animals and attach them to the children's tops with safety pins.
- ▶ Use washable face paints to draw animal markings on the children
- ▶ Use fabric markers to draw animal faces on plain, white T-shirts

Using scenery

If you would like to add atmosphere by using scenery, you could try these ideas:

- ▶ Put real or artificial potted plants around the room
- ▶ Cut green and brown card into the shape of bushes and rocks and tape them to the backs of chairs
- ▶ Make a river or a watering hole by cutting blue paper into strips or circles and laying them on the floor. You could stick them to the floor using paper tape
- ▶ Throw a green or a brown cloth over desks or stools to make bushes or rocks.

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:

- ▶ Take photos of the children as they pretend to be different animals. Print the photos and help the children to write the names of the animals by the pictures.
- ▶ Let the children draw pictures of their favourite animals. They can make card picture frames and decorate them with dried leaves or grass. Help them to label the frame with the names of the animals or to write 'My favourite animals are tigers.'
- ▶ Photocopy colouring pictures of wild animals. There are lots of colouring pages on the web. For example type 'colouring page tigers' into a search engine. Let the children colour them and glue them onto card. Then they cut the pages into four (or more) pieces. Now they have their own, home-made jigsaw puzzles. Put them into paper bags or boxes and help the children to label the package with the name of the animal.
- ▶ Write the animals words on the board and circle the first letter of each. Give the children cuttings of magazine or comic headings. Can they find the same letter in any of the words there? They can cut them out and stick the letter by the appropriate animal.

The Wild Animals performance

The explorers walk up to 'bush' or 'rock'.

The Explorers sing or chant:

I'm in the jungle. What can I see? A monkey! A monkey! Looking at me! Monkeys pop up from behind a bush and move and make noises like monkeys.

Monkeys: *We are monkeys! We are monkeys!*

Explorers: *Hello, monkeys. How are you today?*

Monkeys: *Fine, thank you. Come and play!*

The monkeys and explorers join hands and dance together. Then the monkeys sit on the floor. The explorers continue their walk through the 'jungle' and repeat the song and actions with the other animals. When the explorers have met and played with all the groups, all the animals stand up and wave goodbye to the explorers.

Animals: *Nice to meet you. Goodbye!*

Explorers: *Thank you. Goodbye!*

All the children join hands and take a bow.